

## General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

### Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Politics and Global Studies  
(CGVTPOLGLB)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

POS

Course Number

431

Units/Credit Hours

3

### Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Campaigns and Elections

Course Catalog Description

Examines campaigns from a multitude of perspectives including the politician, reporter, campaign strategist and voter.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): minimum 25 hours OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

Yes

Shared or Crosslisted Departments/Schools

School of Applied Sciences and Arts (CASA)

Statement of Support #1

[Support Statement POS 431  
Campaigns and Elections.pdf](#)

Statement of Support #2

No Response

Statement of Support #3

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[POS 431 Fall 2025 Dempsey-Revised.docx](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Most of the course content should align with the Gold category learning outcomes.

**Instructions:** In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

In one assignment, students play the role of campaign advisor and are to allocate money from the campaign budget to spend on television advertising in the swing states. Additionally, students are to select which advertisement to air in which state and defend that choice. Half of the students are Republican strategists, half are Democratic. Ultimately, the students will learn that the campaigns have control over their own resources and messages but that they cannot control what the other campaign will do or how voters will react. They will see that both campaigns often target the same states; as a result, little ground can be gained unless one side overwhelms the other in advertising volume. They may also learn that some candidates have built-in advantages, such as larger war chests or a public that has already turned against the opponent. This assignment allows students to explain aspects of both social and behavioral phenomena, in terms of advertising and campaign spending strategies.

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

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In one assignment, students conduct a newspaper content analysis to gauge the level of bias in the reporting on electoral campaigns and/or candidates. Students select a paper from a list provided and may either use the print or online editions. They will then track the same paper over a period of several weeks, analyzing the content of the articles about the campaign. In the process, students will learn that the process of social science is difficult: it involves specifying and clearly measuring concepts, an even when measures are well formulated, coding still involves researchers' judgment calls. This experience will help students understand the benefits of research, but students will also learn to question the methodologies that led to the results they read.

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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In the Week 2 Discussion Board, students analyze the electoral activity of political action committees. The students will see campaigns from the perspective of interest groups, and their respective PACs, and learn about the campaign financing process. They will have a chance to see how donors evaluate candidates and how candidates think about prospective donors. Before writing the discussion board posts, the class material has them reflect on the campaign finance process, review quantitative campaign finance data, and explore how and why PACs operate in the manner that they do (qualitative analysis).

Their arguments presented in both their initial post and their response to a peer are assessed for how well they incorporate the theories and substantive content of course material with the real-world example, their engagement with peers with both constructive commentary and inclusion of alternate viewpoints, as well as their professionalism. The inclusion of alternate viewpoints is an essential component of any social science analysis.

Specifically, in the Syllabus, pg. 3; the expectations are:

Engaging in thoughtful discussion is a crucial part of understanding the dynamic nature of campaigns and elections. Each week, students will participate in online discussion boards by completing one initial post responding to the week's prompt and one response post engaging with a fellow student's post. These discussions provide an opportunity to critically analyze campaign

strategies, electoral trends, and real-world political developments while engaging with diverse perspectives.

Requirements:

- 1. Initial Post (Due by Midweek): Students will respond to the assigned discussion prompt, incorporating insights from course readings, current events, and, where applicable, personal or professional experiences in political campaigns. Posts should be substantive (approximately 250-400 words) and demonstrate critical thinking, analysis, and a clear connection to course concepts.
- 2. Response Post (Due by End of Week): Students must reply to at least one classmate's post in a meaningful way (150-300 words), engaging with their argument, offering additional insights, posing questions, or respectfully challenging their perspective. Responses should go beyond simple agreement or disagreement and aim to deepen the conversation.

Evaluation Criteria:

- 1. Quality of Analysis: Posts should demonstrate engagement with the course material, critical thinking, and real-world application.
- 2. Depth of Engagement: Responses should thoughtfully engage with peers, providing constructive feedback, alternative viewpoints, or additional evidence.
- 3. Clarity and Professionalism: Posts should be well-organized, clearly written, and respectful of diverse perspectives.

Discussion board participation is a vital component of this course, fostering interactive learning and encouraging students to apply campaign and election theories to practical, real-world political scenarios.

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

Students will be able to define the four aspects of campaigns. [SOBE 3]  
Students will assess to what extent American elections reflect democratic values [SOBE 1]  
Students will analyze how the "rule of the game" influences elections, from who runs for office to electoral outcomes. [SOBE 2]

Provost Use Only

Backmapped Maroon Approval

No Response



## Form Submission - Proposer

Submitted for Approval | Proposer

Lisa Lamb - January 10, 2025 at 3:00 PM (America/Phoenix)

## Department Approval

Approved

Tara Lennon - January 10, 2025 at 3:42 PM (America/Phoenix)

Gunes Tezcur

## GSC Coordinator Review

Approved

TJ Robedeau - January 13, 2025 at 8:29 AM (America/Phoenix)

April Randall

## Assistant Vice Provost Review

Approved

Tamiko Azuma - January 13, 2025 at 12:05 PM (America/Phoenix)

All required components confirmed.

## Pre-GSC Meeting

Approved

TJ Robedeau - January 14, 2025 at 8:55 AM (America/Phoenix)

April Randall

## Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledge Cancelled

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - January 27, 2025 at 4:09 PM (America/Phoenix)

Revise and Resubmit: Thank you for your proposal. The SOBE sub-committee recommends revise and resubmit based on the following. For the LO3 assessment please provide more information on how students communicate coherent arguments using evidence drawn from qualitative or quantitative sources about the campaign finance. "Communicate" in this LO implies more than analysis – how do students put into practice the SOBE LO?

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## General Studies Council Meeting

Sent Back

TJ Robedeau - January 31, 2025 at 12:25 PM (America/Phoenix)

Your request was not approved. The SOBE subcommittee invites you to revise and resubmit this request. They provided the following rationale:

Revise and Resubmit: Thank you for your proposal. The SOBE sub-committee recommends revise and resubmit based on the following. For the LO3 assessment please provide more information on how students communicate coherent arguments using evidence drawn from qualitative or quantitative sources about the campaign finance. "Communicate" in this LO implies more than analysis – how do students put into practice the SOBE LO?

If you have questions regarding this, please reach out to Tamiko Azuma (tazuma@asu.edu).

April Randall

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## Form Submission - Proposer

Submitted for Approval | Proposer

Lisa Lamb - February 25, 2025 at 2:49 PM (America/Phoenix)

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## Department Approval

Approved

Tara Lennon - February 27, 2025 at 9:43 AM (America/Phoenix)

Gunes Tezcur

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## GSC Coordinator Review

Approved

TJ Robedeau - February 27, 2025 at 11:13 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - February 27, 2025 at 11:33 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 28, 2025 at 3:41 PM (America/Phoenix)

April Randall

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - March 25, 2025 at 11:32 AM (America/Phoenix)

Thank you for the submission. The SOBE subcommittee recommends revise and resubmit based on the following feedback. For LO1, what behavioral or social science approaches, qualitative or quantitative, are students using to examine aspects of human experiences or explain social or behavioral phenomena? It's unclear whether the assessment is asking learners to *use* social science approaches to explain human behavior and experiences while role-playing as political strategists. The statement, "This assignment allows students to explain aspects of both social and behavioral phenomena, in terms of advertising and campaign spending strategies" needs further elaboration and clarification. For LO2, although learners are engaging in a social science approach in this assessment, it's not clear they are being asked to reflect on the strengths or limitations of the approach.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Lisa Lamb



# College Notification

## Notification

Amanda Smith
Jenny Smith

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