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	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Historical, Philosophical & Religious Studies (CHSTCRIT)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
REL	101	3

Course Information
Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Religion, Culture and Public Life

Course Catalog Description

Explores how religions are conditioned by cultural values and operate in the political sphere.

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

None

Is this a crosslisted course?

No

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

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

By checking this box, I confirm I understand that each course or topic can only carry one General Studies Gold designation. If this request is approved, it will replace the existing GS Gold designation on the course or topic.

Provide a brief justification for this request to change the General Studies Gold designation on this course or topic.

In response to input from the Provost's office, SHPRS faculty reviewed the general studies designations for the coming year and found two courses that would be more appropriate as HUAD than as GCSI courses.

The attached version of the syllabus is from a recent offering. An updated version of the syllabus, which reflects the learning outcomes for HUAD, was originally appended to this proposal and is available upon request.

General Studies Gold Designation Request

Requested Designation

Humanities, Arts and Design (HUAD)

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

[REL 101 S2023 C.pdf](REL 101 S2023 C.pdf)

Humanities, Arts and Design (HUAD)
The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

Group 1:
1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Group 2:
1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Choose the appropriate group of HUAD learning outcomes for this course.

Group 2

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.

HUAD Learning Outcome 1 (Group 2): Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.

The primary theme of this course is to evaluate, analyze, and compare the various ways that religious (and spiritual) ideas and practices come to bear on political life in the United States today. The discussion boards are designed as spaces where students can practice these skills in a 'staircase' order. The first discussion board prompts reflection on the social practices regarding what is counted as religion (in law, in education, in everyday discourse, et). The second and third discussion boards focus on specific examples of how a contemporary group or community practices religion in ways that reflect change over time and involves understanding the specific historical factors relevant to the example. The fourth and fifth discussion boards are designed as practice for the kinds of meta-analysis that underlie the final project. In these, students are asked to reflect on how they see others around them thinking and talking about intersections between

religion and public life (e.g. they are asked to consider how well or how poorly a newspaper article handles the topic of religion according to the skills set they have been developing).

Discussion prompts are on Canvas.

HUAD Learning Outcome 2 (Group 2): Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.

The midterm essay assignment in this course is directly created as a way to assess students' abilities to construct and defend analytical arguments. They are presented with several related options about different examples of how religion comes to bear on a contemporary policy issue (e.g. immigration at the US Southern border), with each option presenting several news articles about an event or issue. Students are asked to take a position in relation to a direct question about that issue. For example, they are asked to explain whether they agree or disagree with a judicial ruling or if they think a certain practice should or should not be protected under religious freedom laws. Essays are not evaluated based on what position students take, but on how well they are able to construct a coherent argument and how substantively they engage course materials in doing so.

HUAD Learning Outcome 3 (Group 2): Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

The final project in this course aligns with learning outcome three. Turning their attention to an issue, topic, community, or public debate of their own choosing, students conduct original research about the role of religious ideas, values, or perspectives related to their selected case. Students are free to use various formats to communicate their research findings, but the most common work products are 'mock podcasts' and 'microdocumentaries.' Students have also curated and designed (imaginary) museum exhibits, written policy briefs, and designed social media awareness campaigns. In whatever medium, and regarding whatever topic they select, students are assessed in the final project in their ability to identify religious (or religion-related) perspectives that differ from their own, and their ability to objectively describe these perspectives as part of public life.

List all course-specific learning outcomes. Where appropriate, identify the associated HUAD 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 HUAD learning outcome.

Course Specific Learning Outcomes: At the completion of this course, students will be able to:

1. Students will understand that religion is a concept and will identify cases where this concept is relevant to public life. (HUAD LO1, Group 2)
2. Students will appreciate the importance of religion as a dimension of public culture and will practice different methods of seeing and describing public religion. (HUAD LO3, Group 2)
3. Students will investigate how religion intersects with race, class, and gender to shape the way societies navigate social and political issues. (HUAD LO1, Group 2)

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Evan Berry - August 6, 2024 at 8:59 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - August 7, 2024 at 10:36 AM (America/Phoenix)

GSC Coordinator Review

Sent Back

Alicia Alfonso - August 8, 2024 at 10:16 AM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Kuali Curriculum Management (CM). If you don't have access to Kuali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Kuali CM course proposals. Please see the General Studies Request FAQ for more information: https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5lLS07EEnNu34Z35S8CrAEVk/

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Evan Berry - August 16, 2024 at 2:23 AM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - August 16, 2024 at 10:59 AM (America/Phoenix)

GSC Coordinator Review

Sent Back

Alicia Alfonso - August 16, 2024 at 6:03 PM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Kuali Curriculum Management (CM). If you don't have access to Kuali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Kuali CM course proposals. Please see

the General Studies Request FAQ for more information: https://docs.google.com/document/d/1BF_IpZ4neXWRQgZfXj-5lLS07EEnNu34Z35S8CrAEVk/

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Evan Berry - August 30, 2024 at 3:59 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - August 30, 2024 at 4:58 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

Alicia Alfonso - September 3, 2024 at 3:22 PM (America/Phoenix)

A GS Gold statement for the requested designation must be present on the attached syllabus. Please add the appropriate statement from this document (https://docs.google.com/document/d/1JrFD2qKryUpvc0wvj4C2N8i0lqoQKY4XRmFOgkNnyF0/edit) to the syllabus and attach a revised syllabus file to this form.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Evan Berry - September 4, 2024 at 9:55 AM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - September 4, 2024 at 9:59 AM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - September 5, 2024 at 1:31 PM (America/Phoenix)

College has resolved prior issues.
Proposal to add syllabus data to CM is currently at the dean's designee level.

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - September 5, 2024 at 5:06 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 9, 2024 at 3:52 PM (America/Phoenix)

Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - October 1, 2024 at 12:41 PM (America/Phoenix)

Revise and resubmit to include Learning Outcome #2 in the course specific learning outcomes on the Kuali form.

Catherine Saucier

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Evan Berry

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel