

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

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
REL	205	3

Course Information

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

Course Title

Life, Sex and Death

Course Catalog Description

Ways that religions have understood birth, sexuality, death, and the passing of generations. Examples from traditions throughout the world.

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

none

Is this a crosslisted course?

No

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

Yes

## Shared or Crosslisted Departments/Schools

School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Statement of Support #1

Statement of Support #2

Statement of Support #3

[Statement of support for REL 205.pdf](#)

No Response

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

Global Communities, Societies, and Individuals (GCSI)

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

[REL 205 Spring 2025B\\_for General Studies review.docx](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

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.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

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The clearest example of an assignment designed to measure Learning Outcome 1 is the 1st Perusall Participation assignment (module 2). In this assignment, students will use the online tool "Perusall" to read and annotate three documents together. These documents explore how the transition from childhood to adulthood is celebrated and interpreted within three distinct cultures. Two case studies are from Indigenous cultures in the United States, and one is from Zambia. In the Perusall assignment, students must formulate at least two comments (distributed through at least two of the assigned readings) and then post at least two replies to classmates.

Each Perusall assignment is worth 10 points. (There are 100 possible points in the class). Here is the general guideline for scoring:

**9-10 points:**

1. All four required posts are completed, including two initial comments (distributed through at least two separate readings) and two replies to classmates.
2. All four posts engage closely with the assigned documents, demonstrating a strong understanding of the central ideas
3. At least one comment or reply draws at least two of the assigned documents in Perusall into conversation with one another
4. At least one comment or reply draws connections between at least one of the documents assigned in Perusall, and the broader theoretical ideas discussed in this module's lecture videos.

**7-8 points:**

1. All four required posts are completed, including two initial comments (distributed throughout at least two separate readings) and two replies to classmates.
2. 1-2 of the posts are tangential to the assigned documents or primarily based in personal reflection
3. Submission fails to bring at least two of the documents into conversation with one another OR fails to make connections with the broader theoretical ideas discussed in the module's lecture videos.

**5-6 points:**

1. Only 2 or 3 of the required posts are completed
2. 2-3 of the posts are tangential to the assigned documents or primarily based in personal reflection
3. Submission fails to make connections between at least two of the assigned documents and fails to make connections with the broader theoretical ideas discussed in the module's lecture videos

**1-4 points:**

1. Only 1 or 2 of the required posts are completed
2. All posts are tangential to the assigned documents or primarily based in personal reflection
3. Submission fails to make between at least two of the assigned documents and fails to make connections with the broader theoretical ideas discussed in the module's lecture videos

**0 points:**

1. no work submitted

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

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The 2nd Voicethread Discussion in module 3 provides the best illustration of this learning outcome. In this assignment, students use the interactive program "Voicethread" to post voice and video comments and respond to one another's posts. The 2nd Voicethread Discussion on centers on three readings which explore how notions of sexuality, sin, and salvation have been interpreted among Christian communities at different historical moments and in different spaces. Students will read a piece on Augustine's views of sexuality and Christian salvation and then discuss how the beliefs and practices of the Moravian Church, which began in Europe, and the Oneida Perfectionists (a 19th century utopian community in the United States), reinterpreted the Christian understandings of sin and salvation that Augustine had helped put into play, with attention to their unique approaches to marriage and sexuality. Students are required to post at least one video or voice comment and one reply to at least one classmate. Grades are based on level of engagement with class materials and depth of analysis.

Each Voicethread discussion is worth 15 out of the 100 possible points in the class. Here is the general guideline for scoring:

**13-15 points:**

1. 2 total posts are submitted: one initial comment, and one reply to a classmate.
2. The student's initial comment brings the reading about Augustine into conversation with at least one of the case studies (on the Moravian Church or the Oneida community)
3. The majority of the initial comment is dedicated to analysis, rather than summary, of the assigned documents
4. At least one of the student's posts (initial comment or reply to a classmate) makes a connection to the broader ideas outlined in the online lecture materials within this module

**9-12 points:**

1. 2 total posts are submitted: one initial comment, and one reply to a classmate
2. The student's initial comment brings the reading about Augustine into conversation with at least one of the case studies (on the Moravian Church or the Oneida community)
3. The initial comment consists primarily of summary rather than analysis of the assigned texts
4. The submission fails to make a connection to the broader ideas outlined within the online lecture materials within this module

**5-8 points:**

1. The initial comment is submitted but a reply to a classmate is lacking, or
2. the initial comment fails to draw the reading about Augustine into conversation with at least one of the case studies
3. The initial comment consists primarily of summary and/ or personal reflection rather than analysis of the assigned texts
4. The submission fails to make a connection to the broader ideas outlines within the online lecture materials

**1-4 points:**

1. Only one post made (only an initial comment or only a reply to a classmate)
2. Post fails to make connections between the assigned materials and fails to make a connection with the online lecture materials
3. Post is based primarily in summary and/ or personal reflection

**0 points:**

1. no work submitted

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

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The clearest example of an assessment designed to measure Learning Outcome 3 is the 2nd Perusall Participation assignment in Module 4. In this assignment, students explore approaches to sexuality and marriage within Haitian Vodou, both in the country of Haiti and among Vodou practitioners in New York City. The module's materials include a general introduction reading on the religious tradition, two ethnographic works on the daily experiences of Vodou practitioners in various location, and a documentary film. In the Perusall Participation assignment, students are required to post comments in which they discuss how the practice of Vodou intersects with the ways the individuals and communities depicted in these materials navigate questions of race, gender, sexuality, economic status, and immigration. The assignment requires that students submit at least two comments or questions on the readings and/ or documentary (distributed through at least two of the assigned sources) and reply to at least two classmates.

Criteria for submissions scoring **9-10 points:**

1. All four required posts are completed, including two initial comments (distributed through at least two separate sources) and two replies to classmates.
2. All four posts engage closely with the assigned sources, demonstrating a strong understanding of the central ideas
3. At least one comment or reply draws at least two of the assigned sources in Perusall into conversation with one another
4. At least one comment or reply draws connections between at least one of the sources assigned in Perusall, and the broader theoretical ideas discussed in this module's lecture videos.

Criteria for submissions scoring **7-8 points:**

1. All four required posts are completed, including two initial comments (distributed throughout at least two separate sources) and two replies to classmates.
2. 1-2 of the posts are tangential to the assigned sources or primarily based in personal reflection
3. Submission fails to bring at least two of the sources into conversation with one another OR fails to make connections with the broader theoretical ideas discussed in the module's lecture videos.

Criteria for submissions scoring **5-6 points:**

1. Only 2 or 3 of the required posts are completed
2. 2-3 of the posts are tangential to the assigned sources or primarily based in personal reflection

3. Submission fails to bring at least two of the sources into conversation with one another and fails to make connections with the broader theoretical ideas discussed in the module's lecture videos

Criteria for submissions scoring **1-4 points:**

1. Only 1 or 2 of the required posts are completed
2. All posts are tangential to the assigned sources or primarily based in personal reflection
3. Submission fails to make between at least two of the assigned sources and fails to make connections with the broader theoretical ideas discussed in the module's lecture videos

0 points:

1. no work submitted

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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The clearest example of an assignment that is designed to measure Learning Outcome 4 is the 3rd Voicethread Discussion in module 5. In this assignment, students draw upon the module's assigned materials to debate whether the practice of childbirth in mainstream hospitals in the United States has ritual dimensions; in other words, they debate the extent to which the various practice involved in hospital birth reinforce and transmit mainstream U.S. cultural values beyond what is medically necessary. Drawing upon an ethnographic work, a documentary film, a historical analysis of the transformation of childbirth practices in Western Europe and the United States, and an opinion piece by a midwife serving communities of color, students will post at least one voice or video comment and reply to at least one classmate who has taken the opposite position. Grades are based on the skill students demonstrate in draw examples from class materials to develop a coherent argument.

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

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1. Students will draw upon case studies from diverse time periods and geographical locations to describe how individuals and communities have navigated life transitions related to birth, sexuality, death, and the passing of generations [GCSI LO 1]
2. Students will analyze how religions are involved in the formation of cultural identities and traditions across local, regional, and global scales or spaces [GCSI LO2]
3. Students will articulate how religious and cultural practices related to birth, sexuality and death intersect with race, gender, socio-economic reality, and political life [GCSI LO 3]
4. Students will draw evidence from qualitative sources to formulate an original argument of about the role of religion in cultural practices related to human life transitions, and communicate their argument in written or oral form [GCSI LO4]

Provost Use Only

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Backmapped Maroon Approval

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No Response



Form Submission - Proposer  
Submitted for Approval | Proposer

Leah Sarat - February 1, 2025 at 3:06 PM (America/Phoenix)

Department Approval  
Approved

Richard Amesbury - February 1, 2025 at 5:03 PM (America/Phoenix)

GSC Coordinator Review  
Sent Back

TJ Robedeau - February 3, 2025 at 9:38 AM (America/Phoenix)

Due to course impact, please attach an impact statement from New College (School of Humanities, Arts and Cultural Studies).

April Randall

Form Submission - Proposer  
Submitted for Approval | Proposer

Leah Sarat - February 5, 2025 at 11:58 AM (America/Phoenix)

Department Approval  
Approved

Richard Amesbury - February 5, 2025 at 12:09 PM (America/Phoenix)

GSC Coordinator Review  
Approved

TJ Robedeau - February 5, 2025 at 12:21 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review  
Sent Back

Tamiko Azuma - February 5, 2025 at 2:53 PM (America/Phoenix)

For the assessments provided for Learning Outcomes 1, 2, and 3, please provide more information about how the student work will be graded (e.g., a rubric or more details on how the work will be assessed on the content quality). This information will help the General Studies Council determine whether the learning outcome is being appropriately assessed. If you have any questions, please email me (Tamiko Azuma) at [azuma@asu.edu](mailto:azuma@asu.edu).

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## Form Submission - Proposer

Submitted for Approval | Proposer

Leah Sarat - February 7, 2025 at 12:06 PM (America/Phoenix)

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## Department Approval

Approved

Richard Amesbury - February 7, 2025 at 12:08 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

TJ Robedeau - February 7, 2025 at 1:12 PM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - February 7, 2025 at 4:24 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau - February 10, 2025 at 8:18 AM (America/Phoenix)

April Randall

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## Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - February 24, 2025 at 4:41 PM (America/Phoenix)

Revise and Resubmit. There is concern that while parts of the course touch on a global (non U.S. context), the majority of the course is focused on diverse populations within the United States which does not meet the GCSI designation. If more examples of the assessments and work of the learners could be provided demonstrating that the majority of the course is focused on non-US global context, that would be helpful.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Leah Sarat

College Notification

Notification

Amanda Smith

Jenny Smith