

## General Studies Gold Request Form

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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

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College/School

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The College of Liberal Arts and Sciences (CLA)

Department/School

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School of International Letters and Cultures (CLANLIT)

Submission Type

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New Request

**New Request:** A request for a new designation, a change in designation, or to reinstate a designation that has been lost.

**Mandatory Review:** Only select if this course (or topic on a *permanent* course) is undergoing mandatory review in the current academic year. Not for omnibus topic use.

**Modification:** A request to modify the expected learning outcomes of the course, but not change any other aspect of the originally approved proposal. Only for courses that have a previously approved General Studies Gold request.

Requested Effective Date

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Fall 2026

ASU Request

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Is this request for a permanent course or a topic?

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Topic

Subject Code

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ARB

Course Number

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194

Units/Credit Hours

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3

#### Topic Information

If your request is approved:

1. Topics on **omnibus courses** carry a designation for **one** semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title

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Gateway to the Arab World

List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.

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Topic Description

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Introductory course exploring Arabic history, culture, society, and global influence. Covers contemporary issues such as cultural awareness, historical and geographical background, dress code, Arab’s festivals and etiquettes. Examines how these factors influence and are influenced by global and local dynamics. Students explore Arabic Music, Food, Fashion, and Language while comparing these aspects with their own cultural experiences. Encourages cross-cultural connections and reflections. Additionally, students acquire basic Arabic language skills for practical use while studying or traveling in the Arab World.

Has this topic been scheduled with a GS Gold designation? If so, list which semester(s), including past, current, and future terms.

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No

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

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No Response

If you are requesting to change the existing GS Gold (not Maroon) designation, please check this box.

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General Studies Gold Designation Request

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General Studies Designation

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Global Communities, Societies, and Individuals (GCSI)

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

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## 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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Arab civilization is one of the most influential and enduring civilizations in human history. Rooted in the Arabian Peninsula, it blossomed during the 7th century with the rise of Islam and rapidly expanded across the Middle East, North Africa, and parts of Europe and Asia. This civilization is characterized by a rich blend of cultural, intellectual, artistic, and scientific achievements that have left a lasting impact on the world.

At its core, Arab civilization is deeply connected to the Arabic language and Islamic faith. Arabic became not only a means of religious expression but also the language of science, philosophy, and literature for centuries. Cities like Baghdad, Damascus, and Cairo became centers of learning and culture, especially during the Islamic Golden Age (8th to 13th centuries), when scholars translated and preserved classical Greek, Persian, and Indian texts. They made groundbreaking contributions in medicine, astronomy, mathematics, architecture, and philosophy.

Arab civilization also fostered advancements in trade, governance, and law. The development of commerce along the Silk Road and through Mediterranean trade routes helped spread Arab culture far and wide. Arab art, known for its intricate geometric patterns and calligraphy,

influenced global aesthetics, while its architectural styles—seen in mosques, palaces, and gardens—remain iconic.

Importantly, Arab civilization is not limited to any one ethnic or national identity. It includes diverse peoples across regions who share in the Arabic language and cultural traditions. Despite political and social changes over time, Arab civilization continues to shape the modern world through its contributions to literature, politics, religion, and education.

In sum, Arab civilization stands as a testament to human creativity and the exchange of ideas. Its legacy of knowledge, culture, and innovation continues to inspire and inform societies across the globe.

After you finish reading, please respond to:

1. Describe the significance of the **hijra** in Islamic history and what it marks in the Islamic calendar.
2. How did the Arabs preserve and enhance the knowledge of earlier civilizations during their rule?
3. Explain how the Abbasids contributed to the preservation and advancement of ancient knowledge through Arabic as a scholarly language.

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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Arab culture is a rich and diverse tapestry that spans over 22 countries across the Middle East and North Africa. Though united by a shared language—Arabic—and many common traditions, Arab culture reflects a wide variety of local customs, histories, and lifestyles shaped by geography, religion, and history.

One of the central aspects of Arab culture is hospitality. Generosity and welcoming guests with food, drink, and warmth are deeply valued traditions. Whether in a rural village or a bustling city, offering tea or coffee is a sign of respect and friendship. Family also plays a vital role in Arab societies, where strong family ties and respect for elders are core values.

Religion, particularly Islam, has significantly influenced Arab culture, shaping art, music, dress, and daily life. However, Arab culture is not limited to Islam; it includes Christian, Jewish, and other religious communities who have also contributed to the region's rich heritage. Traditional dress, such as the *abaya*, *thobe*, or *keffiyeh*, reflects both modesty and regional identity.

Arabic literature, from classical poetry to modern novels, has long been a powerful form of expression in Arab culture. Music and dance—like the *dabke* or *raqs sharqi* (belly dance)—also play an important role in cultural celebrations. Calligraphy, especially Arabic script, is a respected art form and is often used in architecture and design.

Cuisine is another vital part of Arab culture. Meals like hummus, falafel, kebabs, and dates are enjoyed across the region, often shared in communal gatherings that strengthen social bonds.

Arab culture continues to evolve, blending tradition with modernity. Through media, art, education, and global exchange, Arab culture remains a dynamic and influential force in the world today. It offers a unique window into values of community, creativity, and identity.

After students finish the reading, they will respond to the following questions:

1. Explain the concept of “family versus self” in Arab culture and how it differs from typical Western individualism.
2. Why is it considered polite to modestly refuse the first offer of food or drink when visiting an Arab home?
3. Describe one typical architectural feature of traditional Arab homes and explain its practical purpose.
4. Explain how body language, such as handshakes and gestures, differs in Arab culture compared to Western culture, and why understanding these differences is important.
5. What percentage of the world’s Muslims are Arabs, and which country has the largest Muslim population globally?

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 Middle Eastern dress code reflects a blend of cultural tradition, religious values, climate, and social customs. Although the styles and details vary from country to country, modesty is a common theme across much of the region. Clothing in the Middle East is often designed not only for personal expression but also to show respect for local customs and religious beliefs, especially Islam.

In many Middle Eastern societies, traditional dress is loose-fitting and covers most of the body. For men, garments such as the *thobe* (a long robe), *dishdasha*, or *galabeya* are commonly worn, often accompanied by a head covering like the *keffiyeh* or *ghutra*. For women, traditional attire may include the *abaya* (a long black cloak), *hijab* (headscarf), or *niqab* (face veil), depending on the country and personal or religious preference.

Islamic teachings emphasize modesty for both men and women, but the interpretation and enforcement of these dress codes differ across the region. In countries like Saudi Arabia and Iran, dress codes are more strictly observed due to religious law, while in others like Lebanon or Jordan, there is greater variety and flexibility in how people dress.

Modern Middle Eastern fashion often merges tradition with contemporary trends. Younger generations are finding creative ways to express themselves through fashion while still honoring cultural expectations. In many urban areas, it is common to see a mix of Western-style clothing and traditional garments.

Clothing in the Middle East also changes based on the occasion—what is worn for religious events, weddings, or daily life may differ significantly. In sum, Middle Eastern dress is not just about clothing—it is a reflection of identity, belief, and cultural pride, shaped by centuries of history and evolving with time.

After students finish the reading, they will respond to the following questions:

What is one negative social consequence faced by veiled Muslim women in Western societies?

Discuss how modest Muslim fashion designers balance religious guidelines with modern style trends, and what impact this has on Muslim identity in global society.

What is the difference between a niqab and a burqa?

What is the keffiyeh, and how is it traditionally worn?

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

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Arabic is one of the world's oldest and most influential languages, spoken by over 400 million people across more than 20 countries in the Middle East and North Africa. It is the official language of the Arab world and one of the six official languages of the United Nations. Arabic is not only a means of daily communication but also a language of religion, science, literature, and culture.

The Arabic language is part of the Semitic language family, which also includes Hebrew and Aramaic. It is known for its rich vocabulary, poetic beauty, and complex grammar. Arabic is written from right to left using a script of 28 letters. The script is also used in other languages such as Persian and Urdu, with some modifications.

There are two main forms of Arabic: Modern Standard Arabic (MSA) and the various regional dialects. MSA is used in formal writing, education, media, and official speeches. It is derived from Classical Arabic, the language of the Qur'an, Islam's holy book. The dialects, however, vary widely from country to country and even between cities, reflecting the diversity of the Arab world.

Arabic has made lasting contributions to global knowledge, especially during the Islamic Golden Age, when scholars translated and preserved texts in medicine, mathematics, astronomy, and philosophy. Many English words—like algebra, coffee, and sugar—have Arabic origins.

Learning Arabic opens the door to understanding a rich cultural and historical heritage. It allows deeper engagement with Arab literature, religion, politics, and society. Despite its challenges, mastering Arabic offers a valuable and rewarding experience, connecting learners to a language that has shaped civilizations and continues to play a vital role in today's world.

After students finish the reading, they will respond to the following questions:

How did European colonial powers use environmental narratives to justify control in regions like North Africa and Palestine?

Why is the geographical name "Middle East" considered a product of imagination more than material coherence, according to the authors?

The article ends by asking: "The Middle East: The Middle of Where?" What is the significance of this question, and how does it challenge conventional geographic and political thinking?

How does the article connect the author's personal story (his mother's background) to the broader theme of embodied imagination?

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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### **Course Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Explain the origins of the Arabic language and its dialects; explain the global popularity of the Arabic language and its cultural significance worldwide. **[GCSI LO1]**
2. Identify the geographical diversity of the Arab World and its impact on global travel and economy. **[GCSI LO2]**
3. Describe and analyze key characteristics of Arabic culture through a variety of perspectives, considering historical and contemporary contexts. **[GCSI LO2, LO3]**
4. Examine the structure of the modern Arab family; and analyze stereotypes associated with Arabic family life. **[GCSI LO3]**
5. Explore the influence of Arabic art, music, and cinema on the global cultural landscape.
6. Analyze how social, political, and cultural systems shape Arabic ethnic, geographic, cultural, and linguistic identity, locally and globally. **[GCSI LO2, LO4]**

## Form Submission - Proposer

Submitted for Approval | Proposer

Sarah Risha - December 20, 2025 at 7:39 PM (America/Phoenix)

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## Department Approval

Approved

Kristin Elwood

Sara Beaudrie - December 20, 2025 at 8:32 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

Kimberly Singleton - December 22, 2025 at 8:16 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Sent Back

Tamiko Azuma - January 6, 2026 at 1:36 PM (America/Phoenix)

Thank you for submitting your proposal for consideration for a General Studies Gold designation. A minor revision is required before the proposal can be submitted for General Studies Council review.

In the last field ("List all course-specific learning outcomes"), please identify the associated GCSI learning outcomes next to the appropriate course learning outcomes in brackets (e.g., [GCSI LO1]). There is an example in the instructions. Please let me know if you have any questions (Tamiko Azuma at azuma@asu.edu).

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## Form Submission - Proposer

Submitted for Approval | Proposer

Sarah Risha - January 6, 2026 at 2:01 PM (America/Phoenix)

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## Department Approval

Approved

Kristin Elwood

Sara Beaudrie - January 7, 2026 at 2:05 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

Kimberly Singleton - January 13, 2026 at 7:32 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - January 13, 2026 at 3:57 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - January 14, 2026 at 4:59 PM (America/Phoenix)

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

Acknowledge Cancelled

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - January 27, 2026 at 9:33 AM (America/Phoenix)

Revise and Resubmit. More information is needed for LO4, as the provided information does not clearly identify how the assessments measures "communicate coherent arguments using evidence drawn from qualitative or quantitative sources".

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## General Studies Council Meeting

Sent Back

Kimberly Singleton

April Randall - February 5, 2026 at 1:56 PM (America/Phoenix)

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

"More information is needed for LO4, as the provided information does not clearly identify how the assessments measures "communicate coherent arguments using evidence drawn from qualitative or quantitative sources"."

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

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## Form Submission - Proposer

Submitted for Approval | Proposer

Sarah Risha - February 5, 2026 at 3:51 PM (America/Phoenix)

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## Department Approval

Approved

Kristin Elwood

Sara Beaudrie - February 6, 2026 at 12:32 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

Kimberly Singleton - February 9, 2026 at 8:54 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - February 11, 2026 at 1:29 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - February 12, 2026 at 9:52 AM (America/Phoenix)

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

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - February 24, 2026 at 4:05 PM (America/Phoenix)

Revise and Resubmit. There does not appear to be additional information provided for how learners are assessed on meeting GCSI LO 4. Are there coherent arguments made? What assignment instructions are given to clearly articulate this piece? Is this an essay? Discussion board? Essay questions. More information is needed. Can the entire assignment instructions be included? Also, are the provided questions for LO1-3 from Module discussion questions? How are these answers assessed? For example, do each of the questions for LO2 address the interaction of social, political, economic, or cultural systems?

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## General Studies Council Meeting

Waiting for Approval

Kimberly Singleton

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Kelli Eberhart

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Sarah Risha

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## College Notification

Notification

Amanda Smith

Jenny Smith

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## EdPlus Notification

Notification

Sarah Shipp

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