

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 International Letters and Cultures (CLANLIT)

Submission Type

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

Fall 2026

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

ARB

Course Number

394

Units/Credit Hours

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

Arabic Film and Media

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

SLC 394

Topic Description

Arabic Film and Media focuses on an in-depth area study concentrating on examining the diverse and vast Arab culture through film and media. In addition to reading scholarly texts assigned for this class, students will screen several new and old Arabic films, documentaries and media materials as examples covering several Arab countries. The course will address basic theories, concepts, and methods in the study of film and media in academia. Although Film and Cinema will assume a major role in the class as students screen and culturally analyze films and documentaries and their cultural influence in society, the course covers aspects of Arabic media and analyze its impact in the region and globally. Overall, the aim of this course is to provide students with knowledge and educational tools that will help them understand and learn Arabic Film and media in social, cultural, historical, economic, and political contexts. This class is taught in English.

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

Fall 2024-GCSI

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

No Response

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

General Studies Gold Designation Request

General Studies Designation

Humanities, Arts and Design (HUAD)

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

[ARB-SLC 394 Arabic Film and Media.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.

HUAD Learning Outcomes

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 1

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.**

HUAD Learning Outcome 1 (Group 1): Analyze cultural creations or practices in historical or contemporary context.

Students will be able to analyze cultural creations or practices in historical or contemporary context.

Assessment: Short Essay 1 (2 - 3 pages). (Canvas and the final syllabus will reflect the following for learning outcomes):

Students analyze an Arabic film, media documentary, text, or cultural practice within its historical, political, social, or cultural context (e.g., colonial legacies, nationalism, gender, migration, globalization, or contemporary media environments).

Prompt: Analyze an Arabic film or media documentary discussed in class and explain how its historical or contemporary context shapes its themes, representations, or reception.

This assessment directly measures students' ability to contextualize cultural creations and demonstrate analytical understanding of how context informs meaning.

HUAD Learning Outcome 2 (Group 1): Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

Students will be able to interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

Assessment: Short Essay 2 / Formal Analysis Essay (3–5 pages)

Students conduct close analysis of formal and aesthetic elements in Arabic films or media documentaries or texts, such as narrative structure, visual style, symbolism, sound, language, or editing.

Prompt:

Analyze the formal and aesthetic elements of an Arabic film or media text and explain how these elements contribute to its meaning or message.

This assessment evaluates students' interpretive skills and their ability to analyze creative and formal techniques as central components of cultural meaning.

HUAD Learning Outcome 3 (Group 1): Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

Students will be able to articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

Assessment: Final Project.

Students examine how Arabic films and media texts negotiate tradition and innovation, individual authorship, and collective or communal cultural expression.

Prompt:

Discuss how an Arabic film or media practice draws on cultural traditions while introducing new forms, perspectives, or technologies.

Sample Discussion Questions:

How does this week's film reinterpret traditional narrative or aesthetic forms for contemporary audiences? In what ways does individual creativity reflect or challenge communal values?

Discussion Grading:

Responses are assessed on engagement with course materials, clarity of analysis, use of examples, and meaningful interaction with peers.

These assessments measure students' ability to articulate relationships between continuity and change in cultural production.

HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Students will be able to communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Assignments include the Final Presentation Project. And Weekly Discussion.

Assessment: Final Analytical Essay (4–6 pages)

Students develop a sustained, evidence-based analytical argument about Arabic film or media, integrating historical context, formal analysis, and course concepts.

Sample Prompt:

Develop a critical analysis of an Arabic film or media text that demonstrates contextual understanding, formal interpretation, and original argumentation supported by evidence.

This assessment evaluates students' ability to communicate complex ideas clearly and persuasively using critical thinking, creativity, and appropriate evidence.

Overall Assessment Alignment Statement

Collectively, these written and discussion-based assessments ensure that each learning outcome is explicitly addressed and appropriately measured through analytical, interpretive, and communicative student work in Arabic film and media studies.

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.

Please see all detailed course learning outcomes detailed above. Thank you.

Students will be able to analyze cultural creations or practices in Arabic film and media in historical or contemporary context. (HUAD L01; Group 1).

Students will be able to communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking of Arabic Film and Media. (HUAD, L01, Group 4).

Form Submission - Proposer

Submitted for Approval | Proposer

Souad Ali - January 26, 2026 at 3:30 AM (America/Phoenix)

Department Approval

Approved

Kristin Elwood

Sara Beaudrie - January 26, 2026 at 7:48 AM (America/Phoenix)

GSC Coordinator Review

Approved

Kimberly Singleton - January 27, 2026 at 8:28 AM (America/Phoenix)

If this request is approved, the HUAD syllabus statement will need to be corrected.

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - January 27, 2026 at 6:30 PM (America/Phoenix)

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

For all learning outcomes, please include more information about the assessments. For example, for Learning Outcome 1, please give examples of prompts for Short Essay 1 that relate to the learning outcome. If weekly discussions are included, please include examples of discussion questions and how discussion responses will be graded. The General Studies Council needs this information to confirm that the assessment appropriately measures the specific learning outcome.

If you have any questions, please email me (Tamiko Azuma) at azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Souad Ali - January 30, 2026 at 2:32 PM (America/Phoenix)

Department Approval

Approved

Kristin Elwood

Sara Beaudrie - February 4, 2026 at 12:14 PM (America/Phoenix)

GSC Coordinator Review

Approved

Kimberly Singleton - February 5, 2026 at 9:34 AM (America/Phoenix)

If this request is approved, the HUAD syllabus statement will need to be corrected.

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 9, 2026 at 12:34 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - February 9, 2026 at 2:31 PM (America/Phoenix)

Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - February 24, 2026 at 9:29 AM (America/Phoenix)

The subcommittee recommends a revise and resubmit. We believe the course is a good fit for HUAD designation, but we are lacking the mapping of HUAD learning outcomes to the course-specific learning outcomes required on the Kualii form (the final question). We currently only see two learning outcomes represented. We look forward to reviewing your proposal again.

Catherine Saucier

General Studies Council Meeting

Waiting for Approval

Kimberly Singleton

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Kelli Eberhart

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Souad Ali

College Notification

Notification

Amanda Smith

Jenny Smith

EdPlus Notification

Notification

Sarah Shipp
