

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 Civic & Economic Thought and Leadership (CCETL)

Submission Type

New Request

Requested Effective Date

Spring 2026

ASU Request

Is this request for a permanent course or a topic?

Topic		
Subject Code	Course Number	Units/Credit Hours
CEL	394	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	List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.
Modern Political Statecraft	

Topic Description
Examines major figures and texts in strategic thought since the peace of Westphalia, the foundation of the modern nation-state.

Has this topic been scheduled with a GS Gold designation?	Student Work Examples

If so, list which semester(s), including past, current, and future terms.

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

No Response

No

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.

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

Humanities, Arts and Design (HUAD)

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

[Statecraft Syllabus submitted 2.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

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 2): Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.

Quizzes. Students will take in-class quizzes based on the assigned reading for the day. Preparing for quizzes helps students complete the readings and commit dates, persons, and events to memory. Analyzing intellectual foundations of statecraft requires knowing the historical and political events surrounding the development of states and the interactions between states in historical and contemporary contexts.

Sample quiz questions:

What year were the Peace Treaty of Munster and Peace Treaty of Osnabruk (the treaties that make up the Peace of Westphalia) signed?

Name two allies of the U.S. in World War I.

After what major war was the Treaty of Versailles signed?

After what major war did the UN Charter come into existence?

Name two ethical issues raised by Dave Grossman in today's reading about "virtual war," meaning the use of drone and other remote warfare devices?

True/false: the U.S. has met its military recruiting quotas in every military branch for the last decade?

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

Midterm and Final Exams: Students will take an in-class midterm and final exam. Each exam will be in essay format, writing by hand in blue books during the class period. Essay exams will require students to recall and analyze political events and ideas across time, states, and geography using evidence from qualitative sources. They will communicate their analysis through writing.

Sample exam questions:

Identify and compare the values underlying George Washington's Farewell Address and James Monroe's Seventh Annual Message to Congress. Include discussion and analysis of the two historical contexts. Explain the similarities and differences, drawing on arguments given at the two historical junctures.

Contrast state development in the Ottoman Empire with Zomia, drawing on sources from class. Explain the narratives and arguments behind the centralizing actions in the Ottoman Empire and the actions to escape the state in Southeast Asia's Zomia region.

How do different philosophical perspectives about warfare influence the use of technology in developing new tactics? What perspective do you find most persuasive and why? Draw on readings across the entire semester to support your argument. Ensure you properly identify the particular historical contexts about which you write.

What are challenges to self-determination and, historically, what have been the most effective strategies for achieving self-determination? Draw on readings from the course across the entire semester to support your argument.

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.

Memory work: Students will select a passage (minimum 200 words) from the primary sources to memorize. The final weeks of class, they will present, from memory, their selection to the class. They will explain why they chose that selection, what the international context was during the time of its writing, and how the selection relates to the development of modern statecraft. This assignment requires students to reflect deeply on an author and text in a way that allows them to remember political events, values, persons, and ideas in particular historical and cultural contexts.

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.

Upon successful completion of this course, students will be able to articulate key political an events, ideas, and developments that led to the creation of modern states and the contemporary norms of interaction across states. They will be able to analyze means and ends of statecraft and compare and contrast methods of statecraft based on evidence from historical and contemporary political examples. Students will be able to articulate coherent arguments about modes of statecraft from primary source texts, and they will be able to identify the values that underlie acts of statecraft in different political and cultural contexts.

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer
Submitted for Approval | Proposer

Megan Brand - July 31, 2025 at 10:22 AM (America/Phoenix)

Department Approval
Approved

Barbara Black-Kurdziolek
Kristin Farnsworth
Richard Avramenko - August 6, 2025 at 11:38 AM (America/Phoenix)

GSC Coordinator Review
Sent Back

TJ Robedeau - August 6, 2025 at 11:45 AM (America/Phoenix)

The topic title is not in Kuali CM under the course CEL 494. Please update Kuali CM with the new proposed topic before resubmitting the form. In the syllabus for the course, the Group 1 learning outcomes are stated and on the form, Group 2 learning outcomes are selected. Please update either the syllabus or the form with the correct learning outcomes. Thanks!

April Randall

Form Submission - Proposer
Submitted for Approval | Proposer

Megan Brand - August 18, 2025 at 10:25 AM (America/Phoenix)

Department Approval
Approved

Barbara Black-Kurdziolek
Kristin Farnsworth - August 18, 2025 at 10:32 AM (America/Phoenix)
Richard Avramenko

GSC Coordinator Review
Approved

TJ Robedeau - August 18, 2025 at 10:47 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - August 18, 2025 at 12:39 PM (America/Phoenix)

Thank you for submitting a proposal for general studies designation consideration. Additional information is needed before the proposal can be approved to be reviewed by the General Studies Council.

Please provide examples of quiz questions (Learning Outcome 1) and midterm/final exam questions (Learning Outcome 2). This information is needed so the General Studies Council can determine whether the assessment appropriately measures the learning outcome. If you have any questions, please email me (Tamiko Azuma) at azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Megan Brand - September 9, 2025 at 1:05 PM (America/Phoenix)

Department Approval

Approved

Barbara Black-Kurdziolek

Kristin Farnsworth - September 9, 2025 at 1:08 PM (America/Phoenix)

Richard Avramenko

GSC Coordinator Review

Approved

Kimberly Singleton - September 11, 2025 at 3:02 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - September 12, 2025 at 5:19 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - September 15, 2025 at 4:14 PM (America/Phoenix)

Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - September 30, 2025 at 9:12 AM (America/Phoenix)

The subcommittee recommends a revise and resubmit. We believe this is a good candidate for HUAD designation; however, the committee needs to see a clearer link between the course-specific learning outcomes and the HUAD learning outcomes. They need to be explicitly mapped onto one another, both on the Kuali form and in the syllabus.

Catherine Saucier

General Studies Council Meeting

Waiting for Approval

Kimberly Singleton

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Kelli Eberhart

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Megan Brand

College Notification

Notification

Amanda Smith
Jenny Smith

DARS Notification

Notification

Leticia Mayer
Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp