

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 Historical, Philosophical & Religious Studies (CHSTCRIT)

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?

Permanent Course

Subject Code

HST

Course Number

406

Units/Credit Hours

3

Course Information

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

Course Title

American Revolution/1763-1789

Course Catalog Description

Causes, course, and consequences of the American Revolution culminating in the ratification of the Constitution.

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

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 55 hours

Is this a crosslisted course?

No

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

Yes

Shared or Crosslisted Departments/Schools

School of Applied Sciences and Arts (CASA)

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

Statement of Support #1

[AMIT Application Support Statements Request New College.pdf](#)

Statement of Support #2

[HST 406 AMIT support from CISA.pdf](#)

Statement of Support #3

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

American Institutions (AMIT)

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

[HST 406 American Revolution ASU Gold Syllabus.docx](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic and Source

Taxation and representation; Lecture 1.3 (British America: Government Institutions and Intellectual Principles) and Lecture 1.5 Colonial Resistance, and readings related to the Stamp Act, which explore the fundamental principle that only the people's elected representatives may consent to taxes and, indeed, other legislation.

1. Location in Syllabus

Module 1

2. Identified Topic and Source

Popular sovereignty; Lecture 3.1 State Constitution-Making, and reading "Address of the Massachusetts Constitutional Convention, 1780," which discusses how writing and establishing a constitution invariably requires groups of citizens with varied interests to make compromises toward the greater goal of a form of government that everyone accepts.

2. Location in Syllabus

Module 3

AMIT Element 2: The US Constitution and major American constitutional debates.

1. Identified Topic and Source

Electoral College; Lecture 6.2 "The Constitutional Convention" and reading in Selections from Farrand, ed., Records of the Federal Convention

1. Location in Syllabus

Module 6

2. Identified Topic and Source

The states and the federal government: debates over the nature of the federal union; Lecture 6.3 "Ratification Debates" and readings from the Documentary History of the Ratification of the Constitution and the Federalist Papers

2. Location in Syllabus

Module 6

AMIT Element 3: Founding documents that have shaped American institutions.

1. Identified Topic, Document, and Source

Equality and rights, Declaration of Independence, <https://founders.archives.gov/documents/Jefferson/01-01-02-0176-0004>

1. Location in Syllabus

Module 2

2. Identified Topic, Document, and Source

Freedom of religion; Bill of Rights; also the analysis in Carte, Religion and the American Revolution: An Imperial History, pp. 335-75

2. Location in Syllabus

Module 7

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Case, Topic, and Source

Citizenship and the meaning of the Declaration of Independence; Dred Scott v. Sandford; Taney's Opinion, pp. 15-44 (<https://dn720500.ca.archive.org/0/items/dredscottdecisio1863unit/dredscottdecisio1863unit.pdf>) and Tushnet, I Dissent, pp. 31-43 (analysis and excerpts from Justice Curtis's dissent)

1. Location in Syllabus

Module 7

2. Identified Case, Topic, and Source

Judicial review; Marbury v. Madison; Nelson, Marbury v. Madison, pp. 90-106

2. Location in Syllabus

Module 7

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic and Source

Fiscal and economic dimensions of the "Critical Period" in the 1780s; Lecture 6.1 and Letters of Delegates to the Continental Congress, especially regarding the notion of public credit and its importance for political and economic stability as well as defense.

1. Location in Syllabus

Module 6

2. Identified Topic and Source

Economic aspects of the Imperial Crisis; Lecture 1.4 Empire Triumphant and Troubled, with an exploration of how colonists participated in and profited from Atlantic trade and how they viewed their own economic self-interest in light of British policies designed to benefit the imperial state

2. Location in Syllabus

Module 1

AMIT Element 6: Global context of American institutions.

1. Identified Topic and Source

International and diplomatic consequences of the Declaration of Independence; Lecture 2.2 Declaring Independence and reading Armitage, *The Declaration of Independence: A Global History*, pp. 1-102

1. Location in Syllabus

Module 2

2. Identified Topic and Source

The French alliance and the Treaty of Paris; Lecture 5.4 Toward Yorktown and Lecture 5.5 The Treaty of Paris and reading Huggins, "The Most Unlimited Confidence in his Wisdom & Judgement": Washington as Commander in Chief in the First Years of the French Alliance in Edward G. Lengel, ed., *A Companion to George Washington*, pp. 307-30

2. Location in Syllabus

Module 5

AMIT Learning Outcomes

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.**

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

Module 3 Writing Assignment.

In 500 words and using the assigned readings for Module 4, respond to the following prompt:

As we saw in Module 2, one assumption underlying the Declaration of Independence is that "the people" ultimately have the right to determine the political system under which they live. To what extent did Americans realize this notion of popular sovereignty when it came time to create new governments for their respective states? Did embracing the idea of popular sovereignty mean that governments and constitutions would take specific forms, or did Americans accept a variety of features as consistent with it?

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

Exam (Module 6), Part II: Essay Question

The Philadelphia Convention of 1787 ultimately decided on key aspects of the new Constitution, including: 1.) representation in Congress; 2.) the mode of electing the President; and 3.) slavery. For each of these three institutions, describe what the U.S. Constitution mandates. Then, also for each, identify and explain at least one way these provisions would likely influence the future development of the United States.

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on U.S. citizenship.

Module 5 Writing Assignment.

In 500 words and using the assigned readings for Module 4, respond to the following prompt:

*In his book *Thirteen Clocks*, historian Robert Parkinson argues that, during the War of American Independence, white revolutionaries saw Native Americans and African Americans as allies of King George and therefore as potentially dangerous "internal" enemies. What consequences might such a view have had as Americans set out to define the bounds and meaning of citizenship in their new republican governments? Do any of our other readings in this module suggest the possibility of a more inclusive definition of American citizenship?*

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

Paper (Due at the end of the course)

In an essay of 1500-1600 words, and drawing on the assigned readings in this course, respond to one of the following prompts:

- 1. To what extent were Americans of the Revolutionary era motivated by principles and philosophical ideas and to what extent were they driven by self-interest?*
- 2. What was the relationship between "elites" and "ordinary" people during the Revolutionary era?*
- 3. How did the American Revolution lead to both greater inclusion, freedom, and opportunity and continued or more rigorous forms of exclusion and restriction?*
- 4. To what extent were Americans during the Revolutionary era defined by their unity and consensus and to what extent by their disunity and contention?*

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

1. Identify and discuss the ideological and material factors that motivated Americans of different backgrounds to support or oppose the Revolution and the era's various constitutional settlements. [AMIT LO1]
2. Analyze the state and federal governments that developed over the course of the Revolutionary era, with special focus on how effectively and completely such republican institutions as legislatures, executives, and judiciaries reflected the will, rights, and interests of the diverse set of peoples inhabiting North America.. [AMIT LO2]
3. Discuss the political, legal, social, and economic consequences of the Revolution for Americans, with a focus on evolving notions of citizenship. [AMIT LO3]
4. Draw on qualitative evidence in primary and scholarly sources related to the Revolutionary period to craft sophisticated written arguments.. [AMIT LO4]

Form Submission - Proposer

Submitted for Approval | Proposer

James Hrdlicka - November 20, 2025 at 10:04 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - November 21, 2025 at 10:52 AM (America/Phoenix)

GSC Coordinator Review

Sent Back

Kimberly Singleton - November 24, 2025 at 7:36 AM (America/Phoenix)

Thank you for your submission. There are some areas to address before this request can be approved forward:

1. On the syllabus, the AMIT general studies statement needs to be amended for AMIT, Learning Outcome 3 to match exactly as it appears on this document (<https://docs.google.com/document/d/1JrFD2qKryUpvc0wvj4C2N8i0lqoQKY4XRmFOgkNnyF0/edit>). Once updated, please upload the revised syllabus.
2. Since HST 406 is a shared course between The College, New College, and CISA, please select "Yes" for the question regarding if the course is shared with other academic units. Once "yes" is selected, then a field for attaching support statements will populate. Please attach support statements from New College (School of Humanities, Arts and Cultural Studies) and CISA (School of Applied Sciences and Arts).

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

James Hrdlicka - January 16, 2026 at 3:20 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - January 16, 2026 at 3:22 PM (America/Phoenix)

GSC Coordinator Review

Approved

Kimberly Singleton - January 20, 2026 at 8:53 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 20, 2026 at 2:46 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - February 5, 2026 at 2:56 PM (America/Phoenix)

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey

Susan Miller

Ruby Arjona

Mark Ramirez - February 20, 2026 at 7:15 PM (America/Phoenix)

Revisions needed.

Element 6: For the second example, what is the US institution being placed in a global context?
Please clarify.

LO2: The assessment needs to require students to assess the disparate impact on different communities. This could be added as part of the existing prompt.

LO4: The prompt could be clearer in instructing students to use qualitative or quantitative evidence. The phrase "drawing on the assigned readings" is a bit vague and students may draw arguments from the readings that are not based in qualitative or quantitative evidence.

Brent Scholar

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

James Hrdlicka

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Michele Devine

EdPlus Notification

Notification

Sarah Shipp
