

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 Politics and Global Studies
(CGVTPOLGLB)

Submission Type

Mandatory Review

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.

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

POS

Course Number

360

Units/Credit Hours

3

Course Information

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

Course Title

World Politics

Course Catalog Description

Theory and practice of statecraft as applied to selected issues, regions, or eras. Emphasis may vary with instructor, but cannot be repeated for credit.

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

Prerequisite(s): minimum 25 hours; Credit is allowed for only POS 160 or POS 360 OR Visiting University Student

Is this a crosslisted course?

List all crosslisted courses by subject code and number.

Yes

POS 160

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

Yes

Shared or Crosslisted Departments/Schools

School of Social and Behavioral Sciences (CSOC&BEH)

School of Applied Sciences and Arts (CASA)

Statement of Support #1

Statement of Support #2

Statement of Support #3

[Statment of Support POS 360 Mandatory Review \(1\).pdf](#)

[College of Integrative Sciences and Arts POS 360 Statement of Support.pdf](#)

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

Global Communities, Societies, and Individuals (GCSI)

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

[POS 360 Syllabus Revised 12_12_2025.pdf](#)

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.

Case study comparison (800 words maximum) – Analyze state-building in two countries, emphasizing the role of historical legacies, statecraft, and the interests, interactions, and institutions (IIIs) involved. How do the similarities or differences you identify inform political processes today? *Example:* Compare state-building efforts in post-colonial India and Israel, exploring how their historical legacies and IIIs influenced the development of state institutions and policy.

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

Write a short essay (600 words maximum) on a regime type's approach to statecraft, using examples to illustrate how regime characteristics influence strategy. *Example:* Examine how Russia's authoritarian regime impacts its foreign policy decisions in Europe compared to a democratic state like Germany.

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.

The Infographic assignment requires students to analyze how political institutions shape state responses to contentious political issues (e.g., protest, migration, climate policy, war, social mobilization). These issues are inherently distributive and socially differentiated: state responses to them rarely affect all individuals or communities equally. Instead, institutional choices condition *who* bears costs, *who* receives protections, and *whose interests are prioritized*.

By selecting contentious issues such as migration enforcement, protest policing, welfare policy, environmental regulation, or conflict, students necessarily engage with outcomes that have unequal effects across social groups defined by race, gender, socio-economic status, citizenship, religion, or language. For example:

1. Analyses of protest responses often reveal differential policing or repression affecting racialized, youth, or marginalized communities.
2. Comparisons of welfare or social policy across electoral systems highlight unequal impacts on low-income populations, women, or minority groups.
3. Institutional responses to migration or refugee flows directly differentiate between citizens and non-citizens, shaping access to rights, security, and resources.
4. Climate and environmental policies frequently impose uneven costs and benefits across socio-economic and geographic communities.

The infographic format asks students to visually connect institutional features (e.g., veto players, regime type, electoral rules, international constraints) to policy outcomes, and by extension to the lived consequences of those outcomes for different groups within society. While the assignment does not require students to explicitly label every dimension of difference in abstract terms, it operationalizes LO3 by asking students to demonstrate—through empirical comparison—how institutional variation produces unequal effects across individuals and communities.

In this way, the assignment supports LO3 by embedding dimensions of difference within comparative institutional analysis, encouraging students to articulate how political structures shape socially differentiated outcomes rather than treating those outcomes as uniform.

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

Final Comparative Paper -- A comparative analysis of how two countries use statecraft to address a contemporary issue, assessing, comparatively, how political institutions and governance structures shape each country's approach and outcomes. (Attached, components address both comparison and recommendations (final section).)

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.

Describe the major theories, actors, and institutions of international relations, and use them to explain historical and current events in world politics.

Assignment: Case study comparison (800 words maximum) – Analyze state-building in two countries, emphasizing the role of historical legacies, statecraft, and the interests, interactions, and institutions (IIIs) involved. How do the similarities or differences you identify inform political processes today? *Example:* Compare state-building efforts in post-colonial India and Israel, exploring how their historical legacies and IIIs influenced the development of state institutions and policy [GSCI LO1].

Describe how different domestic regimes and governance systems both shape and are shaped by international processes, such as conflict processes, security competition and cooperation, and international trade and development.

Assignment: Write a short essay (600 words maximum) on a regime type's approach to statecraft, using examples to illustrate how regime characteristics influence strategy. *Example:* Examine how Russia's authoritarian regime impacts its foreign policy decisions in Europe compared to a democratic state like Germany [GSCI LO2, LO3].

Assess social, political, and economic phenomena in world politics using data-driven, case-based, and comparative approaches.

Assignment: Infographic -- Choose a global issue, political process, or policy domain you may want to analyze in your final paper. Using 2–3 data points (maps, indices, trends), create an infographic that highlights how specific political institutions (e.g., regime type, electoral system, party system, veto players, or international institutions) shape states' response to a contentious political issue. *Example:* Compare how presidential and parliamentary systems responded to youth climate protests in Brazil and the U.K. Use data such as protest frequency, time to policy announcement, or number of veto players influencing climate legislation. [GSCI LO2, LO3, L04]

Compare and recommend political strategies and institutional responses across regions and contexts to address global issues.

Assignment: Final Comparative Paper -- A comparative analysis of how two countries use statecraft to address a contemporary issue, assessing, comparatively, how political institutions and governance structures shape each country's approach and outcomes. (Attached, components address both comparison and recommendations (final section).) [GSCI LO2, LO3, LO4]

Form Submission - Proposer

Submitted for Approval | Proposer

Lisa Lamb - December 12, 2025 at 9:54 AM (America/Phoenix)

Department Approval

Approved

Tara Lennon - December 13, 2025 at 12:40 PM (America/Phoenix)

Gunes Tezcur

GSC Coordinator Review

Approved

Kimberly Singleton - December 15, 2025 at 7:58 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - December 17, 2025 at 5:19 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - December 17, 2025 at 6:38 PM (America/Phoenix)

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledge Cancelled

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - January 27, 2026 at 9:37 AM (America/Phoenix)

Revise and Resubmit. Further explanation is needed for how the Infographic assessment meets LO3 which asks learners to "articulate ways in which dimensions of difference such as race, gender, etc. affect individuals and communities"

General Studies Council Meeting

Sent Back

Kimberly Singleton

April Randall - February 5, 2026 at 2:04 PM (America/Phoenix)

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

"Further explanation is needed for how the Infographic assessment meets LO3 which asks learners to 'articulate ways in which dimensions of difference such as race, gender, etc. affect individuals and communities'."

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

Form Submission - Proposer

Submitted for Approval | Proposer

Lisa Lamb - February 9, 2026 at 12:59 PM (America/Phoenix)

Department Approval

Approved

Tara Lennon

Gunes Tezcur - February 9, 2026 at 2:39 PM (America/Phoenix)

GSC Coordinator Review

Approved

Kimberly Singleton - February 10, 2026 at 7:58 AM (America/Phoenix)

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

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 11, 2026 at 12:13 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - February 11, 2026 at 4:36 PM (America/Phoenix)

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - February 24, 2026 at 4:07 PM (America/Phoenix)

Revise and Resubmit. There is still concern among the committee that an infographic does not provide learners with the depth to articulate the dimensions of difference (GCSI LO3). Can a description of the assignment itself be provided? Additionally, could a few examples of this assignment please be submitted so that committee members can clearly see how learners are meeting this GCSI learning outcomes, specifically the higher level thinking and connection-making through the infographic assignment.

General Studies Council Meeting

Waiting for Approval

Kimberly Singleton

April Randall

Proposer Notification

Notification

Lisa Lamb

College Notification

Notification

Amanda Smith

