

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

Summer 2026

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

REL

Course Number

225

Units/Credit Hours

3

Course Information

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

Course Title

God and Hip Hop

Course Catalog Description

Introduces the history and development of African American and Black Diasporic religious traditions by way of music. Explores themes of identity, class, race and gender as they relate to religion, protest, politics and the Black experience in America.

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

None

Is this a crosslisted course?

No

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

No

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

By checking this box, I confirm I understand that each course or topic can only carry one GS Gold designation. If this request is approved, it will replace the existing GS Gold designation on the course or topic.

Provide a brief justification for this request to change the General Studies Gold designation on this course or topic.

This course already has a Gold HUAD designation, but a Gold CIVI label seems more appropriate in its present form. This course explores pursued justice and the common good through the lenses and frameworks of Black culture and religion with a focus on hip-hop music. The major themes of this course focus on cultural studies of identity, class, caste, race, and gender as they relate to religion, protest, politics, and social movements, hip-hop, the African Diaspora, and the Black experience in America. In this course, we examine pursued justice and the common good as they relate to the Black experience in America and hip-hop music: racism, inequality, sexism, consumerism, greed, marginalized voices, voices against the wrongs and injustices of society, spiritual and social commentaries and truths, people and spaces on the periphery, and the lyrics and voices representing and transforming these spaces and landscapes with new meanings and aesthetics.

General Studies Gold Designation Request

General Studies Designation

Governance and Civic Engagement (CIVI)

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

[Langille_God_HipHop.pdf](#)

Governance and Civic Engagement (CIVI)

Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

CIVI Learning Outcomes

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Group 2:

1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI 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.**

CIVI Learning Outcome 1 (Group 2): Articulate diverse perspectives on the common or collective good.

Within the general framework outlined above, students in this course write weekly Discussion posts of 250 words on the following topics throughout the semester: the academic study of religion and Black American religions; religion and hip-hop; street prophets and interpretive communities; Kendrick Lamar; women in hip-hop; Islam and hip-hop; political and revolutionary hip-hop. Below is an example of a prompt used for these assignments:

After completing the readings, watching the course lecture, and at least one episode of *Ladies First*, use song lyrics provided below to analyze the disparities that people who identify as women have to face. If the song is about strength and overcoming adversity, why do people who identify as women have to exert strength? Use historical patterns, social movements, and current events to support your analysis.

Possible themes: bodily autonomy, MeToo movement, access to resources, employment and education disparities, social inequality, gender-based violence.

CIVI Learning Outcome 2 (Group 2): Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.

Dissenting opinions and experiences are represented throughout this course featuring hip-hop and the Black experience in America, but the sections on women, the Nation of Islam, and political and revolutionary hip-hop accentuate these dissenting opinions and experiences. These sections of the course highlight dissenting opinions and experiences both within the genre of hip-hop music itself and American society in general. An assignment that highlights these dissenting opinions and voices within wider American society in general is the assignment on Kendrick Lamar's 2025 Super Bowl LIX halftime performance outlined below:

View the Super Bowl performance through a different lens, ignoring the music rivalry. After completing the readings and watching the lectures and [Kendrick Lamar's Super Bowl LIX halftime show](#), use the following prompts to analyze the halftime show in *at least 250* words. In addition to my lecture, you also can use the following article to guide you through the themes, imagery, and historical references: [Nettrice Gaskins, "Kendrick Lamar's Halftime Revolution: A History Lesson in Storytelling," *Medium* \(February 10, 2025\).](#)

1. This performance encapsulates the oral tradition of the hip-hop emcee and the foundational hip hop elements (knowledge, the DJ, the emcee, dance, and art). What story is Kendrick telling using these elements? How does this performance critique the sociopolitical climate in the United States? Kendrick turns the TV off while the audience displays, "GAME OVER". Once the games are over, according to this performance, what are the next steps?
2. What is the relevance of Uncle Sam as the master of ceremony? Drawing on historical context and current events, analyze his script during each interlude. What is he referencing? How does Uncle Sam's appearance during each transition impact the story Kendrick is telling?
3. Analyze the imagery and symbolism of the characters, movement/choreography, set/stage and colors. How does it support the story Kendrick is telling?

4. Compare and contrast the controversial response to Kendrick's Superbowl performance in 2025 to the response to [Beyonce's guest appearance during the 2016 Superbowl halftime show](#).

CIVI Learning Outcome 3 (Group 2): Communicate arguments, narratives, or information using qualitative or quantitative evidence.

In this course, students communicate arguments, narratives, and information using qualitative or quantitative evidence through an album review assignment outlined below:

The Clipse's 2025 album *Let God Sort Em Out* has been nominated for "Best Rap Album" and "Album of the Year" at the 2026 Grammy Awards. Using course learning materials in your analysis, review the Clipse's 2025 album *Let God Sort Em Out* in 500-750 words. Your review should identify (and focus on) religious themes, tropes, imagery, and symbolism in *Let God Sort Em Out* and use the course learning materials to analyze them. Your review will focus on the album but you also can include an analysis of the Clipse's September 2025 performance at the Vatican. Clipse were the first hip-hop artists to perform at the Vatican, so you might want to discuss the song performed ("The Birds Don't Sing"), the physical location of the performance itself, i.e., the Vatican, and the significance of the performance itself.

Listen to the album in its entirety on your favorite music streaming service (or YouTube) and [watch the Clipse's September 2025 performance at the Vatican](#).

Since it is helpful to look at other reviews, here are some resources to guide you through your review process:

Assignment Resources

Mark Millar, "How to Write a Music Album Review," *XS Noize* (November 28, 2023).

Alexis Petridis, "Clipse: Let God Sort Em Out review – reunited rap greats deliver one of the albums of the year," *The Guardian* (July 10, 2025).

Michael Herbers, "'Let God Sort Em Out' by Clipse Album Review," *Medium* (July 26, 2025).

Anthony Fantano, "Clipse - Let God Sort Em Out-- Album Review", *The Needle Drop* (July 16, 2025). [Links to an external site.](#)

Michael Saponara, "Clipse Reflect on Historic Vatican Performance: 'Hip-Hop Belongs Everywhere,'" *Billboard* (October 8, 2025).

Peter A. Berry, "Clipse Become First Rappers to Perform at the Vatican," *Okayplayer* (September 15, 2025).

CK Smith, "'Grace for the World': Vatican brings global artists together," *Salon* (September 14, 2025).

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

1. To examine contemporary issues in cultural studies concerning conceptions of race, class, and gender, with a focus on the Black experience in America. [CIVI LO 1; Group 2]
2. To study the history and contemporary role of religion in Black American communities. [CIVI LO 2; Group 2]

3. To explore the voices of social resistance and protest in contemporary hip-hop music. [CIVI LO 1, 2, 3; Group 2]
4. To acquaint students with a variety of interdisciplinary methodologies in contemporary academic life. [CIVI LO 1, 2, 3; Group 2]
5. To explore the multicultural dimensions of popular culture, especially in hip-hop music, dance, and lyricism. [CIVI LO 1, 3; Group 2]

Form Submission - Proposer

Submitted for Approval | Proposer

Timothy Langille - January 15, 2026 at 7:59 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - January 16, 2026 at 9:58 AM (America/Phoenix)

GSC Coordinator Review

Sent Back

Kimberly Singleton - January 20, 2026 at 8:08 AM (America/Phoenix)

Thank you for your submission. Please address the following:

-The specific GS Gold statement for the requested designation must be included in the attached syllabus.

-Please add the appropriate CIVI statement and Group 2 LO's from this document (<https://docs.google.com/document/d/1JrFD2qKryUpvc0wvj4C2N8i0lqoQKY4XRmFOgkNnyF0/edit>), and then upload the revised syllabus to this form.

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Timothy Langille - January 23, 2026 at 3:25 PM (America/Phoenix)

Department Approval

Approved

Richard Amesbury - January 23, 2026 at 3:26 PM (America/Phoenix)

GSC Coordinator Review

Approved

Kimberly Singleton - January 26, 2026 at 9:06 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 26, 2026 at 4:50 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - February 5, 2026 at 3:16 PM (America/Phoenix)

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Celeste Sepessy

Tamara Rounds

Michelle Saint

Megan Foutz - February 20, 2026 at 12:02 PM (America/Phoenix)

R & R. The information provided does not show a strong enough connection to the learning outcomes, specifically the assignment for learning outcome 2. We do not see any evidence of collaboration. The committee also, suggests potentially group 1 might be a better fit for this class.

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

Timothy Langille

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp
