

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste current course information from [Class Search Course Catalog](#)

College/School College of Global Futures Department/School \_\_\_\_\_

Prefix: CGF Number: 194 Title: Introduction to Resilient American Futures Units: 3

Course description: America's 2,400-mile Interstate 10 highway most acutely represents the frontline of our shared future. Connecting the fastest growing, most demographically diverse, and most disaster-vulnerable U.S. cities from Los Angeles to Jacksonville, the I-10 provides a living observatory for understanding the present and envisioning more sustainable and inclusive futures. Pressing resilience problems impacting I-10 communities are well-documented in contemporary media and provide a rich resource for students to investigate how lives, communities, and ecosystems are being impacted by climate change, social inequity, and other forces. By studying these narratives and the academic content that helps contextualize them, students will understand modern resource systems related to water, food, energy, commerce, and other areas that support daily life, including the historical and cultural backstories behind them. In the process, students are exposed to 70 academic fields addressing real challenges and opportunities, giving them a comprehensive overview of the schools, degree tracks, and career paths available at ASU that are actively working together to improve the resilience and future of American society.

Is this a cross-listed course? NO If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? NO If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? NO

If yes, each topic requires an individual submission, separate from other topics.

**Requested designation:** Cultural Diversity in the United States-C

**Mandatory Review:** YES

*Note- a separate proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

**Area proposed course will serve:**

- Social-Behavioral Sciences-SB
- Historical Awareness-H
- Cultural Diversity in the United States-C

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**Proposals must be submitted electronically with all files compiled into one PDF.**

**Contact information:**



Name Benjamin W. Stanley E-mail bwstanle@asu.edu Phone 914-589-3265

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Peter Schlosser Date: 2/23/22

Chair/Director (Signature): 

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

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College/School	College of Global Futures	Department/School		
Prefix:	CGF	Number:	194	
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**Contact information:**

Name Benjamin W. Stanley E-mail bwstanle@asu.edu Phone 914-589-3265

**Department Chair/Director approval: *(Required)***

Chair/Director name (Typed): \_\_\_\_\_ Date: \_\_\_\_\_

Chair/Director (Signature): \_\_\_\_\_

## Arizona State University Criteria Checklist for

### CULTURAL DIVERSITY IN THE UNITED STATES [C]

#### **Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		Identify Documentation Submitted
		<b>1. A Cultural Diversity course must meet the following general criteria:</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	[see references below to course text outline]
		<b>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</b>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	[see references below to course text outline]
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	[see references below to course text outline]

Course Prefix	Number	Title	General Studies Designation
CGF 194	[TBD]	Introduction to Resilient American Futures: An Academic Road Trip from CA to FL	

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>Example</b> -See 2b. Compares 2 U.S. cultures	<b>Example</b> -Compares Latino & African American Music	<b>Example</b> -See Syllabus Pg. 5
#1	The entire course is oriented around exploring contemporary, real-world sustainability problems existing in American I-10 cities, and virtually all problems covered are specifically related to the contributions of and conflicts between the diverse cultural groups involved in these issues. The I-10 corridor is specifically chosen to represent an area of the U.S. with a plurality of non-white populations.	<p>1. Please see entire course textbook outline (Chapters 1-12) for connection between course content and cultural diversity.</p> <p>2. Please see Course Syllabus, Course Schedule (p.3-4) and Assessment Activities (p.5) sections to see connection between research project assessment and cultural diversity.</p> <p>3. Please see Course Syllabus, Course Schedule (p.3-4) and Assessment Activities (p.5) sections to see connection between peer interaction assessments and cultural diversity - emphasis placed on contact between cultural diverse students living along I-10 corridor</p>
#2B	The course is specifically structured by the diverse American geography of the I-10 to allow comparative study of sustainability, especially including focus on impacts of social diversity on sustainability.	<p>- Outline, Chap. 2.1: Profile of historic and current indigenous communities in Phoenix, and relation to majority groups in defining future of land use/housing growth.</p> <p>-Outline, Chap. 3.2: Profile of cultural traditions and social policies related to water access</p>

		<p>in 20<sup>th</sup> century Arizona, specifically comparing indigenous and Anglo approaches to water.</p> <p>-Outline, Chap. 3.3: Profile of Chinese-American experience in historic and current central Arizona</p> <p>-Outline, Chap. 4.1: Overview of Latino migrant labor in contemporary American food systems and related cultural diversity and political issues in New Mexican farming communities</p> <p>-Outline, Chap. 4.3: Overview of New Mexico food culture and contributions of different ethnic groups</p> <p>-Outline, Chap. 5: Entire chapter (5.1 and 5.2) represents detailed examination of transborder culture and current social customs and policies related to transborder interaction movement in El Paso/Ciudad Juarez area.</p> <p>-Outline, Chap. 6: Entire chapter (6.1 and 6.2) represents detailed examination of segregation, cultural discourse, and interaction (or lack thereof) between dominant Anglo and minority Latino and African-American populations; chapter includes specific focus on gender/women's studies (6.1.4.) and intersecting ethnic and gender identities.</p> <p>-Outline, Chap. 7.1: Profile of predominantly Anglo rural Texas community engaged in energy extraction industry and relation to a more diverse, transient energy industry workforce.</p> <p>-Outline, Chap. 8.2: Profile of African-American communities threatened by flooding in Baton</p>
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		<p>Rouge and vulnerability compared to other ethnic groups.</p> <p>-Outline, Chap. 8.3: Profile of Native American communities threatened by sea level rise and flooding in Louisiana delta region and relation to predominantly Anglo political power structures.</p> <p>-Outline, Chap. 9: Focus on urban and regional resilience planning in New Orleans area that specifically includes stakeholders from numerous ethnic groups.</p> <p>-Outline, Chap. 10.2: Profile of local African-American community (Africatown) threatened by pollution and social inequity compared to dominant Anglo majorities.</p> <p>-Outline, Chap. 11.3: Focus on political practices of gerrymandering specifically related to a "majority-minority" African-American political district in Florida.</p> <p>-Outline, Chap. 12: Entire chapter focuses on local community governance and development in two historic African-American communities in Jacksonville (La Villa and Arlington)</p>
#2C	<p>By structuring course content around geography and place, rather than concepts, the course naturally delves into not only the cultural orientation of place-based groups (as shown in #2B) but also necessarily details instances of group interaction and larger social relations between groups in those places, as related to sustainability issues.</p>	<p>Please see list of examples provided in #2B. All examples listed include focus not only on group functioning, but relations to other groups and to the larger socio-political system in which they exist, all in an interdisciplinary and transdisciplinary narrative emphasizing sustainability problems and solutions.</p>

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# **CGF 194. Introduction to Resilient American Futures: An Academic Road Trip from CA to FL**

## ***Course Catalog Description***

Benjamin W. Stanley, Ph.D.

Research Analyst, Ten Across Program, University City Exchange, Office of the President, Arizona State University

Faculty Associate, College of Global Futures

America's 2,400-mile Interstate 10 highway most acutely represents the frontline of our shared future. Connecting the fastest growing, most demographically diverse, and most disaster-vulnerable U.S. cities from Los Angeles to Jacksonville, the I-10 provides a living observatory for understanding the present and envisioning more sustainable and inclusive futures. Pressing resilience problems impacting I-10 communities are well-documented in contemporary media and provide a rich resource for students to investigate how lives, communities, and ecosystems are being impacted by climate change, social inequity, and other forces. By studying these narratives and the academic content that helps contextualize them, students will understand modern resource systems related to water, food, energy, commerce, and other areas that support daily life, including the historical and cultural backstories behind them. In the process, students are exposed to 70 academic fields addressing real challenges and opportunities, giving them a comprehensive overview of the schools, degree tracks, and career paths available at ASU that are actively working together to improve the resilience and future of American society.

# **CGF 194. Introduction to Resilient American Futures: An Academic Road Trip from CA to FL**

## **Course Textbook Outline**

Benjamin W. Stanley, Ph.D.

Research Analyst, Ten Across Program, University City Exchange, Office of the President, Arizona State University

Faculty Associate, College of Global Futures

[The following textbook will represent the only required reading in this course. All text will be presented to students in a visually immersive online format accessible by internet browser.]

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## [Chapter 1: Los Angeles Commerce and the Flow of Goods](#)

- As the capital of consumerism as well as a critical hub in increasingly fragile and overtaxed international supply chains, Los Angeles provides an invaluable window into the sustainability of modern commerce. Massive logistical problems at L.A.'s port complex represent but one issue among many resilience challenges facing the companies and communities at the heart of global trade systems. This chapter explores sustainability issues related to consumer goods while tracking their logistically difficult journey through the Port of L.A./L.B. and on through a system of regional warehouses, retail stores, consumers, and waste streams all ripe for future-oriented innovation.

### [1.1. Shipping: Moving goods from ship to truck](#)

#### [1.1.1. Computer Science – Data Science and Analytics](#) (Fulton School of Computing, Informatics, and Decision Systems Engineering)

- The Port of L.A./L.B., largest in the nation, is currently confronting major logistical issues that have seriously delayed container ships, hurt the livelihoods of independent truckers, and created highly publicized ripple effects across U.S. retail industries. The Port has turned to computer science for solutions, using algorithms, GPS tracking technology, and artificial intelligence to create a “Port Optimizer” system to better coordinate the docking, unloading, and transporting of containerized goods and improve the port’s overall resilience.

#### [1.1.2. Military Science – Leadership](#) (CLAS, Department of Military Science/Department of Naval Science)

- The GPS-based coordination of the thousands of ships docking at the Port of L.A./L.B. each year – all accomplished from a tiny nearby facility – is the responsibility of the U.S. military through an innovative public-private partnership with industry. Study of this arrangement shows how shipping companies can tap into military expertise in leadership, logistics, and computer science to ensure smooth trade while the military stands ready to assume control of the crucial port complex in event of crisis – one part of broader national self-defense strategy.

### [1.2. Distribution: Moving goods from dock to store](#)

#### [1.2.1. Business – Supply Chain Management](#) (W.P. Carey, Department of Supply Chain Management)

- Virtually all containers passing through the Port of L.A./L.B. are routed to distribution warehouses in a fragile supply system constantly threatened by highway gridlock, truck availability, and limited facility space. By highlighting the contrasting distribution strategies of Sony and Skechers, this section illustrates how supply chain management professionals make logistical decisions with big impacts on corporate profitability, the availability of commercial goods, and the overall resilience of international supply chain systems.

#### [1.2.2. Geography – Economic](#) (CLAS, School of Geographical Sciences and Urban Planning)

- Many distribution warehouses are intentionally built over 75 miles away from the port, despite being located for port “proximity,” resulting in massive, fast-growing clusters of warehouses across the SoCal landscape. As these clusters create corporate efficiencies at the expense of pollution and congestion in nearby communities, the field of geography is positioned to not only show how supply chain managers optimize warehouse locations, but also to provide conceptual tools for critiquing warehouse impacts on local communities and landscapes.

### [1.3. Sales: Moving goods from store to customer](#)

#### [1.3.1. Business – Marketing](#) (W.P. Carey, Department of Marketing)

- While the nationwide shift to online retail sales hurts brick-and-mortar stores, one outlet mall near downtown L.A. has bucked the trend with innovative marketing techniques leveraging place, historic architecture, and proximity to SoCal supply chains. By emphasizing lower prices while changing public perceptions of outlet mall offerings, these marketing techniques allowed businesses to skirt the 2008 Great Recession and chart a commercial future with trend-setting implications for the future of American consumerism.

#### [1.3.2. Design – Architecture](#) (HIDA, The Design School)

- By converting an old tire factory into an outlet mall, and preserving original design elements echoing ancient Assyrian aesthetics, architects and environmental designers were able to bolster local sustainability through preservation and adaptive reuse of existing buildings. In-depth study of this project shows how design professionals merged sustainability and style, and created a unique marketing identity for the mall that has helped boost sales during rough economic times.

**1.4. Disposal: Moving goods from households to waste streams**

*1.4.1. Engineering – Environmental Waste (Fulton, School of Engineering Polytechnic)*

- As SoCal’s consumerism produces massive amounts of waste affecting local air and water quality, local waste engineers proactively addressed fast-declining landfill space with innovative best practices such as recycling, waste gas reuse, and construction of a new landfill linked by a 200-mile waste train. When recycling initiatives reduced so much waste that need for the newly constructed waste train was eliminated, it produced a fascinating case study in next generation waste management with big implications for the future of waste systems.

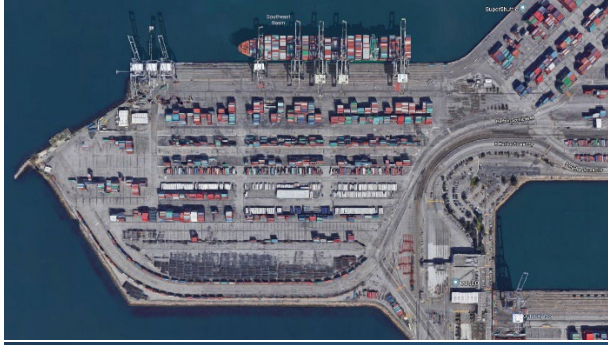
*1.4.2. Sustainability – Waste Systems (CGF, School of Sustainability)*

- Traditional linear systems of waste disposal where products end up in sanitary landfills are ripe for innovation and transition to more circular systems emphasizing reuse, recycling, and biodegradability. Los Angeles’ 40 years of experience transitioning to more circular waste systems – amid a culture that rarely considers the impacts of consumerism – provides an invaluable example highlighting the problems and promise of real-world attempts to make consumption more sustainable.

**Focal Places:**

1.1.1. Marine Exchange of Southern California, Port of LA/LB, San Pedro, CA
1.1.2. Port of Los Angeles/Long Beach, Long Beach, CA
1.2.1. Skechers and Sony distribution centers, Moreno Valley and Carson, CA
1.3.1. The Citadel outlet mall, Commerce, CA
1.4.1. Mesquite Regional Landfill, Mesquite, CA
1.4.2. Puente Hills Sanitation Complex, Whittier, CA

- **Sister Cities:** Los Angeles’ experience accommodating massive flows of containerized goods is especially instructive for other 10X cities with fast growing ports like Houston, Mobile, and Jacksonville.





## Chapter 2: Phoenix Communities and the Emergence of Growth

- The nature of urban development and land use change is brought into especially high relief in the Phoenix metropolitan area, home to the fastest growth in the country for much of the 20<sup>th</sup> and 21<sup>st</sup> centuries as well as a rich heritage of indigenous settlements. The boom-and-bust history of urban growth in Phoenix illuminates the promises and pitfalls of different approaches to building communities in a high-risk, infrastructure-dependent landscape where most American growth now occurs. By comparing native community building with modern models of suburban sprawl, urban infill, and economic development, students are exposed to the range of approaches currently driving rapid land use change – and sustainability issues – across the 10X corridor.

### 2.1. Heritage communities and historic growth

#### 2.1.1. Anthropology – Archaeology (CLAS, School of Human Evolution and Social Change)

- For centuries before European exploration of the Southwest, native peoples in the Salt River Valley built a successful society around desert agriculture fed by a massive network of canals – a network unearthed and used in modern Phoenix’s early development. Lessons learned from the persistence of these peoples in a harsh environment without the modern technology crucial for current desert life provides a highly instructive example for plotting a more sustainable future.

#### 2.1.2. Ethnic Studies – American Indian (New College, School of Humanities, Arts, and Cultural Studies)

- Ringed by centuries-old communities with ancestral ties to Phoenix’s early canal builders, the modern Phoenix area is often considered a capital of Native American culture in the U.S. These indigenous communities preserve local environmental knowledge critical for sustainable pathways while providing a model of social inclusion contrasting considerably with Phoenix’s 20<sup>th</sup> century template for suburban community growth.

### 2.2. Phoenix’s roaring 20<sup>th</sup> century meets the future of neighborhoods

#### 2.2.1. Public Service – Land Use Policy (Watts, School of Public Affairs/Morrison Institute)

- History shows how Arizona governments’ land use policies created conditions for Phoenix to become the nation’s fastest growing urban area in the 20<sup>th</sup> century, even as downtown fell into deep decline. A new generation of urban land policies are evening the scales between suburban and urban development incentives in order to promote more sustainable future desert communities.

#### 2.2.2. Urban Planning – Residential Development (CLAS, School of Geographical Sciences and Urban Planning)

- A long history of master planned communities and utopian experiments around Phoenix’s desert fringes has informed innovative new communities as well as ambitious future plans. Proposals to build a massive 100,000+ resident “smart city” mixing industrial and residential development on virgin desert far from downtown Phoenix provide fodder for discussing the central role of urban planning in shaping sustainable urban futures.

#### 2.2.3. Business/Engineering – Real Estate Development (W.P. Carey, Center for Real Estate Theory and Practice/Fulton, School of Construction)

- Phoenix’s long tenure as one of America’s fastest growing cities has been powered by a robust real estate development industry that pioneered practices in mass construction, marketing, and finance crucial for suburban growth in the Sun Belt. A look at the past and future of Phoenix area development through the complementary lenses of real estate theory and construction engineering provides a window into the direction of both urban infill and new suburban growth trends in the 21<sup>st</sup> century.

#### Focal Places:

2.1.1. Casa Grande, Casa Grande, AZ
2.1.2. Gila River Indian Community, Sacaton, AZ

2.2.1. Roosevelt Row and Hance Park, Downtown Phoenix, AZ
2.2.2. Maricopa, AZ
2.3.1 Tempe Town Lake, Downtown Tempe, AZ
2.3.2 Verrado and Belmont, Buckeye, AZ

**Sister Cities:** Phoenix’s position on the forefront of population growth and land development is closely followed in other fast growing 10X cities like San Antonio, Houston, and Jacksonville.



### [Chapter 3: Tucson and the Flow of Water](#)

- This chapter follows the journey of Tucson’s tenuous yet expertly managed water supply to highlight the earth scientists, engineers and policymakers who must work together to secure the water future of one million desert dwellers. By following water from distant headwaters through 1,200 miles of rivers, dams, canals, aquifers, and pipes to consumers and ultimate reuse, students are exposed to an array of sustainability problems – and the academic disciplines and local solutions currently being employed to improve the resilience of desert living. As more and more U.S. regions begin to struggle with water scarcity, Tucson’s highly lauded, long-term experience with water planning can provide an invaluable example.

#### [3.1. Collection: Dependence on a distant climate](#)

##### [3.1.1. Earth Science – Climatology \(CLAS, School of Geographical Sciences and Urban Planning\)](#)

- The City of Tucson relies completely upon a small patch of mountains over 1,000 miles away for its water supply, elevating the importance of climatological understanding for the city’s future survival. As climate change begins to threaten this fragile water system, the scientific understanding and uncertainty generated from regional climatological methods must be improved and directly inserted into all of the city’s future plans.

##### [3.1.2. Sustainability – Complex Adaptive Systems \(CGF, School of Complex Adaptive Systems\)](#)

- Regional water supplies rely not only on the climatology of rainfall, but all of the complicated, cascading social and ecological effects of a sunnier, warmer climate. The emergent field of complex adaptive systems is perfectly positioned to show the devastating impacts of climate change – as well as show how the complex impacts of keystone species like beavers can create positive feedback loops of ecological restoration critical for adaptive management of precious water stores.

#### [3.2. Transport: Water flows uphill](#)

##### [3.2.1. Political Science – Political Development/Comparative Politics \(New College, School of Social and Behavioral Sciences\)](#)

- Over fifty years of political wrangling involving both armed interstate conflict and delicate political coalition building was required before the historic CAP canal connecting the Colorado River to central Arizona could be constructed. Political science approaches to American history, federal political systems, and the nature of collective action are crucial to understand why the CAP exists – and how it can serve as both model and cautionary tale for current political proposals to expand long-distance transport of surface water across the southern U.S.

##### [3.2.2. Engineering – Civil \(Fulton, School of Sustainable Engineering and the Built Environment\)](#)

- The 335-mile CAP canal, which pumps billions of gallons up thousands of feet through the Arizona desert, represents a marvel of engineering crucial for the sustainability of Tucson’s population. A close partnership between civil and electrical engineers was crucial for this technological feat, especially in the construction of a strategically placed reservoir that stores water pumped only at daily and yearly times with the lowest statewide power demand from Arizona’s overheated residents.

#### [3.3. Storage: Nature’s underground water tank](#)

##### [3.3.1. Earth Science – Geology \(CLAS, School of Earth and Space Exploration\)](#)

- Tucson stores its entire Colorado River water supply in aquifers before use, creating an innovative water system highly reliant on specific geological layers – as well as on public-private partnerships where water managers employ local farms for such “groundwater banking.” This highly successful policy has allowed depleted local aquifers to steadily refill, a system standing in stark contrast to nearby areas lacking water conservation strategies where unregulated pumping triggers land subsidence and hurts local livelihoods.

##### [3.3.2. Public Service – Water Policy \(Watts, School of Public Affairs/Kyl Center for Water Policy\)](#)

- Central Arizona’s reliance on the CAP canal and aquifer storage has greatly magnified the importance of state water policies and laws that enable water sharing and storage agreements between cities and industries. Flawed water legislation ignoring local hydrogeological realities has created a spatial disconnect between water sources and users that now threatens the state’s long-term policy of “safe-yield” and the sustainability of future water provision to fast growing urban areas.

**3.4. Recycling: Dumping wastewater into rivers becomes helpful**

**3.4.1. Chemistry – Environmental (CLAS, School of Molecular Sciences/Biodesign Institute)**

- Tucson’s award-winning water strategy also relies on recycling and reuse of wastewater, a technical process heavily reliant on the environmental chemistry of traditional chlorine-based disinfection techniques. As PFAS-laced industrial pollution common across the U.S. now threatens Tucson’s aquifer storage system, a next generation approach to wastewater management is especially critical to ensure clean future water supplies for local humans and ecosystems alike.

**3.4.2. Life Science – Ecology (CLAS, School of Life Sciences)**

- The release of treated wastewater into Tucson’s long dry riverbed helps to further recharge local aquifers while rejuvenating local riparian ecosystems that had disappeared with human water use. Ecological studies of migratory bird populations reveal that Sonoran oases are actually critical for the health of birds and the distant ecosystems to which they travel, and that local wastewater releases in particular have become absolutely crucial for the continued functioning of these regional and international ecological systems.

**Focal Places:**

3.1.1. Colorado River headwaters, Rocky Mountains, CO
3.2.1. Parker Dam, Parker, AZ – Avra Valley, AZ
3.2.2. Mark Wilmer Pumping Plant, CAP canal @ Lake Havasu, Parker, AZ
3.3.1. BKW Farms Groundwater Savings Facility (GSF), Marana, AZ
3.3.2. Clearwater Renewable Resource Facilities (USF), Avra Valley, AZ
3.4.1. Sweetwater wastewater management facility, Tucson, AZ
3.4.2. Santa Cruz River, Tucson, AZ

**Sister Cities:** Tucson’s tremendous reliance on complex systems of water infrastructure, water policy, and ecology is shared by other 10X cities like Los Angeles, El Paso, and San Antonio.



## Chapter 4: Las Cruces Farming and the Flow of Food

- With southern New Mexico's famous chile industry as the backdrop, this section follows local food systems from seeding to commercial distribution to investigate the industry's sizeable 21<sup>st</sup> century sustainability challenges. Water scarcity, labor shortage, and food desert issues plaguing the U.S. can be highlighted in high fidelity by the historic farm communities along the Rio Grande's Mesilla Valley. With chile production at the nucleus of a vibrant local culture, and farm practices reliant on foreign laborers, the chapter interweaves the social, political, and economic dimensions of food with an overarching exploration of modern agricultural systems.

### 4.1. Seeding and Growing: Modern dimensions of farming

#### 4.1.1. *Life Science – Agricultural Science/Genetics* (CLAS, School of Life Sciences)

- The hunt for new genetic varieties of local chiles popular with consumers may prove crucial for a local agricultural industry challenged by climate, political, and economic change. Exploration of the genetics field's big impact on the historic and contemporary agricultural science of chile growing in the Mesilla Valley provides a vibrant case study of how culturally-inspired life science can directly benefit local communities.

#### 4.1.2. *Global Studies – International Politics* (CLAS, School of Politics and Global Studies/Center for Latina-os and Amer. Politics Research)

- New Mexico's chile and dairy industries both rely on seasonal streams of immigrant labor carefully coordinated by domestic laws and international political agreements. Recent political turmoil over U.S.-Mexico immigration has imperiled the workers at the heart of many domestic food production industries, a crisis best examined and addressed through the lens of international politics.

### 4.2. Processing and Distributing: Local food, international markets

#### 4.2.1. *Sustainability – Food Systems* (CGF, School of Sustainability)

- Local Hatch chiles are commonly grown for distribution both to large corporate food distribution plants as well as to local markets and consumers, providing a fascinating local case study comparison between different food systems. The field of sustainability is tailored to analyze the long-term social, environmental, and technological issues associated with these systems as well as suggest improvements to maximize their adaptability in the face of ongoing climate change.

#### 4.2.2. *Business – Agribusiness* (W.P. Carey, Morrison School of Agribusiness)

- A case study of the world's largest chile processing and distribution plant – and the international conglomerate that operates it – provides a window into the influential world of agribusiness. From chile-growing contracts with local farms to legal efforts to trademark and protect Hatch's chile brand, this section highlights the importance of agribusiness decisions and international food markets for local agricultural prosperity.

### 4.3. Consumption and Well-being: Access to food, access to health

#### 4.3.1. *Public Health – Population Health/Nutrition* (College of Health Solutions)

- Despite close proximity to Rio Grande farms, many Las Cruces neighborhoods have been identified by public health researchers as "food deserts" lacking fresh food access and other wellness amenities. Local residents require comprehensive health solutions that include close attention to human nutritional requirements if the resilience of the Las Cruces community is to be sustained and improved in the future.

#### 4.3.2. *Anthropology – Cultural* (CLAS, School of Human Evolution and Social Change)

- The existence of the U.S.' largest farmers' market in Las Cruces provides just one indicator of the cultural and symbolic importance of local food like chiles to southern New Mexican life. Anthropological

approaches allow full exploration of these social values as well as provide a framework for analyzing and critiquing unequal access to fresh food among different ethnic and income groups in the Las Cruces area.

**Focal Places:**

4.1.1. Fabian Garcia Science Center, New Mexico State University, Las Cruces, NM
4.1.2. Chile farms and culture, Hatch, NM
4.1.3. “Dairy Row,” Mesquite, NM
4.2.1. Mizkan America food processing plant, Deming, NM
4.3.1. Las Cruces Farmers’ Market and Albertson’s supermarket, Las Cruces, NM

**Sister Cities:** The issues facing current local food systems can also be investigated in 10X agricultural areas like southern Arizona, southern Louisiana, and northern Florida.



## [Chapter 5: El Paso Migration and the Flow of Culture](#)

- El Paso/Ciudad Juarez has a deep history of cross-border human movement and today stands as the world's largest binational metropolis, where thousands of dual national residents cross daily. As ground zero for international debates regarding the legal and social impacts of migration, this chapter tracks these regulated and unregulated flows of people and closely examines how political and cultural issues affecting local border crossers set the tone for national debates over immigration. With a rich culture developed and shared between both El Paso and Ciudad Juarez, the metro area is a living example of how regional heritage and cultural interaction can serve as powerful uniting forces amid international political divisions.

### [5.1. Migratory flows between Mexico and U.S.](#)

#### *5.1.1. Journalism – Hard News* (Walter Cronkite School of Journalism and Mass Communication)

- Highly controversial immigration enforcement practices involving the detention of migrant children in makeshift border camps were uncovered only by the persistent efforts of border journalists armed with drone-based photography. This award-winning photojournalism helped convey the visceral impacts of these laws to the entire world, sparking social and political backlash that helped change these policies and improve the lives of separated children.

#### *5.1.2. Justice Studies – Migration Policy* (CLAS, School of Social Transformation)

- The recent construction of a controversial private border wall by partisan political groups opposing migration has provided a local flash point for ongoing debates over migration policy and social justice. The field of justice studies supplies a necessary framework for discussing the grey areas between legal justice and social justice and how different conceptions of justice in public policy are impacting the streams of modern-day migrants constantly passing through the El Paso/Ciudad Juarez area.

### [5.2. Daily social and cultural flows between Mexico and U.S.](#)

#### *5.2.1. Global Studies - Transborder Studies* (CLAS, School of Transborder Studies)

- Constant transborder travel among binational local residents with proper legal status has created a social milieu in which national identities have blended with regional identities that are accepting of cultural and political difference. Dedicated transborder studies with a bilingual approach provide the necessary nuance to explore the model provided by this inclusive local culture while framing the 21<sup>st</sup> century evolution of Latina/o identities more generally.

#### *5.2.2. Language – Spanish* (CLAS, School of International Letters and Cultures)

- Ambitious plans for a new binational city near El Paso with free cross-border movement face multiple social, physical, and legal hurdles – including the need for a more comprehensively bilingual population. Emphasis on Spanish language skills will be crucial as planners implement visions for an industrial city where economic development is predicated upon close socio-political coordination between American and Mexican residents.

#### *5.2.3. Art – Visual* (HIDA, School of Art)

- The streets of El Paso and Ciudad Juarez host a variety of mural and sculpture art intended to illustrate the social impacts of immigration laws in engaging and beautiful ways. Local artists use aesthetic innovation to project political symbolism and unite communities from both sides of the border around shared visions of local, binational culture and international social justice.

### **Focal Places:**

5.1.2. Tornillo border crossing and CBP incarceration facility, Tornillo, TX
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5.2.1. Chamizal neighborhood and National Memorial, El Paso, TX/Ciudad Juarez, CHI
5.2.2. American Diversion Dam border site and private border wall project, Sunland Park, NM/Ciudad Juarez, CHI
5.3.1. Paso del Norte border crossing and downtowns, El Paso, TX/Ciudad Juarez, CHI
5.3.2. Santa Teresa/San Jeronimo border crossing and industrial collaboration, Santa Teresa, NM/San Jeronimo, CHI

**Sister Cities:** El Paso/Ciudad Juarez’s role as an international gateway for human and cultural exchange is shared by other 10X cities heavily shaped by migration like Los Angeles, San Antonio, and New Orleans.



## [Chapter 6: San Antonio Neighborhoods and the Emergence of Social Equity](#)

- San Antonio’s long history of hosting both Mexican and Anglo enclaves created the nation’s most ethnically segregated city, but it has also birthed the social and political resolve to rise above division and provide national leadership in combatting equity issues. By tracing the inequitable historical development of the city’s vibrant neighborhoods and chronicling modern day efforts to redress inequity through physical and cultural investment, this chapter explores the public policies and social norms behind San Antonio’s built environment to closely illuminate the social equity issues with which all American cities are increasingly grappling.

### [6.1. Borderlands: Tracing inequity across San Antonio’s historic neighborhoods](#)

#### *6.1.1. History – Social* (CLAS, School of Historical, Philosophical and Religious Studies)

- Historic enclaves on the north side of San Antonio feature landmarked homes, but maintained their exclusivity through the 20<sup>th</sup> century partly using exclusionary zoning and racial covenants that blocked residents of color – a pattern widely replicated around the U.S. Detailed historical research has revealed the social structures and pivotal events leading to such covenants as well as the urban patterns of segregation that resulted – all important to understand when designing durable reforms to lingering modern inequities.

#### *6.1.2. Sociology – Environmental Justice* (CLAS, T. Denny Sanford School of Social and Family Dynamics)

- Massive local floods in the early 20<sup>th</sup> century prompted San Antonio to invest heavily in flood control improvements – but only in Anglo-dominated areas, leaving Latino neighborhoods to struggle with deadly floods for decades after. One of the nation’s first environmental justice movements arose to correct these inequities, improving the resilience of local communities while creating a template for social justice activism that spread to positively impact many other American cities struggling with inequality.

#### *6.1.3. English – Literary Studies* (CLAS, Department of English)

- The development of residential segregation and environmental injustice in San Antonio and America at large has inspired a wealth of local literature exploring human struggles with injustice. Literary studies of San Antonio authors wrestling with inequities while celebrating the city’s rich, diverse cultural history promise to provide another dimension of understanding when addressing complex, nuanced topics like social justice.

#### *6.1.4. Women and Gender Studies – Social Justice* (CLAS, School of Social Transformation)

- The election of the first female mayor of a major American city was not only a historic milestone, but also critical for the implementation of San Antonio’s unprecedented environmental justice reforms. Women and gender studies supplies the conceptual tools to explore in depth this political and cultural narrative while elaborating the ways in which gender, ethnicity, and income intertwine in broader conceptions of social and environmental justice.

### [6.2. Bridging borders: Park planning and the spaces of social equity](#)

#### *6.2.1. Urban Planning – Environmental* (CLAS, School of Geographical Sciences and Urban Planning)

- The ongoing planning and development of a 100-mile greenway park network along San Antonio’s streams over the past 30 years is designed to tackle local equity issues by providing multiple benefits to historically disadvantaged neighborhoods. Clever urban planning practices promote ecological restoration in particular to help absorb dangerous flash flooding while also extending recreational opportunities and biodiverse greenspace to park-deprived local areas.

#### *6.2.2. Public Health – Kinesiology* (College of Health Solutions)

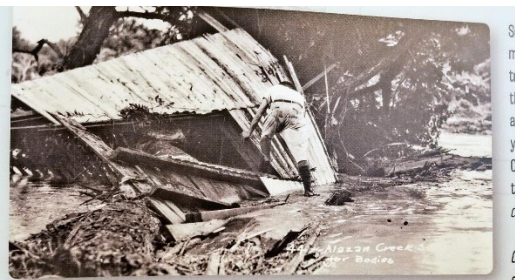
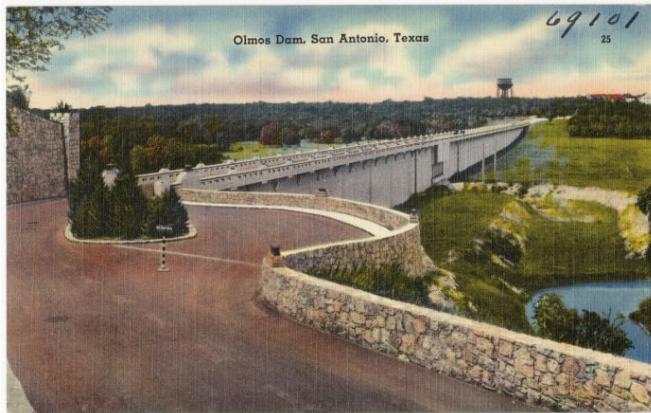
- San Antonio’s growing greenway park network connects diverse Eastside neighborhoods with the rest of the city and provides opportunities for exercise and wellness, regardless of ethnicity or income. The field of

kinesiology studies the health and strength of body movement patterns to ensure that all residents can take advantage of local exercise trails, regardless of age and physical ability as well.

**Focal Places:**

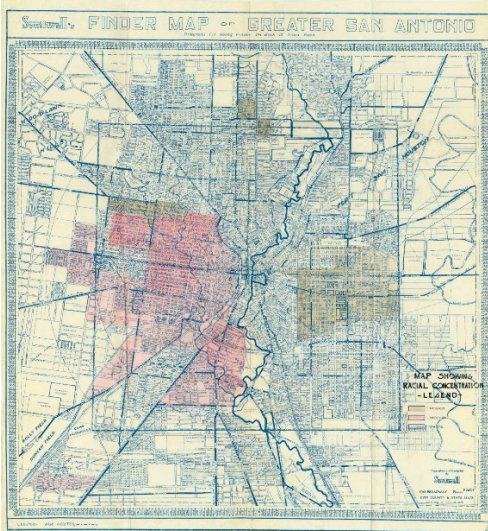
6.1.1. Zarzamora Creek neighborhoods, westside San Antonio, TX
6.1.1. Riverwalk/Olmos Dam, San Antonio, TX
6.2.1. Olmos Park and Kenwood neighborhoods, northside San Antonio, TX
6.3.1. Salado Creek neighborhoods, eastside San Antonio, TX

**Sister Cities:** San Antonio’s experience with inequity amid vibrant cultural diversity is shared by most 10X cities including Los Angeles, Baton Rouge, and Jacksonville.



Man looking through the flood debris for bodies along the Alazan Creek, September 1921. Courtesy WTS Special Collections - Institute of Texan Cultures.

Los nuevos habitantes se albergaron en pequeñas casas, algunas construidas solidamente y otras con los materiales que pudieron encontrar. Cuando arrasó una trágica inundación el 8 y 9 de septiembre de 1921, el Westside sufrió las mayores pérdidas. De las 52 vidas que se perdieron, 47 eran residentes del Westside - incluyendo



## [Chapter 7: Houston Industry and the Flow of Energy](#)

- Houston earned its title as “energy capital of the world” through its close proximity to oil and gas extraction in nearby land and sea basins and by dominating the businesses of fossil fuel financing, transport, production, and consumption. Yet as Texas also emerges as a hotspot of renewable solar and wind energy production partly due to its existing energy-focused business culture and infrastructure, the Houston area has become the most intriguing real-world case study of ongoing sustainable energy transitions. This chapter traces the flow of both fossil and renewable energy, from extraction to consumption, to highlight the massive importance of existing energy systems centered on Houston as well as the socio-economic hurdles needed to transition this system for a resilient 21<sup>st</sup> century energy future.

### [7.1. Upstream: Extraction in the Permian Basin](#)

#### [7.1.1. Economics – Microeconomics](#) (W.P. Carey, Department of Economics/CLAS, Department of Economics)

- Local towns and businesses in Texas’ energy-rich Permian Basin have struggled for decades with a boom-and-bust economy where local livelihoods are seriously impacted by quick changes in oil and gas extraction industries. A closer understanding of the economics behind international energy markets, where quick swings can produce chain reactions of disinvestment in energy extraction areas, is an invaluable tool for planning a more stable economic base for the Permian’s blue-collar communities.

#### [7.1.2. Sustainability – Energy Futures](#) (CGF, School for the Future of Innovation in Society)

- Fracking technology pioneered in the Permian Basin has transformed local energy economies and elevated U.S. energy independence, but at a monumental cost to the land, water, and air impacted by fracking pollution. An incentivized process of sustainability innovation in local energy technologies and economies will be crucial for the necessary transition to cleaner energy sources.

### [7.2. Midstream: Pipelines and protest](#)

#### [7.2.1. Geography – Energy](#) (CLAS, School of Geographical Sciences and Urban Planning)

- The fossil energy infrastructure that U.S. citizens rely upon is highly dependent on a complex spatial network of pipelines and terminals centered on Houston and its critically important Ship Channel. Energy geography approaches emphasize the planning and mapping of this infrastructure to uncover the weak links especially at risk as extreme weather fueled by climate change directly threatens the Ship Channel and its massive economic impacts.

#### [7.2.2. Law – Criminal Justice](#) (Watts, School of Criminology and Criminal Justice)

- U.S. fossil energy pipelines have become the focal point of social and environmental justice movements concerned about the environmental and social impacts of ruptured pipes and carbon emissions. As non-violent fossil energy protesters targeting pipelines in the Houston Ship Channel now face up to 10 years in prison due to tough new state laws aimed at protest, a nuanced view of criminal law is needed to understand the meaning and application of justice around an emotionally charged local issue.

### [7.3. Downstream: The global capital of energy](#)

#### [7.3.1. Business – International Finance](#) (Thunderbird School of Global Management)

- Houston’s energy refineries are highly capital intensive and require close financial management by giant petrochemical firms headquartered in Houston’s nearby Energy Corridor. As these international firms navigate the major geopolitical problems that constantly alter the global energy market, expertise in international finance and global management has become a critical skill set supporting firms’ bottom lines and future business prospects.

#### [7.3.2. Business – Entrepreneurship](#) (W.P. Carey, Department of Management and Entrepreneurship)

- The world's largest gas stations were built around a savvy regional business strategy in sync with Houston's car culture and American free market traditions. This local case study of the Buc-ee's gas station chain provides an in-depth look at the role of entrepreneurship and business management in creating not only successful but culturally iconic businesses with deep socio-economic impacts.

7.3.3. Anthropology/Sociology – Social and Cultural Analysis (New College, School of Humanities, Arts, and Cultural Studies)

- The west side of Houston hosts both the world's largest gas stations and the world's widest stretch of freeway – both monuments to a local culture of energy consumption that parallels the city's energy production industries. Anthropological analysis and cultural studies provide a conceptual toolkit to unravel the ways in which local urban society is closely intertwined with car culture and energy – a necessary analysis to understand how upcoming energy transitions will transform both economic and social patterns.

**Focal Places:**

7.1.1. Permian Basin oil/gas wells, Sonora, TX
7.2.1. Houston Ship Channel pipelines and terminals, Houston, TX
7.3.1. Energy Corridor petrochemical company offices, Houston, TX
7.3.2. Buc-ee's gas station, Katy, TX
7.3.3. Katy Freeway, Houston, TX

**Sister Cities:** Other 10X cities closely involved in the ongoing energy transition include Los Angeles, San Antonio, and Baton Rouge.



## [Chapter 8: Baton Rouge and the Overflow of Water](#)

- Baton Rouge helms a southern Louisiana region at the epicenter of American flooding, simultaneously threatened by overflows from the massive lower Mississippi River, sea surges and underground infiltration from the Gulf of Mexico, and intense rainfall events now augmented by climate change. The region's long experience with designing flood control infrastructure and social support systems to protect local communities is now in demand as other American communities increasingly look for comprehensive solutions to different types of flooding. Baton Rouge's experience indicates that cross-field collaborations between the earth sciences, humanities, and service-oriented disciplines are increasingly needed to implement comprehensive, equitable flood mitigation solutions in cities challenged by chronic resilience issues.

### [8.1. River flooding: "America's Achilles heel"](#)

#### *8.1.1. Engineering – Environmental Hydrology (Fulton, School of Sustainable Engineering & Built Environment)*

- The hodgepodge of dams and levees known as the Old River Control Structure (ORCS) near Baton Rouge is the linchpin of Mississippi River flood control infrastructure, critical to maintain public safety and the daily transport of billions of dollars of U.S. commodities. As enhanced Mississippi flooding increasingly threatens this aging piece of engineering, close collaboration between hydrologic engineers and earth scientists will be necessary to maintain – or fundamentally alter – this highly engineered landscape in a more resilient future.

#### *8.1.2. Earth Science – Geomorphology (CLAS, School of Earth and Space Exploration)*

- Although natural ecological restoration is emerging as a more sustainable solution to many flooding issues, allowing the Mississippi River to flow naturally in southern Louisiana past the ORCS would drastically shift the river channel and devastate local cities and economies. Studying the ways in which river channels evolve and shape landscapes remains a critically important input as regional policymakers confront the fundamental dilemma of maintaining an artificial river channel increasingly at odds with the physics and geology of flowing water.

### [8.2. Storm flooding: Emergency communication in East Baton Rouge](#)

#### *8.2.1. Earth Science – Meteorology (CLAS, School of Geographical Sciences and Urban Planning)*

- An unheralded series of thunderstorms in August 2016 caused devastating flooding in vulnerable East Baton Rouge neighborhoods much worse than from any big name hurricanes. As climate change supercharges once mundane storms into deadly events, the role of meteorology in predicting weather events and communicating possible impacts to communities and public service providers has become ever more critical.

#### *8.2.2. Public Service – Emergency Management (Watts, School of Public Affairs)*

- Efforts to protect local residents from Baton Rouge's August 2016 flooding relied heavily on emergency personnel trained to rescue people and evacuate communities during extreme weather events. A next generation of emergency management emphasizes not only these best practices, but increased communication with meteorologists and social workers to perform ever quicker rescues while also seamlessly transitioning victims to longer-term sources of support.

#### *8.2.3. Public Service – Social Work (Watts, School of Social Work)*

- Community recovery from the August 2016 flood event required rebuilding, but more deeply relied on social workers trained to help vulnerable residents far beyond the physical repair of homes and businesses. A local case study of how social workers helped individuals and families build the social and emotional resolve to recover from the storm shows the critical importance of strong social communities for environmental resilience.

### [8.3. Sea flooding: Losing land and preserving community in Isle de Jean Charles](#)

#### *8.3.1. Journalism – Feature (Walter Cronkite School of Journalism and Mass Communication)*

- As the lower Mississippi Delta area loses thousands of square miles of land to sea level rise and increasing storm impacts, the Isle de Jean Charles community may become the first to face complete relocation amid the loss of homes, jobs, and cultural traditions. Accurate, in-depth journalism that can explain the complexities of climate change and its socio-economic reverberations to the public in clear, engaging ways is critical for consensus on solutions to aid displaced local people and tackle larger sustainability problems.

8.3.2. English – Film and Media Studies (CLAS, Department of English)

- Journalistic storytelling about the politically tense relocation of local climate refugees can be greatly enhanced by humanities-based approaches like documentary filmmaking. Film portrayals of the residents of Isle de Jean Charles and their personal experiences with land loss can inform the public in more engaging ways, especially when paired with journalism to marshal social and political support.

**Focal Places:**

8.1.1. Mississippi River and the Old River Control Structure, Vidalia, LA
8.1.2. Atchafalaya River/Interstate 10 crossing, Lafayette, LA
8.2.1. East Baton Rouge parish, Baton Rouge, LA
8.3.1. Isle de Jean Charles, LA

**Sister Cities:** The existential threat of inundation plaguing Baton Rouge is shared by other flood-prone 10X cities such as Houston, Mobile, and Jacksonville.



## Chapter 9: New Orleans' Future and the Emergence of Urban Resilience

• With millions of residents at or below sea level and vulnerable to extreme weather and flooding, the New Orleans area was forced to become an early adopter of resilience planning and disaster-preventing infrastructure. This innovative approach has closely linked social impacts to environmental planning and has emphasized public communication when deploying scientific knowledge to plan environmental interventions. Through an unprecedented state plan to address land loss and an innovative urban flood resilience plan, local leaders have made public investments in resilience that balance scientific strategies and local interests, creating a widely cited example to study for other cities now just grappling with emergent sustainability problems.

### 9.1. Futurecasting and the master plan for regional resilience

#### 9.1.1. Sustainability – Resilience Planning (CGF, School of Sustainability)

• Sustainable planning practices are exemplified by the Louisiana state master plan to restore coastal communities, which uses environmental science to suggest physical, social, and ecological responses to land loss. Having guided local improvements for over a decade, this plan provides a track record for other places building resilience plans to assess – a record that emphasizes deploying scientific knowledge and technological solutions only in conjunction with strong public communication and deep attention to social impacts and equity.

#### 9.1.2. Public Service – Organizational Leadership/Technical Communication (College of Integrative Sciences and Arts)

• The ability to translate coastal master plan goals into on-ground improvements depends significantly on effective leadership of the implementing organizations as well as the design of the plan's communication style. Impactful sustainability planning thus relies on sister disciplines in the public service and communication fields that can aid leadership development in local environmental organizations and enhance resilience plans' ability to visually engage southern Louisiana residents.

### 9.2. Turning environmental danger into artistic opportunity in NOLA

#### 9.2.1. Design – Environmental/Residential Architecture (HIDA, The Design School)

• New Orleans' iconic built environment and cultural amenities are not only targeted for protection under the city's innovative Urban Water Plan, but infused with a local design aesthetic that complements and augments the city's style. From canal-based parkscapes to homes that float during floods, environmental designers and architects are key to comprehensive local resilience planning that recognizes sustainability is about more than just protection.

#### 9.2.2. Art – Music, Dance and Theater (HIDA, School of Music, Dance and Theatre)

• Protecting New Orleans means protecting a cultural powerhouse that has exported its culture of music, dance, and performance for over a century. The city's built environment is simply the entry point to exploring some of the world's best historical and contemporary performance art and learning how art can transcend entertainment to become a deeper cornerstone of local culture and prosperity.

#### **Focal Places:**

9.1.1. The Water Institute of the Gulf, Baton Rouge, LA
9.1.2. Mid-Barataria sediment diversion site, Myrtle Grove, LA
9.2.1. Central New Orleans, LA
9.2.2. Lower Ninth Ward, New Orleans, LA



**Sister Cities:** New Orleans' emphasis on sustainability planning with deep focus on social impacts is shared by other 10X cities with urban resilience plans such as El Paso, San Antonio, and Tallahassee.



## Chapter 10: Mobile's Economy and the Flow of Water Resources

- Mobile's growing local economy is extremely dependent on water resources, with economic anchors in beach and ocean tourism, seafood, and industrial ports reliant on local waterways. This means the city is especially sensitive to the myriad types of pollutants increasingly threatening the water quality of communities across the country, providing a highly illustrative case study of the interconnections between economic and water resource systems. By exploring different pollution situations – from the Deepwater Horizon oil spill to local soil erosion – and the solutions that local Mobile leaders have devised, students are exposed to real world examples connecting economic progress to clean water initiatives.

### 10.1. Beach tourism economy and the threat of oil and nutrients

#### 10.1.1. Life Science – Marine Biology (CLAS, School of Life Sciences)

- The Deepwater Horizon oil spill, which directly impacted Mobile's vibrant beach and ocean tourism economy, also had profound health effects on the highly biodiverse array of marine life off Mobile's shores. Studying the impacts of oil as well as of another distant source of water pollution – nutrients released into regional watersheds – on the health of marine life provides a distinct lens into biological science and its role in promoting the health of social-environmental systems.

#### 10.1.2. Public Service – Tourism/Non-Profit Management (Watts, School of Community Resources and Development)

- Mobile area beaches represent Alabama's largest source of tourism revenue, so the Deepwater Horizon catastrophe not only decimated the local hospitality industry, but reverberated through the state as well. A strong, coordinated response by the state's tourism and non-profit industries, which provided a bridge between biologists' ecological cleanup efforts and public communication strategies, helped the regional ocean tourism sector rebound completely within only a few years after the disaster.

### 10.2. Urban economy and the threat of plastics, sediment, and emissions

#### 10.2.1. Psychology – Behavioral (CLAS, Department of Psychology/New College, School of Social and Behavioral Sciences)

- The traditional seafood industry in Mobile Bay and along its causeway is not only under siege from oil and nutrients, but is also affected by plastic littering, sediment erosion, and leaky landfills. This section reviews innovative psychological communication methods borne from the fast-growing field of behavioral psychology that have been devised to specifically discourage human proclivities toward littering.

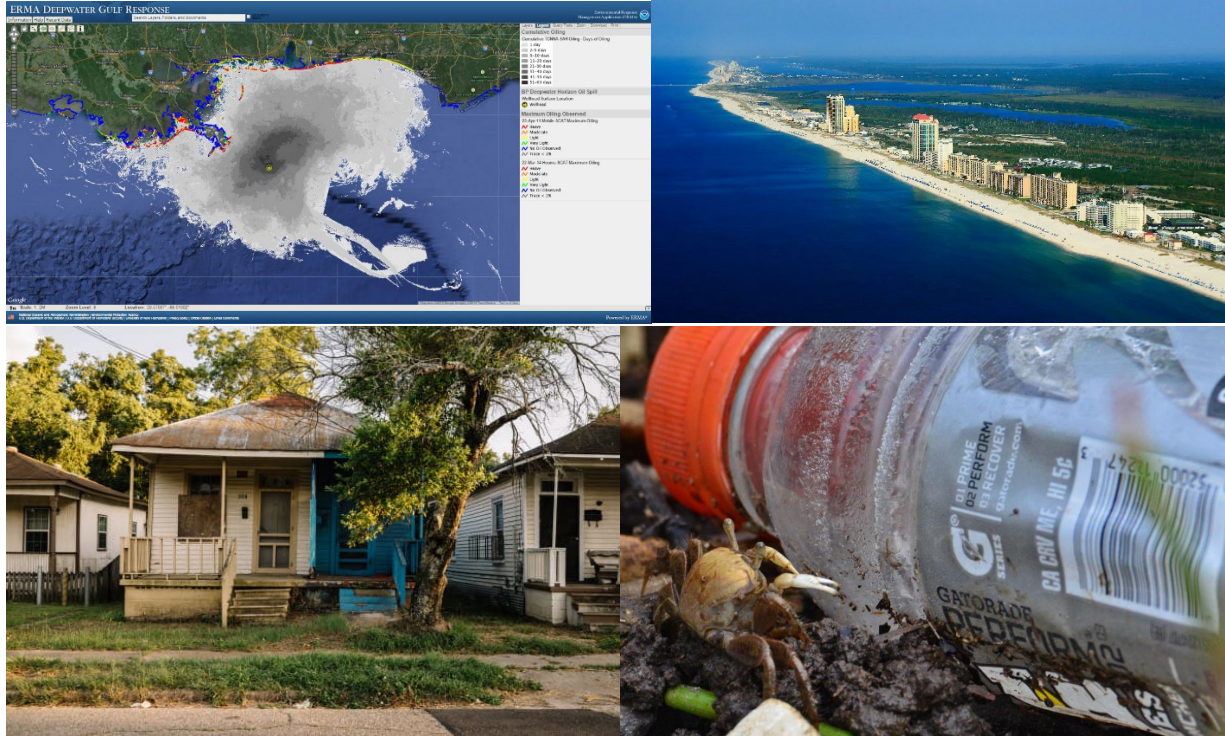
#### 10.2.2. Ethnic Studies – African and African-American Studies (CLAS, School of Social Transformation)

- The last U.S. slave ship populated Mobile's famous "Africatown" neighborhood, which has maintained a rich cultural history despite highly inequitable long-term exposure to industrial pollution sources. A shift in urban political priorities – and in the psychology of voters citywide – may be necessary to truly rectify the community's legacy of disinvestment and create renewed local prosperity not dependent on or impacted by dirty industries.

#### Focal Places:

10.1.1. Gulf Shores, AL/Dauphin Island, AL
10.2.1. D'Olive Creek erosion project, Spanish Fort, AL
10.2.2. Mobile Bay causeway and restaurants, Spanish Fort, AL
10.2.3. Africatown, Mobile, AL

**Sister Cities:** 10X cities that share a dependence on environmental water resources for their economic prosperity include Las Cruces, New Orleans, and Jacksonville.



## [Chapter 11: Tallahassee Government and the Flow of Power](#)

- Florida's status as a political bellwether for the rest of the U.S. is now well established, from the swing state's outsized importance in federal elections to controversial, highly publicized state legislation impacting local political power. This chapter explores the flow of political power through Florida's state capitol, from how candidates gain power in the modern electoral process to how they wield and entrench their power through hot button legislation. As fast-growing Florida increasingly sets the tone for national political trends regarding municipal home rule and gerrymandering, a close examination of state governance and its impacts on daily life yields important insights into the sustainability of America's political direction.

### [11.1. Gaining power: The election influence industry](#)

#### *11.1.1. Political Science – Political Psychology* (CLAS, School of Politics and Global Studies)

- Florida's lax campaign finance laws have been highly criticized for loopholes allowing almost unlimited campaign spending by wealthy, often out-of-state donors – creating an election system in which big money advertising has an outsized impact on elections. This system elevates the role and impact of political psychology techniques commonly used in political advertising to market candidates, introduce political ideas, and solicit additional campaign funding from voters.

#### *11.1.2. Communications – Public/Political* (Hugh Downs School of Human Communication)

- Successful campaigns may market their political ideas using psychological techniques, but only as part of comprehensive public and political communications strategies. The deployment of political communications in Florida's elections provides an especially interesting professional case study given the vast diversity of state voters and the famous volatility and flamboyance of Florida politics.

### [11.2. Wielding power: Municipal home rule and the preemption controversy](#)

#### *11.2.1. Philosophy – Political* (CLAS, School of Historical, Philosophical and Religious Studies)

- Controversial state legislation increasingly limits municipal "home rule," or the ability of Florida's cities to make their own local regulations regarding everything from plastic shopping bags to mask-wearing schoolchildren. The history of political philosophy reveals that debates regarding the freedom of urban dwellers to make their own laws have echoed for centuries, setting the stage for the European Renaissance, the scientific revolution, and modern-day theories of political freedom.

#### *11.2.2. Law – Government* (Sandra Day O'Connor School of Law/CLAS, School of Politics and Global Studies)

- As municipal preemption laws are increasingly passed by state governments around the U.S., Florida's extensive use of such laws and the history of their local impacts have come under intense scrutiny by legal and political scholars. Since these laws are grounded in the Constitutional assignment of state power, but also possibly run afoul of state legislation explicitly granting home rule authority, this legal debate provides a fascinating way to highlight the workings of and conflicts within contemporary government law.

### [11.3. Entrenching power: Gerrymandering and partisan political control](#)

#### *11.3.1. Political Science – State Governance* (CLAS, School of Civic and Economic Thought and Leadership)

- State legislatures often use their control over defining political districts to create partisan political advantages and entrench their own power – or, alternatively, to ensure minority representation and a diversity of views in elected government. Florida's longstanding use of these gerrymandering techniques, which has triggered a series of landmark legal rulings, provides a robust and engaging look at current political science debates over the inevitable social tradeoffs involved in political districting.

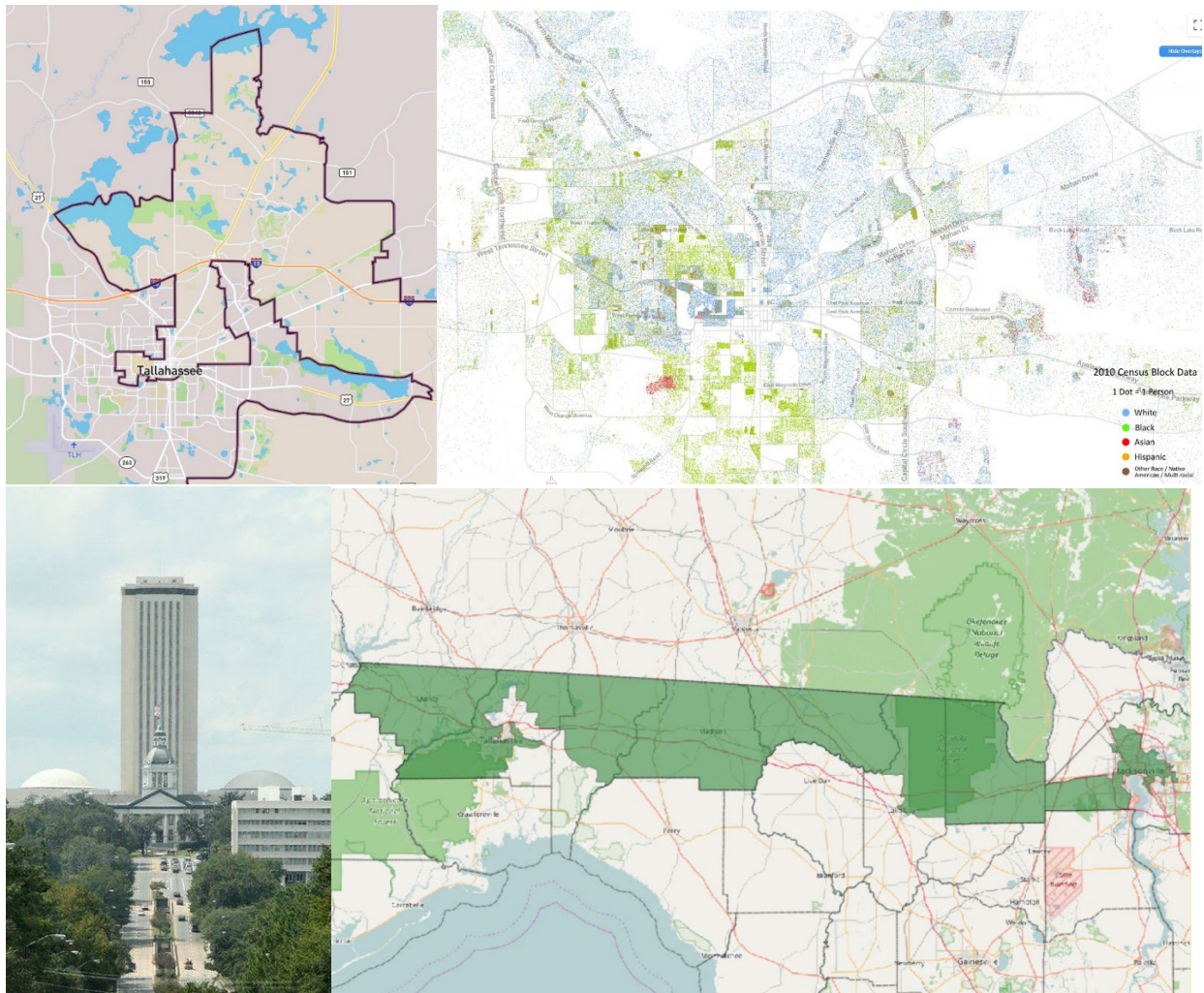
#### *11.3.2. Geography – Political* (CLAS, School of Geographical Sciences and Urban Planning)

- Florida’s gerrymandered political landscape includes its 5<sup>th</sup> Congressional district, specifically drawn along I-10 from inner city Jacksonville to Tallahassee to ensure African-American representation in federal government. The science behind drawing gerrymandered electoral districts merges place-based political formulas with specialized GIS mapping software, illustrating the contemporary importance of political geography methodologies for perpetuating power or infusing equity in U.S. democracy.

**Focal Places:**

11.1.1. Florida’s 2 <sup>nd</sup> Congressional District, Tallahassee, FL/Florida Panhandle
11.2.1. Tallahassee City Hall and Florida State Capitol, downtown Tallahassee, FL
11.3.1. Florida’s 5 <sup>th</sup> Congressional District, Tallahassee, FL/Jacksonville, FL

**Sister Cities:** Tallahassee’s position on the frontlines of American political change is shared by other 10X governance hubs such as Phoenix, Baton Rouge, and the San Antonio-Austin metro area.



**Chapter 12: Jacksonville Centering and the Emergence of Community**

• Modern conceptions of human wellness start with the medical and health sciences, but now extend focus to the urban environments and social systems where many health and human resilience problems originate. Long a destination for migrants seeking a better quality of life, Jacksonville now must bolster its historic built environment and foster connected communities to ensure that all residents can share healthy, resilient lifestyles. A close look at the city’s social and urban environmental amenities reveals that the coordinated planning and “centering” of urban neighborhoods into the next century can provide a return on investment much greater than a narrower focus on disaster infrastructure alone.

**12.1. Urban resilience: Community centering in the birthplace of jazz**

*12.1.1. Urban Planning – Sustainable Urbanism* (CLAS, School of Geographical Sciences and Urban Planning/CGF, School of Sustainability)

• The revitalization of Jacksonville’s historic, diverse downtown and neighboring La Villa arts district, once the birthplace of jazz and anchor of a prosperous black community, can provide the nucleus of a more resilient future. Sustainable urban planning interventions emphasizing walkable, amenity-filled, flexible, and inclusive urban environments provide the keys to unlocking socially enriched lifestyles where wellness and human adaptability is built-in.

*12.1.2. Education – Teaching* (Mary Lou Fulton Teachers College)

• An innovative public arts school leveraging La Villa’s rich history of jazz and other live performances provides a needed anchor for youth as well as community development closely intertwined with urban community planning. Centered on modern educational pedagogy, this case study shows not only the critical role of public education in developing a healthy new generation, but also the ways in which educational institutions and local families create supportive local communities in conjunction with built improvements.

**12.2. Cultural resilience: African-American film history and community mobility**

*12.2.1. Art – Film Production* (HIDA, The Sidney Poitier New American Film School)

• Jacksonville’s seminal role in the birth of the modern movie industry included supporting the nation’s first African-American owned film production studio, located in the vibrant black Arlington neighborhood. This history provides the backdrop for exploring past and present film production techniques as well as the ways in which cultural products like film can serve as a nucleus for economic and community development.

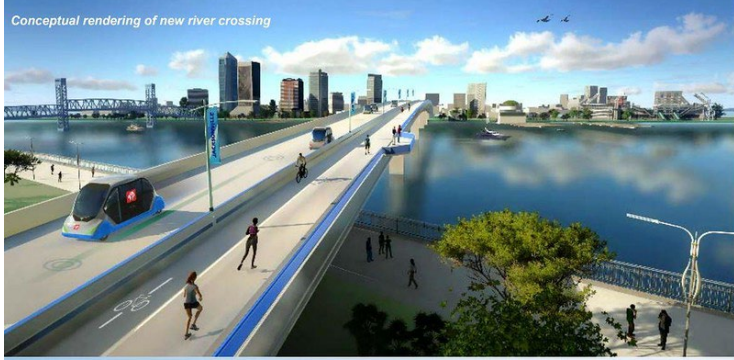
*12.2.2. Public Service – Parks and Recreation Management* (Watts, School of Community Resources and Development)

• The socio-economic and physical mobility available to residents in early 20<sup>th</sup> century Arlington included a local train line to Atlantic Beach, the only local beach allowing African-American visitors. Now a multi-use park space featuring beautiful beaches as well as mountain bike trails, camping, and playgrounds, Atlantic Beach and its recreational management remains critical for underserved Jacksonville residents to pursue social and physical wellness while learning about the park’s historic socio-cultural importance.

**Focal Places:**

12.1.1. Ritz Theater/La Villa School of the Arts, La Villa, Jacksonville, FL
12.2.1. Norman Studios, Arlington, Jacksonville, FL
12.2.2. Kathryn Abbey Hanna Park, Atlantic Beach, Jacksonville, FL

**Sister Cities:** 10X cities with a similar need for urban planning and social sustainability interventions in quality of life and wellness issues include Phoenix, El Paso, and Houston.



## **Course Syllabus**

### **CGF 194. Introduction to Resilient American Futures: An Academic Road Trip from CA to FL**

Class Number: [TBD]

ASU Degree Student Credit Hours: 3

Non-degree Student Badge: *Resilient American Futures* (<https://asu.badgr.com/public/badges/NEFOrg7mR4SSs0DNtzgaFw>)

Semester & Year: Fall 2022, Session B

Prerequisite: None

### **Instructor(s) - Names and Contact Information**

Name: Benjamin W. Stanley, Ph.D

Email: [bwstanley@asu.edu](mailto:bwstanley@asu.edu)

Office: [virtual]

Office Hours: [by appointment]

Direct all communication through the Canvas Inbox. See Course Communication Policy on the syllabus.



## **Course Textbook and Materials**

**There are no required textbooks for purchase. All reading and video materials will be provided in Canvas.**

### **VoiceThread**

This course uses VoiceThread for presentations.

### **Yellowdig**

This course uses Yellowdig for online discussions.

### **Flowchart Software**

This course uses Miro for flow charts.

### **OpenSkill Tools**

This course uses OpenSkill tools for research projects and other assessments.

## **Course Description**

America's 2,400-mile Interstate 10 highway most acutely represents the frontline of our shared future. Connecting the fastest growing, most demographically diverse, and most disaster-vulnerable U.S. cities from Los Angeles to Jacksonville, the I-10 provides a living observatory for understanding the present and envisioning more sustainable and inclusive futures. Pressing resilience problems impacting I-10 communities are well-documented in contemporary media and provide a rich resource for students to investigate how lives, communities, and ecosystems are being impacted by climate change, social inequity, and other forces. By studying these narratives and the academic content that helps contextualize them, students will understand modern resource systems related to water, food, energy, commerce, and other areas that support daily life, including the historical and cultural backstories behind them. In the process, students are exposed to 70 academic fields addressing real challenges and opportunities, giving them a comprehensive overview of the schools, degree tracks, and career paths available at ASU that are actively working together to improve the resilience and future of American society.

# Course Outcomes

At the completion of this course, students will be able to:

- 1: **Identify, demonstrate, and explain** real world resource systems, resilience problems, and possible solutions affecting local people and communities in 10X cities across the country, using concepts from multiple academic fields.
- 2: **Relate** factors related to historical development, cultural diversity, and associated social equity issues to contemporary resilience problems and solutions.
3. **Clarify** the specific college course offerings, degree tracks, and career paths that might best allow them to tailor future occupational interests around solving resilience problems.
4. **Use** college library resources to employ basic research skills required in a collegiate setting.

# Course Schedule *(subject to change: see syllabus disclaimer)*

Module Topics and Objectives	Assessments Due
<b>Course Introduction: Overview of course and the Ten Across observatory</b>	<ul style="list-style-type: none"> <li>• Syllabus Quiz</li> </ul>
<p><b>Module 1: MATERIAL NECESSITIES</b></p> <p>Chapter 1. Los Angeles Commerce and the Flow of Goods</p> <p>Chapter 2. Phoenix Communities and the Emergence of Growth</p> <p>Objectives: [All course learning outcomes are reflected by the content/assessment contained in every chapter]</p>	<ul style="list-style-type: none"> <li>• Quizzes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2</li> <li>• Flow Charts: Chapters 1 and 2</li> <li>• Research Journey Steps 1 and 2</li> </ul>

<p><b>Module 2: PHYSICAL NECESSITIES</b></p> <p>Chapter 3. Tucson and the Flow of Water</p> <p>Chapter 4. Las Cruces Farming and the Flow of Food</p>	<ul style="list-style-type: none"> <li>• Quizzes 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3</li> <li>• Flow Charts: Chapters 3 and 4</li> <li>• Research Journey Step 3</li> </ul>
<p><b>Module 3: SOCIAL NECESSITIES</b></p> <p>Chapter 5. El Paso Migration and the Flow of Culture</p> <p>Chapter 6. San Antonio Neighborhoods and the Emergence of Social Equity</p>	<ul style="list-style-type: none"> <li>• Quizzes 5.1, 5.2, 6.1, 6.2</li> <li>• Flow Charts: Chapters 5 and 6</li> <li>• Research Journey Step 4</li> <li>• Peer interaction post #1</li> </ul>
<p><b>Module 4: ENERGY NECESSITIES</b></p> <p>Chapter 7. Houston Industry and the Flow of Energy</p> <p>Chapter 10. Mobile's Economy and the Flow of Water Resources</p>	<ul style="list-style-type: none"> <li>• Quizzes 7.1, 7.2, 7.3, 10.1, 10.2</li> <li>• Flow Charts: Chapters 7 and 10</li> <li>• Research Journey Step 5</li> <li>• Peer interaction post #2</li> </ul>
<p><b>Module 5: POLITICAL NECESSITIES</b></p> <p>Chapter 11. Tallahassee Government and the Flow of Power</p> <p>Chapter 12. Jacksonville Centering and the Emergence of Community</p>	<ul style="list-style-type: none"> <li>• Quizzes 11.1, 11.2, 11.3, 12.1, 12.2</li> <li>• Flow Charts: Chapters 11 and 12</li> <li>• Research Journey Steps 6 and 7</li> <li>• Peer interaction post #3</li> </ul>
<p><b>Module 6: 10X RESEARCH JOURNEY FINAL WEEK</b></p> <p>[NO COURSE CONTENT]</p>	<ul style="list-style-type: none"> <li>• Research Journey Steps 8, 9, 10, and 11</li> <li>• Research Journey final presentation (video/audio)</li> <li>• Peer interaction post #4</li> </ul>
<p><b>Module 7: THE FUTURE OF AMERICAN RESILIENCE</b></p> <p>Chapter 8. Baton Rouge and the Overflow of Water</p> <p>Chapter 9. New Orleans' Future and the Emergence of Urban Resilience</p>	<ul style="list-style-type: none"> <li>• Quizzes 8.1, 8.2, 8.3, 9.1, 9.2</li> <li>• Flow Charts: Chapters 8 and 9</li> <li>• Peer interaction post #5</li> </ul>

# Assessment Weights

Your assessments for this course will be weighted as follows:

<b>Assessment</b>	<b>% of Grade</b>
Research Journey	30%
Quizzes	30%
Flow Charts	20%
Peer Interaction	20%
<b>Total</b>	<b>100%</b>

# Assessment Activities

## Research Journey (30%)

Using course references, ASU library resources, and the PlanIt OpenSkill platform, students will develop a comparative research project comparing resilience problems and solutions across 1-10 places. Students will engage with this project in a sequential, linear fashion, accomplishing research steps each week that build upon previous research steps, and culminating in a final video or audio presentation.

## Quizzes (30%)

Students are required to take short reading comprehension quizzes following each chapter section in one of the following formats: multiple choice, T/F, term/definition matching, and photo matching (TourIt).

## Flow Charts (20%)

Students are required to construct flow chart diagrams to represent the socio-ecological resource system or historical social system discussed in textbook content for each chapter.

## Peer Interaction (20%)

Students are required to write and post a series of discussion board posts to share their research journey findings, react to others' research findings, and to critique other students' final presentations.

# Grading Scale

This course will be graded on an A-E plus/minus scale.

Grading Scale

<b>%</b>	<b>Grade</b>
97 to 100%	A+
94 to < 97%	A
90 to < 94%	A-
87 to < 90%	B+
84 to < 87%	B
80 to < 84%	B-
77 to < 80%	C+
70 to < 77%	C
60 to < 70%	D
Below 60%	E = Failing, participated in class
-	EN = Failing, never participated
-	EU = Failing, insufficient participation in class and did not complete
-	XE - Academic dishonesty

## Late or Missed Assignments Policy

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm and ***no late assignments will be accepted***. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

## Submitting Assignments

All assignments, *unless otherwise announced*, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email (unless asked to do so).

Assignments and assessments will not be due on observed holidays; however, due to the accelerated nature of online courses, students should not count on taking time off from studying and working on coursework due to holidays.

Write all submissions in a word processing program to ensure that you are submitting a high quality written piece, with care to grammar and messaging. Submit the assignment in the requested format per the assignment directions.

## Arizona Standard Time (AZT)

All time frames used in class follow Arizona Mountain Standard Time (AZT). Arizona does not observe daylight saving time (DST) from March through November; therefore, the time in Arizona will not align with other places that are on MST for half the year. Use a [Time Converter](#) to ensure you account for the difference in Time Zones. If you are located in time zone other than Arizona MST, go to your account on the Global Canvas Navigation bar (black background) and edit your settings to reflect your actual time zone. This will adjust the due dates and times in your courses (here is [more information](#) about this).

## Attendance and Absences

Attendance and participation in class activities is an essential part of the learning process, and students are expected to attend class regularly. Some absences are, however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [[ACD 304-02](#)]; (2) religious holidays [[ACD 304-04](#)]; a list can be found here <https://eoss.asu.edu/cora/holidays>; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness, quarantine or self-isolation related to illness as documented by a health professional.

Anticipated absences for university-sanctioned events, religious holidays, or line-of-duty activity should be communicated to the instructor by email at least **3 days** before the expected absence.

Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible through the Canvas Inbox.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation in classes remotely, access to recordings of class activities, and make-up work.

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

## Course Delivery and Access

Students will participate in this course through Canvas, which is accessible through [my.asu.edu](http://my.asu.edu). Course content will be delivered through Canvas by dedicated internet links to course readings, which are presented in immersive multimedia format including images, videos, maps, and other formats. All course discussions, quizzes, and assessments will be accessed through Canvas.



# Computer Requirements

**Many mobile devices, like smartphones, will not be sufficient for completing all work in this online course. While you will be able to access course content with mobile devices, you must use a computer for some assessments.**

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Microsoft Edge](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- A webcam, microphone, headset/earbuds, and speaker
- Reliable broadband internet connection (DSL or cable) to stream video

See [Technology and time: Important factors for ASU Online students](#) for additional information.

# Community of Care

As Sun Devils, we take care of ourselves, each other and our community. For up-to-date information about helping to maintain the health of our community, please visit ASU's [Live Well @ ASU: Wellness and Community Care During COVID-19](#).

# Course Communication Policy

## Three Before Me

This course uses a "three-before-me" policy regarding student/instructor communications. When course-related questions arise, please check these three sources for an answer before emailing the instructor with your question:

1. Course Syllabus
2. Canvas Announcements
3. Community Forum: This is a discussion forum in Canvas used for general questions about the course. You are encouraged to respond to your classmates' questions and comments.

## Canvas Inbox

All student/instructor communication will be directed through the Canvas Inbox. This ensures the security, privacy, and record of the communication. Note: You must have your primary Canvas email address set as your asurite@asu.edu, not firstname.lastname@asu.edu or a personal email account.

## Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at +1-(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

## Course Evaluations

Students are expected to complete the course evaluation. Feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available and students can access it through myASU as well. See [Student FAQs](#) for more information.

## Accessibility (Online)

All students should have equal technology opportunities in the classroom. For information about the resources offered by ASU and the technologies commonly used in ASU Online courses, consult the following resource: [ASU Online Student Accessibility](#).

## Add/Drop/Withdrawals Deadline

ASU's [Academic Calendar](#) contains important dates by which you can add or drop this course without penalty called "Last Day to Drop/Add Without College Approval". After this date, if you choose to withdraw from the course, you may do so by the "Course Withdrawal Deadline," but will receive a 'W' on your official transcript. Consult with your advisor and notify your instructor if you have questions about [Drop/Add and Withdrawal](#).

## ASU Course Policies (Online)

Consult [ASU Online Course Policies](#) for information on course time commitment, drop/add dates and withdrawals, photo ID, grade appeals, netiquette, prohibition of harassment, student conduct and academic integrity, Title IX, disability accommodations, inclusion, mental health, course evaluation, trigger warning, academic affairs manual and more.

## Discrimination, Harassment, and Retaliation

[ACD-401 Prohibition against Discrimination, Harassment, and Retaliation](#), prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities at (480) 965-6547, if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion at (480) 965-5057 if you feel an ASU employee is harassing you based on any of the factors above.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to

discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

## **Disruptive Student Behavior**

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per the [SSM 201-10 Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#) and [SSM 104-02 Handling Disruptive, Threatening, or Violent Individuals on Campus](#) policies.

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

## **Email and Internet**

You must have an active ASU email account and access to the Internet. ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

## **Emergency Evacuation Plan**

Students should be aware of the evacuation route posted on the exit door of each classroom. Students who cannot walk up or down stairs should notify the instructors as early in the course as possible so the instructors can provide information regarding the location of a designated meeting area on each floor of the building.

## Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School of Sustainability per the [University Policy for Student Appeal Procedures on Grades](#). Undergraduate students, please see additional instructions for [undergraduate College of Global Futures courses](#). Graduate student grade appeals are initiated within the school offering the course (please email [CGF@asu.edu](mailto:CGF@asu.edu) for more information about initiating a grade appeal for a graduate course in the College of Global Futures).

## Power and System Outages

In the event of a power outage or other event affecting the ability of the University to deliver ground and online classes, any decision to cancel classes will be announced using the ASU emergency notification system for ground campus students. Ground campus students should register with the [ASU LiveSafe](#) mobile app. Additionally, ground campus and online students can learn about power and system outages on the [ASU System Health](#) site.

## Prohibition of Commercial Note Taking Services

Course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06 Commercial Note Taking Services](#) for more information).

## Student Code of Conduct and Academic Integrity

Students have the responsibility to understand and follow ASU's [Student Code of Conduct](#) and [Academic Integrity Policy](#). You may face ethical decisions during your time as a student. If you're not sure whether or not something is permitted, it is your responsibility to ask questions or find out by doing more research using the links above. Any violations in this course are subject to sanctions and will be reported to the School of Sustainability and the college or school of your major.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Academic Integrity (also known as cheating, copying others' work, uploading your work online to encourage cheating by others, or even reusing your own work) falls under the Student Code of Conduct. Possible sanctions for violations include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), suspension, and expulsion.

Beware that some websites promote themselves as tutoring and educational resource sites, but may actually be sites that put you at risk for an academic integrity violation if you are using the services to submit work that is not your own or gain knowledge of what to expect on a quiz or exam.

Important: Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on grounds of suspected copyright infringement.

## Students with Disabilities

All students requesting accommodations for disabilities must work with the [ASU Student Accessibility and Inclusive Learning Services](#), the central location for establishing eligibility and obtaining services and accommodations for qualified students with disabilities.

You may contact the ASU Student Accessibility and Inclusive Learning Services at (480) 965-1234 or email directly at [student.accessibility@asu.edu](mailto:student.accessibility@asu.edu).

## Technical Support Contact Information

If you are experiencing technical issues, visit the [My ASU](#) "Service Center" tab for immediate support, to review answers to frequently asked questions, or to submit a request for service.

The number for immediate assistance is 1-855-278-5080 with staff available 24 hours/day, 7 days/week to help direct your call. Also see [ASU's Contact Us](#) page. Known issues and system outages will be shared on [ASU's System Health](#) site.

Students also have access to several [computing sites](#).

## Additional Information and Resources

- [College of Global Futures](#) – this course is offered through the College of Global Futures at Arizona State University. Questions about the course should first be addressed with the instructor. If necessary, you can also contact the school at (480) 727-6963 or [cgf@asu.edu](mailto:cgf@asu.edu).
- [Career Services](#) – offers assistance to students in choosing their major, setting career goals, interviewing and job hunting strategies. Students pursuing a degree program through the College of Global Futures's School of Sustainability also have access to a [sustainability career advisor](#).
- [Counseling Services](#) – professional counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. Support is available 24/7 between campus locations and EMPACT's 24-hour ASU-dedicated crisis hotline.
- [Financial Aid and Scholarship Services](#) – offers information and applications for student funding such as grants, loans, scholarships and student employment.
- [GPA Calculator](#) – students can use this calculator to project their GPA.
- [Health Services](#) – provides non-emergency medical health care to all ground campus ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc.,
- [Libraries](#) - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.
- [ASU Online Students](#) – students pursuing fully online programs have access to success coaches and additional tips for success.
- [Sun Devil Fitness](#) – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based.
- [Tutoring and Writing Centers](#) – provides students with academic support services such as tutoring, peer advising, computer assisted instruction, writing support, and supplemental instruction
- [Contact Arizona State University](#) – provides frequently asked question resources and contact information for new questions.

## Syllabus Disclaimer

*All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes. Please check your ASU email and the Announcements on the course site often.*

THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.