

General Studies Request Form

Permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of the new course being reviewed by the Senate.

More detailed information about requesting General Studies designations is found [here](#).

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Monica Boyd	mboyd2@asu.edu	480-727-7229

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of International Letters and Cultures (CLAN-LIT)

Submission Information

Select the type of submission:

New Request (This course or topic does not currently hold this designation)

Requested Effective Date

Spring 2023

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject	Course Number	Units/Credit Hours
HUL/ENG/SOS/WST	494	3

Topic Information

Topic Title

Gendering Peace & Security

Topic Description

Climate change and the depletion of natural resources portends dire consequences for peace and security around the world. Urgent challenges such as destabilized and increasingly autocratic political systems, food and water insecurity, poverty, and forced migration contribute to conflict. At the same time, climate change disproportionately affects women and other marginalized groups around the world, magnifying persistent inequalities. Despite the fundamentally interconnected challenges of climate, security, and gender equality, advocates and policymakers often treat each problem in isolation. This Lab connects the goals of peace, gender equity, and sustainable futures for all through a transdisciplinary and comparative focus.

How can gender equality lead us to more just and sustainable present and future? In order to think through this challenging key question, our Lab will focus on the United Nations 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs), which are a global call to action to develop strategies to improve human lives and protect the environment. The SDGs are built on decades of work. What were the conditions that created the possibility of the SDGs? What might have obscured, restricted, or limited the creation of the SDGs? How might our own socio-historical and political locations shape our understandings of the SDGs? It's important for our investigation to understand the history and present of these goals if we are to analyze and re-imagine them. It is also imperative that we break down central terms for our investigation: What is gender? What do we mean by gender equality? What is peace? How do we define conflict? (In)security? What is intersectionality? What do we mean by environment? Climate change? Human rights?

For our investigation, we will draw on humanities and social sciences approaches in order to innovate student-led transdisciplinary, co-produced, and socially-embedded projects that help justly and equitably transform systems and institutions in ways that seek to empower women and advance security.

General Studies

Requested Designation

HU - Humanities, Arts and Design

HU: Humanities, Arts and Design

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories, and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of artwork and design.

The Humanities, Arts and Design are an important part of the General Studies program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of artwork and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

[Revised March 2021]

Note: The following types of courses are **excluded** from the "HU" designation, even though they might give some consideration to the humanities, arts and design:

1. Courses devoted primarily to developing skill in the use of a language.
2. Courses devoted primarily to the acquisition of quantitative or experimental methods.
3. Courses devoted primarily to teaching skills.

"HU" courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **a central and substantial portion** of the course content.

Select which "HU" criteria this course meets.

1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.
2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) of historical development of textual traditions.

"HU" Criteria 1

Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

Throughout this course students will be analyzing a wide range of narratives for the beliefs, values, attitudes, and assumptions that shape and reflect how the different authors, stakeholders, and those most impacted by agendas like the 2030 SDGs shape and reflect their identities and their conception of the world around them. Do these narratives seek to explain, maintain, and justify certain institutional systems? What is the relationship between authors, stakeholders, and those impacted? And what about the practices that come from these narratives? What assumptions do they make? What values do such practices imbue? How is privilege leveraged to help (or hinder) those with less privilege? What values and/or beliefs are embedded into the language that is used?

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

SYLLABUS

Lab Description

Required Materials

Assignments

- Research Journal
- Impact Outcome (applied)

Lab Schedule

Week 1: Questions

Week 2: Learning Materials, Activities

Week 3: Questions

Week 4: Questions, Learning Materials, Learning Material Workshop

Week 5: Learning materials, Learning Materials workshop; Assignment (2 quotes from podcast that challenge themes/assumptions)

Week 6: Activities

Week 7: Questions, Assignment (women's social movement)

Week 8: Questions, Activity (Race Matters)

Week 10-15: Students apply what they've learned in Weeks 1-8.

"HU" Criteria 2

Concerns the interpretation, **critical analysis**, or creation of written, aural, or visual texts; and/or the **critical analysis (not summary or memorization)** of historical development of textual traditions.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

A key component of this course entails the students analysis of UNESCO's Sustainable Development Goals as well as the narratives around them for import and impact - What stor(ies) do these texts tell? Who is "the author" of the SDGs? How does power shape the stories that get told? Who is the audience? Is the audience those who are most impacted by the narrative? Such framing will help students see policy as authored, policy as productive of audience (or stakeholders) and how power (shaped through and by historical power relationships) matters. This analysis will also help connect the SDGs with fictional and other narratives to elucidate how power - as we see in relation to the SDGs - plays out in certain ways via these texts.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

SYLLABUS

Lab Description

Key Questions

Consultants & Collaborators

Required Materials

Assignments

- Research Journal
- Impact Outcome (applied)

Lab Schedule

Week 1: Questions, Learning Materials

Week 2: Learning Materials, Activities

Week 3: Questions, Learning Materials, Activity (Workshop Learning Materials)

Week 4: Questions

Week 5: Questions, Assignment (2 quotes from podcast that challenge themes/assumptions)

Week 6: Learning Materials, Activities

Week 7: Questions, Learning Material, Activity, Assignment (women's social movement)

Week 8: Questions, Learning Material, Activity

Week 10-15: Students apply what they've learned in Weeks 1-8.

"HU" Criteria 4

In addition, an "HU" course must meet one or more of the following requirements. Select all that apply.

a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.

"HU" Criteria 4A Information

Concerns the development of human thought, with emphasis on **demonstrable critical analysis** of philosophical and/or religious systems of thought.

Identify the submitted documentation that provides evidence.

Syllabus

How does this course meet the spirit of this criteria?

This course will engage with many tenets of Environmental Feminist Philosophy - the interconnections between women of diverse race/ethnicities, socioeconomic status, and geographic locations with nature. As climate change disproportionately impacts women and other marginalized groups, it's imperative to explore the connections between unjustified dominations of women and nature, to critique male bias as it underlies the narratives associated with the SDGs, and imagine new alternatives to such male-biased views.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

SYLLABUS

Lab Description

Key Questions

Assignments

- Research Journal
- Impact Outcome (applied)

Lab Schedule

Week 2: Questions, Learning Materials, Activity (Workshop Learning Materials)

Week 3: Questions, Learning Materials

Week 4: Questions

Week 5: Questions, Activity (Dr. Solis), and Assignments (YouthMappers and podcast)

Week 6: Questions, Learning Material, Activity, Assignment

Week 7: Questions, Learning Material, Activity, Assignment

Week 8: Questions, Learning Material, Activity, Assignment

Week 10-15: Students apply what they've learned in Weeks 1-8

Attach a sample syllabus for this course or topic, including the list of any required readings.

[HUL 494 Gendering Peace & Security Syllabus - HU.pdf](#)

Attach the table of contents from any required textbook(s).

No Response

Attach any other materials that would be relevant or helpful in the review of this request.

No Response