

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

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

Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Human Evolution & Social Change
(CHUMEVOL)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

ASB

Course Number

327

Units/Credit Hours

3

Course Information

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

Course Title

Disaster!

Course Catalog Description

Examines the causes of disasters, such as famines and pandemics, throughout human history. Explores cases in which social responses to disaster have helped people survive or led to their demise. Through hands-on activities, students gain experience with popular tools to understand human responses to disasters.

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

Prerequisite(s): ASB 102 with C or better or minimum 45 hours; ENG 101, 105, or 107 with C or better
OR Visiting University Student

Is this a crosslisted course?

No

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

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Sustainability (SUST)

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

[ASB 327 Syllabus 2024 - GS GOLD \(1\).pdf](#)

Sustainability (SUST)

The Sustainability requirement will provide students with an interdisciplinary understanding of socio-ecological systems in relation to global challenges and opportunities. The learning objectives emphasize systems thinking, where human and non-human systems are understood as intimately connected, with human actions affecting all life on a planet with limits and boundaries. Students should also become familiar with how cultural, political, economic, social, and ethical beliefs, practices and systems are related to and impact planetary systems. Students will use course concepts and systems and futures thinking to address contemporary questions or challenges.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

SUST Learning Outcome 1: Demonstrate an understanding of the earth and its ecosphere, including the measures that indicate their capacities and limits.

Assignment 1: Who Dies First? Who Recovers Fastest?

In this assignment, you will evaluate the effects of a hypothetical heat wave in Phoenix, Arizona: the temperature hits 120 degrees Fahrenheit for 6 days in July. You will assess capacities and vulnerabilities in Phoenix using the vulnerability analysis matrix method covered in the readings. In a report to the City of Phoenix, you will analyze the results of your analysis to determine who is most and least vulnerable. You will also make recommendations regarding who should be given first

priority for disaster aid based on your vulnerability analysis. Cite 5 or more peer-reviewed academic books or articles (including material from the readings and lectures) to support your arguments.

SUST Learning Outcome 2: Trace historical impacts of a range of socio-economic, political or cultural choices on integrated human-environmental wellbeing.

Assignment 2: You are a disaster movie consultant

Plan B Entertainment, Brad Pitt's production company, is planning to remake the 1997 disaster movie Dante's Peak. Pitt was deeply moved by his experiences working with victims of Hurricane Katrina in New Orleans, and is passionate about disaster relief. He has asked you to lead his corporate responsibility team. Your task is as follows: First, evaluate the movie's depiction of human and social responses to disaster: which responses are realistic and which are not? Second, determine whether or not the movie is socially responsible: what are potential positive or negative social effects of depicting disasters in this way? Finally, recommend ways that the remake could be more socially responsible than the original 1997 version. Cite 3 or more peer-reviewed academic books or articles (including material from the readings and lectures) to support your arguments. However, recall that lectures themselves are not peer-reviewed, and will not count as an academic citation.

SUST Learning Outcome 3: Envision pathways toward futures characterized by integrated human-environmental wellbeing.

Assignment 2: You are a disaster movie consultant

Plan B Entertainment, Brad Pitt's production company, is planning to remake the 1997 disaster movie Dante's Peak. Pitt was deeply moved by his experiences working with victims of Hurricane Katrina in New Orleans, and is passionate about disaster relief. He has asked you to lead his corporate responsibility team. Your task is as follows: First, evaluate the movie's depiction of human and social responses to disaster: which responses are realistic and which are not? Second, determine whether or not the movie is socially responsible: what are potential positive or negative social effects of depicting disasters in this way? Finally, recommend ways that the remake could be more socially responsible than the original 1997 version. Cite 3 or more peer-reviewed academic books or articles (including material from the readings and lectures) to support your arguments. However, recall that lectures themselves are not peer-reviewed, and will not count as an academic citation.

SUST Learning Outcome 4: Articulate an approach to addressing contemporary questions or challenges that employs concepts or practices of sustainability.

Assignment 3: Surviving Disaster at Home

In this assignment, you will evaluate agency efforts to prevent or respond to disasters in your own local community. First, identify one of the natural disasters most likely to strike where you live. Second, select a disaster site to visit and evaluate. This could be, for example, a shelter or aid distribution center. If you cannot physically go to a site, you may find a written disaster response plan (e.g., from a local school, hospital, or government agency) to evaluate. Third, assess which aspects of the plan exemplify "best practices." Determine which aspects of the plan are most likely to produce unintended negative consequences; who are they most likely to effect? Cite 5 or more peer-reviewed academic books or articles (including material from the readings and lectures) to support your arguments. However, recall that the lectures themselves are not peer-reviewed and will not count as academic citations.

List all course-specific learning outcomes. Where appropriate, identify the associated SUST learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SUST learning outcome.

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of disasters in relation to socio-ecological dynamics, the measures that indicate socio-ecological vulnerability and resilience. [SUST LO1]
2. Trace historical impacts of a range of socio-economic, political or cultural choices on human-environmental responses to disasters. [SUST LO2]
3. Envision pathways toward futures in which humans prevent and respond to disasters in ways that improve integrated human-environmental wellbeing. [SUST LO3]
4. Articulate an approach to addressing disaster challenges that centers sustainable development and disaster prevention. [SUST LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Elisabeth Ilboudo Nebie - August 22, 2024 at 9:41 AM (America/Phoenix)

Department Approval

Approved

Christopher Campisano - August 22, 2024 at 11:32 AM (America/Phoenix)

Patrick Ryan Williams

GSC Coordinator Review

Approved

Alicia Alfonso - August 23, 2024 at 10:45 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - August 23, 2024 at 11:18 AM (America/Phoenix)

All required components are confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 9, 2024 at 3:21 PM (America/Phoenix)

Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - September 22, 2024 at 10:07 PM (America/Phoenix)

The SUST subcommittee recommends resubmission after a major revision. All of the assignments need more details. Each LO should use different assignment. The subcommittee is concerned about using student-led discussions involving slide presentations for LO1 and the use of guest speakers for the assessment of LO3.

Evan Berry

Treavor Boyer

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Proposer Notification

Notification

Elisabeth Ilboudo Nebie

College Notification

Notification

Amanda Smith

Jenny Smith
