

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	Department/School
The College of Liberal Arts and Sciences (CLA)	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	Course Number	Units/Credit Hours
ASB	370	3

Course Information

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

Course Title

Ethics of Eating

Course Catalog Description

This multidisciplinary course examines the elements of modern food systems and current ethical issues regarding food production, distribution and consumption. Also provides a foundation for investigating the effects of social inequality in food systems and global and local responses to address those challenges.

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

Prerequisite(s): ENG 102, 105, or 108 with C or better; Credit is allowed for only ASB 370 or ASB 394 (Production, People, and Environments) or ASB 394 (Ethics of Eating) or SOC 370 or SOS 370 or SSH 370 OR Visiting University Student

Is this a crosslisted course?

Yes

List all crosslisted courses by subject code and number.

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

No

Shared or Crosslisted Departments/Schools

School of Sustainability (CSS)

Statement of Support #1

[Arizona State University Mail - Fwd Letter of support for GS Gold renewal.pdf](#)

Statement of Support #2

No Response

Statement of Support #3

No Response

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 370 Syllabus for GS Mandatory Review.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.

Most of the course content should align with the Gold category learning outcomes.

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

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

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

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

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SUST Learning Outcome 1 is primarily assessed through the weekly module quizzes and through Assignment #3: Debate Essay. In the module quizzes, students are evaluated on their understanding of course lectures and readings which cover measures of environmental impacts and limits to our current food systems including but not limited to topics such as the carrying capacity of earth, the environmental impacts of meat production, and the potential impacts on biodiversity of genetically modified organisms and seed patenting.

In Assignment #3, students are required to analyze and critique data from reputable sources to present scientific and ethical perspectives on food sustainability. The requirement to construct arguments for both sides ensures a comprehensive understanding of how different policies or practices influence ecological capacities. Additionally, by forming a well-supported personal position, students reflect on sustainable solutions within the limits of the earth's resources.

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

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SUST Learning Outcome 2 is primarily assessed through Assignment #2: Food Security Intervention and Assignment #3: Debate Essay. In Assignment #2, students are required to research the historical cultural and environmental circumstances that have led to food insecurity in a particular region and to propose an intervention to address this issue. The proposal for the intervention must explain why it will be effective and how it is an ethical approach, both of which require a demonstration of the socio-economic, political, and cultural situation.

In Assignment #3, students are required to select a debate topic related to food sustainability and human-environmental well-being. To demonstrate an understanding of the parameters of the debate, they must begin by explaining the historical circumstances that have led to this issue. By researching and evaluating multiple perspectives on a given issue, students explore how past decisions—such as agricultural policies, trade regulations, or dietary shifts—have impacted food systems and sustainability. The use of academic sources ensures engagement with historical evidence, demonstrating how systemic inequalities and environmental consequences have evolved over time. Constructing balanced arguments for both sides further deepens their understanding of how historical choices continue to shape present and future food ethics debates.

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

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SUST Learning Outcome 3 is primarily assessed through Assignment #2: Food Security Intervention and Assignment #3: Debate Essay. Assignment #2 requires students to design an effective intervention for food insecurity which encourages them to think critically about sustainable solutions that balance ethical considerations with practical implementation. Justifying the intervention requires engagement with long-term viability, ensuring that proposed solutions align with principles of sustainability and social equity. Through this process, students actively contribute to envisioning a future with improved food security and environmental wellbeing.

Assignment #3 asks student to analyze both sides of a food sustainability debate which requires students to critically assess how different policies, technologies, or cultural shifts could improve human-environmental wellbeing. Engaging with academic sources allows them to evaluate evidence-based approaches to creating more sustainable food systems. Forming their own position in the conclusion requires them to consider long-term implications and propose pathways toward more ethical and ecologically responsible practices. Through this process, students develop informed perspectives on balancing human needs with environmental sustainability.

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

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SUST Learning Outcome 4 is primarily assessed through the weekly discussion posts and Assignment #3: Debate Essay. Weekly discussion threads require students to engage in debates with their classmates on major issues within food sustainability. In researching, taking a position, and providing supporting evidence to back their position on these debates, students demonstrate their knowledge of the pros and cons of food production issues such as sustainable agricultural practices like organic farming, food waste reduction strategies, trade practices like Fair Trade, alternative proteins, water and soil conservation, and policy and economic incentives. Through these debates, students develop their own personal ethical philosophy of food consumption.

Assignment #3 requires students to critically engage intensively with a contemporary food-related ethical issue, analyzing its implications for sustainability. By researching and presenting both sides of the debate, students explore different approaches to addressing challenges such as food production, distribution, environmental impact, and social equity. Constructing arguments based on credible data and ethical reasoning encourages them to evaluate sustainable solutions while considering multiple perspectives. In the conclusion, students must articulate their own position, demonstrating their ability to apply sustainability concepts to real-world dilemmas. This process helps them develop informed, well-reasoned approaches to complex sustainability challenges.

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.

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Identify and describe different moral principles and frameworks [SUST LO4]

Read, summarize, and critically evaluate arguments [SUST LO4]

Outline some of the historical circumstances that have led to our current systems of food production, distribution, and consumption [SUST LO2]

Describe the relationships between social and economic inequality, food systems, and health outcomes [SUST LO1]

Evaluate global and local responses to inequality in food systems [SUST LO3]

Explain the environmental impacts of our food production, distribution, and consumption [SUST LO1]

Develop and defend your own position on a number of debates within food ethics through...

1. constructing logical arguments
2. providing data and evidence to support those arguments
3. considering alternative positions and developing compelling responses to objections to your position [SUST LO4]

No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Rhian Stotts - February 27, 2025 at 4:55 PM (America/Phoenix)

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## Department Approval

Approved

Christopher Campisano - February 27, 2025 at 7:37 PM (America/Phoenix)

Patrick Ryan Williams

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## GSC Coordinator Review

Approved

TJ Robedeau - March 3, 2025 at 2:31 PM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - March 3, 2025 at 2:47 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 2:50 PM (America/Phoenix)

April Randall

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## Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - March 26, 2025 at 8:10 PM (America/Phoenix)

Revise and resubmit -- the LOs assessments are not sufficiently distinguished from each other.

Evan Berry

Treavor Boyer

## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

## Proposer Notification

Notification

Rhian Stotts

## College Notification

Notification

Amanda Smith

Jenny Smith