

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

Department of English (CENGLISH)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

CTE

Course Number

110

Units/Credit Hours

3

Course Information

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

Course Title

Introduction to Culture, Technology and Environment

Course Catalog Description

Investigates the dominant critical perspectives about three of the most fundamental constituents of human civilization: culture, environment and technology. The attention to the interaction and interdependence between environment and technologies (old and new) has been recently rising. Brings in culture--from the biological to the mammal--as another node to the approach, helping students realize the co-existence of these aspects in our life, to see how these topics interact, and the profound influence they have on contemporary issues. After introducing various notions of culture, environment and technology, draws on concrete, hands-on and interactive case studies that epitomize how culture, environment and technology have been connected throughout human history and, indeed, have shaped the modern, technologized and globalized world in which humans and their nonhuman planet mates live today.

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

None

Is this a crosslisted course?

No

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

No

If 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

Global Communities, Societies, and Individuals (GCSI)

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

[CTE110 - GS Gold submission \(9-2024\).docx](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Please note: Courses primarily focused on the acquisition of a language (e.g., Elementary Spanish II) are not eligible for the GCSI designation. A majority of the course content must cover the GCSI 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.

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

Reflection on Place (100 points, 15%)

After reading about Place, Nature, and Culture take ten minutes to sit quietly observing the ambient noises, smells, and objects around you in a specific setting: by a river, on a busy street, in the library, on campus, on a hiking trail, etc. Resist the urge to look at your phone, your tablet, or engage in any distractions.

Assignment:

After your session is over, record your impressions in a 2-page (double-spaced) reflection. Your reflection should answer the following questions:

- **What was the setting? Please note the country in which your observation took place**
- What did you hear, see, smell, and/or feel?
- What did those observations make you think of?
- What did you notice about the presence and/or absence of the frameworks presented in this week's readings to this specific context and experience?
- What is your understanding of "environment" from this assignment?
- You may include a photo from your session that best represents your experience

Site Study Presentation (100 points, 30% - 25% for assignment, 5% for in-class presentation)

This is the final assignment for the course, which you will present during the last two weeks of the semester. The goal of this assignment is to demonstrate critical thinking and analytic skills through a hands-on project which is designed to help you think through the discourses and notions laid out in the course.

Your task: Conduct a site study of your choice. You may choose from two options:

1. Write a 3-page (double-spaced) paper about the site or
2. **Create your own mediation of a site (video, photography, game design, etc.) accompanied with a 1-page explanation. You may incorporate interviews, archival materials, and other relevant information**

Whichever option you choose, your site study will be evaluated based on the following criteria:

Purpose/Focus:

- Presents a clear description of your site and its relevance to the course topics
- Presents a clear thesis for your analysis in terms of how you are approaching the interrelationships among culture, environment, and technology at your specific site

Audience:

- Include/omit information based on "what the audience needs to know" so as to make your argument understandable to professor and classmates

Organization:

- Whether a paper or mediation, ideas are organized to effectively support your central idea (what is placed 1st, 2nd, etc. should be placed there for a reason)

Development:

- Demonstrate your ability to identify and interpret elements of the site as they pertain to the goals of the course
- Foreground your reasoning, supported by evidence from the site and from secondary sources (course readings or outside sources)

Readability:

- Write sentences so that readability issues (e.g., grammar, punctuation, mechanics, spelling) don't interfere with readers' reading your paper

Documentation:

- Use documentation style correctly including page citations for summary, paraphrases, & quotations and a Works Cited, Reference, or Bibliography page

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

News Article Assignment (100 points, 15%)

Write a 2-page (double-spaced) written analysis of a news article with a topic focusing on the environment and its relationship to global technologies and cultures. Your analysis should address the following questions:

- What type of news article is this (straight news article, feature article, or opinion article)?
- What features of the article (purpose, writing style, use of evidence, format, etc.) help you identify it?
- What information does the headline or other text callouts convey? If there are any photos or illustrations, what information do they provide?
- What are the key ideas in the article as they relate to culture, environment, and technology?
- What role does location, whether in the US or abroad, play in your analysis of the article?
- How does the article represent these topics and their relationships to one another?
- What questions about these topics does this article raise?

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

Social Media Analysis (100 points, 20%)

Choose a medium (or two) that you feel comfortable using: Twitter, Instagram, Facebook, Snapchat, Email Listservs. Follow a global environmental organization like @everydayclimatechange, @greenpeace, Technology sites like @TheNextWeb, @recode, @WIRED, and Cultural Studies like @IJCS_journal, @CulturalStdJrnl, @The_CSA_US (you are welcome to use these but there are many you can choose from as well).

Assignment: 2 Options

Option 1: In a 3-page (double-spaced) response, write about:

- 3 areas where you see overlaps or similarities in the kinds of rhetoric or framing of the concepts of culture, environment, and technology within a global context
- Your observations of the commonalities in their discussions of race, gender, sexuality, socio-economic status, region, nationality. In this case, you are trying to identify how you see social media treating these areas as interrelated. This will vary depending on the national or global context being addressed

- Then, explain the implications of these differences: what are the potential benefits of seeing these areas as interrelated in social media?
- Your response should include direct quotes and citations from 2 relevant course readings. Include a bibliography in MLA formatting

Option 2: In a 3-page (double-spaced) response, write about:

- 3 areas where you see a lack of connection among the concepts of culture, environment, and technology as they relate to globally-focused social media sites
- Your observations of the differences in their discussions of race, gender, sexuality, socio-economic status, region, nationality. In this case, you are trying to identify how you see social media treating these areas as interrelated. This will vary depending on the national or global context being addressed
- What elements of the site(s)' rhetoric or framing reinforce this disconnect? How does the global context of the site contribute to this disconnect?
- Your response should include direct quotes and citations from 2 relevant course readings. Include a bibliography in MLA formatting

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

2.Site Study Presentation (100 points, 30% - 25% for assignment, 5% for in-class presentation)

This is the final assignment for the course, which you will present during the last two weeks of the semester. The goal of this assignment is to demonstrate critical thinking and analytic skills through a hands-on project which is designed to help you think through the discourses and notions laid out in the course.

Your task: Conduct a site study of your choice. You may choose from two options:

1. Write a 3-page (double-spaced) paper about the site or
2. Create your own mediation of a site (video, photography, game design, etc.) accompanied with a 1-page explanation. You may incorporate interviews, archival materials, and other relevant information

Whichever option you choose, your site study will be evaluated based on the following criteria:

Purpose/Focus:

- Presents a clear description of your site and its relevance to the course topics
- Presents a clear thesis for your analysis in terms of how you are approaching the interrelationships among culture, environment, and technology at your specific site

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Organization:

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Readability:

- Write sentences so that readability issues (e.g., grammar, punctuation, mechanics, spelling) don't interfere with readers' reading your paper

Documentation:

- Use documentation style correctly including page citations for summary, paraphrases, & quotations and a Works Cited, Reference, or Bibliography page

Presentation:

1. Time: 10 minutes
2. Task: Whether an essay or mediation, the goal is to introduce the class to the site, to explain the forces, actors, and agencies at work there
3. Even if you are showing the class your mediation project, your presentation should briefly explain the site you studied and why you chose it as a useful one for examining ideas about culture, environment, and technology
4. Describe your key takeaways from your analysis and how concepts from the course informed your thinking about this site and your analysis

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

1. Introduce diverse and global understandings of culture, environment, and technology [GCSI, LO1]
2. Draw on history and on concrete, hands-on, and interactive case studies to identify the interconnections between and among them in this modern, technologized, and globalized world [GCSI, LO2]
3. Analyze the interplay between culture, technology, and the environment, exploring how technological advancements shape cultural practices and impact ecological systems [GCSI, LO2]
4. Develop strategies for fostering responsible and inclusive technological development that respects cultural diversity and promotes environmental stewardship on local, regional, and global scales [GCSI, LO3]
5. Identify how the concepts and diverse and global histories of culture, environment, and technology are interrelated [GCSI, LO3]
6. Analyze historical and contemporary examples of how technological advancements have impacted cultural practices and environmental sustainability, at local and global levels [GCSI, LO2]
7. Apply the methodological frameworks surveyed in class to specific contexts and experiences [GCSI, LO4]
8. Demonstrate critical thinking and analytic skills through the production of a series of hands-on projects/assignments [GCSI, LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Julia Himberg - August 8, 2024 at 2:18 PM (America/Phoenix)

Department Approval

Approved

Julia Himberg - August 8, 2024 at 2:19 PM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - August 9, 2024 at 10:33 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - August 10, 2024 at 4:34 PM (America/Phoenix)

For the assessments, please add information demonstrating that the assignment requires discussion of (or analysis of) global places/issues. This will allow the General Studies Council to determine whether the course is appropriate for the GCSI category. If you have any questions, please email me at: tamiko.azuma@asu.edu

Form Submission - Proposer

Submitted for Approval | Proposer

Julia Himberg - September 12, 2024 at 1:32 PM (America/Phoenix)

Department Approval

Approved

Julia Himberg - September 12, 2024 at 1:33 PM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - September 13, 2024 at 1:10 PM (America/Phoenix)

Not sure if unit made requested edits or not.

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - September 13, 2024 at 4:41 PM (America/Phoenix)

Confirmed required components.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 16, 2024 at 11:09 AM (America/Phoenix)

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - October 1, 2024 at 9:39 AM (America/Phoenix)

Revise and resubmit. While there is mention of global issues, there is a lack of focus on non-U.S. focused content. For example, the final project, a site study presentation requires students to conduct a site study of their choice, which would assume this is within their local area. While some of the assignments discuss global context and global focus, there doesn't appear to be a focus on a global issue outside of the United States. If more information could be provided to demonstrate how the course is non-US focused, we'd be happy to review again.

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Julia Himberg

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
