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)	Department of English (CENGLISH)

Submission Type

New Request

Requested Effective Date

Summer 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
CTE	110	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

Sustainability (SUST)

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

[CTE110 - GS Gold submission 3-2025).docx](#)

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.

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?

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

Site Study Proposal (100 points, 20%)

This assignment is to help you prepare for your final essay due at the end 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.

With the final assignment, your task is to: Conduct a site study based on a place of your choice. You may choose from two options for the final assignment:
1. Write a 3-page (double-spaced) paper about the site or

2. Create your own mediation of a site to demonstrate what kinds of and in what ways technologies shaped your understanding of this place over time? (video, photography, game design, etc.) accompanied with a 1-page explanation. You may incorporate interviews, archival materials, and other relevant historical information

      Your proposal for should be divided into 3 sections and include**:**
1. Section 1 should describe the site you're studying and why you have chosen it as a useful one for examining past and present ideas about culture, environment, and technology together.
2. Section 2 is a draft of the primary argument or thesis you have about this site. Keep in mind that this is a persuasive essay. Your thesis is not an opinion or personal reflection. It is an analysis that makes clear to your audience (the professor and classmates) the case you are making for the site's value as a space to interrogate how culture, environment, and technology are fundamentally linked
3. Section 3 will be a bibliography consisting of 3 sources. These sources should be from scholarly/academic sources. They may be from class readings or from outside research. Please list your uses in proper [MLA style (click this link)](#) bibliographic format. Your final project and presentation will include direct quotes from these sources.

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 histories, discourses, and concepts 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 historical 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 over time
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

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

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

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

Site Study Presentation:
0.a. Time: 10 minutes
0.b. 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
0.c. 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
0.d. Describe your key takeaways from your analysis and how concepts from the course informed your thinking about this site and your analysis

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).

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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

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

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.

1. Introduce diverse and global understandings of culture, environment, and technology. [SUST LO1]

1. 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. [SUST LO2]

1. Analyze the interplay between culture, technology, and the environment, exploring how technological advancements shape cultural practices and impact global ecological systems. [SUST LO4]

1. Develop strategies for fostering responsible and inclusive technological development that respects cultural diversity and promotes environmental stewardship on local, regional, and global scales. [SUST LO3]

1. Identify how the concepts and diverse and global histories of culture, environment, and technology are interrelated. [SUST LO1]

1. Analyze historical and contemporary examples of how technological advancements have impacted cultural practices and environmental sustainability, at local and global levels. [SUST LO4]

1. Apply the methodological frameworks surveyed in class to specific contexts and experiences. [SUST LO4]

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Julia Himberg - March 4, 2025 at 11:50 AM (America/Phoenix)

Department Approval

Approved

Aya Matsuda

Julia Himberg - March 4, 2025 at 11:51 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - March 4, 2025 at 2:05 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - March 4, 2025 at 5:21 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 5, 2025 at 8:36 AM (America/Phoenix)

April Randall

Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - March 26, 2025 at 8:14 PM (America/Phoenix)

Revise and resubmit: the assessments need to better match the SUST LOs.

Evan Berry

Treavor Boyer

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

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