

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

New College of Interdisciplinary Arts and Sciences (CAS)

Department/School

School of Mathematical and Natural Sciences (CMATNATSCI)

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

ENV

Course Number

200

Units/Credit Hours

3

Course Information

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

Course Title

Introduction to Justice in the Environment

Course Catalog Description

An introduction and historical context for justice issues related to the disproportionate impacts that environmental hazards, pollution and resource development have on marginalized communities. Explores current issues related to justice in the environment and strategies for successful community engagement and advocacy.

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

none

Is this a crosslisted course?

List all crosslisted courses by subject code and number.

Yes

IAS 200/JHR 200

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

Yes

Shared or Crosslisted Departments/Schools

School of Social and Behavioral Sciences (CSOC&BEH)

School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Statement of Support #1

Statement of Support #2

Statement of Support #3

[ENV 200 New Course - SBS Support \(1\).pdf](#)

[ENV 200 New Course - HArCS Support \(2\).pdf](#)

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

Governance and Civic Engagement (CIVI)

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

[Syllabus draft for intro env justice course gold designation.docx](#)

Governance and Civic Engagement (CIVI)

Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Group 2:

1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI learning outcomes for this course.

Group 2

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.

CIVI Learning Outcome 1 (Group 2): Articulate diverse perspectives on the common or collective good.

Weekly reflection on course materials (readings & videos) will be used to determine student's understandings of the topics for that week. Students will be prompted with 3-5 questions about the topic(s) of the week. They will be asked to explain an environmental or land use policy that was enacted to benefit society overall, and how these policies and practices differentially impacted groups of peoples based on their race, gender, economic status, immigration status and other demographic factors.

For example, in weeks 11 & 12 of the course, we will discuss and reflect on readings related to the topic(s) of "Farm Loans, Ownership & Healthy/Sustainable Farming in the U.S. – (More Than) A Century of Racism in U.S. Farming" to examine agricultural economies and policies that may favor certain groups over others. Agriculture is an important resource to the United States economy and the abundance of crops in the U.S. supports U.S. independence from foreign governments. The U.S. agricultural industry, and governmental policies and loan practices, will be examined to

determine how the common or collective good can sometimes lead to oversights in equitable policies.

Reading resources include:

Coolsaet (Ed.). (2021). Environmental justice : key issues. Routledge. (specifically chapter 14 Food, agriculture & environmental justice by Kristin Reynolds, from Coolsaet, ed. 2021.)

Zapata. (2019). Branding “Death” in a High-Tech Boycott: United Farm Workers and the Wrath of Grapes Campaign. *The Journal of Latino-Latin American Studies*, 10(1), 48–69. <https://doi.org/10.18085/1549-9502.10.1.48>

Video resources include:

NPR article: <https://www.npr.org/2023/02/19/1156851675/in-2022-black-farmers-were-persistently-left-behind-from-the-usdas-loan-system>

Video: <https://az.pbslearningmedia.org/collection/george-washington-carver-an-uncommon-life/>

CIVI Learning Outcome 2 (Group 2): Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.

The final paper assignment.

The final project paper will consist of a persuasive video or paper that highlights an environmental justice movement, and the underlying environmental issues related to this movement. The video/paper must include at least 5 references to supply background information about the issue, and two of these references must come from peer-reviewed journals. Students must interview at least one actor in this movement, to learn more about the activities they are taking and the impetus behind the movement. Furthermore, they must include video footage of this interview (video option) or quotes from the interview (paper option).

CIVI Learning Outcome 3 (Group 2): Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Midterm exam. An in-person midterm exam will be given to allow students to demonstrate their understanding of the content approximately halfway through the semester (week 8). The midterm exam will consist of a menu of short essay questions. Students must respond to one question from each section/topic, supporting their arguments using evidence from the readings and videos assigned in class. Section topics include distributive justice, procedural justice, an introduction to important environmental movements, women & environmental movements (Love Canal example), Black communities of faith to mobilize movements for environmental justice.

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

Learning Objectives

1. Explore the historical and cultural contexts of justice with environmental health and safety, as well as access to land and earth resources. [CIVI LO3; Group 2]

2. Analyze examples of how marginalized communities are often disproportionately affected by environmental hazards, including the influences of social structures, economic drivers, and discrimination related to race, ethnicity and gender. [CIVI LO 2, Group 2]
3. Examine the roles that government policies and regulations play, in the United States and globally, in fostering and in preventing injustices in the environment. [CIVI LO 1; Group 2]
4. Explore grassroots and community-led movements in environmental justice, and successful strategies for peaceful negotiations that lead to change. [CIVI LO 3; Group 2]
5. Practice effective communication strategies that influence others in a positive and meaningful way, through class discussions and practical community-embedded activities and projects. [CIVI LO 3; Group 2]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Susannah Sandrin - October 28, 2024 at 9:36 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - October 29, 2024 at 8:46 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - October 31, 2024 at 10:48 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - November 4, 2024 at 1:36 PM (America/Phoenix)

For Learning Outcome 1, please provide information on how student work (the reflections) will be assessed/graded. This information will help the GSC determine how the assessment measures the Learning Outcome. If you have any questions, please email me at: azuma@asu.edu

Form Submission - Proposer

Submitted for Approval | Proposer

Susannah Sandrin - November 4, 2024 at 4:49 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - November 6, 2024 at 10:31 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - November 6, 2024 at 12:18 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - November 8, 2024 at 12:39 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - November 8, 2024 at 1:46 PM (America/Phoenix)

April Randall

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Tamara Rounds

Michelle Saint

Megan Foutz - November 27, 2024 at 7:51 PM (America/Phoenix)

Revise and resubmit. We are not seeing any evidence of collaborating in the presence of dissenting opinions.

Julia Thompson

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

Susannah Sandrin

College Notification

Notification

James Corbeille

Morgan Johnson

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
