

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
College of Global Futures (CGF)	School for the Future of Innovation in Society (CSFIS)

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
FIS	111	3

Course Information

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

Course Title

Welcome to the Future

Course Catalog Description

Explores the ways in which the future inspires, shapes and motivates the present. Illustrates how possible futures are used by people and institutions to advance agendas, shape conversations and sell products. Examines how science, technology and other forces are mobilized to create change. Empowers students to play a role in shaping our collective future.

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

Governance and Civic Engagement (CIVI)

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

[FIS 111 Fall 2024 syllabus for Kualu review.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 1

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 1): Analyze the context and consequences of one or more collective decision-making theories or practices.

First Group Project – In this assignment the instructor presents the students with an intriguing offer – the opportunity to undergo a therapeutic treatment that will involve nanobots extending all the telomeres in their body and, if everything works out, extend their lifetimes by 30%. The question that underlies the assignment is simple – do you want to be first adopter of this technology and all the risks and benefits that it entails? The assignment is complicated, however, by making it a group project where students need to work together to come to a collective decision.

The groups are walked through some basic deliberative steps to guide their discussions. First they are given the chance to work together to develop questions they would like answered before they dive into their deliberations. Once they are given answers to their questions they are then asked to deliberate. In their response the group is required to describe three benefits (50-100 words each) and three risks (50-100 words each) that they discussed in their deliberations. They are then asked as a group whether they accept or reject the offer and to give justification for their decision.

To enable further exploration of both the process and the pros and cons of collective decision-making, each student also submits a short, guided reflection on the entire process.

Group Scenario Building Project - This group project walks students through a Future Scenario development project. In class students form teams of four. Each team chooses a topic they'd like to explore the future of (like the future of automobility). Then each team has to choose a perspective from which to explore this topic (like a major automaker). Then each team goes through a guided process to determine different factors they believe will shape the direction of the area (like government support and public acceptance). Next the team must determine the two factors they think will have the most impact and use them to create a four square grid of four possible futures

(i.e. strong government support/public acceptance, low government support/public acceptance, strong government support/public rejection, low government support/public rejection).

Each student chooses one of the four quadrants and writes a news article about something that would be reported if, in 20 years, their quadrant comes true. The students share their articles with others in their group. As a group they meet, discuss these possible futures, and propose a strategy for how to best prepare for a world where these four futures might occur.

CIVI Learning Outcome 2 (Group 1): Define an element of the common good and propose a way to pursue it within a specific contemporary context.

Strategizing Your Future Assignment #1 - Many people are drawn to this class because they want to make a difference in the world. This course covers a wide variety of issues and concerns. But it is important to not lose sight of problems that are personal to individual students, so we have crafted assignments that allow students to map out how they personally could work to address a problem they see in the world through their own personal actions. The first assignment in this progression asks students to think about what change they would like to see in the world. It can be big. It can be small. But it should be something important and personal enough to them that they'd be willing to put in some time and resources to remedy. They write out their answer to this question in the first couple weeks of the course.

Over the rest of the course we ask students at a few points to revisit the social good they'd like to advance, reflect on what they've learned, and consider how to apply the tools from the course to advance that goal.

Strategizing Your Future Assignment #2 - This assignment is the culmination of the problem/issue/concern that students first wrote about at the beginning of the semester. The assignment gives them the chance to draw on all that they've learned throughout the semester to develop a series of steps that they personally could take to have a positive impact on this issue in the next 10-20 years. They should not propose how to solve it completely, but rather articulate how they could make a satisfying dent in it. They are given the following prompts to help them formulate their strategy:

1. What is the problem you'd like to address? You should both describe the problem, why you are particularly drawn to address it, and why it is an important thing to address for the common good. (100-150 words)
2. What is the future you would like to see? In answering this question you shouldn't just say you'd like the problem to be solved. You need to make this a positive, not a negative. What should the world look like in your vision? (100-150 words)
3. What steps do you think could lead us to such a future? This is where the rubber hits the road. What is it that you can do to make this future happen? What levers are out there that you believe can make a difference in the world? How do you amplify the impact of you as an individual to have an impact on many? Make sure to incorporate lessons learned from this course to justify the wisdom of those steps. (200-400 words)
4. What challenges might make those steps difficult? Again, explicitly mention how insights from this class help you to recognize possible challenges. (100-200 words)

CIVI Learning Outcome 3 (Group 1): Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Initial Predictions Assignment - At the beginning of the course, each student must make a small set of predictions about the future. The assignment is to predict four things that will happen by the end of the semester by writing 150-300 word answers to each of the four prompts below: 1. Predict a new feature that will be on the iPhone 15 (the release is planned for around September 10th); 2. Predict something about your personal life that will change before the end of the semester (please do not provide names or specific personal details!); 3. Predict the class reading or activity that you think you'll like the best in this course; and 4. Predict a major world political change or event that will occur this semester. For each entry students must **give a strong justification** for their prediction by **including qualitative and quantitative data and theory of change that you are basing these predictions on**. For more details on strengthening your predictions see the article by Nahum.

Final Predictions Assignment - This assignment gives students the chance to go back and examine the predictions they made at the beginning of the semester. This is a two to three double spaced page assignment, where they reflect on the predictions they made several months earlier by answering the following questions: 1. How did you do? (i.e. how accurate were your predictions?) 2. What were the **assumptions** that you based your predictions on? 3. Do you now think that those assumptions were justified? 4. Was the data you drew upon trustworthy? 5. What steps would you take in the future to make better predictions in these areas?

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.

- CO 1: Analyze the origins and histories of futures as well as the influence they can wield.
- CO 2: Explain how sociotechnical systems are developed and impact the world.
- CO 3: Define an element of the common good and propose a series of steps they personally could take to move us closer to that goal. [CIVI LO 2; Group 1]
- CO 4: Practice and analyze the context and consequences of different types of collective decision-making practices. [CIVI LO 1; Group 1]
- CO 5: Recognize the importance of the broader context of an issue, know how to map it, and incorporate it into developing strategies to address the issue. [CIVI LO 3; Group]
- CO 6: Articulate the inequities present in most futures and develop strategies to remedy them. [CIVI LO 2; Group 1]
- CO 7: Develop and justify predictions of the future using qualitative and quantitative evidence. [CIVI LO 3; Group 1]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Jameson Wetmore - January 25, 2025 at 8:39 PM (America/Phoenix)

Department Approval

Approved

Eusebio Scornavacca - January 25, 2025 at 8:41 PM (America/Phoenix)

Althea Pergakis

GSC Coordinator Review

Approved

TJ Robedeau - January 27, 2025 at 10:04 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - January 27, 2025 at 11:08 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 3, 2025 at 8:54 AM (America/Phoenix)

April Randall

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Celeste Sepessy

Tamara Rounds

Michelle Saint

Megan Foutz - February 20, 2025 at 9:40 AM (America/Phoenix)

Revise and resubmit - While it is clear students are being asked to think about the future and the common good of society, there does not appear to be evidence that students are being asked to look at specific models or pre-established theories. The committee wants to see how the class incorporates sources, models, and theories into the application of thinking about the future.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Jameson Wetmore

College Notification

Notification

Althea Pergakis

Sharon Hall
