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 Geographical Sciences and Urban Planning (CGEOGRAPHY)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
GCU	364	3

Course Information

Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Energy in the Global Arena

Course Catalog Description

Production, transportation, and consumption of energy, emphasizing the electric power industry and its environmental problems.

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.

GCU 364 syllabus.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.

The perspective for all discussions in class in global, all within the context of energy – the world's largest enterprise – one that has established itself on a shaky foundation of fossil fuels. The students are expected to be able to answer test questions that specifically targeted to the global interactions that are precipitated by the supply and demand of energy resources. Their understanding is tested

with questions pertaining to the spatial disequilibrium of energy resources; that is, that energy resources other than the sun are distributed unevenly around the planet. This requires sovereign countries to cooperate with one another, even if they are otherwise hostile, to satisfy the need to profit from energy extraction and the availability of the energy resources they need. Every examination stresses the consequences of global disequilibrium of energy resources.

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

Specific modules target the historical development of energy dependencies, shifts in dominant energy resource availability, and the geopolitical consequences of energy needs and the need to protect the sovereignty of national territories where energy resources exist. Examples include the political tensions surrounding identified areas of energy resources in the South China Sea, piracy of oil tankers exiting the Straits of Hormuz, and the shifts in energy marketing resulting from the Russian invasion of Ukraine. Test questions assess student knowledge on these topic as do assignments each student must complete on these socioeconomic, political and cultural choices between human needs for energy and the environmental costs of meeting these needs.

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

The future well-being of all humans on the planet depends on how well all citizens match their energy needs with the environment consequences of developing, transporting, and consuming the energy resources they need. Students are asked to develop future scenarios based on their chosen portfolio of energy sources. For example, how does a future of conventional energy resources – such as nuclear power – match up with a future of alternative energy resources such as the sun on a wide spectrum of characteristics such as price, human costs, environmental impacts, and human well-being.

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

The development of future scenarios requires all students to address contemporary questions and challenges of supplying the energy needs of all humans on the planet, present and projected. Students are required, for example, to compare and contrast how energy needs will be met in the future in sub-Saharan Africa vs. countries in the European Union. This requires an objective analysis of present energy supplies and how they are met as compared to how they will supply their energy needs in the future given certain parameters, such as climate change, shifting locations of energy resources, standards of living, and geopolitical competition. The past approach is by its nature not sustainable. Looking to the future, this course articulates what is needed for greater sustainability in the energy sector.

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.

Energy resources are valuable to everyone on the planet, but they are not distributed equally or equitably [SUST LO1].

The location, development, and trade of these resources have global implications on societal, environmental and geopolitical stability [SUST LO1, LO2].
The objective of the course is to introduce students to the place of energy within the global experiences [SUST LO1, LO2].
Energy in the Global Arena considers the entire world from the perspective of energy, the most important resource to human welfare, safety, and security [SUST LO2, LO3] .
The intended learning outcomes include understanding how energy affects geopolitics, balance of trade, environmental stability, personal security, and the costs of goods and services [SUST LO2, LO3].
It provides students with an interdisciplinary understanding of socio-ecological system in relation to the global challenges and opportunities ascribed to the supply and demand of energy resources [SUST LO2, LO3].
The emphasis is on the global energy system and its component parts. Each energy resource and each significant energy trader is discussed in terms of how well energy needs and energy developments align, what the benefits and costs are to maintaining such alignment, and how the global system of energy trade affects, literally, everything we do, want or aspire to gain [SUST LO2, LO3, LO4].
The satisfaction of personal and national energy needs is the single greatest influence on world peace and individual security [SUST LO2, LO3, LO4].
Understanding the energy system at various scales is critical to promoting a more sustainable future [SUST LO3, LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Duncan Shaeffer - February 19, 2025 at 9:59 AM (America/Phoenix)

Department Approval

Approved

Charlene Becher

Duncan Shaeffer - February 19, 2025 at 9:59 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - February 20, 2025 at 9:04 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 20, 2025 at 11:26 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 12:33 PM (America/Phoenix)

April Randall

Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - March 26, 2025 at 8:17 PM (America/Phoenix)

Revise and resubmit: the LOs are not sufficiently described and matched with 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

Duncan Shaeffer

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
