

## 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

School of Geographical Sciences and Urban Planning (CGEOGRAPHY)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

GPH

Course Number

314

Units/Credit Hours

3

### Course Information

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

Course Title

Global Change

Course Catalog Description

Response of Earth's natural systems (atmosphere, hydrosphere, lithosphere, biosphere) to past environmental change, and effects of potential future changes.

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

Prerequisite(s): minimum 45 hours OR Visiting University Student

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.

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## General Studies Gold Designation Request

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### Requested Designation

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Sustainability (SUST)

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

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[GPH 314 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.

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Assignment: Exams, Background Quizzes. See sample exam questions at this Google doc link: <https://docs.google.com/document/d/1-kcSGzek8u19WI2sh3RkIXxVevGMI3kd/edit>

Reasoning: The first half of the class is centered around concepts of historic global change, including non-human change and historic human change (up to the 20th century). The second half of class is focused on current and future challenges (as well as current positive actions) during the proposed Anthropocene within the different spheres of the Earth. Specifically, the second half of class has students consider humanity within a greater community with nature, as opposed to seeing it as a commodity. Background quizzes from journals or scientific videos are given to supplement the

week's lectures on the different geologic time periods or spheres of the Earth. These include journal articles, science videos, or news articles, typically with a 10 question quiz synthesizing the information. A midterm and final exam is used to assess understanding of the lecture materials.

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

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Assignment: Exams, Background Quizzes. See sample exam questions at this Google doc link: <https://docs.google.com/document/d/185UWURWjSQPw31YrX6SJ6cZhLY7AB72w/edit>

Reasoning: The first half of the class is centered around concepts of historic global change, including non-human change and historic human change (up to the 20th century). The second half of class is focused on current and future challenges (as well as current positive actions) during the proposed Anthropocene within the different spheres of the Earth. Specifically, the second half of class has students consider humanity within a greater community with nature, as opposed to seeing it as a commodity. Background quizzes from journals or scientific videos are given to supplement the week's lectures on the different geologic time periods or spheres of the Earth. These include journal articles, science videos, or news articles, typically with a 10 question quiz synthesizing the information. A midterm and final exam is used to assess understanding of the lecture materials.

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

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Assignment: Exams, Background Quizzes

Reasoning: The first half of the class is centered around concepts of historic global change, including non-human change and historic human change (up to the 20th century). The second half of class is focused on current and future challenges (as well as current positive actions) during the proposed Anthropocene within the different spheres of the Earth. Specifically, the second half of class has students consider humanity within a greater community with nature, as opposed to seeing it as a commodity. Background quizzes from journals or scientific videos are given to supplement the week's lectures on the different geologic time periods or spheres of the Earth. These include journal articles, science videos, or news articles, typically with a 10 question quiz synthesizing the information. A midterm and final exam is used to assess understanding of the lecture materials.

Assignment: Creative Project

At the end of the semester, students are asked to choose data from one of Earth's spheres, and one of the changes discussed in class, and represent it in a creative way. The purpose of this approach is to consider alternative methods to communicating these ideas of global change to the general public. One of the main examples that students are given is from Jill Pelto's work, seen here: <https://www.jillpelto.com/>. Students also provide an "artistic statement", which has them interpret and discuss their dataset, as well as consider the importance of science communication and understanding.

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

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Assignment: Creative Project

At the end of the semester, students are asked to choose data from one of Earth's spheres, and one of the changes discussed in class, and represent it in a creative way. The purpose of this approach is to consider alternative methods to communicating these ideas of global change to the general public. One of the main examples that students are given is from Jill Pelto's work, seen here: <https://www.jillpelto.com/>. Students also provide an "artistic statement", which has them interpret and discuss their dataset, as well as consider the importance of science communication and understanding.

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.

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- Learn about the atmosphere, biosphere, lithosphere, and hydrosphere [SUST LO1].
- Learn how, within a relatively short period of time, human have managed to alter their environment at an unprecedented rate and intensity [LO2].
- Learn about the implications of global change, both in the past, but also currently [SUST LO2, SUST LO3].
- Learn about how these global changes shape our global cultures, built environment, and social interactions [SUST LO3, LO4].
- Learn how the topic of global change is interdisciplinary in nature, and spans cultural and scientific boundaries [LO1, LO2].
- Learn that a major focus within the science and discussion of global change are the ideas surrounding ways of reaching the general public regarding scientific literacy and awareness, and that through your creative assignment will focus on the more thoughtful, nuanced approaches to bringing awareness to topics of global change [LO4].

Provost Use Only

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Backmapped Maroon Approval

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No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Duncan Shaeffer - February 19, 2025 at 5:24 PM (America/Phoenix)

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## Department Approval

Approved

Charlene Becher

Duncan Shaeffer - February 19, 2025 at 5:25 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

TJ Robedeau - February 20, 2025 at 8:52 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Sent Back

Tamiko Azuma - February 20, 2025 at 11:57 AM (America/Phoenix)

For learning outcomes 1 and 2, please provide some examples of questions/prompts from the midterm and/or final exam that demonstrate assessment of the specific learning outcome. This information is needed so the General Studies Council can determine if the assessment is appropriately measuring the learning outcome. You can provide a link to a Google doc with the relevant information, if preferred. If you have any questions, please email me (Tamiko Azuma) at [azuma@asu.edu](mailto:azuma@asu.edu).

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## Form Submission - Proposer

Submitted for Approval | Proposer

Duncan Shaeffer - February 26, 2025 at 4:10 PM (America/Phoenix)

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## Department Approval

Approved

Charlene Becher

Duncan Shaeffer - February 26, 2025 at 4:11 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

TJ Robedeau - February 27, 2025 at 8:22 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - February 27, 2025 at 12:23 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau - February 28, 2025 at 3:38 PM (America/Phoenix)

April Randall

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## Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - March 26, 2025 at 8:19 PM (America/Phoenix)

Revise and resubmit: the LOS assessments are too general and not clearly matched with SUST LOs.

Evan Berry

Treavor Boyer

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## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Proposer Notification

Notification

Duncan Shaeffer

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# College Notification

## Notification

Amanda Smith
Jenny Smith

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