

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 Humanities, Arts, and Cultural Studies (CHUMARTCLT)

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

PHI

Course Number

409

Units/Credit Hours

3

Course Information

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

Course Title

Eco-Community Ethics

Course Catalog Description

Traces human interaction with the Earth from hunters and gatherers to the present day, examining groups who have lived within ecological constraints and limits.

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

Prerequisite(s): ENG 102, 105, or 108 with C or better; Credit is allowed for only IAS 409 or PHI 409 OR Visiting University Student

Is this a crosslisted course?

Yes

List all crosslisted courses by subject code and number.

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

No

Shared or Crosslisted Departments/Schools

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

Statement of Support #1

Statement of Support #2

Statement of Support #3

No Response

No Response

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

Sustainability (SUST)

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

[PHI IAS 409 Eco-Community Ethics Syllabus for SUST_FINAL.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.

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.

This course begins with a history of the world told through an environmental lens. It shows how human consumption and population growth have impacted the earth's capacities and limits. Students will be tested on this through short quizzes that cover the commons, the development of agriculture, the Industrial Revolution, economics, biodiversity, anthropocentrism, ecocentrism, species--biodiversity and extinctions, and so forth. There are also reflection posts that have students take more of a personal position on what should be done given the empirical facts.. The discussion post questions are on the syllabus, as is the paper assignment. An example of a discussion post is "Briefly describe what happened on Easter Island (they destroyed their ecosystem). How is this a harbinger for life on Earth?"

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

This course begins with a history of the humans in the environment from gathers and hunters to the present day. The quizzes cover the activities of humans from gatherer/hunters through the present. In the reflection posts, students will weigh in on how human choices have harmed humans and the Earth, and how an eco-community could help contribute to longevity of humans in the environment. The exact discussion questions are included in the syllabus. An example is "Why is biodiversity critical to a healthy ecosystem? How does biocentrism contribute to protecting biodiversity?"

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

Students will develop an "Eco-Community" wherein they choose environmental principles and focus on the values of preservation, future generations, and meeting the needs of life over lifestyle. The assignment is in the syllabus and follows:

Paper Assignment: The paper must be in the following format with each section clearly labeled with headings:

- Introduction (with thesis at the end) (10 points)
 - Section I: This is where you explain the author(s)' environmental theory (45 points)
 - Section II: This is the empirical section where you are allowed to do outside research on the environmental issue and where you discuss the case study you have chosen. (40 points)
 - Section III: This is where you argue your position as to what an eco-community should be. (90 points)
 - Conclusion and Bibliography (5 points)
- Grammar, spelling, etc. (10 points)

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

Students will research and articulate methods of sustainable agriculture, building, energy, and biodiversity for inclusion in their Eco-Community. The Eco-Community assignment is in the syllabus and will be further fleshed out throughout the semester. Here is the format in the syllabus:

Paper Assignment: The paper must be in the following format with each section clearly labeled with headings:

- Introduction (with thesis at the end) (10 points)
 - Section I: This is where you explain the author(s)' environmental theory (45 points)
 - Section II: This is the empirical section where you are allowed to do outside research on the environmental issue and where you discuss the case study you have chosen. (40 points)
 - Section III: This is where you argue your position as to what an eco-community should be. (90 points)
 - Conclusion and Bibliography (5 points)
- Grammar, spelling, etc. (10 points)

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.

Upon completion of this course, students will be able to do the following:

1. Understand and articulate main environmental ethics perspectives. [SUST LO 1, 2, 3]
2. Know the difference between a moral and an economic justification. [SUST LO2]
3. Define authentic sustainability which is based on life and not lifestyle. [SUST LO4]
4. Understand and properly utilize empirical evidence of environmental issues.
5. Develop an Eco-Community encompassing environmental principles. [SUST LO 1-4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Shari Collins - September 11, 2024 at 11:59 AM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - September 16, 2024 at 10:26 AM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso

April Randall - September 17, 2024 at 11:34 AM (America/Phoenix)

Assistant Vice Provost Review

Approved

Tamiko Azuma - September 17, 2024 at 12:17 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 17, 2024 at 12:27 PM (America/Phoenix)

Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - September 22, 2024 at 9:10 PM (America/Phoenix)

The SUST subcommittee recommends that the proposal be revised and resubmitted. Syllabus does not provide detail on learning objectives connection to assignments and not enough details on the assessment mechanism for the LOs.

Evan Berry

Treavor Boyer

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Shari Collins

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

Erica Green
