

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 reviewed by the Senate.

Submission Information

College/School

Watts College of Public Service & Community Solutions (CPP)

Department/School

School of Community Resources and Development (CCOMRES)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

PRM

Course Number

294

Units/Credit Hours

3

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) only carry designations for three consecutive semesters (excluding summer), whether or not they are scheduled. Once expired, a new request must be submitted.
2. Topics on permanent courses require mandatory review every five years.

Topic Title

The Arizona Bucket List

List all other courses where this topic exists and the sections will be combined in the schedule.

Topic Description

Are you only studying in Arizona for a few years? Are you a native who has lived here all of your life? Are you an online student who eagerly anticipates a trip to Arizona? No matter your circumstance, this course will dive into the most desirable cultural, aesthetic and tradition-rich destinations throughout the state. By the end of the course, you will want to start checking these sites off of your bucket list!

If this course or topic already carries a General Studies Gold designation, please check this box.

General Studies Gold Designation Request

Requested Designation

Humanities, Arts and Design (HUAD)

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

[PRM 294 Sp25 Syllabus.docx](#)

Humanities, Arts and Design (HUAD)

The humanities explore questions of human existence and meaning, the nature of thinking and knowing, and moral and aesthetic experience. Humanities reflect on values of all kinds and seek to make the human mind more analytical, contemplative, and expansive. They are often concerned with the study of textual and artistic practices of cultures, such as traditions in literature, philosophy, religion, ethics, history, and aesthetics; the humanities also explore human thought and action and its application to human environments. They deepen awareness of the breadth of human heritages, traditions, and histories; build literacy and critical thinking skills in evidence analysis and argumentation; and implicitly or explicitly promote the application of this knowledge to contemporary societies.

The study of arts and design deepens our awareness of human societies and cultures. The arts have as a primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces; their historical development; and their significance in society and culture. Disciplines in the arts and design often employ nonverbal modes of thought and communication, and courses in these areas tend to focus on sounds, objects, images, and structures and/or on the practical techniques and historical development of and innovation in artistic and design traditions.

Upon completion of a course in Humanities, Arts and Design, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze cultural creations or practices in historical or contemporary context.
2. Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.
3. Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.
4. Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Group 2:

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.

3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

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

Group 1

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.

HUAD Learning Outcome 1 (Group 1): Analyze cultural creations or practices in historical or contemporary context.

Module 2 Discussion Post: Architectural spotlight, in this module, we learned about the London Bridge being relocated to Arizona. Think about your hometown and using your creativity think of a historical landmark (from anywhere in the world) that you think could be relocated there. After making your selection, answer these questions:

- a. Select a historic landmark, offer a description of what it is, what is the significance and then describe where you would move it to (4 pts.)
- b. Using Google Earth (and a key if needed), show us on a map where you would put your landmark (6 pts.). Once placed on a map, it may be easiest to take a screenshot and paste it onto a document that is uploaded to your discussion.
- c. What benefits would this landmark offer the new location (3 pts.)
- d. What resources would the landmark need to flourish in this location (2 pts.)
- e. Engage with your peers by posting one new idea for their consideration on TWO peers original posts. (5 pts.)
- f. Please answer these questions to the fullest extent as it will be the foundation for assignment 2 and will help you get off to a good start.

Multiple module quiz questions will include questions that asks the learner to analyze cultural creations or practices in historical or contemporary context based on the lecture, readings and supplemental resources that are offered.

HUAD Learning Outcome 2 (Group 1): Interpret the formal, aesthetic, and creative elements in literary, visual, or cultural texts.

Module 1 Discussion Post: Artist spotlight (Bisbee), read this article about the artistic community of Bisbee, Arizona. Located on the Southern border, this town once focused on

mining now offers a unique art scene. For this discussion post, please visit this website and browse through the many galleries that can be found in Bisbee. After reviewing the galleries, please answer the following questions:

- a. Select a piece of artwork that you really connect with. Please make sure you take a screen shot of the piece of art and include it in your post. (3 pts.)
- b. Why did you choose this piece of art? (3 pts.)
- c. What can you tell us about the artist (name and one unique fact) (4 pts.)
- d. How has art played a role in your childhood/adulthood up to this point (4 pts.)
- e. Pose one question for your peers about their post (2 pts.)
- f. Engage with your peers by posting TWO responses to their questions (4 pts.)

Multiple module quiz questions will include questions that asks the learner to interpret formal, aesthetic and creative elements in literary, visual or cultural texts based on the lecture, readings and supplemental resources that are offered.

HUAD Learning Outcome 3 (Group 1): Articulate relationships among tradition, innovation, individual creativity, and communal expression in cultural creations or practices.

Module 3 Discussion Post: Sports Tourism spotlight, read the attached article about Cactus League spring training located in this region of Arizona. For this discussion post, please visit this website which will give you access to the spring training venues in Arizona. Please pay particular attention to the aesthetic elements of the stadium. You may have to navigate off the stadium page and do some independent research to complete this assignment. After reviewing the map and locating the individual websites, please answer the following questions:

- a. Find and screenshot one element that showcases Arizona (5 pts.), please list the name of the stadium and reference the site you found it on (if not the one given).
- b. Find and screenshot one element that showcases one of the team's hometowns (5 pts.), please list the stadium, which team the element is referencing and reference the site you found it on (if not the one given).
- c. If a guest is coming from out of state to cheer for their favorite team, in one paragraph please analyze why communal expression would be an important aspect of familiarity as a part of their experience (6 pts.)
- d. Pose one question for your peers about their post (2 pts.)
- e. Engage with your peers by posting ONE responses to ONE question (2 pts.)

Module 5 Discussion Post: culinary arts, in this module, we learned about two tribes (Hopi and Navajo) living in Northern Arizona. They each bring their own trades to their reservation and the economy. For this discussion post, let's focus on food. Please respond to the following prompts:

- a. Select either tribe and research the types of ingredients that are common in their diets. (6 pts.)
 - b. Create a 3-course menu (appetizer, main course and dessert) using AT LEAST three ingredients for each course.
 - c. Document your 3-courses on the attached menu template. In addition to naming each dish, please offer a detailed description of your menu item. (10 pts.)
 - d. Engage with your peers by posting one comment TWO peers original posts. (4 pts.)
2. Module quiz

Module 6 Assignment: Appreciate Arizona Certification

The Arizona Office of Tourism and the Leave No Trace Center for Outdoor Ethics forged a partnership to promote sustainable tourism practices across Arizona's spectacular landscapes and unique destinations. For a richer experience, learn how you can protect Arizona's iconic natural features while enjoying these spectacular destinations. Based on the seven leave no trace principals, this certificate program will guide you through responsible tourism through our state and you will receive a tangible certificate at the end of your training.

Multiple module quiz questions will include questions that asks the learner to articulate relationships among tradition, innovation, individual creativity and communal expression in cultural creations or practices based on the lecture, readings and supplemental resources that are offered.

HUAD Learning Outcome 4 (Group 1): Communicate narratives, ideas, or arguments using such elements as evidence, creativity, and critical thinking.

Module 4 Discussion post – You may have heard the old saying, “I get my kicks on Route 66.” Yes, that’s right, the Arizona portion of Route 66 goes straight through North Central Arizona. To get you acquainted with the destinations on the road trip, please watch this video. Please note, they do veer off the path in the video to visit the Grand Canyon, but that will just help you prepare for module 5 when we discuss Northern Arizona.

After watching the video, please answer the following questions:

- If you were taking a road trip on Route 66 select one location that really intrigues you to stop and learn more about. (4 pts.), please list the name of the destination and city/town.
- Using critical thinking to support your answer, what attracts you to learn more? (4 pts.)
- Why do you the residents of this town live there and can you see yourself moving there to take part in the appeal of small town life? (4 pts.)
- Research one tradition that takes place in this town and include the time of year and what makes it special (4 pts.)
- Pose one question for your peers (2 pts.)
- Engage with your peers by posting ONE response to ONE question (2 pts.)

Module 2 Assignment: In the discussion post for module 2, you were asked to use your innovation to select a landmark from anywhere in the world and relocate it to a destination in your hometown. For this assignment, let’s take it one step further and design a 3-panel brochure to help you market your new tourist destination. Marketing is an important element of tourism. Marketers have the opportunity to sell using appealing language, FOMO enticing photos and human emotion to set themselves apart from their competition. It will be important to use elements from your discussion post. Prompted instructions can be found on Canvas.

Module 7 Final Project: we’re going on an Arizona road trip and you are the planner! Follow the assignment prompts to create a road trip that meets the requirements that are given. You will be given the characteristics of the travelers, how many miles you must travel and via what modes of transportation and the minimum number of destinations that must be included. The rubric will help guide you, but please follow all instructions to ensure your final project stands out.

Multiple module quiz questions will include questions that asks the learner to use creative thinking skills based on the lecture, readings and supplemental resources that are offered.

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

- Understand the historical context of how the five regions of focus were established. (HUAD LO 1)
- Analyze cultural creations of multiple locations within the regions (HUAD LO 1, 2, 3, 4)
- Identify tradition, innovation and creativity relating to the arts and events in the regions (HUAD LO 2, 3, 4)
- Develop a comprehensive listing of tourism highlights and understanding of how their impact further advances the regional offerings (HUAD LO 4)
- Develop an understanding of the Native American reservations located in the various regions and their economic drivers through tourism (HUAD LO 3)
- Identify historical landmarks and the impact they have on the various regions (HUAD LO 2, 3)
- Acquire the tools to create travel brochure to demonstrate creativity and artistic expression (HUAD LO 3, 4)
- Realize the impact of sports tourism on a region and traditions associated (HUAD LO 3)
- Develop an understanding of over tourism and impacts on a region (HUAD LO 4)
- Develop an understanding of the water shortage in Arizona and how tourists can implement a leave no trace mindset (HUAD LO 4)
- Create a road trip based on lessons and prompts covered throughout the class (HUAD LO 1, 2, 3, 4)

Form Submission - Proposer

Submitted for Approval | Proposer

Olya Sharifi - April 15, 2024 at 9:28 AM (America/Phoenix)

Department Approval

Approved

Olya Sharifi - April 15, 2024 at 9:29 AM (America/Phoenix)

Chris Hiryak

Christine Buzinde

GSC Coordinator Review

Approved

Kaitlyn Dorson

April Randall - April 17, 2024 at 3:50 PM (America/Phoenix)

Assistant Vice Provost Review

Approved

Tamiko Azuma - April 17, 2024 at 4:51 PM (America/Phoenix)

Pre-GSC Meeting

Approved

Kaitlyn Dorson

April Randall - August 12, 2024 at 1:18 PM (America/Phoenix)

Humanities, Arts and Design (HUAD) Subcommittee

Acknowledgement Requested

William Hedberg

Megan Todd

Jessica Sturgess - September 4, 2024 at 9:01 AM (America/Phoenix)

Revise & Resubmit -- The committee requests additional information. We need greater detail about the assignments to demonstrate how they are assessing the LOs. For example, sample quiz questions or more detailed articulation for how the assignments assess each LO, particularly LO2.

Catherine Saucier

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

Olya Sharifi

College Notification

Notification

Judy Krysik

Margaretha Bentley

Cody Telep

Olya Sharifi

Chris Hiryak

William Terrill

DARS Notification

Notification
