

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 International Letters and Cultures (CLANLIT)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

SLC

Course Number

494

Units/Credit Hours

3

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on permanent courses require mandatory review every five years.

Topic Title

Ecocultures and Globalization

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

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Topic Description

This course will employ films, documentaries, and real-life case studies to explore the complexities of ecoculture: a culture that prioritizes harmonious living with nature, as well as social justice, gender and racial equity, humanness and happiness as catalysts of systemic resilience and environmental

sustainability. It emphasizes ecocentrism, with humans as an intrinsic part of nature, and the importance of promoting and preserving global ecosystem health and wellbeing.

Has this topic been scheduled in the past with a GS Gold designation? If so, list which semester(s).

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

Student Work Examples

No Response

No

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

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.

[SLC-494_EcoCulture_syllabus.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.

Critical exploration/analysis (Module 1 Part 1): Screening and group discussion of La belle verte:

1. the discussion guides students to reflect on cultural influences on sustainability and on how cultural values and norms shape human behavior and impact the earth's ecosystem.
2. Rubrics criteria / measurement:
 - 2.a. Participation and active engagement in the discussion (10%);
 - 2.b. Accuracy in identifying cultural values, norms and behaviors (20%);
 - 2.c. Ability to articulate connections between cultural norms and behaviors and ecological limits (35%);
 - 2.d. Linking film themes to real-world sustainability challenges (35%).

Hands-on engagement (Module 3 Part 1): Group Presentation:

1. for this assignment, students work in groups to research their local communities, then create a presentation explaining how specific cultural traits (values, norms, behaviors) shape (un)sustainable practices in fashion in their own community. Students use the fast fashion industry to analyze real-world examples of how human activities impact the global ecosystem and ecological limits, contrast and compare with the realities of their own communities, and propose ways to reduce the impact of fast fashion on the global ecosystem.
2. Rubrics criteria / measurement:
 - 2.a. Creativity in presenting the content (10%);
 - 2.b. Accuracy in identifying cultural values, norms and behaviors (10%);
 - 2.c. Quality of analysis linking cultural traits to (un)sustainable practices and ecological limits (50%);
 - 2.d. Proposing sustainability-driven, culturally-sensitive, and ethically-informed solution(s) to address real-world sustainability challenges (30%).

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

Hands-on engagement (Module 2 Part 2): Group Presentation:

1. based on the docufilm The Age of Stupid, Inglehart's Cultural Evolution theory and The Human Development Sequence, students work in groups to create a presentation articulating how past and contemporary political choices have shaped and impacted the global ecosystem.
2. Rubrics criteria / measurement:
 - 2.a. Creativity in presenting the content (10%);

- 2.b. Accuracy in describing historical contexts (10%);
- 2.c. Accurate use of supporting evidence relating cultural traits to past or contemporary political decisions (30%);
- 2.d. Quality of analysis linking past or contemporary political decisions to sustainability challenges or opportunities (30%);
- 2.e. Proposing sustainability-driven, culturally-sensitive, and ethically-informed solution(s) to one of the challenges in the docufilm (20%).

Critical exploration/analysis (Module 3 Part 1): Screening and group discussion of The True Cost and The Minimalists: Less is Now:

- 1. the discussion guides students to reflect on how business models, cultural traits and economic choices impact the well-being of earth's ecosystem.
- 2. Rubrics criteria / measurement:
 - 2.a. Participation and active engagement in the discussion (10%);
 - 2.b. Accurate use of documentary evidence to support a comparative analysis of the two cultural trends (materialism vs post-materialism) impacting business models and economic choices (40%);
 - 2.c. Accurate use of documentary evidence to illustrate the link between business models and economic choices and their impact on the global ecosystem (40%);
 - 2.d. Linking personal experience to real-world sustainability challenges (10%).

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

Critical exploration/analysis (Module 6 Part 1): Screening of Happy and group debate:

- 1. Growth vs. wellbeing: standards of living or quality of life? What is more conducive of global sustainability?
- 2. Would a shift towards individual and societal wellness / well-being and empathy significantly impact sustainability practices? How?
- 3. Would an individual active pursuit of happiness / well-being, humanness and practiced empathy nurture resilience and produce a systemic shift towards a shared sustainable future? How?
- 4. Rubrics criteria / measurement:
 - 4.a. Active engagement and collaboration with the team (10%);
 - 4.b. Meaningful participation in the debate (10%);
 - 4.c. Accurate use of documentary evidence to articulate arguments (30%);
 - 4.d. Clarity and persuasiveness of arguments (30%);
 - 4.e. Engagement with opposing views (20%).

Hands-on engagement (Module 6 Part 2): Group storyboard:

- 1. Sustainable Storytelling: Groups storyboard a future scenario (50 years ahead) depicting a day in the life of a community member, influenced by predicted cultural and sustainability evolutions using interview insights, class materials, and cultural theory analysis.
- 2. Rubrics criteria / measurement:
 - 2.a. Active engagement and collaboration with the team (10%);
 - 2.b. Logic and clarity of narrative flow (10%);
 - 2.c. Creativity & originality (10%);
 - 2.d. Visual design & esthetics (10%);
 - 2.e. Coherent integration of learned concepts in the narrative (20%);
 - 2.f. Accurate and effective use of learned concepts to articulate supportive arguments for the narrative (40%).

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

Critical exploration/analysis (Module 5 Part 2): Screening of documentaries *Woman (2019)*; *The Mask You Live In (2015)*; *Purl [short film] (2019)* and group debate:

1. Is there a real cultural trend opposing gender roles and inequality in today's world?
2. Would gender equity impact global sustainability? How?
3. Rubrics criteria / measurement:
 - 3.a. Active engagement and collaboration with the team (10%);
 - 3.b. Meaningful participation in the debate (10%);
 - 3.c. Accurate use of documentary evidence to articulate arguments (30%);
 - 3.d. Clarity and persuasiveness of arguments (30%);
 - 3.e. Engagement with opposing views (20%).

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.

At the completion of this course, students will be able to::

1. Explain and apply Hofstede's cultural dimensions, Inglehart's Cultural Evolution & Human Development Sequence, and the Four pillars of sustainability framework to analyze cultural systems and dynamics;
2. Apply cultural analysis to explain the bearing of cultural systems on industrocentrism, anthropocentrism, ecocentrism [SUST LO2, SUST LO1];
3. Critically examine case studies and apply cultural analysis to explain the global interconnectedness of human and non-human systems, and the impact of culture in shaping sustainability practices [SUST LO1, SUST LO2, SUST LO3];
4. Employ futures and systems thinking to evaluate and predict potential cultural transformation towards sustainability, subsequent challenges, opportunities and threats [SUST LO2, SUST LO3, SUST LO4];
5. Work collaboratively to craft compelling narratives of sustainability to propose and support empathy-driven, culturally sensitive, and ethically-informed sustainable solutions to contemporary global challenges [SUST LO3, SUST LO4].

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Oana Almasan - August 21, 2024 at 12:21 AM (America/Phoenix)

Department Approval

Sent Back

Amanda Smith

Jenny Smith - August 23, 2024 at 2:42 PM (America/Phoenix)

In the Department/School field, please select the School of International Letters and Cultures not the Dean, The College of Liberal Arts and Sciences (CLADN).

Form Submission - Proposer

Submitted for Approval | Proposer

Oana Almasan - August 23, 2024 at 3:42 PM (America/Phoenix)

Department Approval

Approved

Mike Tueller - August 23, 2024 at 4:34 PM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - August 27, 2024 at 1:21 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - August 27, 2024 at 1:54 PM (America/Phoenix)

All required elements confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 9, 2024 at 3:33 PM (America/Phoenix)

Sustainability (SUST) Committee

Acknowledgement Requested

Kevin Dooley

Jose Lobo - September 22, 2024 at 9:23 PM (America/Phoenix)

The SUST subcommittee recommends revise and resubmit. Need clearer description of how the modules address the different LOs. Form lists a lot of information about the assignments but not context for the assignments. Furthermore, the subcommittee is concerned about using class discussions for LOs assessments.

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

Oana Almasan

College Notification

Notification

Amanda Smith

Jenny Smith

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel

Erica Green
