

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
New College of Interdisciplinary Arts and Sciences (CAS)	School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Submission Type

New Request

Requested Effective Date

Spring 2026

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
WST	469	3

Course Information

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

Course Title

Trash Talk

Course Catalog Description

Examines the possibilities inherent in "theorizing from the gutter"; looking at the world not from a lofty "Ivory Tower" but from the slime, the muck, the dumpster, the trash heap, the wasteland, the discarded and the downtrodden. Takes its theoretical framework from a radical 1960s manifesto called SCUM Manifesto by Valerie Solanas and from the French feminist philosophies of Julia Kristeva, who theorized the abject as a relationship with the grotesque that reveals the deep-seated fear of death. Uses these theoretical positions to examine trash, both abstractly and literally. Works through a variety of concepts ranging from actual trash, garbage, waste, toxic sludge, pollution and dirt, and tackles more abstract notions of trash such as the knowledge produced on the fringe in circuses, amusement parks, "trailer trash" zones, freak shows and the bodies of those marked as "Other" or different.

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

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 36 hours; Credit is allowed for only AMS 469 or ETH 469 or JHR/MAS 598 (Abject Bodies and the Politics of Trash) or WST 469 OR Visiting University Student

Is this a crosslisted course? List all crosslisted courses by subject code and number.

Yes AMS 469, ETH 469

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

Governance and Civic Engagement (CIVI)

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

[WST 469 SYLLABUS GENERAL STUDIES VERSION CIVI 02192025.pdf](#)

Governance and Civic Engagement (CIVI)

Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area

also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

**Group 1:**

1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

**Group 2:**

1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

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

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Group 2

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.**

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CIVI Learning Outcome 1 (Group 2): Articulate diverse perspectives on the common or collective good.

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**Trash bag assignment**

As this course addresses issues related to metaphorical and literal trash, this assignment is designed to get you thinking about the more literal side of trash. There are three parts to this assignment. For the first part, you will collect the trash that you personally produce for two days and you should carry the bag of trash with you at all times for this 48-hour period. **(We will all do this at the same time, from 4:30 PM on Saturday, September 24th to 4:30**

**PM on Monday, September 26th).** This means that you will carry around every piece of trash you personally produce with the exception of used toilet paper and trash produced *for* your workplace (e.g., gloves if you work as a nurse). Product wrappers (e.g., tampon wrappers, granola bar wrappers), anything produced as a result of the food you eat in or out of the home, and all personal trash items—cups, lids, straws, plastic bags, containers, cans, bottles, gum wrappers, Ziploc bags, packaging, mail, magazines, cigarette butts, tissues, napkins, paper towels, and *any and all other trash items you produce* must be carried by you for this 48 hour period and then brought to class on the designated day. You should be careful to produce the “normal” trash you typically produce for this period of time. You are also **REQUIRED** to carry your trash to social events, work, other classes you may attend, and throughout your house as you move from room to room (as needed). You should not leave the house without your bag of trash for this 48-hour period. You will then bring this bag of trash to class when we meet on Zoom and present it, somewhat formally, in our collective “display of trash.” This presentation will require you to assess what your trash production reveals about your habits, needs, lifestyle, and consumption habits.

Part two of this assignment will be a 48-hour period of time where you consciously attempt to produce *as little trash as possible*. During these two days, you will try earnestly to use as little as possible and to produce trash minimally. This may take some preparation ahead of time so that you have reusable items on hand. **We will all do this at the same time, from 4:30 PM on Saturday, October 1st to 4:30 PM on Monday, October 3rd.** Please bring your bag of trash to class when we meet on Zoom again on October 3rd and present it to the class, assessing the difficulty/ease of limiting your consumption and trash production habits.

After showing the class your trash on these two occasions and “excavating” what you produce, your next task will be to write a 3-4 page single-spaced paper analyzing the predictable, surprising, and challenging aspects of this assignment. What sorts of trash were you conscious of producing and what sorts of trash were hidden or obscured? What trash did you feel the most shame or embarrassment about? What trash did you expect to produce more of? Less of? How does your production of trash map onto others’ production of trash? And, finally, identify at least *three lifestyle changes* you would like to make to produce less trash in your life? As sustainable living will become more and more important and necessary over time, what specific changes do you anticipate making? What could you reuse? What could you consume less of? What could you imagine going without? How could you rearrange your habits or sense of your own needs (or your family’s needs)? **Please envision ways to be better stewards of the environment and how you can hold yourselves accountable for how your actions influence the production of trash.** This paper is due to the Canvas link no later than **Friday, October 7th at 5:00 PM.**

## **Redistribution of resources assignment**

This assignment has as its central goal the redistribution of resources, specifically the redistribution of resources from “those who have too much” to “those who have too little.” One could, I suppose, nickname this assignment the “Robin Hood” assignment. Your task is not to merely academically analyze such practices, but to enact such practices directly in your community. You will be given a group of 3-4 students within which you will work and collaborate. Your task is to design a socioeconomic class based intervention where you purposefully redistribute resources. This could be a project where you contact grocery stores about their expired food policies and make sure that the food goes somewhere other than the dumpster. It could mean that you repurpose used clothing into reusable menstrual pads. It could

mean that you redirect resources from your work (supplies, “excess” funds, and so on, depending on what your work place has too much of) and redistribute it to those who need it more. This should go far beyond simply giving money to those who need it (though that could be a part of it), and should instead show a social justice sentiment about the importance of equality about resources. Money is insufficient. The ideal intervention would require those with “too much” to go with less.

Please note that you *should not* engage in anything illegal or in anything that would jeopardize your health and safety in any way. Your task is to think about how to work on redistribution of resources on a number of fronts: policy changes, guerilla tactics, disguise, petitions, and so on. There are many ways to make resources more equitable and to deal with the notion of excess and imbalance. I want to see you get creative and to have a clear strategy about the political intervention you are doing.

You will write up this project as a group in the form of a 4-6 page single-spaced paper detailing: 1) the academic articles and scholarly texts that inspired your work; 2) the journalistic and newspaper/blog/online texts that inspired your work; 3) what your goal and motives were for your project; 4) what tactics you employed; 5) the setbacks and successes of the project (all should be documented as much as possible with photos and videos!!!), and 6) what you learned from this project. **Please consider the socio-economic, political, historical, and cultural implications of how resources were redistributed in this assignment, and be sure to reference your learning about how human choices influence our material environments.** You will present to the class your work as well in the form of a 10 minute presentation on Zoom that should involve photos, PowerPoints, and videos. It should be stylish, interesting, succinct, and clearly show your goals, tactics, and outcomes of the project. The presentations will take place in class on **Monday, November 14th**, and the paper will be due the same date (by 12:00 PM) as the presentation, to be submitted online to the Canvas link.

CIVI Learning Outcome 2 (Group 2): Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.

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These are exam questions that address this learning outcome:

Making serious changes in our production of waste often inspires, as Bea Johnson and her family found out, serious backlash, anger, and public skepticism. Pretend you are an environmental activist being asked by a reporter to explain to the public answers to the following questions. You should use language that is well informed and clearly related to our course materials but you should speak in a way that others could understand in the “lay public.” Please still document your use of lectures/readings/films throughout your answer in parentheses.

- a) If plastic is so bad, as you allege, then why is everything “sanitary” wrapped in plastic? Isn’t it unsanitary to not use straws, coverings, wrappers, and bags? Isn’t plastic good for our health?
- b) Christmas should be a time of giving. If you’re saying to cut back on Christmas trees, gift wrapping, presents, boxes, and cards, won’t that ruin the meaning of Christmas?
- c) Studies have never definitively shown any differences between rBST milk and regular milk. It even says so on the milk labels. Why should I believe you that rBST is a problem? Independent studies have verified otherwise.

d) We can't worry about dioxin, garbage production, and air pollution because individuals can't make any differences. It has to come from corporations and government policies. What you and I do is not important. Wouldn't you agree?

Conspicuous consumption may be one of the most serious pathologies of our time, revealing much about the relationship between people and interlocking systems of power and oppression. First explain what conspicuous consumption is and how you personally participate in it. Then, drawing from readings/lectures/discussions/films, critically analyze the following four examples in terms of what each form of conspicuous consumption says about gender/race/class/sexuality/nation and why this form of conspicuous consumption continues to exist:

- 1) Hummer vehicles
- 2) The city of New Delhi, India expressing pride at its ability to pollute without regulation (landing it a top spot as the world's most polluted city)
- 3) Stylish clothing (new designs each season) modeled during New York City's Fashion week
- 4) Vitamix blenders and Dyson vacuums

Bruce Bégout argued that Las Vegas is not a reflection of the *extra-ordinary* but instead reflects the *hyper-ordinary* experience of America. Explain, using readings, lectures, films, and discussions, how the following four dreamscapes might represent the hyper-ordinary American experience. Be specific and detailed in explaining how each one is different from the others and how each one might reflect this similar phenomenon. Give some of the particulars for how these dreamscapes work.

- a) The Las Vegas strip (main drag of town with all the hotels)
- b) Westgate in Glendale, AZ
- c) Disneyland  
Hollywood

CIVI Learning Outcome 3 (Group 2): Communicate arguments, narratives, or information using qualitative or quantitative evidence.

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These are exam questions that address this learning outcome:

Much of this class has focused on how social identities not only intersect but also inform one another. For example, gender informs the experiences of race, sexuality, and class; class informs the experiences of race, sexuality, and gender; and race informs the experiences of gender, sexuality, and class. Explain how these intersecting and co-constructed social identities are evident in the following five populations, drawing heavily on course readings, lectures, discussions, and films. How do we see race, class, gender, and sexuality working in complicated

and intersectional ways for each of these groups? Be specific in your answers and use the class resources to answer this!

- a) High school girls in California and Arizona
- b) Poor white women in the American South
- c) Trans men
- d) Homeless veterans
- e) African-American women in pornography

Recently there has been a call for researchers to “study up,” defined as a call to “study the colonizers rather than the colonized, the culture of power rather than the culture of powerlessness, the culture of affluence rather than the culture of poverty.” In this sense, focusing on how power operates, and understanding what power obscures/foregrounds, how power consolidates among higher-status groups, and how power conceals its own workings have been central goals of critical fields like women and gender studies, ethnic studies, and American studies. Given this framework, and drawing on James Baldwin’s *The Fire Next Time* and other course readings/concepts from this semester, explain the following four phenomena by “studying up” and examining the structures of power that enable them:

- 1) “Entertainment” fixates on the suffering of women and the exploitation of Black bodies.
- 2) Food insecurity is growing both here in Maricopa County and throughout the country, particularly among Black and Brown communities.
- 3) Abortion care is no longer a federally protected right.
- 4) There is a contempt for pleasure, leisure, and rest in U.S. culture.

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

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## LEARNING OUTCOMES

By the end of this semester, you should be able to:

1. Demonstrate an understanding of the impacts of the cumulative and collective human trash production on the earth and its people, looking in particular at your own production of trash in the process. [CIVI LO1]
2. Examine your own practices of producing trash as connected to both micro and macro issues of power and social hierarchies, just as you should also have a better understanding of how to reduce your production of trash and engage in more sustainable life practices. [CIVI LO1]
3. Demonstrate an understanding of how resources and privileges are distributed throughout our culture, and how we can work to ensure more equitable practices of resource distribution. [CIVI LO1]
4. Be able to discuss the histories of abjection and the connection between affect/emotion and social inequalities, as well as understand a diversity of beliefs—many of which may differ from your own beliefs—and practices of how people relate to trash and to marginalized groups of people. [CIVI LO2]
5. Demonstrate an understanding, via exams and writings, of how the political and cultural choices people make impact decision-making about trash, and how these intersect with ideas the with social identities like race, class, gender, sexuality, and ability. [CIVI LO3]
6. Critically engage with questions of marginalized identities by drawing on a range of qualitative, quantitative, and theoretical material. [CIVI LO3]

Provost Use Only

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Backmapped Maroon Approval

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No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Breanne Fahs - February 19, 2025 at 10:50 AM (America/Phoenix)

## Department Approval

Approved

Morgan Johnson

James Corbeille - February 19, 2025 at 4:31 PM (America/Phoenix)

## GSC Coordinator Review

Approved

TJ Robedeau - February 20, 2025 at 8:58 AM (America/Phoenix)

April Randall

## Assistant Vice Provost Review

Approved

Tamiko Azuma - February 20, 2025 at 11:34 AM (America/Phoenix)

All required components confirmed.

## Pre-GSC Meeting

Sent Back

TJ Robedeau - February 20, 2025 at 11:39 AM (America/Phoenix)

Sent back per request

April Randall

## Assistant Vice Provost Review

Approved

Tamiko Azuma - February 20, 2025 at 2:26 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 12:23 PM (America/Phoenix)
April Randall

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Celeste Sepessy
Tamara Rounds
Michelle Saint
Megan Foutz - March 21, 2025 at 10:23 AM (America/Phoenix)
Revise and resubmit. The committee needs more evidence of consideration on how to collaborate when diverse opinions are well thought out and on equal footing.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau
April Randall

Registrar Notification

Notification

Courses Implementation
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Implementation

Approval

Rebecca Flores
Lauren Bates
Alisha Von Kampen

Proposer Notification

Notification

Breanne Fahs
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## College Notification

Notification

James Corbeille
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Morgan Johnson
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## ATCS Notification - ASU Course

Notification

Bryan Tinlin
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Jessica Burns
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Michele Devine
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## DARS Notification

Notification

Leticia Mayer
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Peggy Boivin
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## EdPlus Notification

Notification

Sarah Shipp
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Bronson Cudgel
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