

## General Studies Gold Request Form

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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

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College/School

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College of Global Futures (CGF)

Department/School

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School of Sustainability (CSS)

Submission Type

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New Request

Requested Effective Date

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Spring 2026

ASU Request

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Is this request for a permanent course or a topic?

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Permanent Course

Subject Code

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SOS

Course Number

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323

Units/Credit Hours

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3

### Course Information

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

Course Title

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Sustainable Urban Dynamics

Course Catalog Description

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Human and physical processes shaping urban ecologies and environments; human-environment interactions in the context of an urban region; effect of the institution and regulatory framework on the ability of social and urban-ecological systems to be resilient and sustainable; urban design, materials, transport, planning, and regulation.

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

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Prereq(s): Sustainability or Business (Sust) major; SOS 110 & SOS 111 (or PUP 190) w/C or better OR Non-Sustainability major with 2 of the following courses: SOS 100, SOS 110, SOS 111 (or PUP 190), SOS 300 w/C or better OR Visiting University Student

Is this a crosslisted course?

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No

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

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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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Global Communities, Societies, and Individuals (GCSI)

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

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[SOS 323\\_GS8 - Bjoern Hagen.docx](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

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.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

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- Auto-Graded Quizzes in Modules 1-5

Lectures and readings address the GCSI Learning Outcome 1 and students are quizzed on content provided in Modules 1-5.

- Individual Online Presentation assessed by rubrics: VoiceThread Presentation - Urban Sustainability Challenges

1. Step 1: Students Take or download one photograph of a unique city feature that represents a solution to a historical, contemporary or transforming global sustainability issue (i.e. climate change, water contamination, poverty,...).
2. Step 2: Students prepare a script for a 2 to 3 minutes presentation in which they explain the following: a) Explain the sustainability challenge the image addresses and how it impacts the community. b) Justify the importance of this challenge with a relevant fact. c) Briefly describe a potential solution to the issue.
3. Step 3: Student create and record their presentation in VoiceThread.

- Online Group Discussion assessed by rubrics: Pressing issues & barriers for cities to become more sustainable

*Discussion now explicitly asks about differences between cities in the US and other parts of the world regarding the most pressing issues and barriers for cities to become more resilient.*

1. Step 1: Based on provided lectures, assigned readings and individual research, Students conduct record a 2-3 minute video addressing the following questions:

1.a. a) In your opinion, what are the most pressing issues and barriers for cities to become more resilient?

**How do the issues and barriers differ between cities in the US and other places around the world?**

Share two examples with your group members and support them with at least one source each

0.a. b) To what degree can creating/maintaining a sense of place among the population help improve a city's resiliency?

**What are some good international examples of creating/maintaining a sense of place that US cities could learn from?**

Share two examples with your group members and support them with at least once source each

1. Step 2: Students review video posts by group mates and provide feedback

- Online Group Presentation assessed by rubrics: Group Assignment #1-City Department Weigh In-Homelessness

1. Step 1: Students take on the role of a staff member in a city department. They are organized into groups and assigned to a specific city department (transportation, housing, public safety, neighborhood services, planning/ zoning, economic/ workforce development or public health services)

2. Step 2: Each group researches what their department is broadly responsible for and to find solutions used by various cities that address homelessness.

3. Step 3: Each group creates a powerpoint presentation that their assigned department would give to the city council presenting their recommendation how to address homelessness in their city.

Students need to consider

3.a. a) solutions used by other cities,

3.b. b) staff required to implement, operate and monitor the policy or program,

3.c. c) Cost,

3.d. d) Risks,

3.e. e) Outcomes & Benefits,

### 3.f. f) Tradeoffs

4. Step 4: As a group, students develop and submit a maximum 5-minute video presentation

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

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#### - Auto-Graded Quizzes in Modules 2-6

1. Lectures and readings address the GCSI Learning Outcome 1 and students are quizzed on content provided in Modules 2-6.

#### - Online Group Discussion assessed by rubrics: Indicators for measuring urban sustainability

1. Step 1: Bases on provided lectures, assigned readings and individual research, Students conduct record a 2-3 minute video addressing the following questions:

1.a. a) How would you measure a city's sustainability

1.b. b) In your opinion, what are 5 important indicators and how would you measure them? Explain your reasoning for the chosen indicators and data needed to assess them

2. Step 2: Students review video posts by group mates and provide feedback

#### - Individual writing assessed by rubrics: **Final Paper-Compare Sustainability Challenges in Two Major Cities**

*Final paper asks explicitly to compare similarities and differences in sustainability challenges and solutions between a metropolitan U.S. city and a comparable metropolitan city in another country.*

In a 1300- to 1400-word report students are asked to **compare similarities and differences in sustainability challenges and solutions between a metropolitan U.S. city and a comparable metropolitan city in another country**. Students need to identify each city's top three sustainability challenges and what the city is or is not doing to address them. They need to explain how public policies and programs are being used as tools to overcome these sustainability challenges.

Solid academic writing is expected. This report should:

1. compare similarities and differences in sustainability challenges and solutions between a metropolitan U.S. city and a major (metropolitan) city in another country,
2. identify each city's top three sustainability challenges and what the city is or is not doing to address them,
3. discuss social impacts of the challenge/problem,
4. explain how public policies and programs are being used as tools to overcome these sustainability challenges,
5. be free of typos, grammatical errors, or factual inconsistencies,
6. Synthesize and properly cite at least three peer-reviewed journal articles to support your arguments, along with a complete bibliography. Textbooks and reports from cities and government can be supplemented. However, avoid random websites on the internet.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

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#### - Auto-Graded Quizzes in Modules 2 & 4

1. Lectures and readings address the GCSI Learning Outcome 1 and students are quizzed on content provided in Modules 2 & 4.

#### - Online Group Discussion assessed by rubrics: Environmental justice & the future of cities

*Discussion now explicitly asks about differences between cities in the US and other parts of the world regarding environmental justice challenges*

1. What do you think about the EPA definition of Environmental Justice?

*"Environmental justice (EJ) is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation and enforcement of environmental laws, regulations and policies"*

**1. To what degree do environmental justice challenges vary between cities in the US and other parts of the world, such as Europe, Asia, or Latin America?**

2. Share two examples with your group members and support them with at least one source each.

3. What do you envision our cities might look like in 2050, if we do not consider the needs of vulnerable groups?

4. Step 2: Students review video posts by group mates and provide feedback

- Individual Online Presentation assessed by rubrics: VoiceThread Presentation - Observation Walk using the O.S.A.E. framework

1. Step 1: Students choose an area in your town or city to observe by completing an observation walk.

2. Step 2: Student prepare a script for a 4-5 minutes presentation in which they explain the following:

2.a. a) the general characteristics of this particular neighborhood they chose for the assignments.

2.b. b) The exact location of the neighborhood (take a screen shot in Google Maps Download Google Maps or similar).

2.c. c) The perceived impressions of urban dynamics in the neighborhood and its sustainability challenges. Students need to articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language or citizenship affect the community and its residents. Since this is the main part of the presentation, students are advised to spend more time discussing different "observation" and "speculation points" on key urban forms and processes such as, building/housing types, major landmarks and their characteristics, walkability, demographic info, roads and mobility patterns, socio-economic activities, urban amenities, a sense of place, presence of municipality or city, and so forth.

2.d. d) Conclusion slide highlighting the key takeaways and the students' closing thoughts on the strategies to address some of the sustainability challenges you observed and analyzed.

3. Step 3: Student create and record their presentation in VoiceThread.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

## Module 6 - Group Discussion: Smart Cities

*Discussion now explicitly asks about differences between smart cities in the US/developed world and cities in the developing world*

How would you define a smart city?

**1. Would you define a smart city located in the developed world differently compared to a city in the developing world?**

2. In your opinion, what are the top 3 benefits and risks of becoming a smart city and why?

**3. How can the benefits and risks vary between cities in the US and other places around the world?**

Share two examples with your group members and support them with at least one source each.

- Online Group Presentation assessed by rubrics: Group Assignment #2-Smart City Task Force

1. Step 1: Students take on the role of a staff member in a smart city task force. They are organized into groups and assigned to a specific focus areas (transportation, public safety, waste management,

energy, water, air quality or tourism). Each team is allocated \$50 million from the city budget and are tasked to recommend a technology/data solution to their sustainability issue.

2. Step 2: Each group researches what technologies/data solutions they find most appropriate and why.

3. Step 3: Each group determines a recommendation and provides supportive data while considering

3.a. a) solutions used by other cities,

3.b. b) staff required to implement, operate and monitor the policy or program,

3.c. c) Cost,

3.d. d) Risks,

3.e. e) Outcomes & Benefits,

3.f. f) Tradeoffs 00

4. Step 4: Each group creates a powerpoint presentation that their assigned group would give to the city council presenting their recommendation

5. Step 5: As a group students develop and submit a maximum 5-minute video presentation

- Individual Online Presentation assessed by rubrics: VoiceThread Presentation - Observation Walk using the O.S.A.E. framework

1. Step 1: Students choose an area in your town or city to observe by completing an observation walk.

2. Step 2: Student prepare a script for a 4-5 minutes presentation in which they explain the following:

2.a. a) the general characteristics of this particular neighborhood they chose for the assignments.

2.b. b) The exact location of the neighborhood (take a screen shot in Google Maps Download Google Maps or similar).

2.c. c) The perceived impressions of urban dynamics in the neighborhood and its sustainability challenges. Students need to articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language or citizenship affect the community and its residents. Since this is the main part of the presentation, students are advised to spend more time discussing different "observation" and "speculation points" on key urban forms and processes such as, building/housing types, major landmarks and their characteristics, walkability, demographic info, roads and mobility patterns, socio-economic activities, urban amenities, a sense of place, presence of municipality or city, and so forth.

2.d. d) Conclusion slide highlighting the key takeaways and the students' closing thoughts on the strategies to address some of the sustainability challenges you observed and analyzed.

3. Step 3: Student create and record their presentation in VoiceThread.

- Individual writing assessed by rubrics: **Final Paper-Compare Sustainability Challenges in Two Major Cities**

1. In a 1300- to 1400-word report students are asked to compare similarities and differences in sustainability challenges and solutions between a metropolitan U.S. city and a comparable metropolitan city in another country. Students need to identify each city's top three sustainability challenges and what the city is or is not doing to address them. They need to explain how public policies and programs are being used as tools to overcome these sustainability challenges.

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

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### Course Objectives

SOS 323 is designed to help students understand and analyze factors that create sustainability challenges to cities/urban areas [in the United States and around the world](#), to determine how

those challenges can be resolved and to develop a professional "voice" for creating sustainability outcomes.

CO 1: Students will compare major factors that affect urban forms **in the developed and developing world**

CO 2: Students will identify cultural , physical, and economic forces that affect the sustainability of cites **in different parts of the world**

CO 3: Students will recite solutions **from international cities** to address major sustainability challenges

CO 4: Students will Improve oral communication and presentation skills related to sustainability

CO 5: Students will write clear, cogent analyses of urban sustainability issues

By the end of this course, you will be able to:

1. Evaluate successes and failures of sustainability efforts by cities. [GCSI LO1, LO3}
2. Explain the relationship between city policies and sustainability. [GCSI LO 2]
3. Explain theories, dynamics, and models of urban formation and urbanization trends [GCSI LO 2, LO 3]
4. Propose potential solutions to specific urban sustainability challenges. [GCSI 4]

Provost Use Only

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Backmapped Maroon Approval

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No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Ivy Gerbis - April 16, 2025 at 4:55 PM (America/Phoenix)

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## Department Approval

Approved

Althea Pergakis - May 12, 2025 at 4:04 PM (America/Phoenix)

Joshua Abbott

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## GSC Coordinator Review

Approved

TJ Robedeau - May 13, 2025 at 12:10 PM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Sent Back

Tamiko Azuma - June 4, 2025 at 4:52 PM (America/Phoenix)

Thank you for your proposal. Additional information is needed for the assessments. In the submitted syllabus and in the assessments provided for the GCSI learning outcomes, please specify the required components that involve topics outside of the U.S. In most of the assessments, it is not clear that the students must engage in non-U.S. topics and assignments. Also, for the presentations/group discussions, please provide the grading rubrics so the General Studies Council can see how the student work will be assessed. 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

Ivy Gerbis - August 18, 2025 at 1:11 PM (America/Phoenix)

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## Department Approval

Approved

Althea Pergakis

Joshua Abbott - August 18, 2025 at 2:09 PM (America/Phoenix)

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## GSC Coordinator Review

Approved

TJ Robedeau - August 18, 2025 at 2:12 PM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Approved

Tamiko Azuma - August 18, 2025 at 6:05 PM (America/Phoenix)

All required components confirmed.

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## Pre-GSC Meeting

Approved

TJ Robedeau - August 21, 2025 at 8:21 AM (America/Phoenix)

April Randall

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## Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - September 2, 2025 at 12:33 PM (America/Phoenix)

Revise and Resubmit. More information is needed on the global or non-US focused areas of the course. For some of the assignments, students are asked to pick a city to discuss or evaluate, if they pick a US city, they miss out on the global aspect of the designation. This is seen with the observation walk assignment, urban sustainability challenge assignment, city department weigh-in homelessness assignment, ensuring sustainability assignment, smart city assignment. This course appears to be a better fit for the sustainability designation.

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## General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

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## Registrar Notification

Notification

Courses Implementation

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## Implementation

Approval

Kelli Eberhart

Rebecca Flores

Lauren Bates

Alisha Von Kampen

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## Proposer Notification

Notification

Ivy Gerbis

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## College Notification

Notification

Kate Eaton

Althea Pergakis

---

## ATCS Notification - ASU Course

Notification

Bryan Tinlin

Michele Devine

---

## DARS Notification

Notification

Leticia Mayer

Peggy Boivin

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## EdPlus Notification

Notification

