ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE October 13, 2010

1. ACADEMIC UNIT: School of Sustainability

2. COURSE PROPOSED: SOS 100 Introduction to Sustainability 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Susan Ledlow
   Phone: 5-8645
   Mail Code: 5502
   E-Mail: ledlow@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas                                       Awareness Areas
   Literacy and Critical Inquiry—I □                Global Awareness—G ☒
   Mathematical Studies—MA □ CS □                 Historical Awareness—H □
   Humanities, Fine Arts and Design—HU □          Cultural Diversity in the United States—C □
   Social and Behavioral Sciences—SB □            
   Natural Sciences—SQ □ SG □

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☒ No □ Yes; Please identify courses:

Is this an unscheduled course?: ☒ No □ Yes; Is it governed by a common syllabus? yes

Sander Van Der Leeuw
Chair/Director
(Print or Type)

Date: 10/19/10

Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Description of How SOS 100 Meets the Global Designation

The School of Sustainability, as a part of the Global Institute of Sustainability, stresses the global nature of sustainability in all of our courses. Sustainability is, in its essence, a global issue.

This course introduces students to the relationship of human societies across the globe to the larger earth system. An understanding of scale, from local to global, is an explicit learning outcome of the course, and one of the concepts that is reinforced in each unit. The course description specifies that the students will learn about global trends, cultural dimensions in cross-country contexts, and the local to global scales of sustainability.

The text we selected for this course, "The New Atlas of Planet Management," (http://www.ucpress.edu/book.php?isbn=9780520238794) is explicitly global in its orientation. In addition to the global theme that is embedded throughout the book, there are specific sections on topics such as globalization, environmental security, refugees, and international terrorism, population in the developing world, world health, and global governance.

The developer and teacher of the class, Dr. Rebekka Goodman, is a geographer who specializes in international development. She has ensured that a global perspective is also woven through the choice of supplemental materials, lectures, and discussion boards.

The class discussion boards comprise 30% of students' grades. The discussion prompts and follow-up comments by the teaching assistants reinforce the concept that sustainability is a global concern that transcends national boundaries.
1. COURSE OVERVIEW
This course will introduce you to the basic concepts of sustainability while increase your understanding of connections among social, economic and environmental systems in our society. You will learn basic concepts, global trends and local responses, as well as philosophical, ethical and cultural dimensions of sustainability. We discuss major challenges of sustainability, such as climate change, food and agriculture, and urbanization, population among others and their impacts on local, regional, national and global scales. Through the readings and course discussion boards we will emphasize the trade-offs and other key concepts of sustainability that are inherent in policies, decision-making, and actions to promote a sustainable future.

2. KEY CONCEPTS
All courses in the School of Sustainability are designed to build and deepen your understanding of the following key concepts:

- **Systems Dynamics**
  Human systems and natural systems are linked. Changes in any part of any system have multiple consequences that reach far beyond the initial change.

- **Tradeoffs**
  Solving almost all problems related to sustainability involves tradeoffs. There are rarely perfect solutions with no costs, and there are often winners and losers.

- **Cascading Effects and Unintended Consequences**
  There are cascading effects (positive and negative, intended and unintended) of human policies, decisions, and actions, all of which have implications for sustainability.

- **Scale**
  Problems of sustainability exist at multiple scales. Solving a problem at a local level is a very different thing than solving a problem across international boundaries.

- **Transdisciplinarity**
  There is no one “solution” to address sustainability – no one person has the answer. We need scientists and social scientists of all disciplines, politicians, entrepreneurs, artists, farmers, business and community leaders, and you to work towards a sustainable future.

As a result of taking this particular class, you should also be able to:

1. Discuss the complexity of addressing sustainability within the following topics:
   a. Diminishing Land and Ocean resources
   b. Energy, Water, Mineral, and Oil reserves
   c. Biodiversity conservation
   d. Issues of population growth and social equity
   e. Urbanization, poverty and globalization
   f. Affecting change through technological advancements and behavioral change through government and grassroots initiatives.

2. Apply the key concepts of sustainability (Systems dynamics, tradeoffs, cascading effects and unintended consequences, scale, and transdisciplinarity) to each of the aforementioned topics

3. Articulate how the topics in the course relate to your own disciplines, work or life

3. COURSE MATERIALS
The majority of content needed for the course is found in the book you were required to purchase for this course—


Each week the book material will be supplemented with online videos and other materials; therefore, you must have regular access to a computer and an Internet connection, which meets these minimum system requirements: [http://asuonline.asu.edu/student-resources/computer-requirements](http://asuonline.asu.edu/student-resources/computer-requirements)
4. Technical Information
As a student, you are responsible for managing your time in this course. In online courses, sometimes that time involves learning how to use a new technological system. If you are unfamiliar with Blackboard, or have never taken an online course before, http://help.asu.edu is a useful resource.

Having a technology failure, unless you can provide thorough documentation, is not an acceptable excuse for missing a deadline in this course. Should you have a documentable technological difficulty, evidence needs to be submitted to the instructor and will be examined on a case-by-case basis.

For technical assistance 24 hours daily, contact the University Technology Office Help Desk:
- Email: helpdesk@asu.edu
- Phone: 480-965-6500

You might also find these three brief videos on How to Succeed in Online Classes useful:
- Video 1: Before the Class http://vimeo.com/6059347
- Video 2: The First Week http://vimeo.com/6059353
- Video 3: Peer to Peer http://vimeo.com/6059359

Like any technical system, ASU's Blackboard experiences technical system issues that permit users from logging in, or accessing specific parts of your course. If you come across a technical error, your first stop should be ASU's system status page: http://syshealth.asu.edu. If there is not an outage or reported issue, you should contact the Help Desk.

5. Online Courses
Online courses are designed for students who are self-motivated and able to work on their own. The flexibility of an online course can make your life easier, but it is easy to become lazy. Assignments will have strict deadlines that will be enforced. Procrastination is the number one reason students fail online courses. Keep up with work, view this as a regular course that would meet two to three times a week, and put in the time necessary to complete the tasks assigned.

6. Course Communication
During the work week (M-F, 8am-5pm) I will try to respond to e-mails received within 12-24 hours, if not sooner. I do not check e-mail frequently during the weekend, so if you send a message to me after 5pm on Friday afternoon, do not expect a response until Monday. If you do not receive a response from me within 48 hours, please re-send your message as it may not have found its way to my inbox.

All communications (electronic and otherwise) that you have with me and your fellow students in this course should be professional. This means using proper grammar and sentence structure in your communication. If I receive an e-mail that is sloppily written, I will not respond. Make sure to put your last name followed by the course number in the subject (e.g. Goodman SOS 100). If this is not the subject of your email, or if your email asks a question that can be found in the syllabus, I will not answer. Finally, always make sure that your inbox is not full and that your ASU email address (or forwarding account) is functioning properly, as I often distribute course communication through Blackboard's announcements and email system, which utilizes your ASU email address.

7. Academic Integrity
Cheating and plagiarism is not tolerated. This includes, but is not limited to using the ideas and material of others without giving due credit, and/or aiding another person to cheat either actively or passively (e.g., allowing someone to look at your exam/quizzes; writing someone's paper for them). If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Disciplinary action may result in the student receiving a XF on her or his transcript, suspension or expulsion from the academic unit and/or referral to Student Judicial Affairs. For further information, please read the Student Code of Conduct.

8. Late Policy
Due to the accelerated nature of this course, there is a zero-tolerance late policy. If it is late, it does not count.
9. Grading and Assessment
This course consists of seven (7) units, each unit having a final quiz worth 100 points. You are also being graded on your discussion board posts worth a total of 300 points. Final grades in this course are based on a 1000-point scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>980-1000</td>
</tr>
<tr>
<td>A</td>
<td>921-979</td>
</tr>
<tr>
<td>A-</td>
<td>900-920</td>
</tr>
<tr>
<td>B+</td>
<td>880-899</td>
</tr>
<tr>
<td>B</td>
<td>821-879</td>
</tr>
<tr>
<td>B-</td>
<td>800-820</td>
</tr>
<tr>
<td>C+</td>
<td>780-799</td>
</tr>
<tr>
<td>C</td>
<td>700-779</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>E</td>
<td>0-599</td>
</tr>
</tbody>
</table>

Meeting the minimum requirements of an assignment is considered AVERAGE work and earns “C” grades. Demonstrating knowledge above what is required is considered GOOD work and earns “B” grades. Going the extra mile and demonstrating superior knowledge is EXCELLENT work and earns “A” grades. Work deemed UNSATISFACTORY earns “D” grades and POOR work earns an “E” grade. Be aware that I grade based on points; therefore, if you earn an 89.9% (899 points) in the course you have earned a “B+” grade. This percentage is not rounded up.

Quizzes
70% [700 points]
Each of the seven (7) units in the course contains a quiz; each quiz is worth 100 points, for a total of 700 points. All quizzes are taken online, and have strict time-limits and restrictions. Each unit will also have a learning objective list. Make sure you are able to accomplish all the learning objectives for each unit and you will do well on the quizzes.

Discussion
30% [300 points]
There are seven (7) discussion forums in the course, one per unit. Instructions for achieving full-credit are in each discussion forum and involve communicating with your classmates and instructor. Your R1 discussion board post (your initial post) is due each Monday at 11:59 and must be 200-300 words. You must respond to at least two other people’s main discussion board posts (R2 and R3) in your group (If someone already has two response posts, choose someone else, if everyone has at least two posts then it doesn’t matter), these responses must be 100-200 words long and are due each Tuesday at 11:59 pm. You will then have to respond to at least two people who responded to your post (R4 and R5—follow-up posts), these too will be 100-200 words long and will be due each Wednesday at 11:59 pm. This means you will be posting a minimum of 5 times: the first time will be your original post (R1), the second and third times will be responses to two other original posts (R2 and R3), and the fourth and fifth will be follow-up posts to people who have responded to your original post (R4 and R5). Because you are all dependent on each other, it is pertinent that you stick to the posting deadlines. If no one responds to your post, your discussion leader will do so. Remember, you are in no way limited to these posts; the more you post the more we will all learn.

10. Class Schedule

<table>
<thead>
<tr>
<th>DATES</th>
<th>CHAPTER</th>
<th>PAGES</th>
<th>Topics Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19-8/25</td>
<td>INTRODUCTION/LAND</td>
<td>10-73</td>
<td>Sustainable agriculture, soil productivity, food consumption</td>
</tr>
<tr>
<td>8/26-9/1</td>
<td>OCEAN</td>
<td>74-107</td>
<td>State of the World’s oceans, fishing stocks, managing the oceans</td>
</tr>
<tr>
<td>9/2-9/8</td>
<td>ELEMENTS</td>
<td>108-153</td>
<td>Energy, water, mineral, oil reserves, managing these elements</td>
</tr>
<tr>
<td>9/9-9/15</td>
<td>EVOLUTION</td>
<td>154-183</td>
<td>Biodiversity, genetic erosion preservation and conservation</td>
</tr>
<tr>
<td>9/16-9/22</td>
<td>HUMANKIND</td>
<td>184-209</td>
<td>Population growth, human diversity, social equality, empowerment</td>
</tr>
<tr>
<td>9/23-9/29</td>
<td>CIVILIZATION</td>
<td>210-255</td>
<td>Technology, globalization, urbanization, poverty, economics, consumption</td>
</tr>
<tr>
<td>9/30-10/6</td>
<td>MANAGEMENT</td>
<td>256-292</td>
<td>Government solutions, challenges, grassroots movements, continuing threats</td>
</tr>
</tbody>
</table>

Each week, you will have from Thursday until Monday night to complete your readings. Monday at 11:59 your main discussion board post (R1) is due. Tuesday by 11:59 you must respond to two other original posts (R2 and R3) and by Wednesday at 11:59 you should have completed two follow-up responses to your post (R4 and R5) as well as take the quiz for the unit. Detailed instructions and a rubric are available on Blackboard for your review.
11. Sustaining Yourself
This is a nontraditional class in a relatively new field. You will probably have a number of questions about it. You are encouraged to talk with me for more information about the content and the process of the class, as well as more general information about sustainability.

**Computer Help Desk** provides assistance with computer-related problems and computer accounts. [https://help.asu.edu](https://help.asu.edu)

**Counseling and Consultation** provides confidential mental health and career counseling services for all ASU students. [http://students.asu.edu/counseling](http://students.asu.edu/counseling)

**Disability Resources Center** provides a comprehensive range of academic support services and accommodations for qualified students with disabilities. [http://www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc)

**Student Financial Aid Office** offers information and applications for student funding such as grants, loans, scholarships and student employment. [http://students.asu.edu/node/40](http://students.asu.edu/node/40)

**Campus Health Service** provides non-emergency medical health care to all ASU students. All insurance plans are accepted. [http://students.asu.edu/health](http://students.asu.edu/health)

**Student Recreational Center** offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. [http://src.asu.edu](http://src.asu.edu)

**Student Legal Assistance** provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. [http://www.asu.edu/studentaffairs/mu/legal](http://www.asu.edu/studentaffairs/mu/legal)

**EMPACT Crisis Hotline** offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline in Maricopa County. All services are free and confidential. [www.empact-spc.com](http://www.empact-spc.com)
Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<tr>
<td></td>
<td></td>
<td>2. Course must be <strong>one or more</strong> of following types (check all which may apply):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
</tr>
<tr>
<td></td>
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<td>b. Contemporary non-English language courses that have a significant cultural component.</td>
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<tr>
<td></td>
<td></td>
<td>c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<tr>
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<td></td>
<td>d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.</td>
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<table>
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<th>Course Prefix</th>
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<th>Title</th>
<th>Designation</th>
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</thead>
<tbody>
<tr>
<td>SOS</td>
<td>100</td>
<td>Introduction to Sustainability</td>
<td>G</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>Sustainability is, in its essence, a global issue. This course introduces students to the relationship of human societies across the globe to the larger earth system.</td>
<td>1. An understanding of &quot;Scale&quot; from local to global is an explicit learning outcome of the course, and one of the concepts that is reinforced in each unit. 2. The course description specifies the study of global trends, cultural dimensions, and global scales. 3. The class discussion boards comprise 30% of students' grades. The discussion prompts and follow-up comments by the teaching assistants reinforce the concept that sustainability is an global concern that knows no borders.</td>
</tr>
<tr>
<td>Indepth studies of non U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non U.S.</td>
<td>The School of Sustainability, as a part of the Global Institute of Sustainability, stresses the global nature of sustainability in all of our courses. The text we selected for this course is written from a global perspective. The developer and teacher of the class, Dr. Rebekka Goodman is a geographer who specializes in international</td>
<td>In addition to the aspects of the syllabus and instruction discussed above, The textbook, &quot;The New Atlas of Planet Management,&quot; (<a href="http://www.ucpress.edu/book.php?isbn=9780520238794">http://www.ucpress.edu/book.php?isbn=9780520238794</a>) is explicitly global in its orientation. There are seven units in the book: land, ocean, elements, evolution, humankind, civilization, and management. Each of the seven units contains multiple global-scale maps and charts that place the topic in a global context. For example, in &quot;land&quot; students learn about the distribution of croplands across the globe, the geographical distrubution of world hunger, world trade flows, and the economic impact of modern agribusiness in a global context. In addition to the global theme that is embedded throughout the book, there are specific sections on topics such as globalization, environmental security, refugees, and international terrorism, population in the developing world, world health, and global governance.</td>
</tr>
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</table>
development. She has ensured that a global perspective is also woven through the choice of supplemental materials, lectures, and discussion boards.
The New

ATLAS

do Planet

Management

general editors

Norman Myers & Jennifer Kent

foreword by

Edward O. Wilson

University of California Press
Berkeley and Los Angeles
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