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 25 July 2011

1. ACADEMIC UNIT: School of Politics and Global Studies

2. COURSE PROPOSED: SGS 294 The Dark Side of Globalization 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Thomas Puleo Phone: x70790
   Mail Code: 3902 E-Mail: tpuleo@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
   Literacy and Critical Inquiry—L  □
   Mathematical Studies—MA □ CS □
   Humanities, Fine Arts and Design—HU □
   Social and Behavioral Sciences—SB □
   Natural Sciences—SQ □ SG □

   Awareness Areas
   Global Awareness—G  ☑
   Historical Awareness—H □
   Cultural Diversity in the United States—C □

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.

The course meets the L criteria because it requires ten small and one large iterative writing assignments. It meets the G criteria because it considers contemporary issues as they occur at the global scale.

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

Is this an unisected course?: ☑ No  □ Yes; Is it governed by a common syllabus?  

Rev. 1/94, 4/95, 7/96, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

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.

### ASU--[G] CRITERIA

#### GLOBAL AWARENESS [G]

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<th>YES</th>
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1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | Syllabus |

2. The course must match at least one of the following descriptions: (check all which may apply):
   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.
   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.
   c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.
   d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.

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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>
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<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>
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<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
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<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>The course examines the cultural significance of several types of informal globalization ranging from terrorism to off-shore banking.</td>
<td>The first part of the course is examined ten types of informal globalization as they occur throughout multiple regions of the world. Relevant details may be found in the sections of the syllabus indicated with a 2d.</td>
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Description: This course is about the dark side of globalization. By "dark" I mean the informal activities that occur alongside the formal processes of globalization. Several questions will guide our investigation of the topic: What is the nature of informal globalization? How extensive is it? What kinds of activities fall into this category? Who practices them? How do they affect the overall process of globalization?

The course is divided into two parts. In the first part (ten weeks) we will investigate ten different kinds of informal globalization. In the second part (five weeks) we will engage the process of writing a research paper.

Assignments: The readings come from the online global edition of The New York Times. You will select ten readings from those available on that week's topic and write a one-page response to them. For the final project you will be asked to discuss a topic that lies within the scope of the course. You must engage course materials as well as other sources in developing the final project.

Assessment: Your grade will be based upon your performance in the components of the course which are weighted as follows: class attendance: 20%, ten response papers 40%, one final project 40%.

Part I  Topic engagement

Introduction (Week 1)
What is globalization?
What is formal globalization?
What is informal globalization?

Terrorism (Week 2)
Select ten articles from the following:
Assignment due: one-page response paper

Illegal migration (Week 3)
Select ten articles from the following:
Assignment due: one-page response paper C-3

Security contracting (Week 4)
Select ten articles from the following:
Assignment due: one-page response paper C-3

Piracy (Week 5)
Select ten articles from the following:
Assignment due: one-page response paper C-3
Smuggling (Week 6)
Select ten articles from the following:
Assignment due: one-page response paper C-3

Waste dumping (Week 7)
Select ten articles from the following:
Assignment due: one-page response paper C-3

Counterfeiting (Week 8)
Select ten articles from the following:
Assignment due: one-page response paper C-3

Remittances (Week 9)
Select ten articles from the following:
Assignment due: one-page response paper C-3

Offshore banking (Week 10)
Select ten articles from the following:
Assignment due: one-page response paper C-3

Part II Writing workshop C-3, C-4

Conceiving and Formulating (Week 11)
Assignment due: one-page proposal

Organizing and Structuring (Week 12)
Assignment due: one-page outline

Developing and Composing (Week 13)
Assignment due: ten-page rough draft C-3

Revising and Citing (Week 14)
Assignment due: ten-page revised draft C-3

Polishing and Completing (Week 15)
Assignment due: ten-page final draft C-3

Blackboard for this course contains or will contain the syllabus as well as some of the course readings. Understanding how to use Blackboard is required and you are responsible for keeping up-to-date on any materials that are posted to it. Please note, however, that this is not an online course and that the use of Blackboard is only supplemental and not a replacement for class attendance. Your support link for Blackboard and other online services is: http://asuonline.asu.edu/studentsupport/index.cfm.
Plagiarism is not permitted. It is essential that you be graded only on your own work. ASU takes charges of cheating and plagiarism very seriously, and either can result in your dismissal. Cheating is taking advantage of the work of others. Plagiarism is representing the work of others as your own, without giving appropriate credit. Also, although interaction and the sharing of ideas are strongly encouraged both inside and outside of the classroom, each student is responsible for turning in his or her own written material with the appropriate references to materials used (such as books, papers and web resources), as appropriate. Plagiarism entails serious consequences, including failing grades on the specific assignment and possibly the course. Everyone should be familiar with ASU’s standards of academic honesty which is available at: www.asu.edu/aad/manuals/usu/us104-01.html.

Conduct: The classroom is a place of mutual respect. Everyone is expected to treat each other and their questions and comments with civility. Cell phones must be off. There will be no text messaging, surfing websites, playing games, reading newspapers, and the like. There will be no incompletes for this course, except for extreme and ongoing situations such as family disasters or severe episodes of chronic illness that you or an immediate family member suffer that would make it impossible for you to come to class; documentation is required.