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 Subcmmitee 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 X
   - Mathematical Studies–MA
   - Humanities, Fine Arts and Design–HU
   - Social and Behavioral Sciences–SB
   - Natural Sciences–SQ

   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 a multisession course?: ☒ No ☐ Yes, Is it governed by a common syllabus? __________
Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

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<th>Identify Documentation Submitted</th>
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1. **CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

   - Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

   - Also:
     - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

2. **CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence

   - Please describe the way(s) in which this criterion is addressed in the course design

   - Also:
     - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

3. **CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

   - Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

   - Also:
     - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".
<table>
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<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>✕</td>
<td></td>
<td>Syllabus</td>
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**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".
<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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<tbody>
<tr>
<td>1 Writing (%)</td>
<td>80% of the course grade will be based upon performances on ten small and one large iterative writing assignments.</td>
<td>Relevant details may be found in the sections of the syllabus indicated with a C-1.</td>
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<td>2 Evidence.</td>
<td>Each week students will be asked to select readings from a large group of readings that concern a particular topic. The evidence they glean from these readings will form the bases of their small and largewriting assignments.</td>
<td>Relevant details may be found in the sections of the syllabus indicated with a C-2.</td>
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<tr>
<td>3 Writing (fl)</td>
<td>Students will be asked to complete ten small and one large iterative writing assignments.</td>
<td>Relevant details may be found in the sections of the syllabus indicated with a C-3.</td>
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<tr>
<td>4 Feedback</td>
<td>Students will get feedback on their small weekly assignments as well as on the each stage of their large assignment.</td>
<td>Relevant details may be found in the sections of the syllabus indicated with a C-4.</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. C-1, C-2, C-3

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%; C-1

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 C-3

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.