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 16 September 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
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 examines the effects of informal globalization on culture as identity, practice, product and values.

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

Is this a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? ____________

Chair/Director (Print or Type) ________________ Chair/Director (Signature) ________________

Date: ____________________________
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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</strong></td>
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<td>Syllabus including links to course texts.</td>
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<td><strong>2. The course must match at least one of the following descriptions: (check all which may apply):</strong></td>
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<tr>
<td></td>
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<td><strong>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.</strong></td>
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<td><strong>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</strong></td>
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<td><strong>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.</strong></td>
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<td><strong>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.”</strong></td>
</tr>
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<td>Syllabus including links to course texts.</td>
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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>
<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>
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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>
</tr>
<tr>
<td>1: course is composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>The course examines the cultural significance of several types of informal globalization ranging from terrorism to off-shore banking that occurs outside of the U.S. or originates outside of the U.S.</td>
<td>The first part of the course examines ten types of informal globalization as they occur throughout multiple regions of the world and their effects on culture. Relevant details may be found in the sections of the syllabus indicated with a 2d.</td>
</tr>
<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 examines ten types of informal globalization as they occur throughout multiple regions of the world and their effects on culture. Relevant details may be found in the sections of the syllabus indicated with a 2d.</td>
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</table>
Theme: This course is about the dark side of globalization. By “dark” I mean the informal activities that occur alongside the formal processes of globalization. We will investigate ten of these, using several questions to guide our examination: What is informal globalization? How extensive is it? What kinds of activities comprise it? Who practices them and why? How do economic, political, social, environmental and technological processes affect the nature and practice of culture at local and global scales?

Structure: The course has three parts. In the first part you will investigate informal globalization conceptually as well as four different kinds of it. In the second part you will engage the process of writing a longer research paper on the topic that most intrigues you. In the third part, you will examine another five kinds of informal globalization and then write a second long research paper on it.

Assignments: Each week you will have a reading and writing assignment. The readings come from three sources. The first is Malfeasance: Misappropriation Through Pollution by Michel Serres (2010), a book that provides the conceptual basis for the theme of the course as it speaks about pollution in both natural and cultural terms. The second is the online global edition of The New York Times, which offers many instantiations of the theme. The third is The Book on Writing: The Ultimate Guide to Writing Well by Paula LaRocque (2003), which will help you with the craft of writing. Each week you will be assigned readings from one or two of the sources. You will select most of the readings from The New York Times on your own. Each week you will also complete a writing assignment For the two longer writing projects you will select one or more topics from the previous weeks and investigate it in depth to expand upon your initial response paper on the topic. You must engage original course materials as well as other sources in developing and completing the longer writing projects.

Assessment: Your grade will be based upon your performance in the components of the course which are weighted as follows: class attendance: 20%, response papers: 20%, writing project 1: 25%, writing project 2: 35%.

Texts


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/usi/usi104-01.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.

**PART 1: Informal globalization and culture: ideas, identities, practices, products, values (A)**

**Week 1: Introduction**
**Reading:** Serres 1-10  
**Assignment:** one-page response paper (RP1)

**Week 2: Terrorism**  
**Reading:** Serres 11-20  
“Across the nation, tragedy spawned inspiration”
Ten articles from the following:  
**Assignment:** one-page response paper (RP2)

**Week 3: Illegal immigration**  
**Reading:** Serres 21-30  
“As Arizona fire rages, so does rumor of its origin”
Ten articles from the following:  
**Assignment:** one-page response paper (RP3)

**Week 4: Mercenaries**  
**Reading:** Serres 31-40  
“Libyans turn wrath on dark-skinned migrants”
Ten articles from the following:  
**Assignment due:** one-page response paper (RP4)

**Week 5: Piracy**  
**Reading:** Serres 41-50  
“Skull and crossbones as branding tool”
http://www.nytimes.com/2011/05/02/arts/02iht-design02.html?ref=piracyatsea
Ten articles from the following:
Assignment: one-page response paper (RP5)

PART 2: Writing about informal globalization and culture 1, 2d

Week 6: Conceiving and formulating
Reading: LaRocque 1-39
Assignment due: one-page proposal

Week 7: Organizing and structuring
Reading: LaRocque 40-81
Assignment due: one-page outline

Week 8: Developing and composing
Reading: LaRocque 82-123
Assignment due: ten-page rough draft

Week 9: Revising and citing
Reading: LaRocque 124-162
Assignment due: ten-page revised draft

Week 10: Polishing and completing
Reading: LaRocque 163-222
Assignment due: ten-page final draft

Project 1 due: XX/XX/2012 @ 5:00 pm in Lattie Coor Hall 6682

PART 3: Informal globalization and culture: ideas, identities, practices, products, values (B) 1, 2d

Week 11: Smuggling
Reading: Serres 51-60
“Russia seizes animal parts”
Ten articles from the following:
Assignment: one-page response paper (RP6)

Week 12: Waste dumping
Reading: Serres 61-70
“When wheels pile up: plant a bike; save the city”
Ten articles from the following:
Assignment: one-page response paper (RP7)
Week 13: Counterfeiting
Reading: Serres 71-80
“Artifacts, logo à go-go”
Ten articles from the following:
Assignment: one-page response paper (RP8)

Week 14: Remittances
Reading: Serres 81-90
“From Sikhs and cheese to Patels and motels”
Ten articles from the following:
Assignment: one-page response paper (RP9)

Week 15: Offshore banking
Reading: Serres 91-104
“Adding taxes, shedding secrecy”
Ten articles from the following:
Assignment: one-page response paper (RP10)

Project 2 due: XX/XX/2012 @ 5:00 pm in Lattie Coor Hall 6682