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 14 October 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)

<table>
<thead>
<tr>
<th>Core Areas</th>
<th>Awareness Areas</th>
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</thead>
<tbody>
<tr>
<td>Literacy and Critical Inquiry–L x</td>
<td>Global Awareness–G □</td>
</tr>
<tr>
<td>Mathematical Studies–MA □ CS □</td>
<td>Historical Awareness–H □</td>
</tr>
<tr>
<td>Humanities, Fine Arts and Design–HU □</td>
<td>Cultural Diversity in the United States–C □</td>
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<tr>
<td>Social and Behavioral Sciences–SB □</td>
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<tr>
<td>Natural Sciences–SQ □ SG □</td>
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</tbody>
</table>

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.

Assmnt. 1: ten short papers. Assmnt. 2: one long paper expanding one of the short papers. Both are iterative.

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

Is this a multisection course?: □ No □ Yes; Is it governed by a common syllabus? _______

Signed copy previously submitted ____________________________
Chair/Director (Print or Type) Chair/Director (Signature)
Date: ____________________________
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, 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:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>CRITERION</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>CRITERION 1:</strong> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <em>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.</em></td>
<td>Syllabus</td>
</tr>
</tbody>
</table>

1. 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.

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-1".

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence</th>
<th>Syllabus</th>
</tr>
</thead>
</table>

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

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-2".

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>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</th>
<th>Syllabus</th>
</tr>
</thead>
</table>

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

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-3".
<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>CRITERION 4:</strong> 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. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
</tr>
</tbody>
</table>

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".
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>1 Writing (%)</td>
<td>80% of the course grade will be based upon performances on ten small response papers and two more substantive writing assignments.</td>
<td>Relevant details may be found in the sections of the syllabus indicated with a C-1.</td>
</tr>
<tr>
<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 empirical bases of their writing assignments.</td>
<td>Relevant details may be found in the sections of the syllabus indicated with a C-2.</td>
</tr>
<tr>
<td>3 Writing (₁)</td>
<td>Students will be asked to complete ten small and two large iterative writing assignments.</td>
<td>Relevant details may be found in the sections of the syllabus indicated with a C-3.</td>
</tr>
<tr>
<td>4 Feedback</td>
<td>Students will get feedback on their small weekly assignments as well as on the each stage of their first large assignment.</td>
<td>Relevant details may be found in the sections of the syllabus indicated with a C-4.</td>
</tr>
</tbody>
</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) C-2 C-3, C-4**

**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”
PART 2: Writing about informal globalization and culture 1, 2d C-2, C-3, C-4

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 C-3

PART 3: Informal globalization and culture: ideas, identities, practices, products, values (B) C-2
C-4

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:
Week 13: Counterfeiting

Reading: Serres 71-80  
“Artifacts, logo à go-go”

Ten articles from the following:

Assignment: one-page response paper (RP7)

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 (RP8)

Week 15: Offshore banking

Reading: Serres 91-104
“Adding taxes, shedding secrecy”

Ten articles from the following:

Assignment: one-page response paper (RP9)

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