



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department SHESC
Prefix ASB Number 378 Title McGlobalization: Migration, McDonald's, Mass Media Units: 3
Is this a cross-listed course? Mg If yes, please identify course(s) TCL 378

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description:

This course explores the impact of globalization on local societies and cultures by focusing on the international migration of peoples, the global expansion of capitalism (as exemplified by McDonald's), and the global mass media.

Requested designation: Literacy and Critical Inquiry-L

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 6, 2015

For Spring 2017 Effective Date: March 15, 2016

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.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Takeyuki Tsuda E-mail takeyuki.tsuda@asu.edu Phone 480-965-7887

Department Chair/Director approval: (Required)



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Alexandra Brewis Date: 8/17/15

Chair/Director (Signature): _____

Subject: RE: ASB 378 Migration and Society - pre-req change
Date: Monday, August 10, 2015 at 2:28:30 PM Mountain Standard Time
From: Patricia Corona
To: Melissa Beresford, Alissa Ruth
CC: Edward Escobar, Lisa Magana, Airin Martinez, Saskias Casanova

Hi Melissa,

The School of Transborder Studies approves the addition of the Literacy and Critical Inquiry general studies designation on the course ASB/TCL 378. Please let me know if you have any questions.

Best,

Patricia Corona

Academic Advisor | [School of Transborder Studies](#)
[College of Liberal Arts and Sciences](#) | [Arizona State University](#)
Interdisciplinary B, B165-A | P.O. Box 876303 | Tempe, AZ 85287-6303
E-mail: Patricia.Corona@asu.edu | Phone: (480) 965-9426
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From: Melissa Beresford
Sent: Friday, August 07, 2015 3:55 PM
To: Patricia Corona
Cc: Edward Escobar; Alissa Ruth
Subject: Re: ASB 378 Migration and Society - pre-req change

Hi Patricia,

We are trying to get an L attachment on our ASB 378 course — the one that you approved the title change for a while ago. Attached is our L proposal. The general studies council has told us that we need your approval to apply for the L designation since the course is cross listed with your school. If you could let us know whether or not you approve it would be great. Thanks!

Best,
Melissa

MELISSA BERESFORD

Academic Services Coordinator, Student and Program Development
School of Human Evolution and Social Change
College of Liberal Arts and Sciences
Arizona State University | P.O. Box 872402 | Tempe, Arizona 85287-2402 | SHESC Bldg. #210
480.965.9649 | Fax: 480.965.7671 | e-mail: melissa.beresford@asu.edu | webpage: www.shesc.asu.edu

From: Patricia Corona <Patricia.Corona@asu.edu>
Date: Wednesday, February 25, 2015 at 11:15 AM
To: Melissa Beresford <melissa.beresford@asu.edu>
Cc: Edward Escobar <EDWARD.ESCOBAR@asu.edu>
Subject: RE: ASB 378 Migration and Society - pre-req change

Hi Melissa,

The School of Transborder Studies approves the changes to the course ASB/TCL 378 Migration and Society.

Thank you,

Patricia Corona

Undergraduate Academic Advisor | [School of Transborder Studies](#)
[College of Liberal Arts and Sciences](#) | [Arizona State University](#)
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From: Melissa Beresford
Sent: Wednesday, February 04, 2015 3:21 PM
To: Patricia Corona; Edward Escobar
Subject: Re: ASB 378 Migration and Society - pre-req change

Hi Patricia,

Thanks for passing this on. Our faculty member who teaches the course requested the title change to more accurately represent how he teaches the course. Here is our course description:

This course explores the impact of globalization on local societies and cultures by focusing on the international migration of peoples, the global expansion of capitalism and global mass media and popular culture. We will examine both the socioeconomic causes and consequences of globalization, as well as how local peoples around the world have been affected by, participated in and resisted the forces of globalization.

Our justification for the change in Changemaker is as follows: *We request changing the course title, course description, and prerequisites to more accurately represent the content taught in the course.*

If your School would prefer to keep Migration and Society, we are happy to un-crosslist the course from your school.

Thanks,
Melissa

MELISSA BERESFORD
Academic Services Coordinator, Student and Program Development
School of Human Evolution and Social Change
College of Liberal Arts and Sciences
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480.965.9649 | Fax: 480.965.7671 | e-mail: melissa.beresford@asu.edu | [webpage](#): www.shesc.asu.edu

From: Patricia Corona <Patricia.Corona@asu.edu>
Date: Wednesday, February 4, 2015 at 3:13 PM
To: Melissa Beresford <Melissa.Beresford@asu.edu>, Edward Escobar <EDWARD.ESCOBAR@asu.edu>
Subject: RE: ASB 378 Migration and Society - pre-req change

Hi Melissa,

We will forward your request to our curriculum committee and let you know as soon as we can. Due to the changes, can you also provide context/justification for the change?

Thanks!

Patricia Corona

Undergraduate Academic Advisor | [School of Transborder Studies](#)
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From: Melissa Beresford
Sent: Wednesday, February 04, 2015 1:04 PM
To: Edward Escobar
Cc: Patricia Corona
Subject: FW: ASB 378 Migration and Society - pre-req change

Dear Dr. Escobar,

I am following up on the message I sent last week pertaining to our ASB 378: Migration and Society course. If you are not the person who handles these request, would you mind directing me to the correct person?

Thank you,
Melissa

MELISSA BERESFORD
Academic Services Coordinator, Student and Program Development
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College of Liberal Arts and Sciences
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From: Melissa Beresford <Melissa.Beresford@asu.edu>
Date: Tuesday, January 27, 2015 at 2:25 PM
To: Edward Escobar <EDWARD.ESCOBAR@asu.edu>
Subject: ASB 378 Migration and Society - pre-req change

Dear Dr. Escobar,

I am the Academic Services Coordinator in the School of Human Evolution and Social Change, and I help to oversee our undergraduate curriculum. I am writing because we would liked to change the title and prerequisites for our ASB 378 course. However, since the course is cross-listed with your school (TCL 378) we need your approval. The current title for the course is "Migration and Society". The current pre-reqs for the course are ASB 102 or SOC 101 with C or better; 45 minimum hours.

We would like to change the title to "McGlobalization: Migration, Mass Media & McDonald's". We would like to change the pre-reqs to: ENG 101, 105, 107, or ENG 111

Would this change be alright with your school?

Thank you and best regards,
Melissa

MELISSA BERESFORD

Academic Services Coordinator, Student and Program Development

School of Human Evolution and Social Change

College of Liberal Arts and Sciences

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Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, 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 that have little to do with language in the usual sense (words), but the analysis of written and spoken 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 skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

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.

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.

Revised April 2014

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:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Course syllabus
<p>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.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">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".</p> </div> <p style="text-align: left; margin-left: 20px;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		Attached three writing assignments
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">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".</p> </div> <p style="text-align: left; margin-left: 20px;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		Attached three writing assignments
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">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".</p> </div> <p style="text-align: left; margin-left: 20px;">C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Attached course procedures from online course website
<p>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</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>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".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
ASB	378	McGlobalization: Migration, McDonald's, Mass Media	L

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	55% of the entire course grade is based on substantial, individual writing assignments	There are three required individual writing assignments which are worth 100 points each (18% of final grade). The entire course is worth 545 points total (see syllabus, "Assignments and Grades")
2	The writing assignments involve analyzing and evaluating data gathered by the student, coming up with an argument or stance about a social issue through critical inquiry, and supporting the argument with evidence from the data or course material.	The first assignment asks students to gather data by interviewing an immigrant and then analyzing the material in the context of issues raised by the course lectures and readings. The second assignment asks students to comparatively analyze and evaluate the success and impact of McDonald's both in the United States and globally with another American global fast food corporation by using course materials as well as gathering data through internet research and participant observation at the two fast food restaurants. The third assignment asks students to critically assess course (and possibly) internet materials and come up with solutions for global problems as well as a general philosophy/approach to dealing with them.
3	All three writing assignments are extensive essays or papers (five or more double-space pages) and not opinion/response papers or short commentaries or discussion posts.	The first assignment is a paper which provides an analytical narrative of how an immigrant's experience illustrates social issues discussed in the module. The second assignment is a paper comparing and analyzing the local and global success and strategies of two American fast food corporations. The third assignment is a proposal/policy paper that describes and analyzes possible solutions to the negative consequences of globalization.
4	The course will have an adequate number of TAs to provide feedback to students on their writing assignments. The assignments are part of Modules 2, 4, and 7 and cover one or more modules in terms of content.	All inquiries and questions about the writing assignments can be directed to the TAs or the instructor. Students are allowed to contact the TAs for assistance as they are writing the assignments (and even meet with them through Skype since this is an online-only class). The TAs will then read, grade, and provide written feedback to the students.

Arizona State University
School of Human Evolution and Social Change
ASB 378: McGlobalization: Migration, McDonald's, Mass Media
Summer Semester 2014

Course Description:

We are now living in an unprecedented age of globalization in which societies around the world are increasingly interconnected by the global circulation and flow of peoples, information, mass media, culture, capital, and goods across national borders. Although globalization has opened up new possibilities for some, it has had serious negative repercussions for others. While it has empowered certain peoples with information, power, and wealth, it can also exacerbate socioeconomic inequality and exploitation, increase Western cultural domination, degrade the environment, and threaten the viability of local cultures. Nonetheless, globalization has become an unavoidable force and there are few people left in the world who are not directly affected by it. How local peoples, institutions, and governments manage the consequences of globalization has become one of the most pressing issues in the modern world.

This course explores the impact of globalization on local societies and cultures by focusing on the international migration of peoples, the global expansion of capitalism (as exemplified by McDonald's), and the global mass media. We will also examine the consequences of globalization for food systems and cultures and human health around the world as well as attempts to mitigate the social and environmental injustices of globalization.

Instructor:

Takeyuki (Gaku) Tsuda, Professor of Sociocultural Anthropology at the School of Human Evolution and Social Change. He is the instructor for the course and also responsible for the content of this entire course. His contact information is listed on the left-hand navigation menu under "TA and Instructor Contact Information." You are welcome to contact him at any time with questions about the course, its content, or anything that requires his attention.

Course Goals:

Upon successful completion of this course:

- Students will gain an understanding and appreciation of the importance of globalization and its impact on local societies around the world.
- Students will learn the basic concepts and theories scholars have used to understand globalization and apply them to particular cases of globalization.
- Students will understand the various types of globalization and how they articulate with cultures, environments, economies, and health.
- Students will be able to articulate their own arguments and opinions about globalization and its consequences on the basis of empirical evidence and reasoned analysis.
- Students will further develop their analytical as well as reading and writing skills.

Course Format:

This 3-credit upper division course is taught online, in modular format. It is based on 7 (semester) or 6 (summer) modules that explore different aspects and approaches to globalization.

Prerequisites:

ENG 101, 105, 107, or 111 with C or better

Course Modules:

1. Introduction to Globalization
2. Global Migration
3. The Global Economy
4. Globalization and Food
5. Global Mass Media
6. Globalization and Social Justice
7. Global Health

Course Texts:

Click on the “Textbook Information” link in the left-hand navigation menu to see the one required text that students must purchase: *Globalization: The Making of World Society*. All other readings are posted as PDFs in each of the course modules under “Required Readings.”

Assignments and Grades:**C-1**

Your graded coursework for this class will be worth a total of 545 points. Each course module will contain a quiz and a response to a discussion question. There will also be three writing assignments. The point breakdown for these will be as follows:

7 Quizzes (15 points each)	105 points (19% of course grade)
7 Responses to Discussion Questions (20 points each)	140 points (26% of course grade)
3 Writing Assignments (100 points each)	300 points (55% of course grade)
	= 545 points total

Your final course grade will be a percentage based on the total points you receive divided by 545 points.

If you submit quizzes, discussion responses, or writing assignments after the due date, you will be marked down ten percentage points per day late. No excuses will be accepted except documented health/medical reasons and dire emergencies.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester and in the event you wish to contest any grades.

All grades will be viewable on Blackboard (click on “My Grades”). ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Grades will be based on the following scale:

- A+ = 97-100
- A = 94-96.99
- A- = 90-93.99
- B+ = 87-89.99
- B = 84-86.99

B- = 80-83.99

C+ = 77-79.99
C = 70-76.99

D = 60-69.99
E = 59.99 and below
XE = Failure due to Academic Dishonesty

A mark of “I” (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the “[Request for Grade of Incomplete Form](https://students.asu.edu/forms/incomplete-grade-request)” (<https://students.asu.edu/forms/incomplete-grade-request>).

Email Communications:

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly.

Academic Integrity:

Plagiarism is the intentional or unintentional use of material from someone else’s written work without acknowledging the source. This includes turning in papers written by someone else or copying/using passages from someone else’s written work in your paper without properly citing it. It does not matter whether the material you are copying is from a published or unpublished text or manuscript, from the internet, or the written work of other students. If you use someone else’s written work and misrepresent it as your own, it is plagiarism, among the most serious types of academic cheating. Even if you modify words and sentences from someone else’s work, it is still plagiarism if you do not properly cite the source. See also <https://provost.asu.edu/academicintegrity/students>

By taking this class, you are promising that you will not plagiarize. If you think there is any chance you might plagiarize for whatever reason, please withdraw from the class. All assignments will be submitted through Safe Assignment on Blackboard, which compares your work against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted in previous years by ASU students. If you are caught plagiarizing, you will automatically receive a “XE” (failure due to academic dishonesty) for the course.

Student Support and Disability Accommodations:

ASU offers support services through Counseling (<https://eoss.asu.edu/counseling>) and the Disability Resource Center (www.asu.edu/drc). If you are a disabled student in need of special arrangements for exams and/or homework, we will do all we can to help. But you will first need to bring a letter from the Disability Resources Center: 480-965-1234 (Voice) 480-965-9000 (TTY).

Campus Resources:

As an ASU student, you have access to many resources on campus. This includes tutoring, academic counseling services, international student services, disability resources, career and internship help, and opportunities to get involved in the ASU student community. See <https://students.asu.edu/supportservices> For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities, and advising information, go to: <http://shesc.asu.edu/about/academics>.

ASB 378: Module 2 Assignment

Purpose of assignment:

C-3

The purpose of this assignment is to conduct an in-depth interview with an immigrant who has migrated to the United States in order to write about the person's migration history and experiences in the U.S. in the context of the issues covered in this module.

Instructions:

C-2

Select an immigrant to conduct the interview. The person should be an adult immigrant who was born in another country and moved to the U.S. and should be willing to sit through a long interview process. We strongly urge you to conduct the interview in person. If the immigrant does not live locally, then it will be acceptable (but not ideal) to conduct the interview over Skype, and if that is not possible, by phone. If you do not know any immigrants personally, contact/e-mail your friends and acquaintances and ask them to introduce you to immigrants who may be willing to be interviewed. You could also contact student organizations and clubs on campus that may have immigrant students (such as ethnic organizations).

C-2

During the interview, take lengthy and detailed notes. You can do this by hand or with an electronic device (e.g., laptop). (Please note that some people may feel "put off" by having a bulky laptop computer between themselves and the interviewer. They may give shorter and lower-quality answers and this could affect the quality of your analysis and affect your grade). If you take notes by hand, it will be impossible to write all the important information down, so take brief notes and then fill in the information you could not write down *right after the interview*. If you have a digital voice recorder or smart phone with recording capabilities, you should use it in case you cannot write everything down (they tend to be much less disruptive than using a laptop during an interview). In this case, obtain consent from the interviewee to record the interview. If you do not obtain permission to use your interviewee's real name, you need to use a pseudonym in your paper to protect the person's identity.

C-2

To elicit detailed information on your interviewee's migratory experiences, you will need to ask specific, directed questions. You should review the module lectures and readings and prepare a list of relevant questions you wish to ask before you conduct the interview. Your questions should cover the reasons the person migrated to the U.S., the type of job they do and their work experiences (if the person is working), their experiences as a student (if they are an international student), how immigrant admissions or control policies affected their migration, how they have been treated by Americans and any anti-immigrant sentiment/discrimination they have encountered, and the transnational ties they maintain with their country of origin or other migrants of the same nationality in other countries. Start by asking general questions about each topic and then ask more specific (and more spontaneous) follow-up questions depending on what the person says.

This interview should take about 1 hour. If you conduct too short of an interview, you may not have enough interview material to write this paper.

Issues and questions to consider when writing the paper:

C-2

Your paper should not be an interview transcript or a straightforward and factual description of what the immigrant said. You need to first analyze your interview notes in the context of issues addressed in this module's lectures and readings. Your paper should apply the knowledge and concepts you have learned from the module in order to illuminate your interviewee's experiences. You should discuss how your interviewee's experiences illustrate (or are different from) the global migration processes discussed in this module.

The issues this paper should address are: What caused the immigrant to migrate to the U.S. (the role of economic push-pull pressures, international social network connections, etc.), the immigrant's working conditions and the economic impact of his/her job (if the person is working), whether immigration policies facilitated the person's migration or made it much more difficult to migrate, the possible impact of negative public opinion toward immigrants on the person, and the kinds of transnational ties and connections the immigrant maintains and their significance for the person.

Paper length and citations:

C-3

The entire paper should be about 5 pages, double-spaced. Somewhat longer papers are acceptable as long as they are not repetitive or longwinded.

You must cite materials you use from course readings by indicating the author and page number in parentheses, for example, (Ritzer, p.296). No bibliography or a list of works cited is necessary at the end of your paper, unless you use readings not assigned for the course (which is not necessary for this assignment). If you wish to cite a lecture, indicate the lecture number and slide in parentheses, for example, (Lecture 1, Slide 3). All direct quotations from the readings and lectures must be cited, as well as when you paraphrase what is said/written in them. If you use information from the internet, cite the URL/web address (again, you do not have to use any internet material for this assignment).

Grading:

Your assignment will be graded based on the following three criteria:

- 1) Quality of interview data (33% of grade): Does the assignment show evidence that the student elicited sufficient and effective information from the interviewee?
- 2) Course content and analysis (33% of grade): Is the student analyzing the interview data effectively by using and/or referencing course material from the lectures, readings, and videos?
- 3) Organization and writing (33% of grade): Is the assignment well-organized and written?

ASB 378: Module 4 Assignment

Purpose of assignment:

C-3

The purpose of this assignment is to comparatively assess the success and impact of McDonald's both in the United States and globally with another American global fast food corporation. KFC (Kentucky Fried Chicken) is suggested, but you may use other examples such as Starbucks or Subway. The fast food restaurant must be one that is not just domestically but internationally successful and prominent. You may also use Coca-Cola, although it will be harder to do a direct comparison with McDonald's since Coca-Cola is a beverage company and not a fast food restaurant.

Instructions:

C-2

Before you begin the assignment, closely review all relevant materials from Modules 3 and 4 (lectures, readings, videos) and take relevant notes about the reasons for McDonald's domestic and global success, the various strategies it has used, the ways it has dealt with problems and criticisms, and the corporation's impact on local societies (such as their food cultures and health) both at home and abroad. Then do internet research on KFC or another global American fast food chain restaurant and try to find information on similar issues. Since other American fast food corporations have not been studied (or reported on) as much as McDonald's, it will be more difficult to find information about them, especially in terms of their international/global operations, but do your best with the limited information you can find. Examine the corporation's official webpage, Wikipedia articles, news reports, YouTube and other videos, and other websites (it is a good idea to do multiple keyword searches on Google or other search engines). Although it is not required, you can also search for scholarly research done on the chain restaurant on Google Scholar by doing keyword searches. Take notes on or copy into MS Word everything you think is relevant from the various internet sources.

C-2

In addition, conduct anthropological participant observation by eating at both McDonald's and the other fast food restaurant that you have chosen (if you have dietary restrictions or serious health concerns and cannot eat most of the main menu items, please note this in your assignment and try to consume menu items that you can eat). Gather data as a participant observer by closely observing what is going on at both restaurants and taking detailed field notes (take a pen and writing pad or laptop/tablet PC with you and stay at each restaurant for at least a hour). Write down detailed field notes about both the menu items and your meal, the outdoor/indoor décor and ambience, the behavior and interactions of customers and restaurant employees, the service you (and other customers) receive, the promotions and advertisements you see in the restaurant, what you can observe about the food preparation, etc. Try to take as many detailed field notes as possible about what you observe (what you see, hear, smell, etc.), even if they don't seem immediately relevant, since it is hard to judge in the field what is important before you analyze the material and write the paper. You may also informally talk to customers in the restaurant and ask them relevant questions (if you are comfortable and brave enough to do so), although this is not required. Write down everything you remember about what they said right after the conversation(s). It is not appropriate to informally interview restaurant staff during paid work hours and you would need management approval to do so. If you have eaten at the chain restaurants outside the United States, you can use what you remember of that experience as well (in that case, write down what you remember as well).

Issues and questions to consider when writing the paper:

C-2

Analyze all of the notes you have taken (from course materials, internet sources, and participant observation) in order to compare the success, strategies, and local impacts of the two global chain restaurants in both the United States and abroad. Which has been more successful and why? What types of similar or different strategies have they used to popularize their food in the U.S. and around the world and how effectively have they dealt with problems, challenges, and criticisms? Which has had greater (as well as more positive or negative) impacts on local food cultures, diets, and health in the United States and around the world?

Paper length and citations:

C-3

Your paper should be about 5 pages, double-spaced. Somewhat longer papers are acceptable as long as they are not repetitive or longwinded.

You must cite materials you use from course readings by indicating the author and page number in parentheses, for example, (Ritzer, p.296). No bibliography or a list of works cited is necessary at the end of your essays, unless you use readings not assigned for the course (which is not required or necessary, but optional). In that case, you may use any citation format you wish. If you wish to cite a lecture, indicate the lecture number and slide in parentheses, for example, (Lecture 1, Slide 3). All direct quotations from the readings and lectures must be cited, as well as when you paraphrase what is said/written in them. In order to cite information from the internet, use the URL/web address.

Grading:

Your assignment will be graded based on the following three criteria:

- 1) Quality of primary data (33% of grade): Does the assignment show evidence that the student collected sufficient and effective information from the internet (or other) sources and participant observation in the two chain restaurants?
- 2) Course content and analysis (33% of grade): Is the student analyzing the primary data effectively by using and/or referencing course material from the lectures, readings, and videos?
- 3) Organization and writing (33% of grade): Is the assignment well-organized and written?

ASB 378: Final Assignment

Purpose of assignment:

C-3

The purpose of this assignment is to propose solutions to mitigate the injustices, inequalities, and negative consequences produced by globalization.

As this course has made clear, global migration has led to government policies that make it difficult for people to move across national borders and subject undocumented immigrants to the constant threat of deportation. Immigrants can be exploited as workers and subject to anti-immigrant backlashes in the host society. The global economy can lead to exploitation of low-paid workers in developing countries, environmental degradation and pollution in these countries, and global warming. Both the global economy and mass media are dominated by rich, developed, Western countries, which exacerbates global inequalities between countries and leads to cultural and economic imperialism. Global migration can lead to the spread of infectious disease. The global proliferation of Western fast food cultures and the sedentary, high-stress and overworked lifestyles of global capitalism have produced various negative health consequences. The international economic inequalities between developed and developing countries and environmental hazards have led to adverse health consequences for peoples living in poorer countries.

Instructions:

C-3

Propose three possible solutions or ways to reduce the various problems caused by globalization and bring social justice to peoples suffering from its inequities and detrimental consequences, especially in poorer, developing countries. You can propose more than three solutions if you wish, but it is generally better to write in-depth about a few. There is of course no one remedy that can deal with all global problems at once, so you are being asked to come up with specific programs and recommendations that can mitigate certain types of injustices or negative consequences created by specific forms of globalization.

C-2

You should not write vague and general proposals off the top of your head based on what you remember from this course. Since this is your final assignment, you need to carefully review and restudy relevant lectures, readings, and videos from the various course modules while thinking about solutions to mitigate the globalization problems discussed in these modules. The relevant modules for this assignment are those on global migration, the global economy, the global mass media, globalization and social justice, and global health.

Your proposals can be of various types. They can consist of new government regulations, programs, and/or treaties based on either the national or international level; projects and programs run by local or international organizations or NGOs (Non-Governmental Organizations); social movements, political mobilization, and protests; legal action and lawsuits at the local or international level; international programs and collaborations run by international governance organizations like the United Nations or the World Health Organization; or simply efforts to raise awareness and consciousness (for instance, among consumers, employers, or citizens in various countries) of the injustices associated with globalization in an effort to change their behavior. You are very welcome to do internet research on existing programs in order to get ideas, but you should not simply talk

about pre-existing programs. They have to be ones that you have come up with, although they can resemble ones that already exist.

Issues and questions to consider when writing the paper:

C-2

You should first start your assignment with a general paragraph or two about your overarching philosophy about global problems and what you feel is the best approach(es) to deal with them. Do we tackle the hardest and most widespread problems across the world or do we go after simpler and more tractable (and localized) problems? Should we adopt one type of approach or do we need a mix of different approaches? Do we act locally (in one or many places) or do solutions need international collaboration, organizations, or global governance structures? Do we rely on governments or non-governmental entities or both? Do solutions have to come from rich, developed countries, developing countries, or both? Should programs be short-term or long-term? You don't have to address all of these questions, which are intended to be food for thought and should be useful when thinking about your actual proposed solutions as well.

For each of your proposed programs/solutions, you should describe in some detail the program and how it addresses one of the global problems or inequities discussed in the course. Then provide some specifics about how the proposed solution should be implemented either at the local or international level. Considering what you have learned in this course, you should assess its strengths and weaknesses. This should include an analysis of how effective and feasible you believe it will be, and the problems, limitations, and obstacles it is likely to encounter.

Paper length and citations:

C-3

Your discussion of each program/solution should be about 1.5 pages, double-spaced. The entire paper should be about 5-6 pages. Somewhat longer papers are acceptable as long as they are not repetitive or longwinded.

You must cite materials you use from course readings by indicating the author and page number in parentheses, for example, (Ritzer, p.296). No bibliography or a list of works cited is necessary at the end of your essays, unless you use readings not assigned for the course (which is not required or necessary, but optional). In that case, you may use any citation format you wish. If you wish to cite a lecture, indicate the module, lecture number, and slide in parentheses, for example, (Module 3, Lecture 1, Slide 3). All direct quotations from the readings and lectures must be cited, as well as when you paraphrase what is said/written in them. If you use information from the internet, cite the URL/web address.

Grading:

Your assignment will be graded based on the following three criteria:

- 1) Quality of proposals (50% of grade): Are the proposed solutions effectively explained and sufficiently detailed (not vague and lacking specifics)? Are their strengths and shortcomings effectively assessed? Is an overall philosophy and approach to global problems articulated?
- 2) Course content (25% of grade): Is the student using and/or referencing course material from the lectures, readings, and videos?
- 3) Organization and writing (25% of grade): Is the assignment well-organized and written?

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