



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit College of Letters & Sciences Department Social Sciences
Subject STS Number 110 Title Global Technology & Development Units: 3
Is this a cross-listed course? (Choose one) NO
If yes, please identify course(s) _____
Is this a shared course? (choose one) If so, list all academic units offering this course NO
Course description: _____

Requested designation: (Choose One)

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 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

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.

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 (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Nicholas ALOZIE Phone 480 727 1395
Mail code 2780 E-mail: alozie@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nicholas ALOZIE Date: 2-11-2015
Chair/Director (Signature): Nicholas ALOZIE

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.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Chapters of the textbook, syllabus, and class assignments
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	Chapters of the textbook, syllabus, and class assignments
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	Chapters of the textbook, syllabus, and class assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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."	Chapters of the textbook, syllabus, and class assignments

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Course Prefix	Number	Title	Designation
STS	110	Global Technology & Development	Global Awareness (G)

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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1: Composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	The course examines the subject of technology as it relates to different cultures, in the process, talking about how different cultures develop and apply technology to the most critical issues of our time.	The Units of the textbook provided for the course lay out in very clear terms the extensive global reach of this course. This is one of our core courses in this area and is designed as a global overview.
2a: Concerned with culture-specific elements of a region, country, or culture group	The course has both a global and sub-regional scope.	The assignments students are given allow them to provide a general scope and then zero in on particular countries across regions.
2c: Is a comparative cultural study in which most of the materials are devoted to non-U.S. areas	The course examines its subject matter across the global stage.	The first learning outcome on the syllabus says: discuss the relationships between technology and development as they relate to different societies and cultures around the world. The Units and chapters of the main text hand that subject very well.
2d: Study the cultural significance of a non-U.S. centered global issue	The course examines the interaction of culture and technology across the world stage	Unit 1 on the Table of Contents of the main textbook shows how global the subject of the course is, providing an overview of the major international issues and debates and fusing them with technology. The rest of the Units then zero in on particular subjects.

STS 110
Catalog
Description

Course ID:		121852	
Effective Date:	06/01/2014	Status:	Active
Description:		Global Technology & Development	
Long Course Title:		Global Technology and Development!	
Long Description:		Introduces awareness and understanding of how technology, processes of globalization, and society influence one another. Credit is given for only STS 317 or 110.	
Course Unit Hours Count			
Minimum Units:	3.00	3.00	Last Course of Multi Term Seq: <input type="checkbox"/>
Maximum Units:	3.00	3.00	Enrollment Unit Load Calc Type: Actual Units
Academic Progress Units:	3.00		Course Count: 1.00
Financial Aid Progress Units:	3.00		Course Contact Hours: 0.00
COURSE OPTIONS			
Grading Basis:	Stndt Opt	Grade Roster Print:	Component
Graded Component:	Lecture		
Repeat/No Credit Rules			
<input type="checkbox"/> Repeat for Credit	Total Units Allowed:	3.00	
<input type="checkbox"/> Allow Multiple Enroll in Term	Total Completions Allowed:	1	
Additional Course Information			
Instructor Edit:	No Choice		
Add Consent:	No Consent	Drop Consent:	No Consent
Requirement Designation:	GS&D	SB & G	
Equivalent Course Group:			
COURSE ATTRIBUTES			
Course Attribute	Course Attribute Value		
ICRS	ICOURSE	ICOURSE	ICOURSE

STS 110: Global Technology and Development
Course Syllabus

Spring 2014

T-Th 12:00-1:15

Class Meets in Santa Catalina 359

Instructor: Dr. Keith Hollinger

Email: khollinger@asu.edu

Phone: 480-727-1491

Cell Phone: 480-436-0529

Office Location: Santa Catalina 252G

Office Hours: Monday 9:00 to 11:00

T/Th 9:00 to 10:00

By Appointment

This course is offered by the School of Letters and Sciences. For more information about the school, visit our website: <https://sls.asu.edu/>. If you have questions or concerns, please send your inquiry to sls@asu.edu."

Overview of course

Welcome to STS 110: Global Technology and Development. In this course, we will work together as we learn about the relationships between technology and development in different societies around the world. Our focus will be on understanding development processes in contemporary technology dominated societies and in less technology dominated societies. We will seek to understand some of the issues involved in development on a global scale and in individual states and communities.

We will build a learning community in which we will discuss topics and issues as a group. As such, it is critical that we maintain a high degree of tolerance for opinions, consideration of other's perspectives, and respect for our peers. Each of you has demonstrated that you are very capable learners by achieving admission to Arizona State University; we must respect each other as intelligent, thoughtful, and capable individuals. You will be provided with a detailed explanation of each assignment and the grading criteria by which your work will be assessed.

This course will be challenging in terms of difficulty and time, the content will evolve as we discover our own and each other's capabilities and interests. The course will require a significant level of commitment on your part as we embark on a learning project along with our colleagues. It will be as fun and interesting as you allow it to become. Much of this responsibility is on your shoulders as the learner, I am your guide, but you are the leader in this course, and you are the only one who can be responsible for your learning. I will lead you to the water, you must decide to drink; or more precisely, I will lead you to the material, you must decide to read it, analyze it, and discuss it and learn from it.

Course Goals

The goals of this course are as follow:

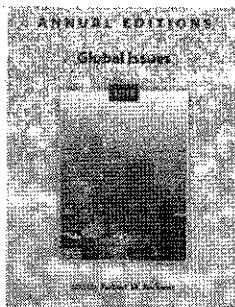
- To build a comprehensive understanding of the role of technology in the development process
- To develop learning skills that will carry throughout your career as students and professionals.
- To help develop critical thinking skills by examining the social, economic and political aspects of the relationships between technology, society, and development around the world
- To develop a skill-set for building a comprehensive understanding of complex situations.

Learning Outcomes

The following learning outcomes are expected of each student in this course:

- Discuss the relationships between technology and development as they relate to different societies and cultures around the world.
- Demonstrate a basic understanding of the fundamental issues related to the international employment of technology in the development process around the world and how technology plays a role in different aspects of development.
- Demonstrate proficient skills in researching a topic and reporting findings.
- Demonstrate proficient critical and analytical thinking skills

Required Reading:



Annual Editions: Global Issues 13/14 by Robert Jackson (Feb 27, 2013)

- **\$14.25** to rent Paperback
- \$42.41 to buy
- More Buying Choices - Paperback
- **\$37.98** new (26 offers)
- **\$25.00** used (31 offers)
- FREE Shipping

Grading Scale

This course is based upon the ASU Grades and Grading Policies
<<https://students.asu.edu/grades>>

Percentage	Grade equivalent	ASU GPA
98-100	A+	4.33
94-97	A	4.0
90-93	A-	3.67
88-89	B+	3.33
84-87	B	3.0
80-83	B-	2.67
78-79	C+	2.33
70-77	C	2.0
68-69	D	1.0
0-60	E	0.0

Classroom Principles

This is a class about technology and development. There is an inherent political aspect to these topics. Intolerance will not be tolerated. The best ideas in the world develop through dialogue and the best possible outcomes develop through compromise. We do not win arguments by influencing others to change the way they think or who they are, we win arguments by understanding other's opinions, respecting those opinions, and finding a common ground upon which compromise may be built.

By remaining in this course, you agree to the following:

- Every person has dignity and value. We will work together to build and maintain a learning environment that is constructed upon a foundation of mutual respect and understanding.
- We will remain civil and sensitive to each other and express our thoughts and opinions with a temper of mutual respect.
- We understand that human diversity builds better and stronger societies, as such; we will acknowledge our common humanity and respect our differences.
- We will strive to reject all forms of prejudice and discrimination, including those based on age, color, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.

- **Sensitive Course Content**---Please be advised that this course may include subjects that some individuals may consider sensitive. These subjects may include politics, war, death, health, human reproduction, religion, cultural traditions, and ethnic diversity.

University-wide Supplementary Student Information

Incomplete Grades: A course grade of "Incomplete" will be given only in extreme situations. Unfortunately, most students who request incompletes never finish the course and the collaborative work conducted in the class is not possible to complete after the course has concluded. Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both *Word* and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director.

Student Conduct: Students are required to adhere to the behavior standards listed in Arizona Board of Regents Code of Conduct (http://www.asu.edu/studentaffairs/reslife/outreach/abor_code.htm)

ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process ([http://www.asu.edu/studentaffairs/vp/safety/disruptive student behaviour](http://www.asu.edu/studentaffairs/vp/safety/disruptive_student_behaviour)).

Accommodations for Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe, you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

Student Support Services

Polytechnic campus site: <http://www.poly.asu.edu/students/services/>

The Writing Center at the Polytechnic Campus: The Polytechnic Writing Center offers tutoring services to all students on any sort of writing project. Writing tutors can help with

any stage of the writing process, including choosing a topic, brainstorming, clarifying a thesis, organization of ideas or paragraphs, grammar, citation styles, and more. The Center is located in the Academic Center Building on the Lower Level. Although walk-ins are accepted, it is strongly recommended that you make an appointment. Please call (480) 727-1452 to schedule an appointment. Online tutoring is also available if you cannot come in. Visit the Writing Center's website (<http://studentsuccess.asu.edu/polytechnic/writing>) for more information.

ASU Libraries: offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.
<http://lib.asu.edu/> Polytechnic campus link: <http://lib.asu.edu/poly/>

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling> Polytechnic campus site (Student Counseling Services): <http://students.asu.edu/counselingpoly>

Student Success Centers – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success.
<http://studentsuccess.asu.edu/>

The Student Success Center at the Polytechnic Campus provides a variety of support services that promote students' academic success. The SSC's programs help students to become better learners and to gain the confidence and skills to do well in their courses. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call (480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at <http://studentsuccess.asu.edu/polytechnic>. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit <http://www.asu.edu/map/interactive/>

Career Services – Assists students in choosing major, setting career goals, interviewing and job-hunting strategies. <http://students.asu.edu/career>
Polytechnic campus site: <http://students.asu.edu/career/poly>

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment.
<http://students.asu.edu/financialaid>
Polytechnic campus site: <http://www.asu.edu/fa/> (same as general ASU site)

Student Health and Wellness Center – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse

practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc.

www.asu.edu/health/

Polytechnic campus site: same

Student Recreational Center – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. www.asu.edu/src/

Polytechnic campus site: <http://www.poly.asu.edu/pac/>

Student Legal Assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge.

<http://www.asu.edu/studentaffairs/mu/legal/>

Help Wiki – provides frequently asked questions resource for technology users at ASU.

<http://wiki.asu.edu/help/>

Information Technology on the Polytechnic campus:

<http://campus.asu.edu/polytechnic/uto>

EMPACT Crisis Hotline – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential.

<http://www.empact-spc.com/>

Participation:

In order to become part of a community there is an inalienable responsibility to be present within that community. As such, class attendance is mandatory. Additionally, it is expected that you will arrive in class each Tuesday prepared to discuss the assigned materials. This means that you will have read all materials, viewed any digital content that is provided through Blackboard, and have completed your weekly critical response.

Collaboration

You will be assigned to a collaboration team once the drop/add period has ended. This team will form your support network throughout the semester. Your team members will review your assignments and provide valuable input for improving your work prior to turning it in for grading. You will also work with them in class during simulations, contests, and games. I provide time in class for you to collaborate on assignments so minimal contact should be necessary outside of class time. Please note that if you habitually fail to meet team deadlines, miss classes, or disrupt the potential success of your team you can be removed from the team. Additionally your team will determine the bulk of your participation grade at the end of the semester, this means that letting your team down can result in a letter grade reduction. You will have the opportunity to evaluate team members

many times over the semester so please do not fret. I know many of you have most likely had bad experiences with teams, they operate completely differently in my classes and face-to-face class teams have even more opportunities for success than online teams.

Assignment Section:

Assignments in this class will be negotiated in the first week, as will the due dates.

Due Dates

Assignments will not be due on weekends; I do not expect you to engage with the class on the weekend unless it is the best time for you to participate due to your schedule. As such, you will want to plan each week carefully and remain aware of due dates. They are not set up to allow you to wait until the last minute; rather, they are set up to provide ample time to complete the assignment. This means that all assignments for each week will be due on Monday at 11:59 PM.

All assignments must be submitted via the assignment link in Blackboard. Assignments that are emailed directly to me or turned in by hard copy in class will not be graded.

Late Assignments

Major individual assignments may be accepted late with a ten percent reduction in points for each day (midnight to midnight) that the assignment is late. In-class assignments, simulations, and games may not be made up, as the other participants will not have the time to revisit a task.

Late assignments will be considered for a penalty waiver on a case-by-case basis, contacting me prior to the day an assignment is due will result in a more favorable response. Possible extensions exclude any group activities. You either participate or do not participate in-group work. . Late work that is not accepted with an extension will result in the appropriate percentage reduction stated above or a failing grade if ten days have passed prior to the submission. Contacting me on the day an assignment is due will result in my request that you submit what you have already completed for a grade with the possibility of completing or revising the work for a grade change.

Grading

Peer evaluation is a significant aspect of this class. I am not the only one who decides how well you do on an assignment. It is unfair and presumptuous for me to be the sole reviewer of your work. Your colleagues have a say, my experience has been that this form of peer evaluation provides a perspective other than mine that most often helps the student produce better work. You peers will not know your grade for the class or an assignment; **please do not share your grades with anyone.** They will provide an evaluation of your

assignments and tasks this will help you to improve your grade before you submit an assignment to me for final grading.

Grading of assignments will be done with the use of a rubric. First, a fellow student will apply the rubric to your assignment. This will provide you with feedback prior to my grading of the assignment. Journal entries and quizzes are obviously excluded from this method of grading.

The Assignments

Engagement Category

Weekly Critical Response

The weekly critical response is your opportunity to hone your critical thinking skills and demonstrate your comprehension of the reading material. Additionally it will provide you with an opportunity to hone your research skills each week as you find an article that reflects the week's topic in relation to the country that you have chosen to focus on. The critical response is not a summary of the reading, but rather your own thoughts on the topics discussed in the sources for the week. Include your own perspective and experience. This process will make more sense after the first week of class when we define critical thinking.

Individual Research Assignment Options (Choose one individually)

This category is intended to allow you to improve your own skills at locating sources of knowledge, interpret them, evaluate them, analyze them, and to use them to create new understanding. I expect you to employ the same critical thinking skills that you are developing in your engagement category, but rather than engage with your peers and sources provided by me, you will identify your own sources on a topic of your choosing. You may look at an issue independently of an individual country in a research paper or video, or you may choose to look at the role of science and technology in a specific country of your choice. For the Country report or research paper please refine your topic into a research question that can be answered in 10 to 12 pages. You will not be penalized for going over the page limit. I somehow doubt that it will be possible to respond to the question and present supporting evidence in less than 10 pages. If you are finding it difficult to make an argument, support it, and defend it in ten pages (meaning you can't get ten pages written) it is an indication that you either have a research topic that is too narrow or broad, that you need to do significantly more research, or that you have waited until the last minute. If you are having problems finding research or identifying support for your argument, contact me. If you have waited until the last minute, you will be limited by time and will have to accept the grade that you earn.

Option 1: Country Report (Due 02-25)

For the country report please write a paper that discusses technology in the development process in the country that you have chosen for the semester. Some ideas include: How does a specific technology affect the country's sustainable development? How might agricultural or mining technology relate to a country's development process? Is technology

policy top down, directed by the government, or bottom up, a spontaneous development as citizens engage with the world around them? Are agricultural technologies forced upon them like pesticides and fertilizers or genetically modified seeds, and if so is it government policy or multinational corporate interference in domestic agricultural interference? Does the country limit access to technology through policy decisions? Is the country experiencing the technology gap between the developed and less developed countries in the world? Is the country foregoing the development of traditional electrical generation technologies and infrastructure for localized energy production and distribution, and is this strategy sustainable? Is the country developing wireless communications in lieu of hardwired communications infrastructure? If so, is access balanced between rural and urban areas or wealthy and poor populations in the country? The topics that you engage depend largely upon how technology is employed in the country.

The length of the paper is not truly restricted. Keep in mind that you need to write a complete paper, this means you should introduce an important issue involving technology and development and how it relates to the country you chose; make a statement about the issue that tells me what the paper will try to demonstrate. It should tell me what you think the relationship is between the technology and development (sustainable or unsustainable) and your country of choice. The statement should be in question format, it should be something that you can answer within the pages of your paper, and be something that you will be able to answer using sources from the ASU library. Why is it important to investigate the issue that you engage in the paper? These questions and their possible answers would comprise the introduction. The body of the paper should be organized into sections that make logical progress toward answering your question. Do not organize your paper by sources, but rather, by topic.

Your paper should include a conclusion, in the conclusion you should restate your question, then provide a succinct answer and discuss how your research presented in the body of the paper supports your answer. Did your research leave any unanswered questions? Are there any new questions that arose from your research that you might be able to answer in another project? This is essentially a research report that looks at a broad perspective of technology in a country.

Option 2: Individual Research Paper (Due 02-25)

The individual term paper is similar to the Country report except that it engages with a topic that is not confined to one state (country). The term paper assignment is designed to allow you to explore a single topic in detail. I do not expect you to conduct primary research for your research paper. Rather, I am looking for you to use library resources to identify the most relevant, reliable, and current sources on a particular topic. You may choose to study a topic already covered in the course in more detail or another that is of greater interest to you. I am providing a large amount of flexibility for this assignment, if you need help developing a topic please contact me via email, text, or call (480-436-0529). There are no other restrictions on the topic that you choose other than the relevance to the course objectives and topic.

Please work out the topic of your paper with me in advance. I recommend doing so in the first three weeks of class. Once I have approved the topic I will clear you to begin work.

Please make sure you are able to cover your topic and answer a research question sufficiently and with enough supporting evidence in order to do well on the assignment.

Make sure you are very clear on what question you are answering, how the evidence that you found in your research supports your answer to your question, and finally, exactly how you would answer your research question after going through the entire research process.

The paper should be structured with a topic, sub-topics, and it should use headings. You will need an answerable and concise research question; I will assist in the development of that question if you ask. Please use some standardized form of citation or referencing format. All sources must be cited, all claims of fact must have a source cited. Include a references list at the end of the paper, or use footnotes. I am not dictating a citation style; you come from many different fields, it would be best to use the citation format that is standard in your field. It can help to ask a professor in your field what citation style is preferred. The subject librarians can also help with library research questions and point you to sources.

The paper should detail a specific topic. They should not focus on one country, but rather compare situations in either similar or dissimilar countries. I am leaving the topic completely open to whatever may interest you. Email me if you need advice on narrowing your topic to make it work for the paper limitations.

Again, do not wait until the deadline, start early, contact me for help and guidance, and you will do much better than if you try to cram everything into the week before it is due, if you wait until the night before, chances are that you will only earn a less than average grade on the assignment.

Option 3: Wiki Entries (4) (Due dates Negotiated)

For the wiki entries assignment I ask that you identify four topics related to technology and development that you find interesting. Identify sources that discuss the relationship from an STS perspective (society, technology, and development). Prepare four wiki entries over the course of the semester and submit them to the STS Wiki site. I encourage you to identify theoretical perspectives that you feel inform the topic and discuss them in the entry. These perspectives could include Social Construction of Technology (SCOT), Globalization theory, Co-Production of Technology and Society, etc.

Option 4: Documentary Video (15 Minutes) (Due 02-25)

You are welcome to create a documentary video that engages a topic related to technology and development in your country. It will require the preparation of a transcript that must be submitted as a draft of the video. If anyone chooses this option, I would like to meet with you to discuss the assignment, limitations, and expectations in more detail.

Collaborative Research Options (Choose one with your team)

Option 1: Team Teaching (Due 03-25)

This assignment will require you to prepare materials and lead discussions for the class for two classes.

For this assignment, each team member will prepare a discussion question and will lead the discussion for that question. Try to leave room for your fellow students to bring in their own perspectives and questions that arise from the reading. This will require preparation by becoming familiar with the issue beyond the reading assignment. Try to broaden understanding by discussing these additional perspectives. Please do not prepare a PowerPoint presentation. Our class format does not involve lectures; we are only guiding discussion, not instilling perspectives or understanding.

If you choose this option, all materials must be submitted to me one week prior to the week you are leading discussion or before 03-25

Option 2: Collaborative Research Paper (Due 03-25)

This assignment involves the team working together to develop a research paper. The requirements are the same as the individual research paper. Each student has a country that they chose to study in more detail. I suggest that students tackle the research question based on their individual country. Combine your research and findings into one paper that discusses the research question through the lens of your individual countries. I will leave the organization of the paper to you; however, it is effective to organize the paper by topic rather than country so each student would begin with an outline of the paper headings and subheadings then add their section for their country. Organizing it by country causes the paper to seem disjointed but it can be pulled off with effort to integrate findings so that they address the same issues (headings and subheadings) for each country.

Each student should expect to contribute approximately five pages of work to the collaborative paper. The paper will be longer than the individual paper but each student's contribution will be less. If there is a team member who is not keeping up with deadlines set by the team please let me know through our team evaluations.

Individual Application Category (Choose one individually) (Due Dates Negotiated)

Option 1: Video Treasure Hunt (4)

Create four short videos that bring us examples of the real world application of our course topics. I do not expect you to fly to Egypt and film a conflict in progress, but perhaps you can find something locally that will provide an interesting example and perspective. I expect you to discuss what you are observing and filming in your video from the perspective of the class reading. These should be about 5 minutes each and we will view them in class as part of our discussion.

Option 2: Case study analysis (4)

For the case study analysis option, you will identify a case study on your country that is related to one of our weekly topics. You will then compare the case studies to the reading assignments. You may choose to make a presentation, a video, or a write a paper. The goal is to see how the sources that we engage in the class relate to an actual event or situation. Your deliverable (the paper, video, or presentation) will discuss the reading assignment and then the case study; this discussion will be followed by an analysis of how the sources that you learned about in the class stand up to the test of realistic application.

Collaborative Application Category (Choose One with Your team) (Due Dates negotiated)

Collaborative Option 1: Class Simulation-

Develop and lead a class simulation, game, or contest. Any team wishing to develop a contest will have 25 points to award to the winning team as extra credit. If you are considering this option, please let me know so I can meet with your team to work out details with you.

Collaborative Option 2: Scavenger Hunt Challenge-

Teams challenge other teams solve their scavenger hunt. The hunt is set up using videos created in locations on the Polytechnic campus that demonstrate technologies being used, the videos provide an analysis of how they contribute to sustainable development or ways that their deployment or usage could better promote sustainable development. Additionally, the team that is hosting the event will have 25 points to award the first team to complete the scavenger hunt.

The other teams must go to the locations and post a video to a Blackboard Scavenger hunt discussion board where they discuss the technology and provide their own perspective in response to the hosting team. I ask that the hosting team set up the hunt outside of class time, one class period will be provided to each team that wishes to host a scavenger hunt. This assignment will require every team member being present in the video for discussion.

This works well with a smartphone and something to prop it up.

Please try to apply what you have learned in your research and engagement categories as you prepare your analysis. I ask that each team identify at least four locations for other teams to find. Keep in mind the proximity to the classroom and GPS coordinates may be given in the video. If you know of a solar panel array on campus make, sure students can safely get to it and still have time to reach the other locations. We want to avoid crossing major streets or entering/crossing constructions zones. We definitely do not want to be climbing fences into restricted areas...but I think that is common sense that can be achieved with a modicum of critical thinking.

Option 3: Comparative Case Study Analysis (Due Date negotiated)

This assignment is similar to the individual case study analysis except that team members will compare and contrast their case studies in one collaborative paper.

Custom Applicability project:

You are welcome to propose any project to me that will allow you to meet the criteria of applying what we are learning to the real world. Alternatively, in the event that our sources are based on an application of a topic in the real world, compare that application to a different situation. You may choose to work on this individually or as a team, I will need the proposal by the fourth week of class and I will need to approve the project and I will negotiate with you to determine the criteria for successful completion of the deliverable.

Reflection Category

Weekly Reflection

The weekly reflection is completed at the end of class on each Thursday. These will not be accepted late. They also represent your participation. Each week you will write a summary of what you learned over the week provide me feedback as you evaluate the course. I am very responsive to feedback when an issue is brought forward that can be addressed. The journal is a way to reflect on how you are doing in the class and to let me know if there is anything that will help the course better align with your learning needs. Please do not use the journal to talk about your reading assignment; that is what the critical response that prompts our discussion is for. The journal is about you, what and how you are learning, and the class evaluation.

Schedule of Topics, Reading Assignments, and Due Dates

Weekly Critical Response analyzing an article that you identify and the weekly reflection are due Each Tuesday @11PM

<i>Week</i>	<i>Dates</i>	<i>Topics</i>	<i>Assignments/Comments</i>
One	01-13 to 01-20	Phase 1: Introductions/Critical Thinking	01-19=last day to drop/add
Two	01-21 to 01-27	Phase 1: Responsibilities for Learning/Teaching-Democratic Classroom	Reading Assignment: Weimer and Hess In Blackboard 01-20 MLK Day-No class In Class assignment (01-23) Team: Bill of Rights and Responsibilities
Three	01-27 to 02-03	Phase 1: Global Issues Part 1	Reading Assignment: Jackson: Article 1-USNIC Article 40-Dubois and Hawkins
Four	02-03 to 02-10	Phase 1: Global Issues Part 2	Reading Assignment: Jackson: Article 3-Klare Article 19-Fukuyama
Five	02-10 to 02-17	Phase 2: Global Issues Part 2	Reading Assignment: Jackson: Part B: Article 21-Naim Part B, Article 25-Economist Academic Status Report 1
Six	02-17 to 02-24	Phase 2: Environment and Natural Resources Part 1	Reading Assignment: Jackson- Article 11-McKibben Article 12-Wallack and Ramanathan
Seven	02-24 to 03-03	Phase 2: Environment and Natural Resources Part 2	Reading Assignment: Jackson Article 13-Economist Article 28-Walsh Assignment: Individual Research project Due 02-25 @11AM
Eight	03-03 to 03-08	Phase 3: Energy Part 1	Reading Assignment: Jackson Article 29-Economist

			Article 30-Morton 03-09-spring Break begins
	03-09 to 03-16	Spring Break	03-16 Spring Break Ends
Ten	03-17 to 03-24	Phase 3: Energy Part 2	Reading Assignment: Jackson Article 27-Grunwald Article 16-Kurlantzick
Eleven	03-24 to 03-31	Phase 3:Population	Reading Assignment: Jackson Article 6-Goldstone Article 7-Englemen Assignment- Collaborative Research Project Due 03-25 @11AM Academic Status report 2
Twelve	03-31 to 04-07	Phase 4: Food	Reading Assignment: Jackson Article 2-Brown Article 10-Simpson 04-06 Last Day to withdraw with "W" grade
Thirteen	04-07 to 04-14	Phase 4: Globalization	Reading Assignment: Jackson Article 22-Hollender and Schultz Article 23-Simpson
Fourteen	04-14 to 04-21	Phase 4: Conflict	Reading Assignment: Jackson Article 32-Broder Article 36-Economist
Fifteen	04-21 to 05-02	Phase 4: Understanding the Future	Reading Assignment: Jackson Article 45-Bell Article 20-Acemoglu and Robinson Last week of classes
Sixteen	05-05 to 05-10	Final Exam	Online Final Exam. Must be completed prior to 05-09 @ 11:59 PM

Articles Indicated as preferred that did not make it into the Schedule:

Disease: Article 9

China: Article 4

Nuclear Iran: Article 33

Nuclear Disarmament: Article 32

Geneva Conventions: Article 38

iMob: 42

Decline of Patriarchy: Article 44

If you would like to revise the articles we read please bring it up in class.

Table of Contents

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World Map

UNIT 1: Global Issues in the Twenty-First Century: An Overview

Unit Overview

1. Global Trends 2025: A Transformed World: Executive Summary, U.S. National Intelligence Council, November 2008

This widely quoted report examines important change factors transforming the international political system from the structure established following WWII. The executive summary of the report is presented here.

2. The New Geopolitics of Food, Lester R. Brown, Foreign Policy, May/June 2011

Lester Brown argues that both farmers and foreign ministers need to get ready for a new era of world food scarcity. He describes the reasons why the era of abundant food supplies has ended.

3. The End of Easy Everything, Michael T. Klare, Current History, January 2012

The author argues that the transition from an easy to a tough natural resource era will come at a high price, both in economic and environmental costs as well as social upheaval and political strife.

4. China's Search for a Grand Strategy, Wang Jisi, Foreign Affairs, March/April 2011

The author, who is dean of the School of International Studies at Peking University, discusses China's growing influence in global affairs. Devising an effective foreign policy will not be easy for China as it simultaneously protects its core interests while pursuing rapid economic development.

5. Why the World Needs America, Robert Kagan, The Wall Street Journal, February 11–12, 2012

The author argues there is little reason to believe that a return to multipolarity will bring greater peace than in the past. The era of American predominance has shown there is no better recipe for great-power peace.

UNIT 2: Population and Food Production

Unit Overview

6. The New Population Bomb: The Four Megatrends That Will Change the World, Jack A. Goldstone, *Foreign Affairs*, January/February 2010

Over the next forty years, the relative demographic weight of the world's developed countries will significantly drop as their workforce ages and numerically declines. Most of the world's population growth will be concentrated in the poorest countries. At the same time most of the world's population will become urbanized. These four trends have significant political and economic consequences.

7. Population and Sustainability, Robert Engelman, *Scientific American*, Summer 2009

Reversing the increase in human population is the most overlooked and essential strategy for achieving long-term balance with the environment. Contrary to widespread opinion, it does not require population control.

8. African Child Mortality: The Best Story in Development, *The Economist*, May 19, 2012

This case study of Africa describes the biggest decline in child mortality ever recorded. A major factor contributing to this decline is the increased use of treated bed nets in areas where malaria is endemic.

9. Virus Hunter, Bryan Walsh, *Time*, November 7, 2011

Many major infectious diseases in humans begin in primates. In a world where airlines act like bloodlines, global health faces new challenges. The use of new technology is described along with efforts to identify deadly animal pathogens before they migrate to humans.

10. The Blue Food Revolution, Sarah Simpson, *Scientific American*, February 2011

Offshore fish farming and cleaner near-shore operations could provide the world with an adequate supply of protein-rich food according to the author. Global meat consumption is rising as wild fisheries decline. Meat production, however, has significant pollution problems. A comparison of the sustainability and cost effectiveness of offshore aquaculture with meat production is provided.

UNIT 3: The Global Environment and Natural Resources Utilization

Unit Overview

11. **Climate Change**, Bill McKibben, Foreign Policy, January/February 2009

McKibben responds to the arguments that the underlying dynamics of climate change remain unclear and public policy options as a result are uncertain. He asserts that the science is settled, and the only real issue is whether we will stop playing political games and commit to the limited options remaining if we are to avert a climate catastrophe.

12. **The Other Climate Changers**, Jessica Seddon Wallack and Veerabhadran Ramanathan, Foreign Affairs, September/October 2009

The most frequently discussed proposals to slow global warming focus on reducing carbon dioxide emissions. Little attention is given to reducing "black carbon" even though doing so would be easier and cheaper and have an immediate effect.

13. **The Melting North**, The Economist, June 16, 2012

In the past few years the arctic has emerged as a powerful symbol of the challenges in reconciling economic opportunities and ecological changes. The cause of the melting ice is global pollution and the risks it carries are also global.

14. **Asian Carp, Other Invasive Species Make a Splash**, David Harrison, stateline.org, July 30, 2010

Invasive species are a major environmental problem. This case study explores the threat to the Great Lakes that the feared Asian carp poses as it migrates to within six miles of Lake Michigan. The problems of developing public policy to deal with the threat are also described.

UNIT 4: Political Economy

Unit Overview

Part A. Globalization Debate

15. **Go Glocal**, Rana Foroohar, Time, August 20, 2012

Globalization used to be a one-way street that led manufacturing jobs away from the US. High energy prices, political risk, and technological shifts are bringing opportunity back home. Welcome to the era of localnomics.

16. **Innovation's Long March**, Joshua Kurlantzick, Bloomberg Businessweek, July 2, 2012

The rise of innovative state capitalists presents a formidable challenge to US and European businesses. It could push multinational corporations out of some markets. In oil and gas, state companies already control most of the world's reserves. Unlike Brazil and China, aging, indebted nations are in no position to pour resources into companies.

17. Why the World Isn't Flat, Pankaj Ghemawat, Foreign Policy, March/April 2007

The concept of globalization has defined much of the debate about international economic activity for the past twenty years. The author critically examines the basic assumptions of those that argue that this trend is dominant, and concludes that "the champions of globalization are describing a world that doesn't exist."

18. Globalization and Its Contents, Peter Marber, World Policy Journal, Winter 2004/2005

The term globalization has different meanings for different people, often depending on their political perspective. The debate about the positive and negative impacts of this situation is reviewed from a broad historical perspective. The author concludes that the evidence strongly suggests that human prosperity is improving as boundaries between people are lowered.

19. The Future of History: Can Liberal Democracy Survive the Decline of the Middle Class?, Francis Fukuyama, Foreign Affairs, January/February 2012

This article examines the rise of China, inequality in the United States, and the Tea Party populist movement. The author questions why the political Left has lacked an effective ideology and doctrine in response to the on-going aftershocks of the 2008 financial crisis.

20. Who Will Rule the World?, Daron Acemoglu and James A. Robinson, NPQ: New Perspectives Quarterly, Summer 2012

The authors assess political and economic institutions in China and the US to determine which country is likely to dominate the global economy in the coming decades.

Part B. General Case Studies

21. Mafia States, Moisés Naím, Foreign Affairs, May/June 2012

The global economic crisis has been a boon for transnational criminals. The author examines the penetration of governments by organized crime, including the fusion of some governments and criminal groups.

22. Bolivia and Its Lithium, Rebecca Hollender and Jim Shultz, A Democracy Center Special Report, May 2010

Lithium is the battery material underlying the increased use of cell phones, laptops, and electric automobiles. The raw material is found in large quantities in Bolivia, which has earned the title of the "Saudi Arabia of lithium." This report focuses on the development paradox: countries with abundant natural resources often have less economic development than those with fewer resources. What are the challenges facing Bolivia as it attempts to avoid the development paradox?

23. Tech's Tragic Secret, Cam Simpson, Bloomberg Businessweek, August 27, 2012

This case study illustrates the evolving political economy of scarce natural resources. The world's most sophisticated smartphones and tablets start in the dangerous, open-pit mines of Bangka Island in Indonesia

24. Africa's Hopeful Economies: The Sun Shines Bright, The Economist, December 3, 2011

This article provides a broad overview of the positive changes in the varied economies of the countries of Africa along with a brief analysis of the political changes stimulating this growth.

25. Women and Work: Here's to the Next Half-Century, The Economist, November 26, 2011

The status of women in business and government is described along with the obstacles they face.

Part C. Global Energy Case Studies

26. It's Still the One, Daniel Yergin, Foreign Policy, September/October 2009

The Pulitzer Prize-winning author and chairman of the Cambridge Energy Research Associates describes the contemporary political economy of oil and the major trends likely to shape its supply and cost in the foreseeable future.

27. Seven Myths about Alternative Energy, Michael Grunwald, Foreign Policy, September/October 2009

As the search for alternatives to oil intensifies, energy sources such as biofuels, solar, and nuclear seem to be the answer, but the author argues they are not. Changes in consumer behavior in the developed world ultimately will be necessary.

28. King Coal's Comeback, Bryan Walsh, Time, June 11, 2012

This case study of the international political economy of American coal illustrates the cross pressures of environmental protection, economic growth, and politics at the local, national, and international levels.

29. Coming Soon to a Terminal Near You, The Economist, August 6, 2011

The article is a case study of the rapidly changing political economy of shale gas. Included is a discussion of the environmental impacts of this cleaner burning fuel.

30. Nuclear Energy: The Dream That Failed, Oliver Morton, March 10, 2012

This article provides a broad overview of the history and future prospects of nuclear energy. Politics, not economics, likely will be the major determining factor in determining the future of this energy source.

UNIT 5: Conflict

Unit Overview

31. The Revenge of Geography, Robert D. Kaplan, Foreign Policy, May/June 2009

The author revisits an old idea: People and ideas influence events, but geography largely determines them. To understand twenty-first century conflicts, Kaplan argues it is time to dust off the Victorian thinkers who knew the physical world best.

32. Unfinished Mideast Revolts, Jonathan Broder, The National Interest, May/June 2012

The author provides a broad historical overview of the changing political order in the Middle East. He offers reasons for the region's lag in economic development and considers prospects for the future.

33. Living with a Nuclear Iran, Robert D. Kaplan, *The Atlantic*, September 2010

The prospect of Iran obtaining nuclear weapons is a central issue in the long-term stability of the Middle East. A course of action laid out in the 1950s by Henry Kissinger proposes that the US check revolutionary powers with a credible willingness to engage them in limited war. Kaplan reviews this containment policy as developed in the context of the Cold War and its implications for the world's major military powers as they deal with Iran.

34. America's Nuclear Meltdown towards "Global Zero", Lavina Lee, *USA Today*, May 2011

Russia and the United States recently agreed to further reductions of deployed nuclear warheads. It is not likely that India, Pakistan, and China will join in arms reductions talks any time soon. The strategic issues between these three nuclear powers are described within the context of both existing international agreements and the growing momentum for eliminating all nuclear weapons.

35. Peacekeepers at War, Christopher Rhoads, *The Wall Street Journal*, June 23–24, 2012

A United Nations peacekeeping force is in the middle of one of the world's bloodiest conflicts in central Africa. This article describes the complex and often contradictory role of the UN forces.

36. War in the Fifth Domain, *The Economist*, July 3, 2010

In addition to land, sea, air, and space, warfare has entered the fifth domain: cyberspace. Growing connectivity over the insecure internet multiplies the avenues of e-attacks by criminals, terrorists, and hostile governments. The scope of the problem and efforts to combat it are described.

UNIT 6: Cooperation

Unit Overview

37. The Healing Fields, Mark Jenkins, *National Geographic*, January 2012

Millions of landmines are buried in nearly 80 countries and regions of the world. Land mines once crippled a war-ravaged Cambodia. Today the nation is a model for how to recover from this scourge as a result of cooperative efforts between governments and non-profit organizations.

38. Geneva Conventions, Steven R. Ratner, *Foreign Policy*, March/April 2008

The author discusses the international law governing the treatment of soldiers and civilians during war with a focus on twenty-first-century issues, including the War on Terror.

39. Africa: MCC and Coca-Cola's Shared Commitment to Water, *allAfrica.com*, March 21, 2012

This case study illustrates collaboration between the corporate, government, and non-profit sectors of the global economy to address the serious problem of polluted water.

40. Humanitarian Workers: Comprehensive Response, Marc Dubois and Vickie Hawkins, *The World Today*, March 2011

The authors, officials in Médecins Sans Frontières (Doctors Without Borders), respond to criticisms that the neutrality of humanitarian aid organizations has been co-opted by the political agendas of military combatants. They describe the strategy of MSF to maintain its neutrality and contrast their approach with the so-called comprehensive approach of governments.

UNIT 7: Values and Visions

Unit Overview

41. Gene Sharp: A Dictator's Worst Nightmare, Mairi Mackay, *CNN.com*, June 25, 2012

This article profiles Gene Sharp, a proponent of nonviolent action to overthrow dictators. His work has been translated into many languages, and his non-violent strategies have been successfully used around the world.

42. Power of the iMob, Andrew Marshall, *The World Today*, April and May 2012

Dot-orgs are now global players, mobilizing millions and changing political debate through tech-savvy marketing techniques. The author analyses their rise, impact, and future prospects.

43. UN Women's Head Michelle Bachelet: A New Superhero?, Jane Martinson, *The Guardian*, April 22, 2011

Michelle Bachelet was Chile's first woman president. This article provides a profile of her career, including her new leadership role in the UN which focuses on the empowerment of women.

44. The End of Men, Hanna Rosin, *Atlantic Monthly*, July/August 2010

Rosin argues that patriarchy has always been civilization's basic organizing principle with only a few exceptions. For the first time in human history, this is now rapidly changing, for the modern economy is becoming the place where women have a distinct advantage over men.

45. Humanity's Common Values: Seeking a Positive Future, Wendell Bell, *The Futurist*, September/October 2004

The author argues that, "there is an emerging global ethic, a set of shared values." These have evolved and now shape and constrain behavior. Specific principles along with behavior that supports the development of legal and ethical norms necessary for a positive global future are described here.