



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 and Sciences Department Social Sciences

Subject STS Number 325 Title Science, Technology, and Public Policy Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) NO

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 Aozie Phone 7-1395
Mail code 2780 E-mail: aozie@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nicholas Aozie Date: 2-11-2015
Chair/Director (Signature): [Signature]

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Texts and Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Texts and Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <p style="text-align: center;">OR</p> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Texts and Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Texts and Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
STS	325	Science, Technology, and Public Policy	SB

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.

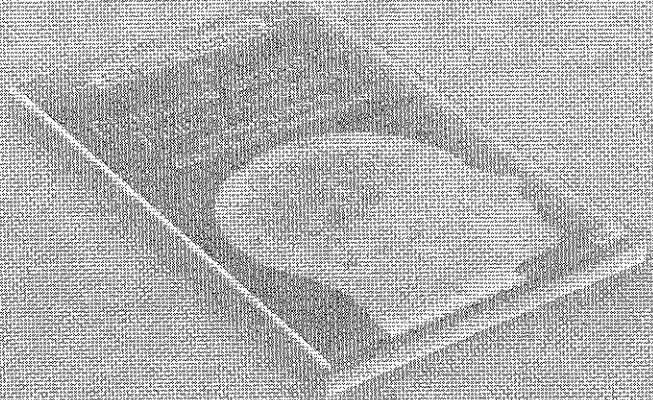
Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction	Public policy is a basic field of study that addresses human behavior and interaction. It talks about how people come together as groups and communities to make decisions that impact the way they live. This includes group mobilization, and how choice is made among competing alternatives. Ultimately, this course talks about how changes in technology impact those processes in American domestic policymaking. Like everything else, technology is not value neutral. For instance, why are Democrats more likely to support reproduction technologies while Republicans would not? Even in making decisions about which technologies to deploy, fundamental discussions arise about human values, costs, etc. Thus, this course is at the core of what any course in the social sciences should be: at its core, it addresses issues of human values,	The syllabus lays out in clear terms how this course addresses the core issues of human behavior and interaction. The overview of the course and the learning outcomes make this point very clearly. Three books are used in the course. The first takes students through social science methodology and data, meeting SB requirement 4, while the other two deal with culture and values, meeting SB requirements 1,2, and 3.

	<p>behavior, and interaction</p>	
<p>2. Course content emphasizes the study of social behavior such as found in anthropology, economics, cultural geography, and history.</p>	<p>Public policy is an interdisciplinary field that emphasizes the study of human behavior such as found in anthropology, economics, cultural geography, history, etc. The basic question this course addresses, at its core, is just how changes in technology affect our traditional thinking about these subjects. For instance, we still have basic human interaction. But when we talk about how technology has changed human interaction, we start talking about social media, etc. It is hard today to talk about traditional social science without talking about the impact of technology change.</p>	<p>Chapters in the texts talk about the sociology and politics of technology, community mobilization on technology questions, etc. The course syllabus shows how the instructor weaves the complex social, cultural, and behavioral issues through the entire semester of work.</p>
<p>3. a. Course emphasizes the distinct knowledge base of the social and behavioral sciences, Or b. the distinct methods of inquiry of the social and behavioral sciences (e.g.,</p>	<p>This course meets both of these requirements, that is, both a and b. This is what makes it a strong core social science course. The study of the impact of technology on society draws on both ethnography and history. The study of technology change is also a study of ethnography and history.</p>	<p>The Eugene Bardach text is about methods of social science inquiry, while the other two texts are about the distinct knowledge base of social and behavioral sciences.</p>

ethnography, historical analysis)		
4. Course illustrates use of social and behavioral science perspectives and data	The Eugene Bardach two major texts in this course are well known in the social sciences. The second is written by two well-known ASU Professors in the College of Liberal Arts and Sciences in Tempe.	The Eugene Bardach text talks about collection and analysis of social science data throughout.

STS 325
 catalog
 description

Course ID:		121655					
Effective Date:	08/01/2014	Status:	Active				
Description:	Science, Tech, & Public Policy		<table border="1"> <tr> <th colspan="2">Course Offering</th> </tr> <tr> <td>STS</td> <td>325</td> </tr> </table>	Course Offering		STS	325
Course Offering							
STS	325						
Long Course Title:	Science, Technology, and Public Policy						
Long Description:	Examines the interaction of science and technology with American domestic policy.						
Course Units: Progress Units							
Minimum Units:	3.00	3.00	Last Course of Mult 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				
Grading Basis							
Grading Basis:	Stndt Opt	Grade Roster Print:	Component				
Graded Component:	Lecture						
Repeat for Credit							
<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:	GSD8	SR					
Equivalent Course Group:							
Course Attributes							
Course Attribute		Course Attribute Value					
ICRS	ICOURSE	ICOURSE	ICOURSE				



STS - 325

Science, Technology and Public Policy

Steven B. McCance, Instructor

SYLLABUS:
STS-325
SCIENCE, TECHNOLOGY AND PUBLIC POLICY

Steven McCance, Instructor
School of Letters and Sciences
Arizona State University at the Polytechnic Campus
smccanc@asu.edu
Office hours by appointment only.

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

Students in this course will explore the social and policy dimensions of science and technology. We will examine how science and technology both shape policy and are shaped by policy. Science and technology play important roles in political decision making, economic development, cultural change, and personal choices of all kinds. Conversely, science and technology are shaped by public policy, social movements, and cultural values. And conflicts over science and technology highlight tensions between experts and lay citizens, posing important challenges for democratic politics.

This course is designed to move beyond the typical standoff between supporters and critics of science and technology. Science and technology are neither value-neutral tools of inevitable social progress nor inhuman forces of disenchantment and destruction. Rather, science and technology are intertwined with social values and political decisions. Understanding sociotechnical controversies, therefore, requires that we examine the values and decisions associated with the different positions on each controversy. As we shall see, people's positions on such controversies often defy traditional categories of right and left, liberal and conservative. Students in this course will learn the arguments for each of the various viewpoints in any given controversy, develop their own views on the controversies, and consider how our society can best mediate among competing positions.

Course readings will address the history of political efforts to shape science and technology; the relationships among experts, public officials, political activists, and ordinary citizens in sociotechnical controversies; and questions of race, class, gender, and sexual orientation in science policy and research. In addition, we will focus on three specific areas of sociotechnical controversy: climate change, genetic research, and teaching evolution in public schools. Some readings will provide a basic overview of the technical facts necessary for understanding the relevant social and political issues, but students are not expected to have any prior technical knowledge.

Science and technology are powerful capabilities for meeting human needs and achieving human aspirations. Science and technology policy mobilizes these tools for public benefit. Physical and cyber security, public health and personal well-being, environmental protection, and economic prosperity are among its objectives. Scientifically-grounded analysis can also inform the policy process by allowing decision-makers (including the general public) to assess the consequences of alternative courses of action with greater precision. Although the results of such analysis are rarely determinative, due to the complexity of the problems that public policy seeks to address, it has great potential to improve policy design and implementation.

This course explores both of these broad subjects: "policy for science" and "science for policy," as Harvey Brooks, one of the founders of the field, put it. Participants will cover a diverse set of substantive contemporary issues, ranging across academic disciplines and governmental responsibilities. It will also delve into the institutions of science and technology policy-making in the U.S. and globally.

Learning Outcomes for Course

1. Deeper knowledge of a broad range of science and technology policy issues
2. More incisive strategic understanding of the science and technology policy process
3. Improved writing and qualitative analysis skills.

Required Texts for Course

The following books are required and may be purchased through the ASU Polytechnic bookstore. You may also wish to go to any number of online book sellers as a resource for these texts as well.

- *A Practical Guide for Policy Analysis* by Eugene Bardach, Fourth Edition, CQ Press
- *Shaping Science and Technology Policy: The Next Generation of Research* by David H. Gustome and Daniel Sarewitz, First Editino, University of Wisconsin Press

- *The Science of Science Policy: A Handbook* by Julia Lane, Kaye Fealing, John Marburger III, Stephanie Shipp, First Edition, Stanford Business Books

Additional required readings may be assigned as the course moves from theory to practice, historic events to current policy debates. The access to and use of additional corroborating resources on the internet is encouraged. Do be careful as to the authenticity of the source, and when necessary make sure to cite your sources as well; i.e. discussions, papers, etc.

Recommended Readings:

- Thomas Kuhn, *The Structure of Scientific Revolutions* (Chicago: University of Chicago Press, 1996).
- Daniel Greenberg, *Science, Money, and Politics: Political Triumph and Ethical Erosion* (Chicago: University of Chicago Press, 2003).
- Daniel Kleinman, *Politics on the Endless Frontier* (Durham, NC: Duke University Press, 1995).
- Chris Mooney, *The Republican War on Science* (New York: Basic Books, 2005).
- Sheila Jasanoff, *The Fifth Branch: Science Advisers as Policymakers* (Cambridge, MA: Harvard University Press, 1998).

There are a lot of readings for this class, and many more will be made available for those interested in pursuing issues further. All required articles will be made available either by email or from the course WWW site and most in PDF or HTML format.

Participation in Class

Active participation in a course of this kind is *crucial*, and especially as our class is delivered in online format. Our aim is to conduct a proper undergraduate-level seminar where discussions are dynamic, thought-provoking, and intellectually stimulating. We all have a responsibility to come to class prepared to discuss the material in an intelligent fashion, to listen, and to encourage active involvement in open, tolerant, and hopefully exuberant seminar discussions.

Our discussions in the class will happen asynchronously, meaning you will not be expected to log on at a given time each day, but rather are expected to engage the class, most often in discussion, on a daily basis each weekday at a time that is convenient for you. You will log on and read your instructor's and classmates' "postings" and reply in

turn. What is a posting? Usually a two- or three-paragraph statement that explains, engages, clarifies, elaborates, develops and critiques one or more aspect(s) of the discussion, usually revolving around the book under consideration and your colleagues' and instructor's ongoing discussion and debate about it. Further guidelines will be given once we are a couple of weeks into the course.

Course Organization

The online format of the course will emphasize class discussion and critical thinking and writing. All members of the class will be expected to participate actively in the course by doing the assigned readings, contributing to online class discussions, and writing short critical "reaction" papers on the issues and themes under review.

Assignment Overview

■ Discussion Boards (240 Points)

There will be approximately fourteen discussion boards assigned during the semester correlated with the readings or an outside source such as a video or article from a periodical. You will be required to read all of the postings in the class posted by your classmates. Each discussion board will have a question you are required to answer in one initial posting. You are also required to post at least two reply postings for each discussion board as well. A total of 280 points will be available for these assignments with each discussion board worth twenty points.

■ Essay Assignments (100 Points)

Periodically, you are expected to turn in a short essay as part of a posting to a blog related to an assignment. The instructor will provide the reading assigned for each of the assignments as well as the questions to respond. In some cases, these assignments could represent opportunities to refine questions and insights from the readings. Each discussion forum/essay is worth 50 points and there will be three such assignments. The specific due dates for assignments will be expressed in the directions for each assignment.

The purpose of this exercise is to allow you an opportunity to discuss aspects of the readings, integrate other material with the week's focus, or to raise questions about what was unclear or unanswered by the readings. A secondary purpose is to ensure that you have an opportunity to provide me with feedback on the readings and your progress/satisfaction in the course.

■ Course Project (100 Points)

Details about the course project which will be completed on an individual basis will be forthcoming with directions being provided in the course portal. It is likely to be a real-world case study or STS issue of your choice in which you would be required to conduct some research in order to prepare a policy paper. Again, more details will be published in the course portal by the fourth week of the semester.

■ Final Examination (100 Points)

The final examination will open and close according to the university examination due dates. The examination will consist of thought-provoking questions based on the material covered during the course. There is a possibility that a case study may be used with the requirement of the preparation of a policy memo you would draft as a policy analyst.

The instructor reserves the right to change elements of one or more of the assignments but only with advance notification to the students.

Grade Breakdown:

Your final grade will be based on the following:

Discussions Forums/Essay (14 @ 20pts. ea. boards)	280 max. points
Two Written Assignments	100 max. points
Course Project	100 max. points
Final Examination	<u>100 max. points</u>
Total Points	580 max. points

Students must accomplish a minimum of work in all three categories of deliverables to receive a final grade, i.e. failure to submit discussions or the quizzes and final examination will result in a failing grade.

Grading Scale:

Based on the university's grade policy, here is the grading scale to be applied to this class:

97+ A+

93 – 96.9	A
89 – 92.9	A-
85 – 88.9	B+
80 – 84.9	B
75 – 79.9	B-
70 – 74.9	C+
65 – 69.9	C
60 – 64.9	D
59.9–	E

Resources in Class Portal

Students are encouraged to visit the two web link areas of the class portal. One set of web links labeled as “University Web Links” provides the web links to the many student resources available to students of the university including but not limited to technical support, health & wellness, student code of conduct, counseling services, university libraries and many more.

The other set of web links entitled, “STS Web Links” will be under construction during the semester with sites being added as we progress through the materials. Many of these links are provided by the publisher of the textbooks for the class.

Tentative Schedule of Readings and Assignments

PART ONE: PUBLIC POLICY AND POLICY ANALYSIS

- *Learning Module: One*
Dates: January 13 – 17, 2014
Reading:
 - Read lecture notes contained in learning module
 - Read Part I in Bardach book
- Assignments:*

- Review syllabus & elements in class portal
 - Review class announcements
 - Introductory discussion forum
 - Discussion forum one
- *Learning Module: Two*
Dates: January 20 – 24, 2014
Reading
 - Review learning module two
 - Read Part II in Bardach book
 - Read Part III in Bardach book*Assignments:*
 - Discussion forum two
- *Learning Module: Three*
Dates: January 27 – 31, 2014
Reading:
 - Review learning module three
 - Read Appendix A in Bardach book
 - Read Appendix B in Bardach book
 - Read Appendix C in Bardach book
 - Read Appendix D in Bardach book*Assignments:*
 - Discussion forum three
 - Essay one due by midnight submitted to the appropriate assignment drop box on February 2, 2014

PART TWO: THE THEORY OF SCIENCE POLICY

- *Learning Module: Four*
Dates: February 3 – 7, 2014
Reading:
 - Review learning module
 - Read Editor's Introduction in Science of Science Policy book
 - Read chapter two in Science of Science Policy book
 - Read chapter three of Science of Science Policy book
 - Read chapter four of Science of Science Policy book
 - Review directions for class project*Assignments:*
 - Discussion forum four

- *Learning Module: Five*

Dates: February 10 – 14, 2014

Reading:

- Review learning module
- Read chapter five of Science of Science Policy book
- Read chapter six of Science of Science Policy book
- Read chapter seven of Science of Science Policy book
- Read chapter eight of Science of Science Policy book

Assignments:

- Discussion forum five

PART THREE: EMPIRICAL SCIENCE POLICY

- *Learning Module: Six*

Dates: February 17 – 21, 2014

Reading:

- Review learning module
- Read chapter ten of Science of Science Policy book
- Read chapter thirteen of Science of Science Policy book

Assignments:

- Discussion forum six

PART FOUR: PRACTICAL SCIENCE POLICY

- *Learning Module: Seven*

Dates: February 24 – 28, 2014

Reading:

- Review learning module
- Read chapter fourteen of Science of Science Policy book
- Read chapter fifteen of Science of Science Policy book
- Read chapter sixteen of Science of Science Policy book
- Read chapter seventeen of Science of Science Policy book
- Read chapter eighteen of Science of Science Policy book

Assignments:

- Discussion from seven

- Essay two due by midnight submitted to the appropriate assignment drop box on March 3, 2014

- *Learning Module: Eight*
Dates: March 3 – 7, 2014
Reading:

Assignments:

- *Learning Module: Nine*
Dates: March 10 – 14, 2014
Reading:

Assignments:

- *Learning Module: Ten*
Dates: March 17 – 21, 2014
Reading:

Assignments:

- *Learning Module: Eleven*
Dates: March 24 – 28, 2014
Reading:

Assignments

- *Learning Module: Twelve*
Dates: March 31 – April 4, 2014
Reading:

Assignments

- *Learning Module: Thirteen*
Dates: April 7 – 11, 2014
Reading:

Assignments

- *Learning Module: Fourteen*
Dates: April 14 – 18, 2014
Reading:

Assignments

Late Work and Computer Problems:

In this class, students will have one week to complete the corresponding chapter reading, quiz and discussion board. If the work is not completed and submitted by the due date, 10% will be deducted automatically from the grade attained. If the work is over seven days late from the due date, the assignment may not be accepted for grading purposes.

You are expected to have the appropriate hardware, software and internet connection in order to be successful in this online class. However, there can be issues with any one or more of these elements preventing the student from submitting the work in a timely manner. When this occurs, the student should contact the instructor by e-mail describing the issue and when the assignment will be submitted.

If a substantial absence occurs by the student, he or she should contact the instructor by e-mail as soon as possible in order to make arrangements for making up the work. In

some of the more severe cases, the student may discuss the possibility of attaining an "Incomplete" for the course according to the university regulations. This decision has to be approved by the course instructor to start.

Class Expectations for Online Learning

Brave New Electronic World

Welcome to the world of online, Web-based courses. If you're like many people, this is your first experience with an online course. You may have taken some courses before, and you may also have had experience with some form of electronic communication, but a Web-based course is a new area of social interaction, and as such it has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this new environment.

Disembodied Discussions

A key distinguishing feature of an online course is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following behaviors:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Keep A Straight Face

In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

Be Forgiving

If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

The Recorder Is On

Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and

spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

Test For Clarity

Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

Netspeak

Although electronic communication is still young, many conventions have already been established. **DO NOT TYPE IN ALL CAPS.** This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read. Some common ones include:

Acronyms

FYI = for your information

B/C = because

W/ = with

BTW = by the way

F2F = face to face

FAQ = frequently asked questions

Emoticons

:-) = smiley face: happiness, pleasure

:-(= frowning face: displeasure

;-) = wink

:-0 = shock, surprise

:-/ = skepticism, unease, apologetic

A Course is a Course

You may be familiar with many of the previous points if you have participated in other forms of electronic communication in the past. But Web-based courses have some added constraints not present in other arenas. Keep in mind these additional four points:

Remember Your Place

A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.

Brevity Is Best

Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a

good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.

Stick To The Point

Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

Read First, Write Later

Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

Policy Regarding Health or Hardship Effecting Course Requirements

Students or their advocate should contact the professor by e mail immediately; documentation of health, or traumatic experience presented to professor through attachment to email; documentation to include Doctors receipt, police report, etc.

Details of course syllabus and content may be subject to change, ample notification will occur.

Course Standards

You are required to adhere to the behavior standards listed in:

Arizona State University Student Code of Conduct
Arizona Board of Regents Policy: Student Code of Conduct
(<http://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>)

ASU Computer, Internet and Electronic Communications
(<http://www.asu.edu/aad/manuals/acd/acd125.html>); and

ASU Student Academic Integrity Policy
(<http://provost.asu.edu/academicintegrity/policy/StudentObligations>)

Course Cues for Success

Each new assignment, reading, discussion board and announcement will post at the start of each week so please log in and keep up. Announcements, assignments, submissions to discussion board, quizzes and the final are due as posted. I may be logging in to observe and comment as is appropriate and effective in supporting the course outcomes. Essentially this course will be run as a seminar with readings assigned per week and a discussion board assignment that parallels the reading for your response.

It is anticipated that you will review the texts with the 'graduate read' (skimming for main points) process in mind. Any additional attached documents are useful so please do review them for their main points. Please make a point of reviewing dates and posting them to your own system of keeping your schedule/calendar for you will be held responsible for keeping up. Your work will be submitted online through this course site either to discussion board or as instructed, i.e. email attachment.

If you email the instructor please be sure to identify this course in the subject line of the email, this has a direct bearing on my ability to respond to your specific course requirements, etc, thank you.

Understanding the foundations of American National Government and the unique system of governance of the U.S. is vital for every citizen if democracy is to sustain its vitality and renew itself, as has been the history of this nation. The theory and practice of public participation in the democratic process is a key resource for our society: formally and informally; nationally and in our local communities.

I hope you will find the course useful to your personal and professional goals. Your constructive participation is appreciated. Thank you for your interest in course.

Student Support Services

You might find these sites useful, they are also listed in the class portal:

- *Polytechnic Campus Site*: <http://www.poly.asu.edu/students/services>
- *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://www.asu.edu/lib/> & <http://library.poly.asu.edu/>
- *Counseling and Consultation* – provides confidential mental health and career counseling services for all ASU students: <http://www.asu.edu/studentaffairs/counseling/> & <http://poly.asu.edu/students/counseling/>
- *Learning Resource Center* – provides students with academic support services such as tutoring, peer advising, computer assisted instruction, and supplemental instruction. The LRS offers both free and fee-based services: <http://www.asu.edu/vpsa/lrc/> & <http://www.poly.asu.edu/learningcenter/>
- *Writing Center* – provides on-site tutors to help students increase their confidence as writers and improve writing skills free of charge: <http://www.asu.edu/duas/wcenter/> & <http://www.poly.asu.edu/learningcenter/writingservices.htm>
- *Career Services* – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies: <http://career.asu.edu/> & <http://www.poly.asu.edu/students/career/>

- *Student Financial Aid* – offers information and applications for student funding such as grants, loans, scholarships and student employment:
<http://www.asu.edu/fa/>
- *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.: <http://www.asu.edu/health/> & <http://www.poly.asu.edu/students/health/>
- *Student Recreational Center* – offers individual and group fitness opportunities, as well as 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: <http://www.asu.edu/src/> & <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 collections issues, taxability of scholarships and grants, etc. Notary service is also available at no charge: <http://www.asu.edu/mu/legal/>
- *Help Wiki* – provides a frequently asked questions resource for technology users at ASU: <http://wiki.asu.edu/help/> & <http://www.poly.asu.edu/it/>
- *EMPACT Crisis Hotline* – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area and (800) 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/>

Other Resources

To reach general ASU technical support:

<http://helptech.asu.edu/>

helpdesk@asu.edu

<http://help.asu.edu/studentinfo> ; then click on ASU Help Desk (email or chat)

<http://helpdesk.poly.asu.edu/>

480-965-6500

480-727-1188

To reach student support services:

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

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

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STS 325 - The following books are required.

© *A Practical Guide for Policy Analysis* by Eugene Bardach, Fourth Edition, CQ Press

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© *Shaping Science and Technology Policy: The Next Generation of Research* by David H. Gustome
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© *The Science of Science Policy: A Handbook* by Julia Lane, Kaye Fealing, John Marburger III, Stephanie Shipp, First Edition, Stanford Business Books

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