



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit	<u>College of Liberal Arts and Sciences</u>	Department	<u>School of Human Evolution and Social Change</u>
Subject	<u>ASB</u>	Number	<u>370</u>
Title	<u>People, Production & Environments</u>		Units: <u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>Yes</u>		
Is this a shared course? Course description:	<u>(choose one) If so, list all academic units offering this course</u>		

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 the General Studies Program Office at (480) 965-0739.

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, Fine Arts and Design core courses \(HU\)](#)
 - [Social and Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name	<u>Melissa Beresford</u>	Phone	<u>480-965-9649</u>
Mail code	<u>2402</u>	E-mail:	<u>melissa.beresford@asu.edu</u>

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):	<u>Alexandra Brewis Slade</u>	Date:	<u>9/13/2013</u>
Chair/Director (Signature):	_____		

ALEXANDRA BREWIS SLADE
DIRECTOR & PRESIDENTS PROFESSOR

MEMO

To: University General Studies Council

From: Alexandra Brewis Slade, Director SHESC

Re: Retroactive General Studies Designation for ASB 370 People, Production and Environments

Date: October 1, 2013

Dear General Studies Council,

We are respectfully asking that the L/general studies designation for ASB 370: People, Production & Environments be **effective** Spring 2014. We are scheduled to teach this class in spring 2014.

Cordially,



Alexandra Brewis Slade, PhD
Director & President's Professor

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

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus pp. 2, 3, 4 C1 in green highlight
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus pp. 1, 3, 4 C2 in pink highlight
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: center;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus pp. 3, 4 C3 in green highlight
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: center;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus pp. 3, 4 C4 in yellow highlight
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: yellow; margin: 0;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
C-4			

Course Prefix	Number	Title	Designation
ASB /SOC/SOS	370	Production, People and Envrionments	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from 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)
C1 and C3	This is a writing intensive course that includes skill-building homework assignments, a persuasive speech, and a research project worth 90% of the final course grade. In addition to timely feedback on homework, exams, and speech, the student is also graded on a research prospectus before completing the final paper.	Syllabus, pp. 2, 3, 4
C2	Homework assignments and the exam provide directed activities to practice gathering, interpreting, and evaluating evidence. The speech helps students learn to formulate ethical positions that are informed by scientific knowledge. The project requires students to design a research question and assemble an array of possible evidence into a coherent statements.	Syllabus, pp. 1, 3, 4
C4	The homework assignments are spread throughout the course and the prospectus is submitted and graded before the final paper is due so that students have timely feedback to help them do better in subsequent work.	Syllabus, pp. 3, 4

PRODUCTION, PEOPLE & ENVIRONMENTS

TU – TH 9:00 – 10:15 a.m. (3 credits)

Spring 2013

Discovery Hall 250

Instructor: Dr. Sharon Harlan
Office hours: TU 1:00 – 2:00 *and by appt*
Office: SHESC 260
Email: sharon.harlan@asu.edu
Phone: 480-727-6780

Teaching Assistant: Mr. Rafael Fernandez
Office hours: WED 1:00 – 2:00 *and by appt*
Office: Matthews Center 203u
Email: rfernan6@asu.edu

Course Description: Production is the act of using human, economic, and natural capital to transform raw materials and energy into the “stuff” of the material world. Throughout history, production sites have included homes, fields, seas, mines, factories, and offices. These workplaces have continued to evolve in response to ideologies, technologies, and the circulation of capital, until today we have a vast global network of inter-connected production sites that serve the interests of the few rather than the many. The premise of this course is that the path to creating a sustainable world – a global society that protects and preserves the health of people, communities, and the natural environment – is through changing the way we produce our goods and services.

We will explore four important questions about production cycles, from the origins in raw materials of the earth, through processing goods on farms and in factories, to the handling of waste generated by production and consumption. 1) How are goods made in pre-industrial and industrial systems of production? 2) What are the observed consequences of industrial technologies for work environments, community environments, and the natural environment? 3) Why do societies choose methods of production that are environmentally unsound? 4) Are there strategies for creating healthier and sustainable production cycles that have positive global impacts? In this course, students will learn how to apply social scientific theories and principles to understanding the relationship between social and environmental changes. Through discussion, debate, and written assignments, you will learn to communicate views formulated from empirical evidence and reasoned analysis.

Student Learning Objectives: This is a writing intensive course that emphasizes critical inquiry, which involves gathering, interpreting, and evaluating evidence about the subject matter. Students will practice skills related to speaking and writing about complex ideas in a clear and literate manner. Upon successful completion of this course, students will be equipped to:

- Understand how human production systems have changed through time in response to social, technological, and economic developments.
- Apply theories and principles of social scientific research to analyzing production systems.
- Be able to explain how increasingly sophisticated technologies and globalization have exacerbated inequalities and accelerated the environmental and social impacts of production.
- Understand the relationships among producers, consumers, government, science, and NGOs.
- Evaluate government regulations, business practices, and changes in individual behavior that may contribute to mitigating the environmental and social impacts of production.

Prerequisites: Students must have completed an introductory social science course, such as sociology or anthropology, and must have completed ENG 101, 107 or ENG 105.

Required Reading:

1. Thu, Kendall and Durrenberger, E. Paul. (eds) 1998. *Pigs, Profits, and Rural Communities*. Albany, NY: SUNY Press. [referred to as **Thu**]
2. Grossman, Elizabeth. 2007. *High Tech Trash: Digital Devices, Hidden Toxics, and Human Health*. Washington, D.C.: Island Press. [referred to as **Grossman**]
3. All other readings for this course are posted on or accessed through Blackboard. They are in the Course Documents folder, organized in unit folders and subfolders labeled with reading due dates. Within the folders, file labels correspond to authors' last names listed in the syllabus.

******I expect you to be in class and to read the daily assignments before class.******
******Have your reading material available in class.******

Course Format: Classes will be conducted as lecture, discussion, and group activities based on assigned readings and homework.

Coursework and Grade Assessment: There are multiple components to your grade, all of which measure knowledge of course content, critical thinking, and written or oral communication skills. For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to question any grades. All written assignments should be submitted in hard copy and on *SafeAssign* in Blackboard.

Final grades for the course will be assigned on the basis of the following:

1. 5 Written Homework Assignments	15%
2. In-class Essay Exam	20%
3. Persuasive Oral Speech	20%
4. Research Project	
4a. Written Research Prospectus	10%
4b. Written Research Paper	25%
5. Class Participation	10%

Grading Scale:

A+ = 96.5-100	B- = 79.5-81.4
A = 91.5-96.4	C+ = 76.5-79.4
A- = 89.5-91.4	C = 69.5-76.4
B+ = 86.5-89.4	D = 60.0-69.4
B = 81.5-86.4	E < 60.0

Details for each graded component of the course are explained below.

1. **Homework Assignments:** There are 5 written homework assignments related to the readings that are due in weeks 2, 3, 6, 8, 10. The assignments are spread throughout the semester in order to allow for constructive feedback from the instructor before completing the next assignment. Each assignment requires an essay answer (minimum 350 words) in response to a writing prompt that relates to assigned readings for that week. In addition to the text, each assignment requires the inclusion of a table, graph, illustration, or journal log that supports the narrative. Each assignment is worth a maximum of 3 points toward your homework grade. These assignments will be graded on the interpretation of ideas and application of evidence to evaluate an author's theory or hypothesis. The instructor provides written comments on the homework. These assignments are skill-building exercises in preparation for the final research prospectus and paper.
2. **In-Class Essay Exam:** There will be one in-class examination that covers key concepts and theories of production taught in the first unit of the course. It requires short written answers that use examples to demonstrate understanding of concepts and one longer integrative essay.
3. **Persuasive Oral Speech.** Each student will prepare a two-minute video recording of him/herself giving a persuasive speech. Videos will be shown and discussed during class so that students receive feedback from peers on presentation style and persuasiveness. This assignment requires you to interpret scientific evidence and to develop a thoughtful integration of concepts and propositions that we have explored in the course. The objective of the speech is to use one's content knowledge of case studies to craft an ethical position on the production and consumption of material goods in wealthy nations. There will be choices of topics on the consumption of meat (due in week 9 after unit 2) and the disposal of electronic equipment (due in week 14 after unit 3). This assignment will be graded on how well the speech incorporates principles and content knowledge from the course and articulates an ethical position that takes into account global inequalities in society and environment. Students will receive instructor's feedback in a timely manner that will help them in to improve their final research paper.
4. **Research Project:** Preparing the research project is a cumulative semester-long activity that begins in week 5 after the exam. For this project, you will focus on tracing the social and environmental impacts of the production process for one material good of your choice. You will also investigate whether the mode of production for this good is currently showing any signs of becoming less of a burden on the environment. Environment is defined broadly to include the workplace environment, the community environment, and the natural environment.

The objectives of this assignment are: 1) to demonstrate understanding of how a particular good is embedded in a political economy of places and organizations (industries, government, science, NGOs) and a global hierarchy of nations and consumers; and 2) to stimulate your thinking about who *is* taking and who *should* take responsibility for creating an environmentally sustainable product (again, environment means social and natural resources). This project will use information from the course and will require the collection of new information relevant to your specific topic. This knowledge will be synthesized into an evaluation of the production process and its prospects for change.

There are two separate parts to this project. You will be graded separately on a prospectus/outline of the project, which will incorporate the instructors' written feedback on the prospectus, and on the final paper. The prospectus will help you refine your ideas and target your research to appropriate sources.

4a. Prospectus. The prospectus for your paper (due in week 11) is a document that describes the main features of your forthcoming research paper. The prospectus should contain the following information:

- a) name of the material good you wish to investigate;
- b) an introductory paragraph with a thesis statement, which states the main idea/argument of your paper;
- c) a list of some of the environmental problems associated with the production of that good;
- d) a list of any sustainable practices that have been or could be introduced into production;
- e) an annotated* bibliography of at least five of the sources you plan to use;
- f) a diagram of the production process of the good you are investigating.
 - a. *Annotation means to summarize points from the article that are relevant for your research.

The grade will be based on completeness, including a solid thesis statement and other required components and evidence that the project is being carefully planned.

4b. Final Paper. The final paper (due in week 16) will be your summative statement of what you have learned in the course, delivered in a literate style that reflects your skills in gathering information and communicating complex ideas in writing. It will show evidence that you incorporated the instructor's feedback on the prospectus and followed through with supporting your thesis. Both objectives of the project (to analyze and interpret the political economy of the production system and to critically evaluate evidence about the sustainability of production and consumption) must be addressed. The text of your paper (not including bibliography, tables, or diagrams) should be 2,000 words. The graded prospectus must be submitted with the final paper.

The grade will be based on clear explanations, evidence of in-depth research (including quality of data and sources), critical reflection on course material, and quality of written expression.

5. **Class participation:** Class participation is worth 10% of your grade. HOWEVER, you must earn your participation grade. Your score includes:
- attendance and arrival/departure at scheduled times,
 - preparation for class (reading ahead of time) demonstrated by participation in class discussions
 - classroom etiquette (e.g., a positive attitude, respectful interactions with others, no use of computers, phones, or digital devices during class for purposes unrelated to the course).

Class Schedule and Assignments:

*** This syllabus is subject to further changes or revisions that are necessary to meet the educational goals of the course. Revisions will be announced in class and posted in announcements on Blackboard. ***

Dates	Topic	Reading	Assignment
Jan 8	Introduction to the Course		
Labor and Systems of Production			
Jan 10	Cultural Meanings of Work	Dickinson & Schaeffer, Meaning of Work, 23-35; <i>Gig</i> , Selections	
Jan 15	A World of Workers	Dickinson & Schaeffer, Changing World of Work, 36-48	Homework #1 Due
Jan 17	Political Economy of Work and Natural Environments	Wooding and Levenstein, 1-17; Economy, Death of Huai River, 1-26	
Jan 22	Industrial Production Technologies	Marx, The Working Day, 268-282 <i>Gig</i> , Ford Assembly Line, 43-48 Wooding & Levenstein, 33-52	
Jan 24	The Treadmill of Production	Gould, Pellow & Schnaiberg, Interrogating the Treadmill, 296-313	Homework #2 Due
Jan 29	Globalization and the Treadmill	Rice, Transnational Org of Production, 215-231; In-class video: <i>Globalization: Winners & Losers</i>	
Jan 31	In-class Essay Exam		
Agricultural Production: The Case of Industrial Hogs			
Feb 5	Agricultural RevolutionS	Diamond, Agriculture, 180-191; Mander, Machine Logic, 87-91	
Feb 7	The Farm: Family to Factory	Thu, 1-13, 39-56	
Feb 12	Community Environment: Human Health	Thu, 73-102	
Feb 14	Environmental Impacts: Water	Thu, 103-116 In class video: <i>Troubled Waters</i>	Homework #3 due
Feb 19	Environmental Impacts: Soil	Watch <i>Soils Sustain Life</i> http://www.youtube.com/watch?v=y0u_D5hmK6I ; UNCCD, Food Security http://www.unccd.int/en/programmes/Thematic-Priorities/Food-Sec/Pages/default.aspx (follow 3 links in the short article)	
Feb 21	Methods of Procuring Meat	Shostak, The Bush, 81-102 Morgan, Gap Creek, 81-90 Sinclair, The Jungle, 36-46	
Feb 26	Work Environment: Slaughterhouse Conditions	Schlosser, Most Dangerous Job, 169-191; <i>Gig</i> , Slaughterhouse Human Resources Director, 48-54	Homework #4 due
Feb 28	Farming Communities in	Thu, 21-35, 57-70	

	Transition		
Mar 5	Public Health: Modern Meat	Pollan, The Feedlot, 65-84; <i>NYT</i> Safety of Beef 12-31-09; Watch Corn-Fed Beef and Sustainability, http://www.youtube.com/watch?v=2EH2zjaXfCM . In class: <i>Modern Meat</i>	
Mar 7	Is Meat Sustainable?	Thu, 157-169 Heifer, A Better Way? 18-26	Persuasive speeches Topic 1
Mar 10-17	Spring Break – No Class		
Manufacturing Production: The Case of Computers			
Mar 19	High Tech: Clean Industry?	Grossman, 1-16	
Mar 21	Mining the Earth: Land, Water, and People	Grossman, 17-34, 45-52	Homework #5 due
Mar 26	Coal Mining	Wishart, Last Mountain in Appalachia; Cabrejas, Scapegoating Environmentalists in Spain	
Mar 28	Eco-Footprints of Chips	Grossman, 53-75	Research Prospectus due
Apr 2	Chips and Human Health:	Grossman, 76-99; Walsh, Perils of Plastic, <i>Time</i>	
Apr 4	Digital Divides: Workers' Rights and Health	Pellow and Matthews, Immigrant Workers, 129-138 In class video, <i>Secrets of Silicon Valley</i>	
Apr 9	Exporting E-Waste to Asia	Grossman, 139-147; 189-211 In-class video: <i>Exporting Harm</i> , 20 m	
Apr 11	Recycling Electronics to Africa	Grossman, 212-225 In class video: <i>The Digital Dump</i> , 20 m	
Apr 16	Are Computers Sustainable?	Grossman, 256-268	Persuasive speeches Topic 2
Strategies for Advancing Sustainable Production?			
Apr 18	Corporate Responsibility / Ecoeffective Design	Diamond, Big Business editorial, <i>NYT</i> 12-6-09; Assadourian, Transforming Corporations, 171-189 OR McDonough & Braungart, Eco-effectiveness, 68-91	
Apr 23	Changing Consumption / Social Protest	Elgin, Voluntary Simplicity, 458-468 OR Wood & Schneider, 285-297; Watch Annie Leonard, <i>Story of Change</i> http://www.storyofstuff.org/movies-all/story-of-change/	
Apr 25	Is Green Growth Possible?	Santarius, Green Growth Unravelled; E. Economy, Averting the Crisis in China, 275-293	
Apr 30	Sustainable Production	Course summary and final discussion	Research Paper due

