



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 Liberal Arts and Sciences	Department	School of Human Evolution and Social Change				
Subject	ASB	Number	316	Title	Money and Culture	Units:	3
Is this a cross-listed course?	No						
If yes, please identify course(s)							
Is this a shared course?	(choose one)	If so, list all academic units offering this course					
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 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	Melissa Beresford	Phone	480-965-9649
Mail code	2402	E-mail:	melissa.beresford@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):	Alexandra Brewis Slade	Date:	3/25/14
Chair/Director (Signature):			

ALEXANDRA BREWIS SLADE
EXECUTIVE DIRECTOR

MEMO

To: University General Studies Council

From: Alexandra Brewis Slade, Director SHESC

Re: Retroactive General Studies Designation for ASB 316 Money and Culture

Date: March 25, 2014

Dear General Studies Council,

We are respectfully asking for the C/general studies designation for ASB 316: Money and Culture be **effective** summer 2014. We are scheduled to teach this class in summer 2014.

Cordially,



Alexandra Brewis Slade, PhD
Director & President's Professor

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

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

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	syllabus

Course Prefix	Number	Title	Designation
ASB	327	Money and Culture	CULTURAL

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)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
1 - Focuses on contemporary US	Course focuses on cultural diversity in the contemporary United States	see yellow highlights in syllabus
2 c - a study of social, economic political dimensions of relations between and among US racial, ethnic and minority groups	Course examines how different cultural groups in the US engage with economic decision	see green highlights in syllabus

ASB 316: Money and Culture
ONLINE Syllabus

Semester: Summer Session I&II 2014

LECTURE: online
LOCATION: online
OFFICE HOURS: email checked daily
EMAIL: abigail.york@asu.edu

INSTRUCTOR: Dr. Abigail York
OFFICE: SHESC 271

CATALOG DESCRIPTION: Using the fundamentals of economic anthropology, investigates how culture shapes our relationship to money and decision making. Provides a foundation for thinking about how production, exchange and consumption can be explained by looking at human behavior, thought and culture, and encourages students to apply anthropological knowledge to real-world situations.

OVERVIEW OF THE COURSE AND COURSE GOALS: In Money and Culture we will use tools from economic anthropology to help us understand the economic world around us. In this course, I place an emphasis on exposure to a wide range of economic anthropological theories, as well as related social science theories. Economic anthropology gives us a lens to understand the relationships between culture and decision-making through which we can investigate both western and non-western and informal and formal economies. There will be an emphasis on understanding how the values, cognitive structures, and social pressures of American subcultures including: Mexican-American, Native American, Asian American, and African-American, influence decision-making. Students in this course engage with and apply theory to empirical cases through writing assignments, debate, and video presentations.

By the conclusion of this course students will demonstrate they can:

- ↔ Understand how culture influences economic decision-making
- ↔ Be able to apply diverse theoretical approaches and anthropological knowledge to real-world cases.
- ↔ Express a critical appreciation of the research process, and demonstrate an ability to weigh and interpret data using examples from the domain of economic anthropology.
- ↔ Critically analyze how data and perspectives from diverse American, western, and non-western case studies helps us rethink why people make different, difficult economic choices.

IS AN ONLINE COURSE RIGHT FOR YOU? This class is being delivered entirely online. You will be receiving and submitting activities, participating, and taking exams and quizzes online through this Learning Studio system.

- ❖ Are you self-motivated? There is a significant amount of reading required for this course. Because this course is not completely automated or self-paced, it is necessary that you keep up with the reading and lecture materials.

- ❖ Do you have a reliable internet connection? Please be sure that you have a reliable computer and internet connection. To access the class website on Learning Studio, you can use your personal computer, one in the library, and/or computer labs at ASU.
- ❖ Do you work well on your own? Interaction with other students and the professor occurs online rather than the face-to-face contact of a traditional classroom setting.

REQUIRED READINGS:

An electronic reader with selected readings from:

Copeland, N., & Labuski, C. 2013. *Walmart and the American Dream*. Routledge.

Tucker, C. M. 2011. *Coffee culture: Local experiences, global connections*. Routledge.

Venkatesh, S. 2006. *Off the Books: The Underground Economy of the Urban Poor*. Cambridge, MA: Harvard University Press.

Wilk, R. R., & Cliggett, L. 1996. *Economies and cultures: foundations of economic anthropology* Boulder, CO: Westview Press.

Zelizer, V. A. 2010. *Economic lives: How culture shapes the economy*. Princeton University Press.

The eBook may be purchased directly from the ASU bookstore.

Additional readings are assigned for each module, and available on the class site.

COURSE FORMAT: The course is designed around a series of self-contained modules that students complete in sequence. Students are expected to complete one module for each week of the course, plus a final exam at the end of the last module. Each module poses one or more key, critical questions we will be addressing, and relates a set of readings, lectures, activities, and coursework to focus on key issues.

Module Topics and Key Questions

Module 1: Introduction to Economic Anthropology

Key questions: What drives our decision-making about the economy?

Module 2: Examining the Underground Economy in the Inner City

Key questions: What drives individuals to engage in illegal or illicit activities in the American inner city? How are these choices driven by values, opportunities, social pressure, and poverty?

Module 3: Linking American Coffee Consumption to Latin American Production

Key questions: How do economic decisions about coffee consumption in the USA relate to working conditions and local economies in Latin America?

Module 4: Understanding Discount Retail Consumption, Production, and Employment

Key question: Who wins and loses with the American love affair with discount retail? What happens to communities where retailers are located? Or to the communities engaged in production? Are particular cultural groups advantaged or disadvantaged?

Module 5: Counter-culture: The move toward the Obscure and Local, and Young American Subculture

Key question: How do changing American values about food, music, clothing, and consumption affect different communities? What does this mean for consumer and producers?

Module 6: Making choices in the domestic sphere: How do choices about childcare, cleaning, and other domestic sphere activities affect families for both providers and consumers? We will examine the difficult choices that women and families face, particularly women who immigrate to the USA to work within the domestic sphere.

COURSE REQUIREMENTS AND GRADING:

Each module of this course will have a culminating assignment—this assignment will either be a brief quiz or a writing assignment. You will also be required to contribute to the course Discussion Board, which will count as part of your grade. The graded portions of this class are as follows:

- Contributions to class Discussion Board threads (10%),
- Three writing assignments (totaling 45%),
- Two video speeches (totaling 30%)
- Three quizzes (5% each)

Contributions to Discussion Board Threads (10%)

Students will participate in online class discussions through Discussion Board in Blackboard. Discussion Board topics will be posted by the instructor for each Module (except Modules 1 and 6) and will be based on class materials including lectures, readings, and videos. Students must contribute to **five** different Discussion Board topics (i.e. threads) throughout the class; each thread must be completed prior to the quiz on that module material.

Credit for Discussion Board contributions will be based on four criteria:

1. the quality of the contribution
 - the comment, response, question, etc. should be relevant to the discussion at hand and should be original (e.g., do not repeat someone else's comment)
 - most contributions will be two or three sentences in length
 - one-word responses are not likely to be sufficient contributions
2. writing and grammar
 - discussion board contributions should be written in a professional manner, not as if you were texting your friend
3. appropriateness of the contribution
 - see COURSE POLICIES (below) regarding student conduct and review the thread on "Netiquette" in the Discussion Board in Blackboard

4. timeliness

- **the deadline for contributing to a Discussion Board thread for a given Module will be the deadline for closure of the entire Module.**

Writing Assignment 1 – Economic Choice (15%)

Students will compose a 1-2 page statement in which s/he examines a particularly challenging economic decision that s/he has faced (whether individually or as part of a family). What factors most influenced that difficult choice? How do these factors connect to economic anthropology? Students are required to incorporate at least one course reading and at least one theoretical perspective from economic anthropology.

Writing Assignment 2 – Reflection Statement: How Does Culture or Subculture Influence Decision-making (20%)

Students will interview someone who does not share the same family background or culture/subculture. Students will ask the interviewee to reflect upon a challenging economic decision in the interviewee's life. The student should ask how the interviewee's family, friends, and culture influenced his/her choice. Then the student will analyze the interview's decision-making in a 2-3 page statement. How does culture or subculture affect the interviewee's choice? Reflect on how the culture/subculture led the interviewee to have different values, social pressures, or ways of thinking about the world? Students are required to use at least one course reading and one theoretical perspective. Students are required to take notes during the interview and submit a set of typed notes (5% of grade). The 2-3 page essay is worth (15% of grade).

Writing Assignment 3—Linking Production and Consumption

Students will compose a 2-3 page statement focused on one of the good or services covered in the course readings. Examine what groups are most influenced in the production of the good or service and who is consuming the good or service. Reflect on how culture influences the decisions of producers and consumers. Students are required to use at least one course reading and one theoretical perspective.

Video Speech 1-Who Are You?

Students will create a 1 minute video introducing himself/herself. The student should reflect upon how they define him/herself within particular culture or subculture. In the next five years, what are the big economic choices that you are facing? Reflect on how your culture or subculture, family or other social group, or other factors influence your thoughts about these decisions.

Video Speech 2-Reexamining a Difficult Economic Choice

Students will create a 2 minute video examining a particularly difficult economic choice that s/he regrets. What factors influenced your choice? Using the tools and theories from the course, reexamine and "diagnosis" that choice. What caused you to make that regretful decision?

Quizzes (15%)

There are **three** quizzes, each of which will be at the end of module (see the Course Schedule tab of the course site). Quizzes are objective in scope and include multiple choice, true/false, and matching questions based on the lecture material and readings covered in the modules. Each quiz

will consist of 10 randomly selected questions drawn from a test bank. Each student will have 15 minutes to complete each quiz on the class site. Quizzes must be completed by the dates specified (see Course Schedule). Once the deadline to complete a quiz has passed, the quiz will automatically become unavailable – even if you are in the middle of the quiz.

A word of caution about quizzes and the exam and quiz/exam freeze- or lockouts:

- Prior to accessing a quiz or the exam, please check your internet and computer stability.
 - It is recommended that you close down all programs other than the course site.
 - It is recommended that you close all other windows or tabs within your browser. Doing so will decrease the likelihood of having the course freeze on you.
 - If you are concerned about connectivity, you may have to use another computer such as one on campus or in a public library
- Once you begin a quiz or the exam, DO NOT USE THE BROWSER BUTTONS to navigate through the exam. Doing so increases the likelihood of locking up your quiz or exam.
 - Only use the navigation buttons within the exam itself
 - Be sure to use the “Save” button after each of your answers
- The quizzes and exam are set up to prohibit backtracking, so please do not try to go back and change an answer to a previous question.
- If your exam does happen to freeze/lock up on you, send an e-mail to the instructor and she will unlock/unfreeze your quiz or exam and you will be able to restart it.

THE GRADING SCALE:

This course uses the ASU +/- system with the following ranges listed below. All grades will be rounded to the nearest hundredth of a decimal place (e.g., 89.99).

The grading scale is: A 93-100; A- 90-92.99; B+ 87-89.99; B 83-86.99; B- 80-82.99; C+ 77-79.99; C 70-76.99; D 60-69.99; E < 60; XE - Failure due to Academic Dishonesty.

Incompletes: As a rule, a grade of incomplete is rarely given and reserved for special circumstances. A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

Late Assignments:

Unexcused late assignments will not be accepted.

Grade Appeals:

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

ACADEMIC INTEGRITY:

All students are responsible for reviewing and following ASU's policies on academic integrity: <http://provost.asu.edu/academicintegrity>. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same style of citation for each quoted sentence or phrase. All written material that you turn in must be done independently. Please be aware that student work submitted electronically can be scanned using SafeAssignment, which compares it against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

Academic dishonesty also includes cheating on quizzes and the exam by recording your notes as an mp3 file for "exam music", photographing the exam with a cell phone, or emailing a friend with the book and having answers text messaged back to you.

COURSE POLICIES:

Classroom and Course Expectations. As an instructor, it is my responsibility to ensure that there is an effective instructional environment and that all students are provided with maximum opportunities to learn. To this end, the following courtesies are expected:

- ❖ Students are expected to interact with fellow students and the instructor in a respectful manner in all communication. All communications must be fully respectful of the diversity of students taking the course, and allow for a mature understanding of how what we say can affect others.
- ❖ ASU Learning Studio is to be used for academic/course related items only. To use this course for any other reason is a violation of privacy laws as well as the ASU Academic Integrity Policy. A violation of this policy may result in course penalties and/or harsh university sanctions.
 - No personal communication is to take place between students via the course site outside of prescribed areas (i.e., Discussion Board groups)
 - No solicitations are to be distributed to student ASU e-mail accounts via the course site or any other means
 - If a student is found to be in violation of this policy, his/her information will be forwarded on to the Director of Undergraduate Studies

Student Standards:

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

- The ABOR Student Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
 - <http://students.asu.edu/srr/code>
- Computer, Internet, and Electronic Communications Policy

- <http://www.asu.edu/aad/manuals/acd/acd125.html>

Student Support and Disability Accommodations:

Exposure to some of the material in this class could unexpectedly bring personal issues to the surface. If this happens we recommend you seek the assistance of those best trained to help you. The best first-stop for students may be counseling services on campus.

<http://www.asu.edu/studentaffairs/wellness/help/by-topic.html>

ASU offers support services through Counseling (<http://students.asu.edu/counseling>), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/>). If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Course Disclaimers:

- *Computer access:* This is an online course. You are required to have access to a computer and the internet for the duration of the course.
- *Camera/video camera access:* This course includes two video speech assignments. You are required to have access to a webcam, computer camera, video camera, phone camera, or other camera that can be used to record two short videos and upload these to the class vimeo site through the course platform. If you do not have one, it is your responsibility to gain access to one through a family member, friend, or university or public library. Note that webcams are available on some of the computers in ASU computing labs.
- *Communication:* You are responsible for reading the course site and checking your e-mail for course messages on a regular basis (i.e., daily).
- *Computer issues:* It is the responsibility of the student to deal with and address any technical problems that she/he may encounter, other than exam freezes. If a student experiences any technical problems, it is his/her responsibility to first contact the UTO Helpdesk for assistance.
- *Murphy's Law:* "What can go wrong, will go wrong." It is the student's responsibility to plan accordingly. If a student chooses to delay the beginning of a quiz or exam or contributing to a discussion board thread until shortly before it is due, the student accepts the potential ramifications of this choice, including, but not limited to: having the course site freeze during the exam, failure to have the exam unfrozen, failure to have the exam accepted by the course, slowing down of or inaccessibility of the course site, and/or missing of the deadline.