



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School (Select One) Department The School for the Future of Innovation in Society
Prefix FIS Number 337 Title Innovation and Global Development Units: 3

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

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

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

Is this a permanent numbered course with topics? No

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

Course description: See attached

Requested designation: Global Awareness-G Mandatory Review: (Choose one)

Note- a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015 For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

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

A complete proposal should include:

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

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

Contact information:

Name Jameson Wetmore E-mail Jameson.Wetmore@asu.edu Phone 480-727-0750

Department Chair/Director approval: (Required)

Chair/Director name (Typed): David Guston Date: 3/4/16

Chair/Director (Signature): [Signature]

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.	syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input 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.	
<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.	syllabus
<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."	syllabus

Course Prefix	Number	Title	Designation
FIS	337	Innovation and Global 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 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)
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	The majority of the course lectures, discussions, reading material, etc, will be focused entirely outside of the U.S., and mostly on developing regions around the world.	A main objective of the course is to have students explore uneven global development, and the cultural, political, and socio-economic contexts of those inequities, and to conduct an in depth study of a single country. These are both stated in the objectives.
2. C	While students will be learning about the dynamics and history of the global political economy, and at the same time compare development indicators between countries and regions, focusing more indepth on a single country.	Both the regional group project and the country project will allow students to explore and make comparisons between regions, between the developing and developing worlds.
2. D	The in depth study of a country outside of the U.S. and developed world will allow students to explore the cultural and political context of socio-economic and technological development, and in fact will have students viewing global events from the perspective, the lens, of that country.	The country project as described on the syllabus will fulfill this criteria, and while students will have some flexibility in selecting their country, there will be guidelines to ensure a regional balance in countries studied, as the results will be shared with the class in the final research presentation.

FIS 337 - Innovation and Global Development Course description: International development, the role of technology and innovation, and the current era of globalization. Focuses primarily on socioeconomic development. The globalization of the world economy, with the end of the Cold War, and the advent of global information and communications technologies, has had significant implications for development around the globe. While wealth is rising in many countries and among certain social classes, there is still overwhelming poverty, lack of access to clean water, adequate nutrition, and health services for the majority of people in the world. This is not a new situation; however the advent of the recent era of globalization, which includes both political and technological changes, is a variable that influences development in complex ways.

Innovation and Global Development

FIS 337

Prof. Mary Jane C. Parmentier

Mj.parmentier@asu.edu 480-727-1156

Office: Interdisciplinary B, Room 366

Office Hours: MTWHF 0:00-0:00 or by appointment

Course description:

This course, designed for majors and minors in Innovation in Society, but open to all other students with an interest in the subject, provides an introduction to international development, the role of technology and innovation around the world, and to the current era of globalization. By international development we mean socio-economic development, as well as political development, and the way these dynamics are integrated in the real world. In this course we will focus primarily on socio-economic development. The globalization of the world economy, with the end of the Cold War, and the advent of global information and communications technologies, has had significant implications for development around the globe. While wealth is rising in many countries and among certain social classes, there is still overwhelming poverty, lack of access to clean water, adequate nutrition, and health services for the majority of people in the world. This is not a new situation; however, the advent of the recent era of globalization, which includes both political and technological changes, is a variable that influences development in complex ways. In analyzing the impact of technological change on various regions it is imperative to assess the role of culture, politics, and socio-economic history on how different societies respond to the changes. While the focus will be mainly on developing regions outside of the U.S., the interactions between the developed and developing world will be considered as critical element of global development.

Course objectives and learning outcomes:

The main goals of this class are to introduce you to the role of innovation and technology in global development, both positive and negative, particularly from a comparative contemporary historical perspective, from the second half of the 20th century to day, and to introduce you to the concept of socio-economic development. This will include the study of nation-states and regions around the world in order to gain an understanding of how technology and political and economic forces affect societies differently. Your critical thinking and communication skills will be utilized, and your knowledge of world geography should increase. Specifically, you will:

- Articulate, verbally and in writing, the major technological and political trends that have influenced the current era of globalization.
- Synthesize the presented material and develop your own concept of development and how globalization and technological innovation affects societies differently, given their varied cultural and historical contexts.
- Identify the concept of technological determinism and how it impacts policy and the role of technology in the development process.
- Apply concepts and models studied in class to an issue in a particular country in the developing world, and research and write a paper on what you have discovered.

Course Requirements:

Participation: Participation, worth 30 % of the overall grade, in weekly classes is expected, and as well that all cell phones will be off, and laptops are for note taking or conducting in-class research only. Participation includes reading the assigned chapters before class, reading any news assignments, and being prepared to discuss both in class.

In Class Quizzes: There will be 5 of these quizzes, worth 3% each. They will be in class, and they will be based on the textbooks and current news about the countries and regions we will be studying. They will deal with the countries and concepts covered, including geography, so study your maps!

Regional Group Project: Each of you will have a country assigned to you (you will have some choice of country), and depending upon this country, you will be grouped with other students to form a region. For example, 2 or 3 of you will have Central America, with each of you responsible for one selected country in the region. Fifteen percent of your overall course grade will be based on your participation in 5 in-class group meetings where you will share research on assigned topics and make comparisons. Ten percent of your overall course grade will be based on a final presentation by each Group comparing the selected countries in the region.

Country Research Paper: This will be an individual paper that each of you will write on your selected country. It should be approximately 4-5 pages long, single spaced, and should be focused on a contemporary socioeconomic development issue in that country that involves innovation, or how innovation is perceived, within the cultural and political context of that country. There should be at least 5 references, properly cited in the text and a bibliography; these references can be newspaper articles, books or academic journal articles. The criteria for written work includes original work, clarity of communication, coverage of concepts, and depth of analysis. This paper will count for 20% of your overall course grade.

Participation in Lecture	30%
Weekly Quizzes	15%
Regional Group Project	15%
Student Group Presentations	10%
Country Research Paper	20%
<u>Final Exam</u>	<u>10%</u>
Total	= 100%

Barrett students interested in adding an **honors contract** to the class should contact the instructor in the first week of classes.

Grading Scale:

A-/ A/ A+	90.0-92.4/ 92.5-97.9/ 98-100	Excellent
B- /B/ B+	80.0-82.4/ 82.5-87.4/ 87.5-89.9	Good
C/ C+	70.0-77.4/ 77.5-79.9	Average
D	60.0-69.9	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

[Note: in order to receive University Distribution requirement credit you must earn at least a "C."]

Course Calendar and Texts:

- Friedman, Thomas, *The World is Flat*, 3rd edition, NY: Picador Publishing, 2007
- Haynes, Jeffrey, *Development Studies*, UK: Polity Press, 2008
- Selections from the *United Nations Human Development Report 2009*: <http://www.undp.org/publications/annualreport2009/index.shtml>; and UNDP Millennium Goals
- UNDP Millennium Goals and Strategies: <http://www.undp.org/mdg/strategy.shtml>
- Selections from the *United Nations Human Development Report 2009*: <http://www.undp.org/publications/annualreport2009/index.shtml>

1. Introduction to course

- Overview of Course requirements, etc.
- Class introductions – backgrounds and areas of interest
- World geography tour
- Country project selections
- Defining ‘global technology and development’ as a field

2. Globalization

- What is globalization?
- What has caused it?
- What are the effects of globalization?
- Reading: News item on your country, relating to globalization
- Group Meeting 1: Basic background information on countries/region

3. Globalization and Development: Take One

- The role of technology
- Effects of globalization
- For whom is the world flat?
- Reading: **Friedman**, Section 1

4. Globalization and Development: Take One

- The role of political change
- Neoliberal assumptions and the Washington Consensus
- Reading: **Friedman**, Section 2
Group Meeting 2: Globalization and its effects on your country

5. Introduction to Development

- What is development?
- What is the theoretical heritage of development studies?
- Reading: **Haynes**, Chapters 1 and 2

6. Globalization and Development: Take Two

- Globalization and unequal development
- Global digital divide
- Reading: **Haynes**, Chapter 3; and **Friedman**, Chapter 15

- Group Meeting 3: development of your country

7. Globalization and Development: Take Two

- Political economy of globalization
- Politics of globalization
- Reading: **Haynes**, Chapter 4 and 5

8. Socioeconomic paradigm: Technological Determinism

- What is technology? What is its perceived role in history?
- How has it impacted human development?
- Does technology determine historical outcomes in human history?
- Film: “Modern Times”
- Reading: Heilbroner, *Do Machines Make History?*, *Technology & Culture*, 8, 3, pp. 335-345; and **Haynes**, Chapter 6
- Group Meeting 4: Globalization and development in your country

9. Technology and Development – Policy Approaches

- How is development defined and implemented in practice by the U.N. Development Programme
- How is technology utilized in development?
- Readings: Selections from the *United Nations Human Development Report 2009*: <http://www.undp.org/publications/annualreport2009/index.shtml>; and **UNDP Millennium Goals and Strategies**: <http://www.undp.org/mdg/strategy.shtml>

10. Related issues – environmental and social

- Sustainable development
- Social inequalities and effects on development
- Reading: **Haynes**, Chapters 7 and 8; and Selections from the *United Nations Human Development Report 2009*: <http://www.undp.org/publications/annualreport2009/index.shtml>

11. Nov. 4 Prescriptions for the future

- State versus market
- Future of globalization – potential scenarios
- Reading: **Haynes**, Chapter 9 and **Friedman**, Section 3
- Group Meeting 5: Science and technology policy in your country

13. Student Group Project Presentations

14. Student Group Project Presentations

15. Final Exam – combination of multiple choice, short answer and essay

This syllabus is subject to change. It is your responsibility to read e-mail updates from the instructor and TAs as well as check the blackboard site for alterations made as events occur.

Incompletes: A mark of "I" (incomplete) can be 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 using the form at <http://students.asu.edu/forms/incomplete-grade-request>. Students should be proactive and discuss this with their instructor and TA before the end of the semester. Students who do not complete this form before the end of the semester cannot be given an incomplete and will be awarded a grade based on the work they have completed.

Late Assignments: Late assignments will have 1/3rd of a letter grade deducted each day they are late. Advanced written or e-mailed notice that you will miss a class or have to turn in an assignment late could help your cause.

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>

Student Standards: Students are required to read and act in accordance with university and Arizona Board of Regents policies, including: The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <http://www.azregents.edu/policymanual/default.aspx>

Professionalism in the Classroom: While learning happens throughout ASU, the classroom is a particularly important focal point. Students are asked to contribute to a collegial atmosphere where ideas can be exchanged, discussed, and debated freely by avoiding disruptions through their own behavior and the distractions of their technology. Disruptive, threatening or violent behavior will be dealt with according to the policies in the Student Services Manual, [SSM 104-02](#). Students wishing to record lectures electronically must first get permission from the instructor.

It is impossible to learn from your fellow students when you or they are not there. As such attendance is required in this course. Should you have to miss a class, contact your instructor as far in advance as possible. Depending on the nature of the absence the instructor may elect to deduct points from your overall grade. Absences can be excused for religious observances or practices that are in accord with [ACD 304-04](#) or university sanctioned events/activities that are in accord with [ACD 304-02](#).

Academic Integrity: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <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 sort of citation for each quoted sentence or phrase. You may discuss assignments with other students, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in

advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services: In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations: In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. [Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <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.

Sexual Violence and Harassment: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Drop and Add Dates/Withdrawals: Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#).

Email Communications

All email communication for this class will be done through your ASU email account and the blackboard site. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

Campus Resources: As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

Tutoring: <https://tutoring.asu.edu/tutoring>

Counseling Services: <http://students.asu.edu/counseling>

Financial Aid: <http://students.asu.edu/financialaid>

Major/Career Exploration: <https://cls.asu.edu/majorexploration>

Career Services: <http://students.asu.edu/career>

Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

THOMAS L. FRIEDMAN

THE WORLD
IS FLAT

*A Brief History of
the Twenty-first Century*

FURTHER
UPDATED AND EXPANDED

*Picador / Farrar, Straus and Giroux
New York*

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**Selections from the *United Nations Human Development Report 2009*:
<http://www.undp.org/publications/annualreport2009/index.shtml>; and UNDP Millennium
Goals and Strategies: <http://www.undp.org/mdg/strategy.shtml>**

**Selections from the *United Nations Human Development Report 2009*:
<http://www.undp.org/publications/annualreport2009/index.shtml>**