

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School	College of Integrative Sciences and Arts	Department	Social Science
Prefix	ISS Number	450	Title
		Consumerism and Sustainable 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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

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). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials
N/A
(Required)

Course description: Analyzes the impact of the quest for more and better consumer goods as it affects sustainable development and global ecology.

Requested designation: Social-Behavioral Sciences-SB **Mandatory Review:** No

*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. 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 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 Nicholas Alozie E-mail Alozie@asu.edu Phone 480-727-1395

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Duane Roen Date: 12/14/16

Chair/Director (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.	ISS450 Syllabus, textbooks and videos		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY • SOCIOLOGY • POLITICAL SCIENCE </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY • SOCIOLOGY • POLITICAL SCIENCE 	ISS450 Syllabus, textbooks and videos
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<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p style="margin-left: 20px;">a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center; margin-left: 40px;">OR</p> <p style="margin-left: 20px;">b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	ISS450 Syllabus, textbooks and videos		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	ISS450 Syllabus, textbooks and videos		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		<ul style="list-style-type: none"> • 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
ISS	450	Consumerism and Sustainable Development	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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction.	<p>When a new superstore named Kohl's first opened up in the Phoenix area, one man stood in line for 36 hours just to have the right of being called the first customer to enter into the store. It used to be that Christmas shopping started on what is called "black Friday", following Thanksgiving. Not so anymore. Stores are now open even on Thanksgiving Day. The other stores that don't open on Thanksgiving Day open as early as 12:00 at night that same day. Stores like Walmart and Target have been known to have special buys for the first few people who enter their stores on the first day of Christmas shopping. Many people have been trampled to death on such occasions. We have not even talked about what happens when a new version of iPhone or iPad is released. Today, new businesses are opening up just to take advantage of the "consumerism madness" that is going on online. All of this is going on with little attention by social scientists as to how these kinds of human behaviors are changing human interaction. This is a course that is designed to fill the gap for students on integrative social science.</p> <p>This course is designed to advance basic understanding and knowledge about human interaction. Basically, it is a course of human behavior when it comes to decisions to buy consumer products, what to buy, how much of it to buy, what to spend, and how those decisions affect the organization and process of human society.</p>	<p>The syllabus, textbook and other materials for the course make the case that this is a course that advances basic understanding and knowledge about human interaction. The course goals are clear on this:</p> <ol style="list-style-type: none"> 1. To study the interactions of humans and the consumerism culture in which they live. 2. To understand human behavior and group interactions when it comes to consumerism decision-making. 3. To analyze the impact of the quest for more and better consumer goods as it affects human development. 4. To analyze the impact of the quest for more and better consumer goods as it affects sustainable development. 5. To examine the role of government in controlling consumerism. 6. To examine the role of industry and advertizment in fostering consumerism. 7. The problem of overconsumerism is examined and its implications are examined from a social science perspective. <p>The Learning Outcomes are clear on this:</p> <ol style="list-style-type: none"> 1. The student shall gain knowledge about consumer behavior as part of human decision-making and interaction. 2. The student should understand consumer behavior and decision-making from the different perspectives offered by the different disciplines of the social sciences, including human anthropology, economics, political science, philosophy, and human geography.

		<ol style="list-style-type: none"> 3. The student should develop knowledge on what is called the “push” and “pull” factors in human decision-making about the decision to acquire or not to acquire, including peer pressure and “keeping up with the Joneses”. 4. The students will be able to identify the behavior patterns that cause over-consumerism from a sociological perspective and the social consequences of those patterns of behavior. 5. The student shall understand the concept of over-consumerism from the sociological perspective. 6. The student shall learn the role of government is encouraging and regulating consumerism. 7. The student shall learn the role of industry in encouraging and regulating consumerism. 8. The student shall study how over-consumerism impacts cultures in third world nations that do not have the power to resist the disposal of electronic waste. <p>The texts for the course, especially the “Shadows of Consumption” and “Affluenza,” advance understanding and knowledge of human interaction.</p>
<p>2. Course content emphasizes the study of social behavior.</p>	<p>The course content emphasizes the study of social behavior such as that found in anthropology, economics, political science, sociology, philosophy, cultural geography, and history.</p>	<p>The course is about human decision-making as we decide what to buy, how much of it to buy, when to buy, as they relate to our existence has humans on earth. Thus, this is a course on social behavior as found in the traditional social sciences. Unlike simple courses on economics or sociology, this course differs only to the extent that it takes an integrative approach to these questions. An integrative approach requires that students be exposed to the multiple traditions of the social sciences, broadly defined. The questions whether or not to buy, when, and how much to buy are not just an economic question. They are also sociological, political, etc. Sometimes geography may determine the outcome. The Learning Outcomes and the texts on "Shadows" and "Affluenza" present a full picture of social behavior.</p>
<p>3. Course emphasizes BOTH a) the distinct knowledge base of the social sciences AND b) the distinct</p>	<p>Throughout this course, the distinct knowledge base of the social and behavioral sciences and the distinct methods of the social and behavioral sciences are emphasized.</p>	<p>The literature of the social sciences is derived from the distinct knowledge base of the fields and the methodologies of inquiry of the social sciences. This is true of the expectations and Learning Outcomes outlined in this course. It is true of the entire spirit and goals of the course. Finally, it is true of the major materials assembled for the course. Important questions include:</p>

<p>methods of inquiry of the social and behavioral sciences.</p>		<ul style="list-style-type: none"> • Do considerations for the environment affect consumerism? • Do people’s need to “belong” or “appear to belong” affect consumerism? • Does geographical location affect consumerism? • Does technological change affect consumerism? <p>These are samples of the questions at stake.</p>
<p>4. Course illustrates the use of social and behavioral science perspectives and data.</p>	<p>Social and behavioral perspectives and data are used throughout the course.</p>	<p>The materials assembled for this course, the lectures and the exercises all point to social science perspectives and data. Unit 1 on the syllabus titled: “Unbridled Consumerism” begins this documentation, and the course ends with possible scenarios about balancing consumerism. In the end, what the course presents is a complete picture of consumerism run amuck, what to blame, and how to begin to fix it, all couched within the general rubric of the social sciences.</p>

ISS450

Consumerism and Sustainable Development

This course is offered by the College of Integrative Sciences and Arts.

Instructor: Robert Benoit
Office: Skype by appointment
Contact Info: rlbenoit@asu.edu

Course Description:

When a new superstore named Kohl's first opened up in the Phoenix area, one man stood in line for 36 hours just to have the right of being called the first customer to enter into the store. It used to be that Christmas shopping started on what is called "black Friday", following Thanksgiving. Not so anymore. Stores are now open even on Thanksgiving Day. The other stores that don't open on Thanksgiving Day open as early as 12:00 at night that same day. Stores like Walmart and Target have been known to have special buys for the first few people who enter their stores on the first day of Christmas shopping. Many people have been trampled to death on such occasions. We have not even talked about what happens when a new version of iPhone or iPad is released. Today, new businesses are opening up just to take advantage of the "consumerism madness" that is going on online. All of this is going on with little attention by social scientists as to how these kinds of human behaviors are changing human interaction. This is a course that is designed to fill the gap for students on integrative social science.

This course focuses on human behavior at both the individual and group level. It uses an integrative approach to social science knowledge fusing the literature on human anthropology, economics, sociology, political science, philosophy, and cultural geography in understanding human interactions that control human behavior. In turn, these behaviors and interactions are used to understand important decisions about sustainable development. Students in this course are expected to be open-minded as the different methodologies of different social science fields apply in seeking knowledge about human behavior and interaction.

Course Goals:

1. To study the interactions of humans and the consumerism culture in which they live.
2. To understand human behavior and group interactions when it comes to consumerism decision-making.
3. To analyze the impact of the quest for more and better consumer goods as it affects human development.
4. To analyze the impact of the quest for more and better consumer goods as it affects sustainable development.
5. To examine the role of government in controlling consumerism.
6. To examine the role of industry and advertizment in fostering consumerism.

7. The problem of overconsumerism is examined and its implications are examined from a social science perspective.

Learning Outcomes:

1. The student shall gain knowledge about consumer behavior as part of human decision-making and interaction.
2. The student should understand consumer behavior and decision-making from the different perspectives offered by the different disciplines of the social sciences, including human anthropology, economics, political science, philosophy, and human geography.
3. The student should develop knowledge on what is called the “push” and “pull” factors in human decision-making about the decision to acquire or not to acquire, including peer pressure and “keeping up with the Joneses”.
4. The students will be able to identify the behavior patterns that cause over-consumerism from a sociological perspective and the social consequences of those patterns of behavior.
5. The student shall understand the concept of over-consumerism from the sociological perspective.
6. The student shall learn the role of government in encouraging and regulating consumerism.
7. The student shall learn the role of industry in encouraging and regulating consumerism.
8. The student shall study how over-consumerism impacts cultures in third world nations that do not have the power to resist the disposal of electronic waste.

Required Course Texts/ Readings/Materials:

- Affluenza: How Overconsumption Is Killing Us- And How to Fight Back” -3rd Ed.: John de Graf, David Wann, & Thomas Naylor; Barrett-Koeler Publishers, Inc.
- The Shadows of Consumption: Peter Dauvergne; The MIT Press; 2008
- Waste Crisis – Landfills, incinerators, and the Search For a Sustainable Future; Hans Tammemagi; Oxford University Press; 1999
- The Story of Stuff: The Impact of Overconsumption on the Planet, Our Communities, and Our Health – And How We Can Make It Better; Annie Leonard; Free Press
- Hot, Flat and Crowded, Release 2.0: Thomas Friedman; Farrar, Straus and Giroux: 2009
- An Inconvenient Truth; Al Gore; Rodale Press; 2007

Course Format:

Online

Coursework/Graded Work:

16 Weekly Questions from the Lectures and Reading and Internet Videos

Starting the Friday morning prior to the start of the semester (Fall 2017 Semester – August 11th), a brief lecture will be given on each weekly topic these chapters and lecture shall be read in their entirety to be finished by the start of the following Friday. In addition there will be a reading assignment and at times required online videos.

There will be homework consisting to 15 questions relating specifically to the lecture, reading assignment and videos and one question worth 25 points that requires critical thinking and that in most cases has more than one answer. The questions shall be turned in no later than midnight on Friday of the week following the initial posting. Questions will come from both the lectures and readings. Homework shall be in Word format and turned in by selecting the appropriate assignment link in the Course Content folder. **All homework shall have the students name, course number, assignment number and date as both a title for the file submitted and at the top of each homework submission.**

Late homework will usually not be considered. The student shall receive the homework back with comments and grade within a week of posting of the new assignment.

Homework is worth 70% of your grade so it is important that you keep up with the assignments.

Final Paper

A short four-page paper (title page not considered) in the format listed below shall be turned in for review and grading no later than the final Friday of the semester (Fall 2017 – December 1st). The subject of the paper is the book, "Hot, Flat and Crowded" by Thomas Friedman. This paper shall not be a summary of the book but rather a paper on how the book influences you as a student as you prepare to enter the global economy. This is a chance to further develop your critical thinking skills. Do you agree with Friedman or do you have a counter argument to present. I want to hear your perspective on the book.

Discussion Board

A total of five Discussion Board Postings (two main topics (threads) per posting). The student shall receive up to 3 points based upon the amount of activity and the quality of his/her posts. At a minimum you should post one new thread and reply to two existing threads **per topic** to receive full credit. Thus, if for some reason you chose not to participate in either topic during a given discussion period, you would lose 3% off your final grade.

Grading:

- Weekly Questions Homework (70%) - It is therefore imperative to **complete all homework on time.**
- Final Paper (15%) - four page paper
- Discussion Board 15%

Format of Final Paper:

- Four pages
- **Single spaced**
- 12 point Times New Roman
- One inch margins all sides

- A title centered and printed in normal style font (no italics, no underlining, and no font size change) Then your name centered ---- Please do not use a title page

Note: All contents of the related to this course are under copyright protection.

Schedule of Reading / Homework – Weekly Topics

(Note: All Homework Packages Will Be Made Available In the “Assignments” Folder)

UNIT I THE PROBLEM – UNBRIDLED CONSUMERISM

Class 1 (Will post August 11th) Lecture 1: “The American Dream – Be Careful What You Wish For!”

Reading: de Graf et al.:

Chapter 1 Feverous Expectations

Chapter 2 All Stuffed Up

Chapter 3 Stressed To Kill

Chapter 4 Family Fractures

Chapter 5 Community Chills

Chapter 6 Heart Failure

Chapter 7 Social Scars

Homework: Assignment 1 – Due no later than August 25th

Class 2 (Will post August 25th) Lecture 2: “Are We Dying of Consumption?”

Video:

<http://storyofstuff.org/movies/story-of-stuff/>

Reading:

Davergne, Chapter 1: An Unbalanced Global Political Economy

Chapter 2 Dying of Consumption

Chapter 23 the Illusions of Environmentalism

Tammemagi; Chapter 3 Historical Perspective: What We Can Learn

De Graf et al.:

Chapter 8 Resource Exhaustion

Chapter 9 Industrial Diarrhea

Chapter 12 an Ounce of Prevention

Chapter 13 the Road Not Taken

Chapter 14 an Emerging Epidemic

Chapter 15 the Age of Affluence

Homework: Assignment #2 – Due no later than midnight September 1st

Class 3 (Will post September 1st) Lecture 3 “The PlayStation Syndrome –the Quest for Newer and Better”

Reading:

De Graf et al.

Chapter 10 A Cancerous Culture

Chapter 11 Early Infection

Chapter 16 Spin Doctors

Leonard:

Chapter 1 Extraction

Chapter 2 Production

Chapter 3 Distribution

Chapter 4 Consumption

Homework: Assignment #3 – Due no later than midnight September 8th

Class 4 (Will post September 8th) Lecture 4: Consumer Products and E-Waste – Where Computers Go to Die”

Videos:

<http://storyofstuff.org/movies/story-of-electronics/>

<https://www.youtube.com/watch?v=9j2KPxanzeA>

<https://www.youtube.com/watch?v=zU62hh3DBfg>

Reading:

Dauvergne

Chapter 11 Refrigerating the Ozone Layer
Chapter 12 Phasing Out CFC Refrigerators
Chapter 13 Selling the “Superior” Refrigerator
Chapter 14 the Globalization of Plugging In

Homework: Homework #4 – Due no later than midnight September 15th

Class 5 (Will post September 15th) Lecture 5: “Garbology 101”

Reading:

Tammemegi:

Chapter 4: Integrated Waste Management

Chapter 6: Wastes – Know your Enemy

Chapter 7: Landfills

Chapter 9: Incineration the Burning Issue

Chapter 10: Containment, Encapsulation and Treatment

Leonard:

Chapter 5 Disposal

Homework: Do Assignment 5 – Due no later than midnight September 22nd

***Class 6 (Will post September 22nd) Lecture 6 the Automobile, Pickups and SUV’s /
The Problem with Plastics – How Do We Get Rid of All This Stuff?***

Video:

<https://www.youtube.com/watch?v=NQHKUpwMboY>

<http://storyofstuff.org/movies/story-of-bottled-water/>

Reading:

Dauvergne

Chapter 3 Accidental Dependency? The road to an Auto World

Chapter 4 A Better Ride: Selling Safe and Clean

Chapter 5 The Road Tolls

Chapter 6 the Globalization of Accidents and Emissions

Homework: Assignment #6 – Due no later than midnight September 29th

Class 7 (Will post September 29th) Lecture 7 Broken Government and Its Effect on Industry Regulation

Videos:

<http://storyofstuff.org/movies/story-of-cosmetics/>

<http://storyofstuff.org/movies/story-of-cap-and-trade/>

Reading: Do an Internet search on the Supreme Court case of “Citizens United VS FEC then write a 2 page single spaced paper on the background of this case, the ruling and how it has affected our current system of government. This work shall be sent to me along with this week’s homework assignment.

Homework: Assignment 7 due no later than midnight October 6th

UNIT 2 THE RESULTS – OUR FRAGILE PLANET AND WHAT WE ARE DOING TO DESTROY IT

Class 8 (Will post October 6th) Lecture 8 “Global Weirding” – Strange Weather Ahead

Videos:

https://www.youtube.com/watch?v=D_uNx2fXlFE

<https://www.youtube.com/watch?v=LhIPMTTyEVI>

Reading:

Gore:

Chapter 1 Our Changing Planet

Chapter 2 A Silent Alarm

Chapter 3 Cold Hard Evidence

Chapter 4 Hurricane Watch

Chapter 5 Extremely Wet, Extremely Dry

Homework: Assignment #8 - Due no later than midnight October 13th

Class 9: (Will Post October 13th) Lecture 9: The Second Coming of the Great Flood – Should We Start Building an Arc?

Reading:

Gore:

Chapter 6 the Ends of the Earth: the North Pole

Chapter 7 the Ends of the Earth: the South Pole

Chapter 8 a New Atlas

Chapter 9 Deep Trouble

Chapter 10 Hazardous to Your Health

Homework 9: Assignment #9 – Due no later than October 20th

UNIT 3 THE SOLUTIONS - It's Not Too Late to Fix Things If We Act

Soon

Class 10 (Will post October 20th) Lecture 10 the Importance of Recycling and Composting –Old Concepts with A new Importance

<https://www.youtube.com/watch?v=5YaTpL8nl7c>

Reading:

Tammemagi:

Chapter 4 Integrated Waste Management

Chapter 5 Recycling and Composting: Making a Molehill Out of a Mountain

Homework: Do Assignment #10 Due no later than midnight October 27th

Class 11 (Will post October 27th) Lecture 11 Industry's Responsibility in Solving the Problem

Video:

<https://www.youtube.com/watch?v=-kzhg3HaYTI>

Reading:

Tammemagi:

Chapter 8 Are There Better Disposal Methods?

Chapter 13 A New Approach

Chapter 14 Futuristic Garbology

De Graff:

Chapter 21 Back To Work

Chapter 23 Policy Prescription

Homework: Do Assignment #11 - Due no later than midnight November 3rd

Class 12 (Will post November 3rd) Lecture 12: Fixes to Broken Government and Their Role in Solving the Problem

Videos:

<http://storyofstuff.org/movies/story-of-citizens-united-v-fec/>

<http://storyofstuff.org/movies/story-of-broke/>

Reading:

Leonard:

Epilogue

Appendix 1

Homework: Do Homework #12 - Due no later than midnight November 10th

Class 13 (Will Post November 10th) Lecture 13: Behavior Modification Time: We as Americans Must Lead By Example

Video:

<http://storyofstuff.org/movies/story-of-change/>

Reading:

Leonard:

Appendix 2

Appendix 3

De Graff:

Chapter 17 Diagnostic Tests

Chapter 18 Bed Rest

Chapter 19 Affluholics Anonymous

Chapter 20 Fresh Air

Chapter 22 Building Immunity

Homework: Do Assignment 13 – Due no later than midnight November 17th

Class 14 (Will Post November 17th) Lecture 14: The Future – 2 Possible Scenarios or Which Do You Want First – The Good News or The Bad News?

Videos:

https://www.youtube.com/watch?v=STLe4O_OQPo

<https://www.youtube.com/watch?v=ue9Rin38dDw>

<https://www.youtube.com/watch?v=HK47Pnx46rM>

Reading:

Gore:

Chapter 11 off Balance

Chapter 12 Collision Course

Chapter 13 Technologies Side Effects

Chapter 14 “Denial Ain’t Just a River in Egypt”

Chapter 15 Crisis = Opportunities

Dauvergne;

Chapter 24 a Brighter World Order of Balanced Consumption

De Graff:

Chapter 24 Vital Signs

Chapter 25 the Glow of Heaven

Homework: Do Assignment 14 - Due no later than midnight November 25th

Final Paper due December 1st no later than midnight

Course Policies (My Ground Rules):

- With very few exceptions, any assignments that are late will receive a zero (not an incomplete) for that assignment. All assignments are due at midnight Friday of the week following the week that they are posted. The final paper will be due no later than the date and time specified in the assignment schedule. Any late papers shall not be accepted and a zero shall be assigned to the final paper.
- I will make every effort to respond to your E-mails as soon as possible. During the week, I will try to get back to you within 24 hrs (barring any emergency on my part). During the weekend I will try to get back to you within 48 Hours. My E-mail address is: rlbenoit@asu.edu
- Plagiarism of any type will not be tolerated. If I find without a shadow of a doubt that plagiarism occurred that person will get a zero on that assignment.
- If you have any problems feel free to contact me at my E-mail address. I will try to resolve them in the fairest and quickest manner possible. If your problem is of a significant nature where you need to discuss it with me in person you may either arrange for a Skype session in advance or a campus meeting.
- I will try to give the student an idea of how they are doing in the course. There is nothing worse than a surprise at the end. Of course your final grade will also be based upon the quality of your final paper, so don't let your guard down and assume that because you are getting an "A" based on the homework and discussion board scores that you can coast on the final paper. I will send you your homework back in an expeditious manner so you can take a running average of how you are doing. In addition there will be two grade status reports issued outlining your progress.

Final Grades

A	90-100	Excellent
B	80-89.9	Good
C	70-79.9	Average
D	60-69.9	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

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 contest any grades.

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DR C as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

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>.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and 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>).

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: <https://students.asu.edu/srr>

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 work with other students on assignments, 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 (including yourself if submitted for a previous class).

Note

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.

Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

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 ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

Email Communications

All email communication for this class will be done through your ASU email account. 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: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Harassment Prohibited:

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Establishing a Safe Environment:

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the

spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Syllabus Disclaimer:

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Student Conduct Statement:

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> , and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students:

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Missed Classes Due to University-Sanctioned Activities

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the [academic unit chair](#) or the dean's designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any [academic unit](#) or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.