

**ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS
GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM**

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 9-7-2009

1. ACADEMIC UNIT: SHESC

2. COURSE PROPOSED: ASB/SOS/SOC 394 Production, People and Environments
(prefix) (number) (title) (semester hours) 3

3. CONTACT PERSON: Name: Sharon Harlan Phone: 727-6780
Mail Code: 2402 E-Mail: sharon.harlan@asu.edu
alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. 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.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
- Mathematical Studies-MA CS
- Humanities and Fine Arts-HU
- Social and Behavioral Sciences-SB
- Natural Sciences-SQ SG

- Global Awareness-G
- Historical Awareness-H
- Cultural Diversity in the United States-C
- (Note: one course per form)

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available
7. ***In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.***

CROSS-LISTED COURSES: No Yes; Please identify courses: SOS SOC

Is this a multisection course?: No Yes; Is it governed by a common syllabus?

Alex Breinis
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 9/22/09

**Arizona State University Criteria Checklist for
SOCIAL AND BEHAVIORAL SCIENCES [SB]**

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

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

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

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [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.	<i>syllabus</i>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="0" 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"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 	<i>syllabus course description assignment</i>
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	<i>same as above</i>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	<i>same as above</i>		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily fine 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.			

Production, People and Environments
ASB/SOS/SOC 394

Description of how the course meets the Social and Behavioral Sciences (SB) criteria

(1) Production is the act of using human, economic, and natural capital to transform raw materials and energy into goods and services. This course uses social scientific theories and principles to understand the political economy of production. It covers the social shaping of production technologies, as well as social and environmental impacts of industrial and global production systems on workers' health and safety, the communities where production operations are located, and the earth's natural environment. Through an exploration of a global network of inter-connected production sites and case studies of local communities, students understand how industrial work technologies are shaped to produce goods for a global market. Connections to the globalization of production and consumption are made through sociological theories, such as world systems theory (Dickinson and Schaeffer readings), the treadmill of production theory, (Alan Schnaiberg readings), and the social shaping of work technologies (Wooding and Levenstein; Marx). Case studies of particular industries are used to illuminate relationships between social and natural environments in specific places. Readings by anthropologists (Thu and Durrenberger; Shostak; Diamond) explore the impact of industrial agriculture on human health, air pollution, and water quality in rural communities in the Midwestern US. The global factory of computer production and waste is used to explore the human and environmental impacts of mining, chip production, and electronic waste disposal in the Americas, Asia, and Africa. Other readings examine the national and international regulatory frameworks of industry, worker health and safety, and environmental protection.

(2) In this course, students do research in order to understand how changes in the social control of technologies and work practices can result in more sustainable production practices. They debate topics on the sustainable production of food and electronic items and they also write a paper on the production cycle of a material good that they select, emphasizing the social relationships and control inherent in production systems.

(3) Students read and write about a broad array of social scientific issues related to the political economy of work in historical and contemporary society, which increases their understanding of local to global social and economic relationships.

Production, People and Environments
ASB/SOS/SOC 394

Description of how the course meets the Literacy and Critical Inquiry (L) criteria

(C-1) Ninety-five percent of the grade in this course is determined by individual written and oral assignments, including a research paper, written homework assignments with at least one class presentation, in-class debate topics with outside preparation, and an essay final exam. The proportionate weights assigned to activities are on page 2 of the syllabus. (Five percent of the 25% class participation grade is based on attendance. The other 20% is based on the homework assignments, which are described in a separate attachment.)

(C-2 and C-3) In addition to an essay exam, students gather, interpret, and evaluate evidence for an in-class debate and a research paper assignment. Each of these assignments is described here. Students form debate teams around resolutions that are derived from two major units of the course (example: The United States should ratify the 1998 Basel Ban, which prohibits the export of all forms of hazardous waste to developing countries.) Each student participates in one debate. Using debate rules adapted from the World Schools Debating Championships, each student is graded on a standard rubric by the instructor and one other student, who is responsible for submitting a written evaluation of the presenter. Students also write a 3,000 word research paper about a material good they select. They are graded on how well they describe, analyze, and evaluate: 1) how a particular good is embedded in a political economy of industries, government, other organizations, and places; 2) the environmental (social and natural) impacts of the product; 3) how (or whether it is possible) to create a more socially and environmentally sustainable product. Both of these assignments require students to gather additional evidence beyond the course reading assignments. They must use academic books and journals, national and international news sources, and Internet information.

(C-4) For the research paper assignment, students submit a research prospectus approximately six weeks before the final paper is due. (Previous to this, they also hand in five homework assignments on which they receive feedback on their ideas and writing styles.) The prospectus must identify: 1) the material good being investigated for the paper; 2) a thesis statement; 3) some of the environmental problems associated with the production of that good; 4) a preliminary list of the sources that will be used to collect the data; and 4) a diagram of the production process behind the creation of the particular good. The instructor provides written feedback and, if requested by students, oral feedback as well. A separate grade is assigned for the research prospectus, which must be handed in again with the final research paper. The extent to which students have integrated feedback into their final paper is a consideration in the final grade for the project.

PRODUCTION, PEOPLE & ENVIRONMENTS
School of Human Evolution & Social Change

M – W 2:00 – 3:15

Fall 2009

Payne Hall (EDB) 205

Instructor: Dr. Sharon Harlan

Office hours: M – W 3:15 – 4:15 *and by appointment*

Office: School of Human Evolution and Social Change 260

Email: sharon.harlan@asu.edu

Phone: 480-727-6780

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

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

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

Required Reading:

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

******I expect you to be in class and to read the daily assignments before class.******
******Bring hard copies of your reading material to class.******

C-1

Course Requirements: There are multiple components to your grade, all of which measure knowledge and written or oral communication skills. More detail is given in separate handouts.

Class participation: Class participation is heavily weighted in this course – it is worth 25% of your grade. **HOWEVER**, there is work required in participation and you must earn your class participation grade. Your score includes attendance, **AND** preparation for class (reading ahead of time), **AND** contributions to class discussions, **AND** handing in assignments related to reading (as described next). We will also discuss relevant current events once a week and you should plan on submitting at least one during the semester.

Homework Assignments Related to Reading: There are 5 homework assignments related to the readings. Four of these are about one-page in length and are due for everyone on the same date listed in the syllabus. In addition, each person will sign up for one class where they will contribute a short summary of the day's reading and a discussion question. These assignments will not be graded but will each count toward class participation.

C-2

Debate: Using different perspectives on production that are covered in reading assignments, we will hold class debates on propositions after each main unit on meat, computers, and sustainability. For example, a simple proposition might be, "Corporations have a responsibility to improve the environment." Students will work together in teams to develop arguments. Each student will make a short individual presentation for the team and will also have the opportunity to serve as a presentation judge with a rating rubric.

C-3

C-4

Research Project: This will begin in September and continue until the end of the semester. You will be graded separately on a draft summary and outline of the project and on the final paper, which will incorporate the instructor's feedback on the draft. The project involves investigating the production process of a good or service of your choice and tracing the impacts of that product. You will be asked to present evidence showing how human uses of technology affect social and natural environments. The instructions for preparing the research paper are described in a separate handout and I will discuss them in class.

Final Exam: There will be a final exam during the scheduled final exam period. This will contain short answer and essay questions

Late Assignments: There is a penalty of minus 5 points for each day an assignment is late. Illnesses or legitimate family-related excuses must be documented. *I will not accept late work for the assignments related to readings.*

Grading:

Components of your grade:

25% = Class participation

10% = Outline, Research Project

20% = Debate

25% = Research Report

20% = Final Exam

Grading Scale:

A+ = 97-100

A = 93-96

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 70-76

D = 60-69

E = < 60

Attendance: I will take attendance on random days. If you are absent, you must provide documentation if you were ill or encountered some emergency in order to receive an excused absence. Absences that are undocumented are unexcused. Points will be deducted from your class participation score for unexcused absences. Having no unexcused absences will boost the class participation score, but your biggest benefit is that attendance will help ensure that you learn something. Besides, this course is very interesting.

Academic standards: I expect you to adhere to the ASU Student Academic Integrity Policy, which says that, "Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments." Plagiarism and cheating are violations of the policy. All work that you turn in must be your own. I will impose severe penalties, including failure for academic dishonesty (XE), against offenders. For more information about the university's definition of academic dishonesty and penalties see www.asu.edu/studentlife/judicial/integrity.html

Accommodations: Please see me as soon as possible if you have any special concerns or problems this semester that I should know about. Students with disabilities who would like to request a reasonable accommodation should contact us so we can make arrangements. Disability information is kept confidential.

Class Schedule and Assignments:

I may make minor adjustments in the syllabus. Any changes will be announced in class and posted on Blackboard.

Dates	Topic	Reading	Assignment
Aug 24	Introduction to the Course		
Labor and Systems of Production			
Aug 26	Cultural Meanings of Work	Dickinson & Schaeffer, Meaning of Work, 23-35; <i>Gig</i> , Selections	
Aug 31	Labor in the Global Economy	Dickinson & Schaeffer, Changing World of Work, 36-48	Assignment #1 Due
Sep 2	Political Economy of the Work Environment History of Labor Day	Marx, The Labor Process, 197-207; Wooding and Levenstein, 1-17	
Sep 7	LABOR DAY	NO CLASS	
Sep 9	Technology and Production	Wooding and Levenstein, 33-52	Assignment #2 Due
Sep 14	The Treadmill of Production	Gould, Pellow & Schnaiberg, Interrogating the Treadmill, 296-306	Assignment #3 Due
Sep 16	Globalization and the Treadmill	Gould, Pellow & Schnaiberg, 296-313; Video: <i>Globalization: Winners & Losers</i>	

Agricultural Production: The Case of Industrial Hogs			
Sep 21	Agricultural RevolutionS	Diamond, Agriculture, 180-191; Mander, Machine Logic, 87-91	
Sep 23	The Farm: Family to Factory	Thu, 1-13, 39-56	Assignment # 4 Due
Sep 28	Community Environment: Human Health	Thu, 73-102	
Sep 30	Ecosystem Impacts: Water Quality and Climate	Thu, 103-116 Video: <i>Troubled Waters</i> excerpt	
Oct 5	Methods of Procuring Meat	Shostak, The Bush, 81-102 Morgan, Gap Creek, 81-90 Sinclair, The Jungle, 36-46	
Oct 7	Work Environment: Slaughterhouse Conditions	Schlosser, Most Dangerous Job, 169- 191 <i>Gig</i> , Slaughterhouse Human Resources Director, 48-54	
Oct 12	Farming Communities in Transition	Thu, 21-35, 57-70	
Oct 14	Public Health: Modern Meat	Pollan, The Feedlot, 65-84 Video: <i>Modern Meat</i>	Research Draft Due
Oct 19	Is Meat Sustainable?	Thu, 157-169 Heifer, A Better Way? 18-26	DEBATE
Manufacturing Production: The Case of Computers			
Oct 21	Industrial RevolutionS	Hobsbawm, Industry, 61-76 <i>Gig</i> , Ford Assembly Line, 43-48 Optional: Marx, The Working Day, 268-282	
Oct 26	High Tech: Clean Industry?	Grossman, 1-16	
Oct 28	Mining the Earth: Land, Water, and People	Grossman, 17-34, 45-52	
Nov 2	Eco-Footprints of Chips	Grossman, 53-75	
Nov 4	Chips and Human Health:	Grossman, 76-99	
Nov 9	Digital Divides: Workers' Rights and Health	Pellow and Matthews, Immigrant Workers, 129-138 Video, <i>Secrets of Silicon Valley</i>	
Nov 11	VETERANS DAY	NO CLASS	
Nov 16	Exporting E-Waste to Asia	Grossman, 139-147; 189-211 Video: <i>Exporting Harm</i> , 20 min	
Nov 18	Recycling Electronics to Africa	Grossman, 212-225 Video: <i>The Digital Dump</i> , 20 min	
Nov 23	Are Computers Sustainable?	Grossman, 256-268	DEBATE

Strategies for Advancing Sustainable Production?			
Nov 25	Corporate Responsibility / Ecoeffective Design	Assadourian, Transforming Corporations, 171-189 OR McDonough & Braungart, Eco- effectiveness, 68-91	
Nov 30	Changing Consumption / Social Protest	Elgin, Voluntary Simplicity, 458-468 OR Wood & Schneider, 285-297	
Dec 2	Class Discussion		Research Paper Due
Dec 7	Sustainable Production		DEBATE
Dec 14	Final Exam	12:10 to 2:00 pm	

PRODUCTION, PEOPLE & ENVIRONMENTS

Homework Assignments #1, #2, #3, #4, #5

All assignments must be typed (Times New Roman or Garamond 12-point is best)

Assignment #1 – The Changing World of Work

Due August 31 in class + bring your graphic on a travel drive

The Aug 31 reading assignment on the changing condition of work is from a book published in 2001 that uses statistics from the 1990s. This is a long time in the fast-paced world of work. Your assignment is to choose one of the topics discussed in the chapter and find an appropriate data source that illustrates a trend after the year 2000. This can be quantitative (statistics) data or qualitative (narrative or text) data that shows how something is changing. You should include **data** in some form (e.g., table, graph, photo) along with an **explanation** and a **source** for where you got the information. Possible topics include trends in wages, benefits, savings, poverty, consumption, or consumer prices of essential goods and services. You may focus on one part of the world, a particular country, or one social group (e.g., women, migrants, etc.) Approximate length is **1 double-spaced page**.

Assignment #2 – Production Technology

Due September 9 in class

The Sep 9 reading assignment is about who controls production technology and how decisions are made. Your assignment is to write about whether you think technological “advances” in production systems have represented progress for humanity. Why or why not? Identify the social conditions and relationships that shape production technology’s impact on people. You may use an example from your own experience if you wish. Approximate length is **1 double-spaced page**.

Assignment #3 – The Treadmill of Production

Due September 14 in class + bring your graphic to class on a travel drive

The Sep 14 reading assignment about the treadmill outlines a sociological theory that attempts to explain the social and economic reasons for recent decline/depletion in the natural world. This is challenging reading. Your assignment is to summarize the theory by making a **graphic representation of how the theory works** and to **write one paragraph summarizing** your picture. Social scientists often diagram theories with boxes that contain variables that change values over time (e.g., economic capital or amount of energy used) and arrows between the boxes that represent relationships between the variables. You can try it this way or by using pictures and illustrations or any creative way you can think of. In your paragraph, summarize in your own words, what is important (no quotes). Part of your summary might be in identifying what questions the theory asks or answers. Approximate length is **½ to 1 page for the diagram and ½ to 1 double-spaced page for the paragraph**.

Assignment #4 – The Farm: Family to Factory
Due September 23 in class

Your assignment is to identify the “externalities” the change to industrial hog farming has imposed on Iowa farming communities. Also discuss a parallel example from your own experience or an example you draw from another source that shows how an industry affects a local community. Approximate length is **1 double-spaced page**.

Assignment #5 – One Day’s Topic
Due on the day you sign up for

For a class date you choose, your assignment is to post on the Blackboard Discussion Board, **a summary of the points that are most interesting to you from the day’s reading along with one question for the class to discuss**. This must be posted on Blackboard by **midnight** the day before class. Approximate length is about $\frac{1}{2}$ to **1 double-spaced page**. The rest of the class should check Blackboard for the item before class each day.

SUNY Series in Anthropological Studies of Contemporary Issues
Jack R. Rollwagen, Editor

Pigs, Profits,
and
Rural Communities

Kendall M. Thu
and
E. Paul Durrenberger,
Editors

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Kendall M. Thu and E. Paul Durrenberger

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Rural Community Consequences

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Laura B. DeLind

2. Inside the Industry from a Family Hog Farmer

Jim Braun with Pamela Braun

3. Meatpacking in Storm Lake, Iowa: A Community in Transition

Mark A. Grey

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The Environment

Introduction


4. The Impact of Industrial Swine Production on Human Health

Kelley J. Donham

HIGH TECH TRASH

Digital Devices, Hidden Toxics, and Human Health

Elizabeth Grossman

 ISLANDPRESS / Shearwater Books
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