

October 29, 2008

TO: The General Studies Council  
FROM: Nicholas Alozie *NOA*  
Head, Social and Behavioral Sciences  
RE: STS Courses Submitted for General Studies Review

Earlier this year the ABOR approved the B.S. degree program in Science, Technology, and Society for the Polytechnic campus (see attached memorandum from Provost Capaldi). Science, Technology, and Society (STS) is a social science discipline that investigates the interrelationship of science/technology and human systems. Typically, issues concerning the impact of science/technology on globalization, reproductive technology and human values, information technology and human relations, and science/technology and public policy and governance all come under the general domain of studies in STS. All of the STS courses included in this review are *required* to support this new degree program. These courses have all gone through the ACRES process and have received final approval (see attached front sheet from ACRES).



ARIZONA STATE UNIVERSITY

March 28, 2008

TO: David Schwalm, Dean  
School of Applied Arts and Sciences

FROM: Elizabeth D. Capaldi  
Executive Vice President and Provost of the University

SUBJECT: B.S. in Science, Technology, and Society

This is to notify you that on March 25, 2008, the Academic Affairs Committee of the Board of Regents approved the request for authorization to implement the B.S. in Science, Technology, and Society.

You may proceed to implement the proposal effective immediately. The following plan code has been established in OASIS, effective fall 2008: ECSTSBS

XC: Maria Allison  
Bridgot Allcott  
Jill Andrews  
Nancy Dickson  
Melinda Gebel  
Jennifer Glawson  
Heather Hoffart  
Cecilia Hook  
Glenn Irvin  
Nancy Kiernan  
Phyllis Lucie  
Linda Pedersen  
Julie Ramsden  
Adrian Sannier  
Gini Sater  
David Young  
Nicholas Alozie  
Lisa Frank

EXECUTIVE VICE PRESIDENT AND PROVOST OF THE UNIVERSITY

FULTON CENTER, SUITE 420  
300 EAST UNIVERSITY DRIVE  
PO BOX 877805, TEMPE, AZ 85287-7805  
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**New Course Curriculum Form**

Arizona State University

E STS 101 Introduction to Science, Technology, and Society 3.0 - Spring 2009 | CL: None

**Originator:** Silvia Llamas-Flores **Status:** Approved **Department:** Social and Behavioral Sciences (Polytechnic)**Date Created:** 05/06/2008 **Submitted:** 05/14/2008 **Completed:** 10/19/2008 **To****ACETS:****Campus:** E**College:** Applied Arts and Sciences**Subject:** STS**Number:** 101**Title:** Introduction to Science, Technology, and Society**Abbreviated title:** Intro Science, Tech, Soc**Semester hours:** 3.0**Effective semester:** - Spring**Summer justification:** N/A**Effective year:** 2009**Catalog description:** Overview of the basic issues, definitions, and literature involved in the study of science, technology, and human systems. Credit is given for STS 304 or 101 only.**Primary component:** Lecture**Graded component:** \*Same as primary component**Additional component(s):****Optional component(s):****Cross-listing:** | CL: None**Cross-listed course (s):****Enrollment Requirements?:** No**Prerequisite(s):****Conditional prerequisite(s):****Corequisite(s):****Pre-/corequisite(s):****Repeat for credit:** No**Total hours allowed:****Total completions allowed:**

**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 10/31/2008

1. ACADEMIC UNIT: ASUP SOCIAL AND BEHAVIORAL SCIENCES
2. COURSE PROPOSED: STS 101 Introduction to Science, Technology & Society (3)  
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Sherrie Loomis Phone: 480/727-1984  
Mail Code: 0180 E-Mail: sherrie.loomis@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

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

Awareness Areas

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: \_\_\_\_\_

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

NICHOLAS ALOZIE  
Chair/Director (Print or Type)

Nicholas Alozie  
Chair/Director (Signature)

Date: 10/29/2008

**Syllabus**  
**Arizona State University Polytechnic Campus**  
**School of Applied Arts and Sciences**  
**Social and Behavioral Sciences**

**STS 101 Introduction to Science, Technology, and Society**

Fall, 2008  
Schedule Line Number:

Satisfies General Studies:

Venue: Santa Catalina Hall 133  
Time: 2:00PM – 3:15PM  
Days: Monday and Wednesday  
Meeting Dates: 8/25/2008 – 12/9/2008  
Class Format: Lecture/Discussion

Professor: Dr. Nicholas Alozie  
Office: Santa Catalina (SANCA) 252M  
Tel.: (480) 727-1395  
E-Mail: [Alozie@asu.edu](mailto:Alozie@asu.edu)

Office Hours: Mondays & Wednesdays  
12:00pm-1:30pm, and by appointment.

**Course Description:**

This course is an introduction to science, technology and society (STS). The issue of STS is vitally important for contemporary societies as it has a direct bearing on the future quality of life on this planet. Hence, a basic understanding of the nature and significance of science and technology in modern society is an important part of being both an educated person as well as a responsible citizen. Unfortunately, the important roles of technology and science in transforming civilization from antiquity to the present have yet to be sufficiently recognized and appreciated, which has resulted in seemingly recurrent intellectual failures and practical consequences. This class approaches the subject of STS on at least three levels: by laying a foundation of understanding; by looking at the influence of science and technology on society; and conversely, by looking at the influence of modern society on the development of science and technology.

**The following topics will be treated in the course:** Importance of Science and Technology; Nature and Relationships of STS; Contemporary STS; Context of STS; Theories of STS; Social Institutions; Social Groups; World Views and Values; Ethical Considerations; STS and Everyday Life; The Fine Arts; International Relations; Influencing Agents; Social Control; and the Future of STS.

**Learning Outcomes**

Students are expected to gain a working understanding of the basic definitions and general issues associated with the pursuit of science and technology in human society; the many conflicts that under gird the definition of science and technology; the historical and

cultural development of these conflicts; the basic theories and issues associated with modern technological determinism; and socialization of science and technology.

**Course Format:**

The general format is a physical classroom where the class meets twice weekly for lecture and discussion. Prior to each class, students are expected to read the required materials (per the class schedule below, plus any additional readings handed out in class or otherwise assigned). Students are expected to generate a list of questions from the reading assignments and/or appropriate to the class topic(s), and to participate in the class dialogue. Students will be graded on class participation.

**Required Materials:**

Thomas Easton, *Science, Technology and Society*, Eighth Edition (2008), or latest

**Expectations & Course Requirements:**

Reading assignments are per course outline and should be completed prior to the associated lecture. Students are expected to participate in class dialogue.

The mid-term exams, and the final exam are due WHEN SCHEDULED. An exam may be taken late if excused by the instructor for legitimate reasons. Irrespective of the reasons given for missing an exam, the exam is nevertheless compromised by taking it after it has already been administered to the class. Therefore, any exam taken late will be automatically lowered by one grade. A student who misses an exam must make arrangements to take the exam within one week after the scheduled date of administration to the class. It is the instructor's prerogative to administer a substitute exam, different from the one administered to the class. An exam not taken within a reasonable time frame is forfeited. After review of exam results, ALL EXAMS MUST BE RETURNED to the instructor. Failure to return an exam will result in zero credit for that exam. Any student wishing to contest a grade on any quiz or exam, must do so by presenting a supporting argument IN WRITING to the instructor, or to personally meet with the instructor during office hours within one week after receiving the contested grade. The class IS NOT TO BE INTERRUPTED over any one individual's contested grade. There are no guarantees, but the instructor will take a reasonable argument into consideration and will make grade adjustments as deemed appropriate and fair.

When taking a test for this class, and if a particular question seems ambiguous, it is suggested that the student EXPLAIN IN THE BORDERS the reason(s) for his or her answer. Even if the wrong answer, credit may be given if correct logic is used in the answer/explanation. DO NOT ASK THE PROCTOR TO EXPLAIN THE QUESTION. Part of taking an exam is predicated upon the student's understanding of the way questions are asked, or the semantics used to construct questions.

Attendance is MANDATORY, and roll will be taken. There are roughly 30 class periods scheduled for the semester. The student is authorized 10% or 3 days sick leave without incurring a penalty for absence. Each day of absence beyond the allowable (3) sick days

reduces the final grade by 1/3 grade (e.g. an A becomes an A-; a C+ becomes a C; and so forth). There are no authorized absences, regardless of cause, beyond the allowed 3 days (i.e, sick days should be used for their authorized purpose, not for vacation). It is not necessary to call in sick.

**Course Grading:**

There are two mid-term exams, plus the final exam. The final grade will be the product of all testing, weighted as follows:

Exams	Class Participation	10%
	Mid-Term Exams	60% (30% each)
	<u>Final Exam</u>	<u>40%</u>
	Total	100%

Weighting:	90 - 100	A
	80 - 89	B
	70 - 79	C
	60 - 69	D
	59 or less	E

Students who believe they are, or may be doing below "C" work (i.e., less than 60%) may salvage their grade by submitting a term paper per arrangement with the instructor. Extra credit of 1 to 5 points (merit determined by the instructor) may be added to the final score (i.e., up to one-half grade). The term paper must be in an academic format, and cited using a standard citation system (e.g., University of Chicago, APA, etc.). The subject must be approved by the instructor before beginning the project. In order to receive credit, the paper must be submitted to the instructor prior to the week of final exams.

**Course Schedule:**

<i>Topics and Concepts</i>	<i>Reading</i>
<b>Unit One: The Place of Science and Technology in Society</b>	
Introduction	as assigned
Issue 1	p. 2
Issue 2	p. 28
Issue 3	p. 48
<b>Unit Two: The Environment</b>	
Issue 4	p. 70
Issue 5	p. 95
Issue 6	p. 116
<b>Unit Three: Human Health and Welfare</b>	
Issue 7	p. 140
Issue 8	p. 154
Issue 9	p. 174
Issue 10	p. 196
Issue 11	p. 217
<b>Unit Four: Space</b>	
Issue 12	p. 238
Issue 13	p. 266
<b>Importance of Science and Technology</b>	<b>Chapter 1</b>
Nature and Relationships of STS	Chapter 2
Contemporary STS	Chapter 3
Context of STS	Chapter 4
Theories of STS	Chapter 5
Social Institutions	Chapter 6
Social Groups	Chapter 7
World Views and Values	Chapter 8
Ethical Considerations	Chapter 9
STS and Everyday Life	Chapter 10
The Fine Arts	Chapter 11
International Relations	Chapter 12
Influencing Agents	Chapter 13
Social Control	Chapter 14
The Future of STS	Chapter 15

**ADA Statement:**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires



that all qualified students with documented disabilities be guaranteed a learning environment that provides reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad #4 or call 480-727-1039/TTY 480-727-1009. Eligibility and documentation policies online at <http://www.asu.edu/studentaffairs/ed/drc>

**Student Academic Integrity:** Students are required to adhere to the policy on student conduct identified in the ASU Student Academic Integrity Policy ([http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm)) and the Arizona Board of Regents Policy Manual ([http://www.abor.asu.edu/1\\_the\\_regents/policymanual/chap5/chapter\\_v.htm#C.%20CODE%20](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/chapter_v.htm#C.%20CODE%20))

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.

<b>ASU--[SB] CRITERIA</b>					
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.	Syllabus		
<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"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• LINGUISTICS</li> <li>• POLITICAL SCIENCE</li> <li>• SOCIAL PSYCHOLOGY</li> <li>• SOCIOLOGY</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	<ul style="list-style-type: none"> <li>• LINGUISTICS</li> <li>• POLITICAL SCIENCE</li> <li>• SOCIAL PSYCHOLOGY</li> <li>• SOCIOLOGY</li> </ul>	Syllabus
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	<ul style="list-style-type: none"> <li>• LINGUISTICS</li> <li>• POLITICAL SCIENCE</li> <li>• SOCIAL PSYCHOLOGY</li> <li>• SOCIOLOGY</li> </ul>				
<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). <b>OR</b> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• 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.			

Course Prefix	Number	Title	Designation
<u>STS</u>	<u>101</u>	<u>INTRODUCTION TO SCIENCE, TECHNOLOGY, AND SOCIETY</u>	<b>SB</b>

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)
Course is designed to advance basic understanding and knowledge about human interaction and emphasizes the study of social behavior such as found in anthropology, economics, cultural geography, history, political science, social psychology, and sociology.	This is the basic survey course for the B. S. in Science, Technology, and Society. As the syllabus indicates, it is designed to lay the basic foundation for understanding the interrelationship between technology and human systems. This includes discussions of the relationship of science and technology to social institutions, social groups, world views and values, ethical considerations, and social control.	The learning outcomes in this course require that students gain a basic understanding of the definitions and issues associated with the pursuit of science and technology in human society; the many conflicts that under gird the definition of science and technology; the historical and the cultural development of these conflicts; the basic theories and issues associated with modern technological determinism; and socialization of science and technology.
Course emphasizes both the distinct knowledge of the social and behavioral sciences and the distinct methods of inquiry of the social and behavioral sciences.	The course emphasizes the important roles of science and technology in transforming human civilization. This is core social science material.	As page 4 of the syllabus shows, the topics included in this course emphasize a uniquely social and behavioral science knowledge base. These topics include the place of science and technology in society, the importance of science and technology, and social control of science and technology.
Course illustrates use of social and behavioral science perspectives and data.	The course relies on accumulated literature predicated upon practical and theoretical evidence.	On page 4 of the syllabus, chapters 1 through 5 on the selected text talks about the nature and relationships of STS, contemporary STS, context of STS, and theories of STS.