

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

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New Course Curriculum Form

Arizona State University

E STS 317 Science, Technology and Global Engagement 3.0 - Spring 2009 | CL: None

Originator: Silvia Llamas-Flores **Status:** Approved **Department:** Social and Behavioral Sciences (Polytechnic)**Date Created:** 05/07/2008 **Submitted:** 05/14/2008 **Completed:** 10/20/2008 **To****ACETS:****Campus:** E**College:** Applied Arts and Sciences**Subject:** STS**Number:** 317**Title:** Science, Technology and Global Engagement**Abbreviated title:** Science, Tech, Global Engmnt**Semester hours:** 3.0**Effective semester:** - Spring**Summer justification:** N/A**Effective year:** 2009**Catalog description:** Overview of international issues associated with both the development and deployment of technologies, including matters concerning international relations. Credit is given for STS 317 or 110 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?:** Yes**Prerequisite(s):** STS 101, 301 or instructor approval**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 317 Science, Technology and Global Engagement (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 317 Science, Technology, and Global Engagement

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

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

Course Description:

This course focuses on the political aspects of globalization, and considers the impact of technology and science on the international political system. After examining the origins of the nation-state system and the main theories of international relations, we will analyze changes that have occurred since the end of the Cold War and the advent of *the current era of globalization*, and try to understand the significance of these changes. We will also examine the historical trends of technological and scientific development and how these have affected national power and the relations among nation-states. This will include traditional considerations of power, as well as socioeconomic justice and ethical issues inherent in the worldwide disparity in access to scientific information and technological innovation and development. We will first look historically at how science and technology act as variables in international political change, and then focus on current developments in science and technology.

Learning Outcomes:

- Understand the theoretical approaches that seek to explain the behavior of nation-states in the international and global arena.
- Identify significant trends and changes in the current dynamics of the international state system, particularly in light of new technologies and globalization.
- Discuss and analyze the impact of science and technology on the relations between nations, especially the unequal access to knowledge and innovation.
- Research and analyze a particular issue related to the themes of the class and demonstrate knowledge by writing two papers.



Required course texts:

Baylis, John, ed., *The Globalization of World Politics: An Introduction to International Relations*, Oxford University Press, 2004

Herrera, Geoffrey Lucas, *Technology and Transformation: The Railroad, the Atom Bomb, and the Politics of Technological Change*, State University of New York, 2007

Brown, Chris, *Understanding International Relations*, Palgrave, 2001, FREE e-book linked to course Blackboard website.

Drori, Gili. *Global E-Litism: Digital Technology, Social Inequality, and Transnationality*, Worth, 2005

Requirements:

- Weekly reading and participation
- 1 paper requiring research and analysis
- Several quizzes/1 exam
- In class simulation exercises

Attendance is expected in class and participation counts for 25% of the final grade. Participation includes completing all assigned reading, attending class, and joining into discussions. There will be one or more in class simulations, which will count towards the participation grade. These simulations will involve role playing, allowing students to take a variety of positions on pertinent issues. There is one major written assignment, worth 25% of the grade, plus several quizzes to add up to another 25%, and a final exam for the remaining 25%.

The paper will be a research paper on an approved topic relating to our subject. A list of suggested subjects will be provided, however students may come up with their own, subject to instructor approval. Guidance will be given on the topic selections and how you can structure your paper. Research will involve gathering information on all sides of the issue, so that you will be able to discuss and analyze the controversial aspects with objectivity. The paper should be approximately 5-7 pages long, single spaced, and with at least 10 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 (**see note**), clarity of communication, coverage of concepts, and depth of analysis.

NOTE ON WRITING ASSIGNMENTS: Academic honesty is expected of all students at Arizona State University. Cheating or plagiarism will result in disciplinary action against the student (s) involved. Cheating includes, but is not limited to, buying or copying research papers from somebody. Plagiarism also includes copying sections, including sentences and phrases of text out of research articles, or off internet websites, without citing the source and putting phrase/sentences in full quotation marks.

Participation	100 points
Quizzes	100
Paper	100

Final Exam	100
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Total	400
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Pursuant to the University Grading Scale, the cutoff for final grades in the course is:

A+	98%
A	95%
A-	92%
B+	88%
B	85%
B-	82%
C+	78%
C	70%
D	65%

To determine your final percentage, divide your final point total by the total points available in the class (400). Any final percentage total less than 65% will result in a failing final grade of E.

Weekly Topics:

1. History of Westphalian nation-state system – how might technology compromise that system, i.e., the notion of sovereignty?
2. Introduction to theories of international relations – realism, neorealism, idealism, neoliberalism, constructivism – how might each consider the variables of science and technology?
3. Application of theories of international relations to current era – assessing the explanatory utility of each, particularly in light of scientific and technological innovation and change
4. International politics, technology and change – Cold War
5. The information age and international politics – post Cold War
6. The information age and international politics – era of Globalization
7. Science, technology and national power – Revolution in Military Affairs, just and unjust war theory
8. Non-state perspectives: globalization, complex interdependence and international regime theory – technology as a facilitator of peace?
9. Technology, conflict and security in the 21st Century – technology as a tool of violence?
10. Globalization and the nation-state: Is national sovereignty and power eroding? Are national and cultural identities changing?

11. International development and the politics of science and technology
12. Current Issues in Science and Technology - simulations
13. Current Issues in Science and Technology - simulations
14. Perspectives on the future

Final Exam

Arizona State University Academic Policies:

Plagiarism:

Academic integrity and honesty is expected of all students at Arizona State University, and is so stated in the ASU Student Code of Conduct (available at <http://www.asu.edu/studentaffairs/studentlife/judicial/>). Plagiarism or cheating can result in the grade of "XE". The XE grade denotes failure through academic dishonesty. For more information on plagiarism and the ramifications of academic dishonesty see: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm. Students are responsible for understanding these policies and following proper academic research and citation protocol.

Accommodations for Disabilities:

Accommodations for disabilities are made according to the policy of Arizona State University, which is in compliance with the Americans with Disabilities Act. For more information on ASU's Disability Resource Center see <http://www.asu.edu/studentaffairs/ed/drc/>.

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.

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
X	<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. Course must be one or more of following types (check all which may apply):	
X	<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.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. Contemporary non-English language courses that have a significant cultural component.	
X	<input type="checkbox"/>	c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Syllabus
X	<input type="checkbox"/>	d. 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. Most, i.e., more than half, of the material must be devoted to non-U.S.	Syllabus

Course Prefix	Number	Title	Designation
STS	317	SCIENCE, TECHNOLOGY AND GLOBAL ENGAGEMENT	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)
Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. Course must be 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.	This is the basic survey course for the B. S. in Science, Technology, and Society that is designed to introduce globalization and development. By development we mean social economic and political development. It is designed to lay the basic foundation for understanding the interrelationship between technology and human cultures around the globe and how these interact with socio-economic and political development. This is the same material treated in STS 110, but at a more advanced level. STS 110 is designed for students coming to the Poly campus or to ASU as freshman. STS 317 is designed for transfer students from the Community College who have completed 60 credit hours and desire 300 level credit.	This course is designed to achieve two broad objectives, each of which can be said to constitute 50% of the course. The first is a basic understanding of the definitions and issues associated with the pursuit of science and technology in human society. The second is the global dimension where, as the syllabus shows, students are required to understand the major technological and political trends that have influenced the current era of globalization. In addition, students are expected to apply theories and models of international studies to a critical review of a selected nation-state's national development and/or technology policy. The selected nation-state must be international, not the United States.
Comparative cultural studies in which most, i.e. more than half, of the material is devoted to non-U.S. areas.	The course emphasizes the important roles of science and technology in transforming human civilization at the global level. This is core social science material targeted to international development.	As pages 3-4 of the syllabus show, the topics included in this course emphasize a uniquely social and behavioral science knowledge base focused on international development. These topics include globalization, introduction of development, alternative development strategies, technology and globalization, and international technology policy as applied to World Bank projects.

Global Awareness [G]

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<p>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. Most, i.e., more than half, of the material must be devoted to non-U.S.</p>	<p>The course relies on accumulated literature predicated upon practical and theoretical evidence. This literature focuses primarily on social and behavioral sciences material articulated in international development and globalization and not specific to the United States.</p>	<p>On pages 3-4 of the syllabus, the course weekly schedule lays out the selected topics and their relevance to both core social science and globalization studies. The texts listed on page 2 of the syllabus make it clear that this is a course focused on international studies and globalization.</p>
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