

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).

ASU
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 *Capaldi*

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
(480) 965-1224 FAX: (480) 965-0785
betty.capaldi@asu.edu

New Course Curriculum Form

Arizona State University

E STS 325 Science, Technology and Public Policy 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:** 325**Title:** Science, Technology and Public Policy**Abbreviated title:** Science, Tech, Public Policy**Semester hours:** 3.0**Effective semester:** - Spring**Summer justification:** N/A**Effective year:** 2009**Catalog description:** Examines the interaction of science and technology with American domestic policy.**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, 304, or instructor approval**Conditional prerequisite(s):****Corequisite(s):****Pre-/corequisite(s):****Repeat for credit:** No**Total hours allowed:****Total completions allowed:****Multiple**

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 325 Science, Technology and Public Policy (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 325 Science, Technology, and Public Policy

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:

Public policy has had a profound effect on science and technology over the past century. As these developments affect all of us, it is important that we, as citizens, learn how to assess their benefits and costs. The purpose of this course is to engage us in these issues. No special expertise is assumed – we will see to it that an intelligent and thoughtful person, regardless of their technical background, can meaningfully weigh these matters after studying the basics. We will focus on three particular topics this term, in the following overall order, followed by a final week of synthesis:

- ◆ Nuclear and other weapons of mass destruction
- ◆ Energy
- ◆ Genetics and Cloning
- ◆ General Overview and Synthesis

Learning Outcomes

- Students will be able to articulate using case examples how decision making regarding science and technology works.
- Students will be able to articulate the role of institutions including government in science and technology policy making.
- Students will be able give examples of successes and failures of policymaking.
- Students will hone their ability to write one page essays with a strong thesis, argument, and conclusion.

Course *Blackboard*™ Site

I have established a *Blackboard*™ site for this course. It includes course documents, a course grade book, links to sites with information relating to course concepts and topics, and discussion areas. To

access the site, click on “myASU” on the ASU homepage or point your browser to <https://my.asu.edu>

Required Course Textbook

- *Brighter than a Thousand Suns: A Personal History of the Atomic Scientists*. Robert Jungk. Harvest Books: 1970
- *Nuclear Choices: A Citizen’s Guide to Nuclear Technology (Revised Edition)*. Richard Wolfson. MIT: 1993.
- *Germs: Biological Weapons and America’s Secret War*. Judith Miller, Stephen Engelberg, and William Broad. Simon & Schuster: 2001.
- *What it Means to be 98% Chimpanzee: Apes, People, and Their Genes*. Jonathan Marks. University of California Press: 2002
- *Genetic Dilemmas: Reproductive Technology, Parental Choices, and Children’s Futures*. Dena Davis. Routledge: 2001
- *Our Final Hour: A Scientist’s Warning How Terror, Error, and Environmental Disaster Threaten Humankind’s Future in the Century – On Earth and Beyond*. Martin Rees. Basic: 2003.

Graded Work

Homework

Each week you will prepare a 1 page essay that draws from the text we are studying. You are not expected to re-capitulate the text. Rather, I expect you to come up with a thought provoking thesis drawn from policy making today, that you can argue for in three to four paragraphs. The essay should be single spaced and use the MLA citation system. Past students have often found an article on the Web that they can organize their essay around.

Class Participation

To earn full credit for class participation, you need to make a positive contribution to the discussion. Such contributions can take the following forms: Asking thoughtful questions and offering comments that move a discussion forward, showing respect for other members of the class—even if you disagree with them.

Grading

As the following table suggests, all of the work in the course is important because all of it is designed to help you achieve the general learning goals.

| Assignment | Points |
|--------------------------|--------|
| 1 page essays | 700 |
| Mid-term | 300 |
| Final Exam | 500 |
| Class Room Participation | 500 |
| Total | 2000 |

Grading Scale

| Course Grading Scale | | Grades on Individual Projects | |
|----------------------|------------|-------------------------------|------------|
| A+ = 98-100% | C+ = 78-80 | A+ = 98-100% | C+ = 78-80 |
| A = 94-97 | C = 71-77 | A = 94-97 | C = 74-77 |
| A- = 91-93 | D = 61-70 | A- = 91-93 | C- = 71-73 |
| B+ = 88-90 | E = 0-60 | B+ = 88-90 | D+ = 68-70 |
| B = 84-87 | | B = 84-87 | D = 64-67 |
| B- = 81-83 | | B- = 81-83 | D- = 61-63 |

Course Policies

Missing Work: Please note that if you don't submit written work, you will receive a zero for that work.

Late Work: If any of your essays are late, I will reduce your grade by one-third of a letter for each weekday that it's late. For instance, if you earn a "B" on a paper that was due on Wednesday but you turn it in on Friday, I will record "C+" in the grade book.

Incomplete Grades: A course grade of "Incomplete" will be given only in extreme situations because the sad story is that most students who request incompletes never finish the course. Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both *Word* and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director. The completed form must be filed with Janice Frangella (Santa Catalina Hall, Room 233V) before the grade of "I" is given.

Student Conduct: Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (http://www.abor.asu.edu/1_the_regents/policymanual/chap5/chapter_v.htm#C.%20CODE%20OF%20CONDUCT), ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.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>).

Accommodations for Disabilities: Accommodations for disabilities will be made according to the policy of Arizona State University in compliance with the Americans with Disabilities Act. If you have concerns not addressed by these policies, reasonable accommodations may be made contingent upon circumstances and the approval of the instructors and administrators in the College of Education. For more details about ASU's Disability Resource Center, point your browser to <http://www.asu.edu/studentaffairs/ed/drc/>.

The Public Nature of the Class (Writing and Discussion): Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your writing with others. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. You are free to express your perspectives in writing and discussion, but you also need to write responsibly, contemplating the possible effects on others and on yourself.

Attendance: Because class participation is so important in grasping the relevance of these writers, you are expected to be in class each day. As we will discuss during the first class meeting, missing class will negatively affect your grade in several ways.

Bringing work to class: In the course schedule, I've listed work that is due throughout the semester.

Time Commitment: You should plan to spend two to three hours a week outside of class working on your assignments for every credit hour for this course (e.g., three credit hours equals nine hours a week of work that you should do outside of class). Writing classes often require more time from students than some other classes do.

Keeping Your Work: Please keep your work after any course has ended. You may need it for such things as grade appeals.

Labeling Work: To avoid confusion, please label all of your work carefully. Include your name, the course prefix and number, the date of submission, the assignment label, some indication of the version, and a descriptive title. For instance:

Kirsti Brones
STS 325
October 9, 2008
Paper on Jungk

The ethical issues of third world nuclear scientists

Student Support Services

Polytechnic campus site: <http://www.poly.asu.edu/students/services/>

The Writing Center at the Polytechnic Campus: The Polytechnic Writing Center offers tutoring services to all students on any sort of writing project. Writing tutors can help with any stage of the writing process, including choosing a topic, brainstorming, clarifying a thesis, organization of ideas or paragraphs, grammar, citation styles, and more. The Center is located in the Academic Center Building on the Lower Level and will be open for the Fall 2008 semester beginning Tuesday, September 2. Tutors' availability will be posted on our website at <http://studentsuccess.asu.edu/polytechnic/writingschedule>. Although walk-ins are accepted, it is

strongly recommended that you make an appointment. Please call (480) 727-1452 to schedule an appointment. Online tutoring is also available if you cannot come in. Visit the Writing Center's website (<http://studentsuccess.asu.edu/polytechnic/writing>) for more information.

ASU Libraries - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.

www.asu.edu/lib/

Polytechnic campus link: <http://library.poly.asu.edu/>

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. <http://www.asu.edu/studentaffairs/counseling/>

Polytechnic campus site (Student Counseling Services):

<http://www.poly.asu.edu/students/counseling/>

Student Success Centers – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>

The Student Success Center at the Polytechnic Campus provides a variety of support services that promote students' academic success. The SSC's programs help students to become better learners and to gain the confidence and skills to do well in their courses. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call (480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at <http://studentsuccess.asu.edu/polytechnic>. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit http://www.asu.edu/map/pdf/asu_map_poly_2008.pdf.

Career Services – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://career.asu.edu/>

Polytechnic campus site: <http://www.poly.asu.edu/students/career/>

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment. www.asu.edu/fa/

Polytechnic campus site: <http://www.asu.edu/fa/> (same as general ASU site)

Student Health and Wellness Center – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. www.asu.edu/health/

Polytechnic campus site: <http://www.poly.asu.edu/students/health/>

Student Recreational Center – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights,

circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. www.asu.edu/src/

Polytechnic campus site: <http://www.poly.asu.edu/pac/>

Student Legal Assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge.

<http://www.asu.edu/mu/legal/>

Help Wiki – provides a frequently asked questions resource for technology users at ASU.

<http://wiki.asu.edu/help/>

Information Technology on the Polytechnic campus: <http://www.poly.asu.edu/it/>

EMPACT Crisis Hotline – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential.

<http://www.empact-spc.com/>

\Important Dates

August 25-29: Late Registration and Drop/Add (in person)

August 25-31: Late Registration and Drop/Add (online)

September 22-29: Academic Status Report #1

October 22-29: Academic Status Report #2

October 31: Course Withdrawal Deadline (in person)

November 2: Course Withdrawal Deadline (online)

December 9: Complete Withdrawal Deadline (online and in person)

Point your browser to <http://www.asu.edu/calendar/academic.html> for additional dates.

Class Schedule

All reading materials are from Ashley and Orenstein

Tuesday, August 26

Before class: Purchase textbook; relax.

During class: Overview of the course; introductions; discuss the assignment for the course portfolio; discuss assignment for first project, writing to share experiences.

Tuesday, September 2

Before class: Read the first third of Jungk. Prepare a 1 page essay..

During class: Discuss Chapter 1. Read out in class your essay.

Tuesday, September 2

Before class: Read the second third of Jungk Prepare a 1 page essay.

During class: Discuss Chapter. Read out in class your essay.

Tuesday, September 9

Before class: Read the final third of Jungk. Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, September 16

Before class: Read the first third of Wolfson. ” Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, September 23

Before class: Read the second third of Wolfson. Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, September 30

Before class: Read the final third of Wolfson. Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, October 7

Before class: Read the first third of Engelberg and Broad Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, October 14 Mid-Term

Before class: : Read the second third of Engelberg and Broad Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, October 21

Before class: Read: the final third of Engelberg and Broad Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, October 28

Before class: Read the first third of Marks. Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, November, 4

Before class: Read the second third of Marks. Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, November 11

Before class: Read the final third of Marks. Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Veterans Day No class meeting**Tuesday, November 18.**

Before class: Read the first third of Davis. Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, November 25

Before class: : Read the second third of Davis. Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, December 2

Before class: : Read the first third of Davis. Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Tuesday, December 9

Before class: Read: Rees Prepare a 1 page essay.

During class: Discuss Chapter . Read out in class your essay.

Wednesday, December 10 Reading Day**Final Exam Week**

Final Exam

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) and the Arizona Board of Regents Policy Manual (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.

| 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 | | |
| X | <input type="checkbox"/> | 1. Course is designed to advance basic understanding and knowledge about human interaction. | Syllabus | | |
| X | <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%; border-right: 1px solid black;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%;"> <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 | Syllabus |
| <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY | <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY | | | | |
| X | <input type="checkbox"/> | 3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <p style="text-align: center;">OR</p> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). | Syllabus | | |
| X | <input type="checkbox"/> | 4. Course illustrates use of social and behavioral science perspectives and data. | Syllabus | | |
| | | 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. | | | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|---------------------------------------|-------------|
| STS | 325 | SCIENCE, TECHNOLOGY AND PUBLIC POLICY | 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 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 survey course for the B. S. in Science, Technology, and Society examines the foundations of the interrelations of science, technology and American domestic policy. For this course to be successful, it will not only treat the place of science and technology in human interaction, but it must also treat in detail the basic materials covered in an American government, public policy, and public institutions courses. Thus, this course is core social and behavioral science material in letter and in spirit. | The learning outcomes in this course require that students gain an understanding of how science and technology impact American domestic policy and how, in turn, American domestic policy impacts the development of science and technology. The texts in this course are very clear on policy issues such as reproductive technology, human genetics, technology and war, and homeland security. |
| 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 interrelationship between science and technology and public policy. Again, this is core social science material. | The list of the books in this course speaks directly to its place as mainstream social science core material. As listed above, these books talk about the most topical policy issues of our time and their relationship to science and technology. For instance, the Supreme Court's decision on abortion (Roe v. Wade) is strictly a technology-based decision driven by research on pregnancy cycles in trimesters. |
| Course illustrates use of social and behavioral science perspectives and data. | The course relies on accumulated literature predicated upon practical and theoretical evidence based upon social and behavioral perspectives and data. | The kinds of policy issues addressed in the texts listed for this course speak for themselves. These issues are baseline social science perspectives and are based on social science data. |