

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 328 Science, Technology, and Culture 3.0 - Spring 2009 | CL: None

Originator: Silvia Llamas-Flores **Status:** Approved **Department:** Social and Behavioral Sciences (Polytechnic)**Date Created:** 05/08/2008 **Submitted:** 05/14/2008 **Completed:** 10/20/2008 **To****ACETS:****Campus:** E**College:** Applied Arts and Sciences**Subject:** STS**Number:** 328**Title:** Science, Technology, and Culture**Abbreviated title:** Sci, Tech, and Culture**Semester hours:** 3.0**Effective semester:** - Spring**Summer justification:** N/A**Effective year:** 2009**Catalog description:** Overview of technology and international cultures, including cultural definitions of science and technology. May intersect issues of culture and religion.**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 328 Science, Technology and Culture (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 328 Science, Technology, and Culture

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:

The United States and other Western countries have accused China and other Asian countries of intellectual property violations. These Western countries have the cultural concept of individualism as the basis of their political and economic systems, including patent laws. China and other Asian cultures have a strong collectivist orientation; can one person own an idea? In this course we will explore why and how culture has important implications for the transfer and use of technology, and the pursuit of scientific research. Utilizing cross-cultural theories, current research, case studies, films, and our own cultural backgrounds and experiences, we will seek to understand what culture is, how it influences behavior and perspectives, how to distinguish cultural factors from other political, social and economic issues, and how this knowledge can become an asset.

The following topics will be treated in the course: Globalization of economies and corporations – technology, politics, and culture; What is culture?; Cultural relativism versus cultural universalism; Analyzing cultural values and assumptions; Distinguishing culture from economic, political and social factors; Dimensions of culture – a synthesis of approaches; The art of gift giving in China; Applying the dimensions of culture; Culture and business ethics; Transfer of technology; Cultural perspectives on intellectual property; Cultural perspectives on technology; Varying views on structure--organization and management; National and corporate cultures – interacting spheres; Cultural perceptions of science and society; Perceptions of scientific research; Role of leadership and hierarchies; Culture and strategy; Managing Across Cultures; Cross cultural adjustment; Culture shock cycle and reverse culture shock; Cross cultural teams; Cross cultural training programs.

Learning Outcomes:**Students will be expected to understand:**

- the concept of culture.
- how culture influences behavior and perspectives.
- how to distinguish cultural factors from other political, social and economic phenomena.
- how this knowledge can become an asset in understanding science and technology.

Required Materials:

Lionel Laroche, *Managing Cultural Diversity in Technical Professions*, BH, 2003

Craig Storti, *The Art of Crossing Cultures*, Intercultural Press, 2001, second edition

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.

Grading:

There will be a **cross cultural journal**, a **written cross cultural analysis paper**, **group presentation**, and a **final exam**. The criteria for **written work** includes original work, clarity of communication, coverage of concepts, and depth of analysis. **Attendance is expected** and **class participation** is a significant portion of your overall grade. Participation is based on attendance in class, assignments, and preparation for and participation in discussions of weekly topics. It will be assumed each week that everyone has completed the assigned readings.

Grades are based on the following:

Journal	30 pts
Paper	20 pts
Training	10 pts
Weekly	10 pts
Final Exam	30 pts
Total	100 pts

A=90-100; B=80-89; C=70-79; D=65-69; E=below 65

NOTE on Pluses/Minuses – Fall 2005 is the first semester that ASU has utilized a plus/minus system for grading. Plus/minus grades will be given for A grades that are 2 points or less away from the next closest grade. For example, a 92 would be an A-, an 88 a B+. Pluses and minuses do affect grade point averages

Topical Outline:

- Introduction to the course
- Globalization of economies and corporations – technology, politics, and culture
- What is culture?
- Cultural relativism versus cultural universalism

Reading: *Text 1*, Chapter I

- Analyzing your own cultural values and assumptions
- Distinguishing culture from economic, political and social factors
- Dimensions of culture – a synthesis of approaches

Reading: *Text 1*, Chapter 2; and Allan K.K. Chan et al, “The art of gift giving in China,” *Business Horizons*, July/August 2003, pp. 47-52

- **Journal Entry 1 Due**
- Applying the dimensions of culture
- Culture and business ethics
- Transfer of technology
- Cultural perspectives on intellectual property

Reading: *Text 1*, Chapters 3

- Cultural perspectives on technology
- Film: *In the Light of Reverence*, produced by Christopher McLeod
- Varying views on structure: organization and management
- National and corporate cultures – interacting spheres

Reading: *Text 1*, Chapter 4

- **Journal Entry 2 Due**
- Cultural perceptions of science and society
- Perceptions of scientific research
- Role of leadership and hierarchies

Reading: *Text 1*, Chapter 5

- Films: *Going International I and II*
- Culture and strategy

Reading: *Text 1*, Chapter 6

- **Journal Entry 3 Due**

Reading: *Managing Across Cultures*, Chapter 7

- Cross cultural adjustment
- Culture shock cycle and reverse culture shock

Reading: *The Art of Crossing Cultures*, Chapters 1-2

- Cross cultural teams
- Cross cultural training programs – exercises
- Film: Building the Transnational Team

Reading: *Text 1*, Chapter 8; *The Art of Crossing Cultures*, Chapter 3- 6

- Cross cultural communication
- Storti's Model of Cross Cultural Interaction

Reading: *Managing Across Cultures*, Chapter 9; and *The Art of Crossing Cultures*, Chapter 7

- Film: *Windows on Asia Pacific*
- Cultural differences as an asset
- Creating and utilizing cultural synergy

Reading: *Managing Across Cultures*, Chapter 10

- Cross cultural simulation
- Global business ethics
- **Final Paper Due**
- Student cross cultural training (group presentations)
- **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

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	328	SCIENCE, TECHNOLOGY AND CULTURE	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)
<p>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.</p>	<p>This course provides an overview of technology and international cultures including cultural definitions of science and technology. It also intersects issues of culture and religion.</p>	<p>As can be seen on the first page of the syllabus, the following topics will be treated in the course: Globalization of economies and corporations – technology, politics, and culture; What is culture?; Cultural relativism versus cultural universalism; Analyzing cultural values and assumptions; Distinguishing culture from economic, political and social factors; Dimensions of culture – a synthesis of approaches; The art of gift giving in China; Applying the dimensions of culture; Culture and business ethics; Transfer of technology; Cultural perspectives on intellectual property; Cultural perspectives on technology; Varying views on structure--organization and management; National and corporate cultures – interacting spheres; Cultural perceptions of science and society; Perceptions of scientific research; Role of leadership and hierarchies; Culture and strategy; Managing Across Cultures; Cross cultural adjustment; Culture shock cycle and reverse culture shock; Cross cultural teams; Cross cultural training programs.</p>

<p>Comparative cultural studies in which most, i.e. more than half, of the material is devoted to non-U.S. areas.</p>	<p>The course explores why and how culture has important implications for the transfer and use of technology, and the pursuit of scientific research. Utilizing cross-cultural theories, current research, case studies, films, and our own cultural backgrounds and experiences, we will seek to understand what culture is, how it influences behavior and perspectives, how to distinguish cultural factors from other political, social and economic issues, and how this knowledge can become an asset.</p>	<p>As the syllabus shows, more than 90% of this course treats comparative cultural material devoted to non-U.S. areas. Two books selected for this course. The first talks about managing cultural diversity. The second talks about the art of crossing cultures. The topical outline of the course based on the table of contents of these books, speak very clearly to the aim of the course.</p>
<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 cross-cultural perspective.</p>	<p>On pages 3-4 of the syllabus, the course outline lays out the selected topics and their relevance to both core social science and international cultural studies.</p>