

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Integrative Sciences and Arts Department/School **Social Science**

Prefix: **ISS** Number: **450** Title: Consumerism and Sustainable Development Units: 3

Course description: **Analyzes the impact of the quest for more and better consumer goods as it affects sustainable development and global ecology.**

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Social-Behavioral Sciences–SB **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Nicholas Alozie E-mail Alozie@asu.edu Phone 480-727-1395

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Duane Roen Date: 3/6/18

Chair/Director (Signature): 

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

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

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

Revised April 2014

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

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [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.	ISS450 Syllabus: Introduction, Course Goals, Course Learning Outcomes, Schedule of Readings/Homework and Textbook Chapters.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> Anthropology <ul style="list-style-type: none"> •Economics •Cultural Geography •History </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Anthropology <ul style="list-style-type: none"> •Economics •Cultural Geography •History 	ISS450 Syllabus: Introduction, Course Goals, Course Learning Outcomes, Schedule of Readings/Homework and Textbook Chapters.
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Anthropology <ul style="list-style-type: none"> •Economics •Cultural Geography •History 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	ISS450 Syllabus: Introduction, Course Goals, Course Learning Outcomes, Schedule of Readings/Homework and Textbook Chapters.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	ISS450 Syllabus: Introduction, Course Goals, Course Learning Outcomes, Schedule of Readings/Homework and Textbook Chapters.		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			

ASU--[SB] CRITERIA		
	<ul style="list-style-type: none">• Courses with primarily arts, humanities, literary or philosophical content.	
	<ul style="list-style-type: none">• Courses with primarily natural or physical science content.	
	<ul style="list-style-type: none">• Courses with predominantly applied orientation for professional skills or training purposes.	
	<ul style="list-style-type: none">• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
ISS	450	Consumerism and Sustainable Development	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)
1. Course is designed to advance basic understanding and knowledge about human interaction.	This course is designed to advance basic understanding and knowledge about human interaction. Criteria 1 is met by studying the interactions of humans and the consumer culture in which they live. The course tracks consumer attitude formation from childhood to adulthood and looks at the influence of interpersonal competition, group pressure, and cultural expectations such as the evocation of the concept of the "American dream". This course provides students an opportunity to study human behavior and interaction from peer pressure in "Keeping up with the Joneses," pressure by advertising, or government and industry efforts to keep our consumer-driven economy going. Basically, it is a course of human behavior when it comes to decisions to buy consumer products, what to buy, how much of it to buy, what to spend, and how those decisions affect the human community.	<p>The syllabus, textbook and other materials for the course make the case that this is a course that advances basic understanding and knowledge about human interaction.</p> <p>The course goals and learning outcomes are clear on this, specifically:</p> <p>Course Goal 2: To study the interactions of humans and the consumer culture in which they live.</p> <p>Course Goal 3: To examine the role of government and industry in fostering and encouraging consumerism and its resultant effect on the global economy.</p> <p>Course Goal 5: To first understand the causes and current magnitude of the overconsumption problem using social and behavioral perspectives and data. Once this is understood, a sociological approach will be made to project future outcomes based upon a knowledge of human behaviour.</p> <p>Learning Outcome 3. The student shall be able to identify the human behavioral patterns that cause over consumption and how these patterns of have social consequences on the world.</p> <p>Learning Outcome 4: The student shall gain an understanding of overconsumption as a global problem as it affects all</p>

		<p>societies across all cultural groups in all locations of the Earth.</p> <p>Learning Outcome 10: The student shall consider the total effect on society when they have the urge to buy the latest version of cell phone, gaming system, automobile etc. This understanding will include how human interaction and peer pressure can drive the need to buy the latest product.</p> <p>Content from weeks 1, 2, 3, 4, and 5.</p>
<p>2. Course content emphasizes the study of social behavior such as that found in:</p> <ul style="list-style-type: none"> •Anthropology •Economics •Cultural Geography •History 	<p>The course is about human decision-making as we decide what to buy, how much of it to buy, and when to buy, as they relate to our existence as humans on Earth. Thus, this is a course on social behavior as found in the traditional social sciences. We make decisions based on sociological, economic, cultural, geographical, and anthropological considerations. Those impulses are the basic things this course focuses on.</p>	<p>The syllabus, textbook and other materials for the course emphasize the study of social behavior from the disciplinary perspectives of anthropology, economics, cultural geography and history.</p> <p>Course Goal 1: To analyze the impact of the quest for more and better consumer goods as it affects sustainable development and global ecology.</p> <p>Course Goal 3: To examine the role of government and industry in fostering and encouraging consumerism and its resultant effect on the global economy.</p> <p>Learning Outcome 1: The student shall be able to integrate a knowledge of political science, social science, philosophy and economics.</p> <p>Learning Outcome 2: The student shall develop a knowledge of the magnitude of the overconsumption problem.</p> <p>Learning Outcome 5: The student shall learn how this overconsumption impacts the global society and how it further unbalances world economies.</p> <p>Learning Outcome 6: The student shall study how our overconsumption impact cultures in third world nations who do not have the power to resist the disposal of our electronic waste.</p>

		Content from weeks 1, 2, 3, 4, 5, 6 and 7.
<p>3. Course emphasizes:</p> <p>a. The distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR</p> <p>b. The distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	<p>Emphasis in this course is placed on socialization and human behavior conditioning when it comes to consumption of material goods and the societal agents that carry out those tasks. Children at a young age are taught that more is better and to identify their self-worth by what they have or what their parents have, a belief system that carries into adulthood. This belief system is reinforced throughout the life course. The complex interaction of social and behavioral forces that combine to pull/push the individual along these lines are the emphases of the course. These require ethnographic, historical and other forms of observational techniques. Thus criteria 3 is met.</p>	<p>The literature of the social sciences is derived from the distinct knowledge base of the fields and the methodologies of inquiry of the social sciences. This is true of the expectations and learning outcomes outlined in the syllabus.</p> <p>Course Goal 4: Using an approach which emphasizes a distinct knowledge of social and behavioral sciences, the problem of overconsumption is examined and its solutions are derived.</p> <p>Course Goal 5: To first understand the causes and current magnitude of the overconsumption problem using social and behavioral perspectives and data. Once this is understood, a sociological approach will be made to project future outcomes based upon a knowledge of human behaviour.</p> <p>Learning Outcome 3: The student shall be able to identify the human behavioral patterns that cause over consumption and how these patterns have social consequences on the world.</p> <p>Learning Outcome 4: The student shall gain an understanding of overconsumption as a global problem as it affects all societies across all cultural groups in all locations of the Earth.</p> <p>Learning Outcome 10: The student shall consider the total effect on society when they have the urge to buy the latest version of cell phone, gaming system, automobile etc. This understanding will include how human interaction and peer pressure can drive the need to buy the latest product.</p>

		<p>Content from weeks 1, 3, 4, 5, 6, and 7.</p>
<p>4. Course illustrates the use of social and behavioral science perspectives and data.</p>	<p>Throughout the course, social and behavioral sciences perspectives and data will be used to qualify and quantify the material presented. The basic nature of buying material things as a substitute for intrinsic happiness and its effects on human behavior is the backbone of the material to be studied. Such data include information on consumer preference, fashion trends, patterns of consumption, market trends, etc. Facts and data will be used for emphasis. Social and behavioral perspectives and data are used throughout and thus criteria 4 is met.</p>	<p>The materials assembled for this course, the lectures and the exercises all point to social science perspectives and data.</p> <p>Course Goal 4: Using an approach which emphasizes a distinct knowledge of social and behavioral sciences, the problem of overconsumption is examined and its solutions are derived.</p> <p>Course Goal 5: To first understand the causes and current magnitude of the overconsumption problem using social and behavioral perspectives and data. Once this is understood, a sociological approach will be made to project future outcomes based upon a knowledge of human behaviour.</p> <p>Learning Outcome 1: The student shall be able to integrate a knowledge of political science, social science, philosophy and economics.</p> <p>Learning Outcome 2: The student shall develop a knowledge of the magnitude of the overconsumption problem.</p> <p>Learning Outcome 3: The student shall be able to identify the human behavioral patterns that cause over consumption and how these patterns of have social consequences on the world.</p> <p>Learning Outcome 4: The student shall gain an understanding of overconsumption as a global problem as it affects all societies across all cultural groups in all locations of the Earth.</p>

		<p>Learning Outcome 5: The student shall learn how this overconsumption impacts the global society and how it further unbalances world economies.</p> <p>Learning Outcome 6: The student shall study how our overconsumption impact cultures in third world nations who do not have the power to resist the disposal of our electronic waste.</p> <p>Learning Outcome 7: The student shall learn how both industry and government encourage this problem.</p> <p>Learning Outcome 8: The student shall develop a pro-active strategy to hold our leaders more accountable for their actions.</p> <p>Learning Outcome 9: The student shall learn how we can develop a strategy to solve this problem both as an individual and as a society.</p> <p>Learning Outcome 10: The student shall consider the total effect on society when they have the urge to buy the latest version of cell phone, gaming system, automobile etc. This understanding will include how human interaction and peer pressure can drive the need to buy the latest product.</p> <p>Content from weeks 3, 4, 5, 6 and 7.</p>
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Syllabus

Arizona State University at the Polytechnic Campus

College of Integrative Sciences and Arts

Faculty of Social Science

ISS450

Consumerism and Sustainable Development

Spring 2018

Schedule Line Number:

Satisfies General Studies - SB

Online

Faculty: Robert Benoit

Meeting Dates: TBD

E-Mail: rlbenoit@asu.edu

Class Format: Lecture/Discussion / Homework
appointment

Office Meetings: Skype by

This course is offered by the College of Integrative Sciences and Arts. For more information about the College, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to cls@asu.edu.

Introduction:

This course is about human behavior related to materialism and consumption, the impulse to acquire more and more material goods. It adopts both a sociological and economic platform in examining the impact of consumerism on the individual, family unit, nation, and the global community. The course adopts a qualitative investigative analysis approach, supplemented by survey research and data analysis. While individual decisions are made at the margin, these decisions combine to generate what we call social trends. This is why the course focuses so

much on the behavior of individuals as consumers and acquirers of resources and then moves to group cultural norms.

Course Goals:

1. To explain the impulse to acquire and consume more and more material resources by individuals from both a sociological and economic basis;
2. To explain the cultural foundations of human consumerism;
3. To analyze the impact of the quest for more and better consumer goods as it affects sustainable development and global ecology;
4. To study the interactions of humans and the consumer culture in which they live;
5. To examine the role of government and industry in fostering and encouraging consumerism by individuals and its resultant effect on the global economy; and
6. To explain the problem of overconsumption and its potential solutions emphasizing social and behavioral sciences approaches and data.

Learning Outcomes:

1. The student will be able to explain the issue of consumerism from a personal, cultural, and environmental perspective;
2. The student shall be able to identify the human behavioral patterns that cause over consumption and how these patterns of have social consequences on the world;
3. The student shall consider the total effect on society when they have the urge to buy the latest version of cell phone, gaming system, automobile, etc. This understanding will include how human interaction and peer pressure can drive the need to buy the latest product.
4. The student shall be able to integrate a knowledge of the social and behavioral sciences (political science, social science, philosophy and economics) in understanding the different dimensions of consumerism;
5. The student shall develop a knowledge of the magnitude of the overconsumption problem;
6. The student shall gain an understanding of overconsumption as a global problem as it affects all societies across all cultural groups in all locations of the Earth;
7. The student shall learn how this overconsumption impacts the global society and how it further unbalances world economies;
8. The student shall study how our overconsumption impacts cultures in third world nations who do not have the power to resist the disposal of our electronic waste;
9. The student shall learn how both industry and government encourage consumerism;
10. The student shall develop a pro-active strategy to hold our leaders more accountable for their actions; and
11. The student shall learn how we can develop a strategy to solve this problem both as an individual and as a societal dilemma.

Required Course Texts/ Readings/Materials:

- Born to Buy – The Commercialized Child and the New Consumer Culture; Juliet B. Schor; Schribner; 2004.
- Affluenza: How Overconsumption Is Killing Us- And How to Fight Back” -3rd Ed.: John de Graf, David Wann, & Thomas Naylor; Barrett-Koeler Publishers, Inc.
- The Story of Stuff: The Impact of Overconsumption on the Planet, Our Communities, and Our Health – And How We Can Make It Better; Annie Leonard; Free Press.
- Hot, Flat and Crowded, Release 2.0: Thomas Friedman; Farrar, Straus and Giroux: 2009.

Coursework

Graded Work

16 Weekly Questions from the Lectures and Reading and Internet Videos

Starting the Friday morning prior to the start of the semester, a brief lecture will be given on each weekly topic. These chapters and lecture shall be read in their entirety to be finished by the start of the following Friday. In addition there will be a reading assignment and required online videos.

There will be homework consisting of 15 questions relating specifically to the lecture, reading assignment and videos. One question worth 25 points that requires critical thinking and that in most cases has more than one answer will be given. The questions shall be turned in no later than midnight on Friday of the week following the initial posting. Homework shall be in Word format and turned in by selecting the appropriate assignment link in the Course Content folder. All homework shall have the student's name, course number, assignment number and date as both a title for the file submitted and at the top of each homework submission. Late homework will usually not be considered. The student shall receive the homework back with comments and grade within a week of posting of the new assignment. Homework is worth 70% of your grade so it is important that you keep up with the assignments.

Final Paper

A short four-page paper (title page not considered) in the format listed below shall be turned in for review and grading no later than the final Friday of the semester. The subject of the paper is the book, "Hot, Flat and Crowded" by Thomas Friedman. This paper shall not be a summary of the book but rather a paper on how the book influences you as a student as you prepare to enter the global economy. This is a chance to further develop your critical thinking skills. Do you agree with Friedman or do you have a counter argument to present. I want to hear your perspective on the book.

Discussion Board

A total of five Discussion Board Postings (two main topics per posting) will be required. The student shall receive up to 3 points based upon the amount of activity and the quality of his/her postings. At a minimum you should post one new thread and reply to two existing threads per topic to receive full credit. Thus, if for some reason you chose not to participate in either topic during a given discussion period, you would lose 3% of your final grade.

Class Meetings (Up to 4% extra credit added to your final grade):

On a voluntary basis, two class meetings will be scheduled during week 2 and week 5 in lieu of a discussion board. The meetings will be held in Google + and they are worth 2 percent each (4% total) added directly to your final grade. This is a chance to meet your fellow students and myself and discuss current topics. Your bonus percentage will be based upon your participation. You must first join the STS 303 Spring 2018 community. You will receive an invitation to do so.

Grading:

- Homework 70% - It is therefore imperative to complete all homework on time.
- Four page paper 15%
- Discussion Board 15%
- Class Meetings (2) – Up to 4% added to final grade.

Format of Final Paper:

- Four pages
- Single spaced
- 12 point Times New Roman
- One inch margins all sides
- A title centered and printed in normal style font (no italics, no underlining, and no font size change) Then your name centered ---- Please do not use a title page

Note: All contents of the related to this course are under copyright protection.

Schedule of Reading / Homework – Weekly Topics

(Note: All Homework Packages Will Be Made Available In the “Assignments” Folder located by selecting the appropriate week in the Course Content tab.)

Class 1 Lecture 1: “The American Dream – Be Careful What You Wish For!”

Learning Objectives:

1. To examine the concept of the “American Dream” (“If you work hard you will rise to the top and attain happiness and material wealth”) and its impact on the outlook individuals have of themselves and the concept of achievement and materialism;
2. To examine society’s belief in the “American Dream, namely:
 - a. The inherent competitive nature of people and
 - b. The belief that true recognition of human worth comes from the attainment of status symbols recognized by society.
3. To discover that there are choices to be made in pursuing the American Dream, and if taken to an extreme there are costs to bear.

Reading: de Graf et al.:

Chapter 1 Feverous Expectations

Chapter 2 All Stuffed Up

Chapter 3 Stressed To Kill

Chapter 4 Family Fractures

Chapter 5 Community Chills

Chapter 6 Heart Failure

Homework: Assignment 1 – Due no later than October 20th

Class 2 Lecture 2 “The Commercialization of Childhood”

Learning Objectives:

1. To study the profound changes in the family unit where children now dictate many of the family’s purchasing decisions.
2. To examine how the advertising industry is driving this change.
3. To look at the negative sociological effects this has on the traditional family unit.

Reading:

Schor:

Chapter 1 Introduction

Chapter 2 The Changing World of Children's Consumption

Chapter 3 From Tony the Tiger to *Slime Time Live*: The Content of Commercial Messages

Chapter 4 The Virus Unleashed: Ads Infiltrate Everyday Life

Chapter 5 Captive Audiences: The Commercialization of Public Schools

Chapter 6 Dissecting the Child Consumer: The New Intrusive Approach

Class 3 Lecture 3 "Habit Formation: Selling Kids on Junk Food, Drugs and Violence

Learning Objectives:

1. To study how this very lucrative approach is undermining the children's well-being.
2. To look at advertising and marketing to kids. Is it empowering them or seducing them?

Reading:

Schor:

Chapter 7 Habit Formation: Selling Kids on Junk Food, Drugs, and Violence

Chapter 8 How Consumer Culture Undermines Children's Well-Being

Chapter 9 Empowered or Seduced? The Debate About Advertising and Marketing to Kids

Homework: Do Assignment #3 -

Class 4 Lecture 4: "Behavior Modification Time: We as Parents and Global Citizens Must lead by Example."

Learning Objectives:

1. To look at how we can change our actions, habits and beliefs
2. To study how such changes will positively affect the family unit, our national society and the larger global society.

Video:

<http://storyofstuff.org/movies/story-of-change/>

Reading:

Schor:

Decommercializing Childhood: Beyond Big Bird, Bratz Dolls, and the Bach Street Boys

Leonard:

Appendix 2

De Graff:

Chapter 17 Diagnostic Tests

Chapter 18 Bed Rest

Chapter 19 Affluholics Anonymous

Chapter 20 Fresh Air

Chapter 22 Building Immunity

Homework: Do Assignment 4 –

Class 5 Lecture 5: “The PlayStation Syndrome / e-Waste – Where Computers Go to Die.”

Learning Objectives:

1. To examine the current tendency of society to crave the latest version of a given type of consumer electronics whether it be the smartphone, video gaming system, computer, etc.
2. In particular, the underlying sociological / psychological needs will be examined in detail such as peer pressure / social acceptance and the need for instant social gratification.
3. To investigate the costs to society of this behavior and how it affects the global society.

Video:

<http://storyofstuff.org/movies/story-of-stuff/>

<http://storyofstuff.org/movies/story-of-electronics/>

<https://www.youtube.com/watch?v=9j2KPxanzeA>

Reading:

De Graf et al.:

Chapter 8 Resource Exhaustion

Chapter 9 Industrial Diarrhea

Chapter 10 A Cancerous Culture

Chapter 11 Early Infection

Chapter 12 an Ounce of Prevention

Chapter 13 the Road Not Taken

Chapter 14 an Emerging Epidemic

Chapter 15 the Age of Affluence

Chapter 16 Spin Doctors

Leonard:

Chapter 1 Extraction

Chapter 2 Production

Chapter 3 Distribution

Chapter 4 Consumption

Homework: Assignment #5–

Class 6 Lecture 6: “Plastics – A Consumer Convenience or Conundrum?”

Learning Objectives:

1. To look at society's movement toward convenience and a disposable economy.
2. To examine the underlying psycho / sociological tendency toward “easier is better” and what effect this has on our culture using qualitative and quantitative analysis.

3. To examine the larger picture of the impact this has on our global society and its future.

Videos:

<http://edition.cnn.com/interactive/2016/12/world/midway-plastic-island/>

<http://storyofstuff.org/movies/story-of-bottled-water/>

Reading:

Leonard;

Chapter 5 Disposal

Homework: Do Assignment 6–

Class 7 Lecture 7: “The Future – 2 Possible Scenarios or Which Do You Want First – The Good News or The Bad News?”

Learning Objectives:

1. To look at alternative future scenarios (positive and negative) of:
 - a. Leaving the Status Quo
 - b. Implementing change on an individual, industrial and governmental basis to fix this current crisis
2. To study and internalize a list of “course takeaways” as a means of personal and societal growth.

Videos:

https://www.youtube.com/watch?v=STLe4O_OQPo

<https://www.youtube.com/watch?v=ue9Rin38dDw>

<https://www.youtube.com/watch?v=HK47Pnx46rM>

Reading:

Leonard

Epilogue

Appendix 1

De Graff:

Chapter 21 Back To Work

Chapter 23 Policy Prescription

Chapter 24 Vital Signs

Chapter 25 the Glow of Heaven

Final Paper due no later than midnight

Course Policies

- With very few exceptions, any assignments that are late will receive a zero (not an incomplete) for that assignment. All assignments are due at midnight Friday of the week following the week that they are posted. The final paper will be due no later than the date and time specified in the assignment schedule. Any late papers shall not be accepted and a zero shall be assigned to the final paper.
- I will make every effort to respond to your E-mails within 24 hours. During the week, I will try to get back to you within 24 hrs (barring any emergency on my part). During the weekend I will try to get back to you within 48 Hours. My E-mail address is: rlbenoit@asu.edu
- Plagiarism of any type will not be tolerated. If I find without a shadow of a doubt that plagiarism occurred that person will get a zero on that assignment.
- If you have any problems feel free to contact me at my E-mail address. I will try to resolve them in the fairest and quickest manner possible. If your problem is of a significant nature where you need to discuss it with me in person you may either arrange for a Skype session in advance or a campus meeting.

Final Grades

A	90-100	Excellent
B	80-89.9	Good
C	70-79.9	Average
D	60-69.9	Passing

E <60

Failure

XE

Failure due to Academic Dishonesty

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DR C as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please

see <http://catalog.asu.edu/appeal>.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form

(<http://students.asu.edu/forms/incomplete-grade-request>).

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean.

Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations.

Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Student Support and Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a

plan on how to best accommodate the student within the parameters available within the onsite locations.

Drop and Add Dates/Withdrawals

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Harassment Prohibited:

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Syllabus Disclaimer:

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Student Conduct Statement:

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> , and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.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>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students:

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Missed Classes Due to University-Sanctioned Activities

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the [academic unit chair](#) or the dean's designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any [academic unit](#) or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.