

## General Studies Request Form

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Please see the [General Studies Request Overview and FAQ](#) for information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

### Proposal Contact Information

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Submitter Name	Submitter Email	Submitter Phone Number
Gregory Broberg	gregory.broberg@asu.edu	480-965-7013

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Social Transformation (CSOCTRANS)

### Submission Information

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Type of submission:

Mandatory Review (Course or topic currently holds this designation and is undergoing 5-year review)

#### What is Mandatory Review?

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

### ASU Request

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Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
JUS	405	3

#### Course Information

Courses approved for General Studies require mandatory review every five years.

Course Title

Inequality, Economy and Justice

Course Catalog Description

Addresses economic issues and justice implications, including the interplay among economic conditions, race-ethnicity, class, and gender worldwide.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

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No

## General Studies

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### Requested Designation

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G - Global Awareness

G: Global Awareness

#### **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.

[Reviewed April 2014]

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#### "G" Criteria 1

Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

Identify the submitted documentation that provides evidence.

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Course materials

How does this course meet the spirit of this criteria?

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Students complete a final project where they pick a US community context and then address this issue in terms of human rights and inequality more broadly (i.e. immigration, etc.)

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

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The final community-based research project addresses the following learning goal: Students will conduct and create a research-based project related to the market economy that addresses key concepts of inequality and human rights. This project is intended to surround the student's academic goal(s). Therefore, this project can be structured in a number of ways (i.e. essay, presentation or grant submission). Some examples include:

- Analyze secondary data (including media accounts)
- Interview individuals or groups
- Evaluate a specific program or initiative

## "G" Criteria 2

The course must match at least one of the following descriptions (check all which may apply):

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c. The course is a comparative cultural study in which most (i.e., more than half) of the material is devoted to non-U.S. areas.

### "G" Criteria 2C Information

The course is a comparative cultural study in which most (i.e., more than half) of the material is devoted to non-U.S. areas.

Identify the submitted documentation that provides evidence.

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Course readings

How does this course meet the spirit of this criteria?

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One of the primary sources of readings from the course is Neil Fligsteins, Architecture of Markets. This textbook extensively covers the issue of globalization and markets within a capitalist framework.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

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Textbook abstract from publisher: Markets are socially constructed arenas where repeated exchanges occur between buyers and sellers under a set of formal and informal rules governing relations among competitors, suppliers, and customers. These arenas operate according to local understandings and rules that guide interaction, facilitate trade, define what products are produced, indeed constitute the products themselves, and provide stability for buyers, sellers, and producers. Marketplaces are also dependent on governments, laws, and cultural understandings supporting market activity. Our essay provides a brief exposition of this perspective. Then, it considers cutting-edge work on three topics: (i) the formation of markets and prices, (ii) the organization of capitalism in different societies, and (iii) financialization and globalization. We suggest that in the future, path breaking research will: (i) explore the sociology of consumption, (ii) combine insights from the sociology of markets and from studies of the role of economic thought in constructing markets, and (iii) investigate national and transnational regulations.

Attach a sample syllabus for this course or topic, including the list of any required readings.

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[JUS 405.docx](#)

Attach the table of contents from any required textbook(s).

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No Response

Attach any other materials that would be relevant or helpful in the review of this request.

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No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Gregory Broberg - February 6, 2023 at 3:07 PM (America/Phoenix)

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## Department Approval

Approved

Camilla Fojas - February 6, 2023 at 3:38 PM (America/Phoenix)

Michelle Vlahoulis

Sada Gilbert

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## Provost's Office Review

Sent Back

April Randall

Joni Lochtefeld - February 14, 2023 at 4:45 PM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: [https://docs.google.com/document/d/1BF\\_lpZ4neXWRQgZfXj-5ILS07EE-Nu34Z35S8CrAEVk/](https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5ILS07EE-Nu34Z35S8CrAEVk/)

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## Form Submission - Proposer

Submitted for Approval | Proposer

Gregory Broberg - February 23, 2023 at 4:55 PM (America/Phoenix)

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## Department Approval

Approved

Camilla Fojas

Michelle Vlahoulis - February 23, 2023 at 4:57 PM (America/Phoenix)

Sada Gilbert

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## Provost's Office Review

Approved

April Randall

Joni Lochtefeld - March 3, 2023 at 2:37 PM (America/Phoenix)

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## Global Awareness Mandatory Review

## Acknowledgement Requested

Natalie Heywood - March 27, 2023 at 9:55 AM (America/Phoenix)

Revise and Resubmit. More information is needed to determine the global awareness designation of this course. The syllabus is not sufficient to determine the designation. If assignment information, as well as more detailed learning materials and/or course schedule/topical outline, could also be provided along with more in-depth information about the course content, we are happy to review this again. Based on the syllabus, it appears the majority of the course focus is US based.

Jada Ach

Megan Todd

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## General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

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## Proposer Notification

Notification

Gregory Broberg

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