



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Table with 4 columns: College/School, Department, School of Social Transformation, Units. Row 1: College of Liberal Arts and Sciences, Department Women and the Body, School of Social Transformation, Units: 3.

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.

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). Chair/Director Initials (Required)

Course description: In-depth analysis of the cultural construction of the gendered body and societal prescriptions about beauty, body image, and size.

Requested designation: Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

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 or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 6, 2015

For Spring 2017 Effective Date: March 15, 2016

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.

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(s) 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 Lisa Anderson E-mail lmanderson@asu.edu Phone 480-965-2356

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Date:

Chair/Director (Signature):

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

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

ASU--[C] CRITERIA		
CULTURAL DIVERSITY IN THE UNITED STATES		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

Course Prefix	Number	Title	General Studies Designation
WST	460	Women and the Body	C

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)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
1 Addresses cultural diversity in contemporary society	As a course on the contemporary gendered body, the course materials collectively focus on gender (and race, class, and ability as they intersect with gender)	See syllabus areas highlighted in green
2A In-depth study of cultural experiences of gender and racial/ethnic minority groups	Specific reading and viewing assignments directly address gendered and racialized experiences	See syllabus areas highlighted in yellow
2C Course examines social, economic, political, and psychological dimensions of gender, race, and power	All of the readings address this, more or less directly; those that more specifically address these topics are highlighted	See syllabus areas highlighted in blue

WST 460: WOMEN & THE BODY

{NOTE: CRITERIA 1 HIGHLIGHTED IN GREEN; CRITERIA 2A HIGHLIGHTED IN YELLOW; CRITERIA 2C HIGHLIGHTED IN BLUE}

COURSE DESCRIPTION

“The body is our general medium for having a world.”

-Maurice Merleau-Ponty

Welcome to WST 460: Women & the Body. This seven unit interdisciplinary course examines the body, as both fleshy materiality and as a socially and culturally constructed representation from a feminist perspective. As Merleau-Ponty argues, our bodies are our anchors in the world, and as such, how we experience life is directly related to our bodies and how our bodies are viewed by the society within which we live. We can think of the body as a text—something that others read and make assumptions about. Thus, the body is a bearer of symbolic value. However, this course stakes a claim in the importance of moving beyond analyses that only consider how bodies have been symbolically and metaphorically imbued with value and emphasizes the importance of looking to the embodied experience as a method of critical inquiry. How do representations structure the ideas we hold about bodies? How is the body literally made and remade? What does a gendered body, racialized body, classed body, and sexed body look like? What do they tell us about the world we live in? What bodies are valued and what does that mean for those bodies that are without value? Why is it important to think about the politics of the body?

We will begin the course with a broad overview of the politics of the gendered body. Specifically looking at the ways in which the body is socially and culturally constructed, we will explore how bodies become gendered and the ways in which women’s bodies are increasingly contested terrain in our current moment. The second and third unit focus on the reproductive body, which has received a profuse amount of media attention as of late. We will consider the normative discourses that frame current representations of the reproductive body and look at how women talk back to narratives that threaten their reproductive and sexual autonomy. The fourth unit, racialized bodies, prompts us to question how we come to embody race and read racialized bodies if race is indeed not a biological fact. We consider the way in which certain representations of racialized bodies structure embodied realities and work to shore up symbolic and material hierarchies. The fifth unit spotlights certain transgressive bodies, which helps us explore how ‘normative bodies’ are defined. We look at how certain bodies are resisting pathologization and reclaiming certain “outlaw” embodiments. Unit six, body image and technologies of the self, is structured around taking to task the ways in which hetero-patriarchal power has constructed the female body. We consider what an idealized female body is and how that plays a role in how we conceptualize modifying our bodies. The last unit, the state and bodies in (dis)order, takes a biopolitical approach in looking at the intersection of the body and the state. We critically analyze how the state regulates and manages certain types of embodiments, what bodies are deemed in need of regulation, and the material effects that manifest when certain bodies are deemed unproductive in our current neoliberal market.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should:

- a) demonstrate an understanding of (and the importance of considering) the ways in which representations of bodies structure material realities;
- b) provide concrete examples of how certain ideologies have constructed certain bodies as a method to reify unjust power relations;
- c) cultivate the ability to critically analyze representations of gendered bodies in popular and academic research;
- d) understand the ways in which sexuality, race, class, and ability inform various material embodiments; and,
- e) demonstrate a knowledge of the key concepts and terms from the seven units that the course covers.

Overall, this course will allow students to cultivate a broader critical intersectional feminist lens, which they will be able to employ in analyzing gender inequalities and various other forms of oppression in a more general sense.

COURSE ASSIGNMENTS, SCHEDULE, AND GRADING

Course Materials:

All required materials (readings, videos, podcasts, and lectures) are posted under each weekly unit on the course Blackboard page. There is not a required textbook for WST 460.

COURSE ASSIGNMENTS

- **Midterm & Final Exam:** Each exam is worth 25 points.
 - **Midterm Exam:** The midterm exam will be comprised of a range of questions from the first half of the course. The questions will be constructed from the materials for each unit, which includes weekly lectures and PowerPoints, readings, videos, podcasts, and other content. The midterm exam consists of 15 multiple choice and true/false questions, which will be each worth 1 point, and 2 5-point short essay questions.
 - **Final Exam:** The final exam is cumulative. Like the midterm, the questions will be constructed from the materials for each unit, which includes weekly lectures and PowerPoints, readings, videos, podcasts, and other content. The final exam consists of 20 multiple choice and true/false questions, which will be each worth 0.5 points, and 3 short essay questions worth 5 points each.
 -
- **Online Assignments:**
 - **Discussion Board Responses:** Each unit you will be required to participate in weekly online discussions where you will respond to a discussion question that I post, as well as respond to a peer's post. Please refer to the course calendar for specific due dates. **In each of your posts, you must respond to all parts of the question as well as cite specific course material to support your argument. You must then reply to a peer's post.** Please do not include your response to a peer within the body of your

initial post. In order to be in conversation with your peers, I would like you to reply directly to your peer to give them a chance to read and possibly respond to your comment. **Each discussion board response must be 300-400 words, and each response to a peer must be at least 100 words.**

Grading rubric for discussion boards:

10	This grade signifies an outstanding post. The post exceeds the expectations for the assignment. The post completely responds to the prompt. The student took a clear position and thoughtfully supported that position. The student incorporated personal observations and cited material from the course to clearly support his/her position. The writer also responded to another student's post in a thoughtful, respectful manner. The word requirement was met and not exceeded.
9	This post is excellent. The student took a clear position although it may not have been fully supported. The student incorporated personal observations and cited material from the course. The writer also responded to another student's post in a thoughtful, respectful manner. The word requirement was met but may have been exceeded.
8	This post is good, but has one or two weak areas. The student may not have completely answered the question or may be slightly off topic. The student may not clearly connect course material to the student's discussion. The writer responds to another student's post in a thoughtful, respectful manner. The word requirement was met but may have been exceeded.
7	The post is adequate. The student may have veered too far off topic or not completely addressed all elements of the assignment. The student failed to incorporate material from the course to support his/her argument. The writer responds to another student's post in a thoughtful, respectful manner. The word requirement was not met. Alternatively, the post might meet all requirements for a 9 or 10, but the student might not have responded to another student's post.
6 or below	The post did not address the requirements of the assignment and did not incorporate course material. The writer did not respond to another student's post and/or the word requirement was not met.
0	The student did not post or showed evidence of plagiarism.

- **Quizzes:** Each week you will be responsible for a 10 question quiz. Each question will be worth 1 point each. Comprised of multiple choice and true/false questions, the questions are based upon the materials in each unit. You will have 30 minutes to complete each quiz.
- **Course Paper and Presentation:** At the end of the semester you will be responsible for a final project that consists of a paper analyzing a representation of gendered bodies in a contemporary cultural object, and a 10 minute class presentation on the topic. The specific instructions for this project will be posted the week after the midterm is due. This project will be worth 50 points.

COURSE SCHEDULE

UNIT 1: THE POLITICS OF THE GENDERED BODY

Read:

- Judith Lorber and Patricia Yancey Martin, “The Socially Constructed Body: Insights from Feminist Theory” (BB)
- [Karin Martin, “Becoming a Gendered Body”](#)
- [“Petra Collins on Censorship and the Female Body”](#)
- [“First Encounters with the Male Gaze: Here’s What the Big Deal Is”](#)
- [“How Street Harassment Became an ‘All-American Pastime’”](#)
- [“Women Confronts Catcallers and Secretly Films their Reactions”](#)

Watch/Listen/Look:

- [Laci Green, “Sex Object BS”](#)
- [“Does it ‘Suck To Be a Fat Girl’?”](#)
- [Carol Rosseti, “Feminist Illustrations”](#)

Due:

- Reading Quiz
- Discussion Board Post

UNIT 2: THE REPRODUCTIVE BODY AND REPRODUCTIVE JUSTICE

Read:

- [Angela Davis “Racism, Birth Control, and Reproductive Rights” \(BB\)](#)
- [Mary Breheny and Christine Stevens. “Youth or Disadvantage? The Construction of Teenage Mothers in Medical Journals”](#)
- [Nancy Tuana, “Coming to Understand: Orgasm and the Epistemology of Ignorance”](#)
- [“A New Vision for Advancing Our Movement for Reproductive Health, Reproductive Rights, and Reproductive Justice”](#)
- [“Advocates Shun ‘Pro-Choice’ to Expand Message”](#)
- [“How Well-Intentioned Public Health Campaigns Can Wind Up Shaming Women”](#)
- [“Female Ejaculation: Let’s Talk About It”](#)

Watch/Listen/Look:

- ["The Journey to Get an Abortion From Texas’ Rio Grande Valley”](#)
- [Ruth Bader Ginsburg on her SCOTUS Colleagues’ Blind Spot](#)
- [Sophia Wallace, “Cliteracy Project”](#)
- [The Casual Sex Project](#)

Due:

- Reading Quiz

- Discussion Board Post

UNIT 3: THE REPRODUCTIVE BODY OVER TIME

Read:

- [Janet Lee, “Bodies at Menarche: Stories of Shame, Concealment and Sexual Maturation”](#)
- [Shannon K. Carter, “Beyond Control: Body and Self in Women’s Childbearing Narratives”](#)
- [Amanda Grenier and Jill Hanley, “Older Women and ‘Frailty’: Aged, Gendered and Embodied Resistance”](#)
- ["What Really Happens After a Miscarriage"](#)
- [“‘Love Your Lines’ Instagram Account Celebrates Stretch Marks as Beautiful, Not ‘Flaws’”](#)
- [“My Sexual Awakening at 70”](#)

Watch/Listen/Look:

- [“How Feminism and Commercialism Combined to Make ‘Camp Gyno’ a Viral Hit”](#)
- [“Caught on Tape: Antiabortion Center Resorts to Scary, Dangerous Lies”](#)
- [Laci Green with Planned Parenthood, “Abortion Options”](#)
- [Cervical Cancer Vlogs: #28 Updates on Health, Dilators, Menopause and SEX!](#)

Due:

- Reading Quiz
- Discussion Board Post

UNIT 4: THE RACIALIZED BODY

Read:

- [bell hooks, “Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace” \(BB\)](#)
- [Jillian Hernandez, “‘Miss, You Look Like a Bratz Doll’: On Chonga Girls and Sexual Excess”](#)
- [Maya A. Poran, “The Politics of Protection: Body Image, Social Pressures, and the Misrepresentation of Young Black Women”](#)
- [“Iggy Azalea’s Post-Racial Mess: America’s Oldest Race Tale, Remixed”](#)
- [“Rollersets & Realness: Black Womanhood Defined as Drag Performance”](#)

Watch/Listen/Look:

- ["This is Good Hair, Too"](#)
- [Laverne Cox on Bullying and Being a Trans* Woman of Color](#)
- [bell hooks and Janet Mock Talk about Liberating the Black Female Body](#)

Due:

- Reading Quiz

- Discussion Board Post
- **Midterm Exam**

UNIT 5: TRANSGRESSIVE BODIES

Read:

- [Dean Spade, “Mutilating Gender”](#)
- Eli Clare, “Freaks and Queers” (BB)
- [Irmgard Tischner and Helen Malson, “Deconstructing Health and the Un/Healthy Fat Woman”](#)
- [“Not your Tragic Queer Muslim Story”](#)
- [“My Kind of Guy”](#)
- [“The Transgender Crucible”](#)
- [“Reclaiming Fat”](#)

Watch/Listen/Look:

- [“I got 99 Problems...Palsy is Just One”](#)
- [“Transmormom: A Journey of Bosdy and Spirit”](#)

Due:

- Reading Quiz
- Discussion Board Post

UNIT 6: BODY IMAGE AND TECHNOLOGIES OF THE SELF

Read:

- Sandra Lee Bartky, “Foucault, Femininity, and the Modernization of Patriarchal Power” (BB)
- [Susan Bordo “Reading the Slender Body” \(BB\)](#)
- [Laura Mamo and Jennifer Ruth Fosket, “Scripting the Body: Pharmaceuticals and the \(Re\)Making of Menstruation”](#)
- [“Out of \(My\) Body”](#)
- [“Is Race Plastic? My Trip Into the ‘Ethnic Plastic Surgery’ Minefield”](#)
- [“Photographer Uses Female Body Hair to Challenge Traditional Beauty Standards”](#)
- [“Our Bodies, Our Selfies: Can Showing Your Labia Make You Feel ‘Normal’?”](#)

Watch/Listen/Look:

- [The Perfect Vagina](#)

Due:

- Reading Quiz
- Discussion Board Post

UNIT 7: THE STATE AND BODIES IN (DIS)ORDER

Read:

- [Vivian C. Adair, “Branded with Infamy: Inscriptions of Poverty and Class in the United States”](#)
- [Catherine Waldby and Melinda Cooper, “The Biopolitics of Reproduction: Post-Fordist Biotechnology and Women’s Clinical Labour”](#)
- [Maria Burevich, Cynthia M. Mathieson, Jo Bower and Bramilee Dhayanandhan, “Disciplining Bodies, Desires and Subjectivities: Sexuality and HIV-Positive Women”](#)
- [“It’s Time for Legalized Prostitution”](#)
- [“Confessions of a Cam Girl”](#)
- [“U.S. is Locking up Pregnant Moms Despite Policy Against It”](#)
- [“Report: LGBT Immigrant Detainees Face Higher Risk of Sexual Assault, Abuse”](#)

Watch/Listen/Look:

- [“The Hardest Time: Moms in Prison”](#)
- [“American Prisons that Sterilized Inmates”](#)
- [“Keep Your Heart Strong: An Interview with Kati Teague about Healing from the Prison Industrial Complex Through Art and Organizing”](#)

Due:

- Reading Quiz
- Discussion Board Post
- **Course Paper and Presentation**
- **Final Exam**

GRADING

Discussion Boards (7) (10 pts each)	70 points
Reading Quizzes (7) (10 pts each)	70 points
Midterm Exam	25 points
Final Exam	25 points
Paper and Presentation	50 points
TOTAL:	240 points

Grade	Points Range
A+	236-240
A	226-235
A-	216-225
B+	212-215

B	203-214
B-	192-202
C+	188-191
C	168-187
D	144-167
E	143 and below

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within the week of the due date via the Gradebook. **You have one week to contest your grade after it is posted.**

I do not have formal extra credit opportunities, and I do not round grades up.

EMAIL AND INTERNET

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

COURSE TIME COMMITMENT

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

LATE OR MISSED ASSIGNMENTS

No late assignments are accepted. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

SUBMITTING ASSIGNMENTS

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard

DROP AND ADD DATES/WITHDRAWALS

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

GRADE APPEALS

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

STUDENT CONDUCT AND ACADEMIC INTEGRITY

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

PROHIBITION OF COMMERCIAL NOTE TAKING SERVICES

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

COURSE EVALUATION

Students are encouraged to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

SYLLABUS DISCLAIMER

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

ACCESSIBILITY STATEMENT

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, 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 the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

Tempe Campus

480-965-1234 (Voice)

West Campus

University Center Building (UCB), Room 130
602-543-8145 (Voice)

Polytechnic Campus

480-727-1165 (Voice)

Downtown Phoenix Campus and ASU Online

University Center Building, Suite 160
602-496-4321 (Voice)

COMPUTER REQUIREMENTS

This course requires Internet access and the following:

- A web browser ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone (optional) and speaker

TECHNICAL SUPPORT

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk you have two options:

- chat/email: 247support.cust.com
- call toll-free at 1-855-278-5080, option 5 (student support) then press option for Blackboard