

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	Social Science
Prefix	ISS	Number	302
		Title	Scope of Social Science
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.

Chair/Director Initials
N/A
(Required)

Course description: Broad survey of the major foundational theories in the disciplines of social science, including sociological theory, economic theory, political theory, philosophy, etc.

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 2016 Effective Date: October 1, 2015 For Spring 2017 Effective Date: March 10, 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. 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 \(SO/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

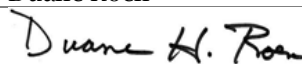
- A complete proposal should include:**
- Signed course proposal cover form
 - Criteria checklist for General Studies designation(s) being requested
 - Course catalog description
 - Sample syllabus for the course
 - Copy of table of contents from the textbook and list of required readings/books

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

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

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Duane Roen Date: 12/14/16

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.	ISS302 Syllabus; Textbook Chapters 1 through 18		
<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 SOCIOLOGY POLITICAL SCIENCE ECONOMICS </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	ANTHROPOLOGY SOCIOLOGY POLITICAL SCIENCE ECONOMICS	ISS302 Syllabus; Textbook Chapters 2 through 18
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	ANTHROPOLOGY SOCIOLOGY POLITICAL SCIENCE ECONOMICS				
<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). 	ISS302 Syllabus; Textbook Chapter 1 focuses specifically on methods of inquiry; while Chapters 2 through 18 emphasizes the distinct knowledge bases of Anthropology, Sociology, Political Science, and Economics.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	ISS302 Syllabus; Textbook Chapters 2 through 18; Taking Sides, 9 th Edition.		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
ISS	302	Scope of Social Science	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 checklist)	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.	<p>ISS 302 has been approved as our upper division survey course in the new degree program (BS) in integrative social science. It is one of the core courses. This is the course transfer students coming in with 60 credit hours will take. Freshmen will take the ISS 110 course.</p> <p>This course takes a broad overview of a variety of social science fields, including anthropology, sociology, political science, and economics –each with a primary focus on understanding a broad array of human interaction and the diverse nature of cultural practices and socio-structural manifestations. Such an integrative focus enables the development of knowledge regarding the diverse nature of human interaction both currently and in previous epochs of human societies and civilizations.</p>	<p>As can be seen in the attached syllabus containing textbook chapters - each module of the course covers alternative perspectives regarding social interaction, organized by field of social science. During the Anthropology Module, students examine and come to understand the core structures of civilization that have made human interaction possible and effective throughout known history. During the Sociology Module, students examine and come to understand the more conflictual elements of human interaction, and how conflict and diversity in key spheres of human interaction have produced social change in the processes of human interaction and civilization. In the Political Science Module, students examine and come to understand forms and processes social interaction regarding authority and governmental structures - how these come to be and change over time. During the Economics Module, students examine and come to understand economic interaction and exchange across times, societies, and amid competing models for economic development. Behavioral economics is also studied as a unique and powerful way to comprehend human economic interaction. The final weeks of the semester analyze the similarities and differences within each field's approach to human interaction. Students will be responsible for weekly essays and chapter reviews demonstrating knowledge of that week's approach to human interaction.</p>
2. Course content emphasizes the study of social behavior.	<p>ISS 302 is designed to fulfill the need for an integrative analysis and overview of social science as a whole. As such, it touches on every social science discipline and field with an overview of the differences and similarities in each approach to social behavior, social exchange, culture, and diversity.</p>	<p>Attached syllabus and textbook chapters - ISS 302 will cover multiple social science disciplinary approaches to social behavior, analyzing differences and similarities, and also offering an integrative understanding. For associated assignments and tools for learning please see #1 directly above. Students will also be required to complete a final exam that tests their ability to approach social problems, social changes, diversity, culture, and socio-structural</p>

		development from the perspective of the various social science disciplines covered in the course, and also from an integrative approach.
3. Course emphasizes BOTH a) the distinct knowledge base of the social sciences AND b) the distinct methods of inquiry of the social and behavioral sciences.	ISS 302 emphasizes the distinct knowledge base of the social and behavioral sciences across multiple fields of social science and goes further by analyzing the differences and similarities in each field's core knowledge base while also offering strategies regarding which field of knowledge is most appropriate for which sorts of social questions and when an integrative approach may be best.	Attached syllabus and textbook chapters - ISS 302 also emphasizes distinct methods of inquiry in the social and behavioral sciences, including ethnography (Modules 1 & 2), comparative historical analysis (Modules 2 & 3), symbolic interaction (Modules 1 & 2), social exchange theory (Modules 1 & 2), webereianism (Modules 2 & 3); conflict theory (Modules 2 & 3); structural functionalism (Modules 1, 2, & 3); public choice theory (Module 3); pluralism (Modules 2 & 3), theories of democratic formation (Module 3); democratic peace theory (Module 3), world-systems theory (Module 3 & 4), institutional analysis (Modules 1-4), along with classical and behavioral economics (Module 4) . Indeed, understanding differences in these methods of inquiry, how they differ from one another, and how they can be utilized in an integrative framework, is the point of the course. All weeks and assignments of the course push towards that ultimate goal.
4. Course illustrates the use of social and behavioral science perspectives and data.	In being an integrative course, ISS 302 pulls data, perspectives, and peer-reviewed studies/articles from across the social science spectrum, showing students how to utilize data for alternative questions within competing disciplines, and also how to determine what sorts of data and social questions require an integrative approach.	The assigned textbook has been chosen because it masterfully illustrates the value in taking an integrative approach to the sorts of questions that are addressed in a social-scientific manner through the use of social science methods and data. As such, it pulls data, theories, perspectives, and citations from across all the disciplines and fields associated with the social sciences. As can be seen throughout the syllabus, the class is built around the textbook's effective and useful overviews of various social science disciplines, along with its thematic integrative approach to utilizing and analyzing social science data in order to better understand the increasingly complex and diverse nature of society and civilization.

ISS 302
SCOPE OF SOCIAL SCIENCE

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 cisa@asu.edu.

Semester Hours: 3

Prerequisite: ENG 101

Instructor: Dr. Joshua Kane

Office: To Be Announced

Contact Info: jekane1@asu.edu

Course Goals:

Broad survey of the major foundational theories in the disciplines of social science, including sociological theory, economic theory, political theory, philosophy, etc. This course reinforces the social and behavioral sciences by (criterion 1) analyzing the sciences into human behavior and inquiry and analysis through text (criterion 2) and the inquiry of anthropology, economics, political science, social psychology, and sociology. This course reviews case studies and text in both private and public sectors as they relate to social, economic, technologic, and cultures (criterion 3) associated with an emphasis in the use of social and behavioral sciences (criterion 4).

Learning Outcomes:

By the end of this course, each student will have demonstrated that they are able to:

- Understand the dimensions of social Science through: sociology, political science, economics and philosophy.
- Integrate the knowledge traditions in each field: sociology, political science, economics and philosophy.
- Think systematically about phenomena based on ability to draw analytical strategies from the multiple fields of social science.
- Develop: critical thinking skills, communication skills (written/oral), analysis and policy analysis.
- Develop problem-solving skills relevant to the broad fields of social science.

Required Course Texts/ Readings/Materials:

Contemporary Society an Introduction to Social Science – 12th Edition, by John A. Perry and Erna K. Perry, Allyn and Bacon. 2008 ISBN-10: **0-208-57867-5** | ISBN-13: **978-0-205-57867-2**

Taking Sides – 9th Edition, by Thomas A. Easton, McGraw-Hill/Dushkin. 2010
ISBN-10: **0-077-38197-1** | ISBN-13: **978-0-077-38197-4**

Plus, selected Articles in journals.

Course Format:

(Insert Days/Times class meets) Ex: Wednesday Night 6:30– 9:30
Weekly Assignments from assigned reading and literature searches.

Coursework

- Weekly - Chapter Reviews (20%)
- Weekly - Class Discussion/ Particiapation (20%)
- Integrative Essay (Portfolio) (40%)
- Final Exam (20%)

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.

CLASS DATES

AUGUST 20

Week 1: Introduction to Course

- Perry: *Chapter 1: Through the Lens of Science I*
 - Social World Views
 - Scientific Method
 - Social Science Disciplines
 - Research Methods in the Social Sciences

AUGUST 26

Week 2: Anthropology Module

- Perry: *Chapter 2: In the Beginning*
 - Life
 - Evolution
 - Biological Foundations
- Perry: *Chapter 3: Culture: Product and Guide to Life in Society*
 - Culture: Concept and Importance
 - Symbolic Nature of Culture
 - Language
 - Content of Culture

SEPTEMBER 2

Week 3: Anthropology Module (Continued)

- Perry: *Chapter 4: Group Interaction: From Two to Millions*
 - Social System Organization
 - Multiplicity of Statuses and Roles
 - Groups
 - Primary and Secondary Groups
 - Society
 - Interaction and the Social Process
 - Formal Organizations
 - Bureaucracy

SEPTEMBER 9

Week 4: Sociology Module

- Perry: *Chapter 7: The Great Divide: Ranking and Stratification*
 - Social Differentiation, Ranking and stratification
 - Theoretical views on Stratification
 - Dimensions of Stratification: Class, Status, and Power
 - Systems of Stratification
 - Social Classes in the United States
 - Social Mobility
- Perry: *Chapter 8: Minority Status: Race and Ethnicity*
 - Majority – Minorities Relations
 - In the Way: Obstacles to Pluralism
 - Racial Minorities

- Ethnic and religious Minorities

SEPTEMBER 16

Week 5: Sociology Module (Continued)

- Perry: *Chapter 9: Minority Status: Age, Gender and Sexuality*
 - The Ageing Society
 - Women: Difference According to Gender
 - The Cultural Construction of Gender
 - Sexuality
- Perry: *Chapter 10: Minority Status: Age, Gender and Sexuality*
 - The Ageing Society
 - Women: Difference According to Gender
 - The Cultural Construction of Gender

SEPTEMBER 23

Week 6: Sociology Module (Continued)

- Perry: *Chapter 11: Population, Urbanization and Environment*
 - Demographic Processes: Dynamics of Population Change
 - Characteristics and Composition of Population
 - Population around the World
 - The Urban Society
 - Industrial Revolution and the Growth of Cities
 - Metropolitanization of Megalopolis
 - The Urban Crisis
 - Attempt to Reclaim the City
 - The Natural Environment

OCTOBER 1

Week 7: Sociology Module (Continued)

- Perry: *Chapter 13: Pivotal Institutions: Religion and Education*
 - The Great Religion Wars
 - Religion in the Social Sciences
 - Religion and Social Control
 - Religion in America
 - Contemporary Trends
 - Education
 - Characteristics of the American Education

OCTOBER 7

Week 8: Political Science Module

- Perry: *Chapter 14: Government: The Institution and the Theories and ideologies that*
Underline it
 - The Institution of Government
 - Government and Politics
 - Political Power: Legitimacy and Authority
 - The State
 - The Nation-State
 - The Ideologies Behind the Nation-State
 - Autocratic Ideologies
 - Democratic Ideologies: Democracy
 - Socialism

OCTOBER 14

Week 9: Political Science Module (Continued)

- Perry: *Chapter 15: The Government of the United States of America*
 - The Constitutional Convention
 - Separation of Powers
 - The Presidency: The Executive Branch
 - Congress: The Legislative Branch
 - The Supreme Court: The Judicial Branch
 - The Importance of Limited Government

OCTOBER 21

Week 10: Political Science Module (Continued)

- Perry: *Chapter 16: We the People: Democracy in Action*
 - American Democracy
 - How is America Governed
 - Interest Groups
 - Political Parties
 - Campaigning and voting
 - Political Opinion Making

OCTOBER 28

Week 11: Economics Module

- Perry: *Chapter 17: The Economy: Concepts and History*
 - The Economic Institutions
 - Contemporary Economic Systems
 - Western Economies
 - Industrial Capitalism
 - Diversification on Multinationalism
 - Work in Industrial Society
 - Corporate Bureaucracy
 - American Labor Movement
 - American Labor and the Global Economy

NOVEMBER 4

Week 12: Economics Module (Continued)

- Perry: *Chapter 18: Principles of Economic Behavior: Microeconomics and Macroeconomics*
 - Economics: The Small Picture and the Large Picture of
 - Market Mechanisms
 - Market Forces
 - Macro-view
 - Instruments of Public Policy
 - Fiscal Policy
 - Monetary Policy
 - Incomes Policy
 - Economic Problems and Government Response
 - Business Cycles
 - Global Economy

NOVEMBER 11

Week 13: Economics Module (Continued)

- Perry: *Chapter 19: Nation among Nations: Perspectives on International Relations*
 - Regions of the World
 - Interaction among Nations
 - Participants in the International System
 - The Goals of States
 - Means of Achieving Goals: Foreign Policy
 - The Role of Ideology
 - Foreign Policy

- Balance of Power Systems

NOVEMBER 18

Week 14: Integrative Seminar / Case Studies

- Review Dimension Module's:
 - Anthropology Module
 - Sociology Module
 - Political Science Module
 - Economics Module

NOVEMBER 25

Week 15: Integrative Seminar / Case Studies (Continued)

- Easton: *Unit 1*: The Place of Science and Technology in Society
- Easton: *Unit 3*: Human Health and Welfare
- Easton: *Unit 6*: Ethics

DECEMBER 3

Week 16: Final Exam

- Comprehensive Final Exam

Extra Credit

There will be no extra credit opportunities assigned for this course.

Course Policies

No student is to use a cell phone while attending a lecture or one of discussions we have on a conservation topic. If texting is observed during a lecture I will confiscate the phone and only allow you to use it in the evening.

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.

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 note taker's name as well as the instructor's name, the course number, and the date.

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.

Establishing a Safe Environment:

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

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.