



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 9/30/09

1. ACADEMIC UNIT: Interdisciplinary and Liberal Studies/School of Letters and Sciences

2. COURSE PROPOSED: BIS 370 Dimensions of Liberal Studies 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Duane Roen Phone: 7-6513
Mail Code: 1901 E-Mail: duane.roen@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [x]
Mathematical Studies-MA [ ] CS [ ]
Humanities, Fine Arts and Design-HU [ ]
Social and Behavioral Sciences-SB [ ]
Natural Sciences-SQ [ ] SG [ ]

- Global Awareness-G [ ]
Historical Awareness-H [ ]
Cultural Diversity in the United States-C [ ]

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [x] No [ ] Yes; Please identify courses:

Is this amultisection course?: [ ] No [x] Yes; Is it governed by a common syllabus? Yes

Duane Roen
Chair/Director (Print or Type)

Duane Roen
Chair/Director (Signature)

Date: 9/30/09

Arizona State University Criteria Checklist for  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

**Notes:**

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

			Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also:			
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #ffff00;">           Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".         </div>			
C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also:			
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #ffff00;">           Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".         </div>			
C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also:			
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; background-color: #ffff00;">           Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".         </div>			
C-3			

ASU - [L] CRITERIA		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments		
2. Also:		
<p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p>		
C-4		

Course Prefix	Number	Title	Designation
BIS	370	Dimensions of Liberal Studies	L

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)
C-1: At least 50% of the course grade is dependent upon writing.	95% of the overall grade for this online course requires students to write.	<p>40% of the course grade requires students to take short answer/essay quizzes related to the course material (3 in all).</p> <p>10% of the course grade requires that students engage in a discussion board activity where they develop their own liberal studies program. The activity requires research, analysis and a minimum of three posts.</p> <p>5% of the course grade is devoted to students working collaboratively in groups of 4-5 to develop a survey instrument. Since this is done on the group pages of blackboard, the amount of posts are unlimited as long as they come to a consensus before the cut off date.</p> <p>10% of the course grade goes toward a detailed research report that each student will complete individually using the data generated by the entire group from the surveys (see syllabus for details).</p> <p>15% of the course grade is devoted to a creative form of writing that is autobiographical in nature.</p> <p>15% of the course grade requires that students write a reflective essay that integrates and considers the course contents throughout the entire term (700-800 words).</p>

<p>C-2: Some tasks include gathering, interpreting and evaluating evidence.</p>	<p>This course requires students to conduct their own research, as well as interpret and analyze both primary and secondary research</p>	<p>Students conduct their own research in the first module while designing their own liberal studies program. They are required to research the organization of other programs.</p> <p>Within the second module ("The Social Sciences"), students engage in primary research as they experience the development and implementation of a survey form of methodology. The final product is a detailed research report that integrates the data found in each group.</p> <p>Finally, the module quizzes and final reflective essay requires students to interpret, evaluate and then write about course readings. Each set of readings (listed in syllabus) are focused on the different aspects of the liberal studies curriculum.</p>
<p>C-3/C-4: A minimum of two substantial writing tasks that receive timely and detailed feedback.</p>	<p>This course requires three major writing assignments, two of which are scheduled with enough time for students to receive detailed feedback.</p>	<p>10% of the course grade goes toward a detailed research report based on their own primary research. This is the major assignment for module 2.</p> <p>15% of the course grade is devoted to a creative form of writing that is autobiographical in nature. This is the major assignment for module 3.</p> <p>*Note on feedback: upon assessment, each major writing assignment is given detailed feedback that focuses on both the content, as well as the structure and style of the writing. Students who seem to be struggling with their writing are directed to the writing center for additional assistance and then given an opportunity to revise</p>

		<p>their previous work for a grade reassessment.</p> <p>15% of the course grade requires that students write a reflective essay that integrates and considers the course contents throughout the entire term (700-800 words). Unlike the previous two assignments, this assignment will be due at the end of the term; however, every effort will still be made to give them feedback.</p>
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**BIS 370: Dimensions of Liberal Studies**  
**Fall 2009 Online**  
**Bachelor of Liberal Studies Program**  
**Arizona State University**

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Instructor: Denise Bates, Ph.D.

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Office: UASB 208

Phone: (480) 965-4508

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**Course Description:** This course introduces liberal studies core knowledge, skills, modes of inquiry and application in academic and applied settings.

**Catalog Description:** Critical analysis and application of concepts of liberal studies and its modes of inquiry.

**Course Objectives:**

**Liberal Studies core knowledge**

- ◆ Understand and explain the following terms: liberal studies, social sciences, humanities, academic disciplines / disciplinary, crossdisciplinary, multidisciplinary, interdisciplinary, and transdisciplinary.
- ◆ Gain awareness of the history, background, and context of liberal studies.

**Disciplinary knowledge**

- ◆ Identify and present key characteristics of specific disciplines within the humanities and social sciences.
- ◆ Examine, apply, or compare key insights, concepts or theories from each area to illustrate different disciplinary perspectives.

**Awareness of multiple modes of inquiry**

- ◆ Differentiate between qualitative and quantitative research, and understand some of the different research approaches that are associated with each.



**REQUIRED READINGS:** All readings are available electronically within the assigned modules.

**COURSE EXPECTATIONS:** Online instruction offers scheduling flexibility that we all appreciate; however, in some ways student performance expectations are higher in an online environment than in a live class. To be successful in this class, students must do the following:

- 1) **Make sure to always have access to a functioning computer.** If, for example, your home computer experiences problems, it is your responsibility to find another computer (on campus, at any public library, a friend's house, etc) to log onto blackboard and complete your assignments on time. It is also important that you have access to a computer with audio capabilities for many of the course activities.
- 2) **Demonstrate good time management skills.** The modules are NOT set up to be completed at the last minute. You will be more successful if you pace yourself and give yourself enough time to produce quality work. No late assignments will be accepted.
- 3) **Always read and follow directions.** It is extremely important that before you complete any of the assignments that you first make sure to understand what the instructions are telling you to do. In many cases, you will be asked to meet a word minimum; please make sure to do so.
- 4) **Reread, edit and revise every piece of writing before submitting it.** This is a university-designated upper division "Literacy" course, which means that there is a strong emphasis on writing. As a result, one of the overriding objectives of the course is to guide you into becoming a stronger writer. The grades for each assignment will reflect both the command of class content, as well as the quality of writing.
- 5) **ALWAYS cite material that you use from other sources that are either direct quotes or paraphrasing.** Any citation format is acceptable (APA, MLA, Chicago, etc). Assignments utilizing outside resources that are not cited will receive a failing grade. All assignments should be written in formal Standard English.
- 6) **Finally, students are also expected to treat each other and the instructor with respect.** Please understand that some of the content of this course may be considered sensitive or controversial. Students are not required to agree with the authors, other students, or the instructor. Students are required, however, to communicate disagreement with thoughtful and reasoned arguments that are informed and respectful. Your maturity, sensitivity, and respect for your classmates is imperative.

**RESOURCES TO HELP YOU BE SUCCESSFUL IN THIS COURSE:**

- *Plug-ins for Software for Students* – if you need a Word viewer, Adobe, etc.  
<http://asuonline.asu.edu/student-resources/student-plug-ins>

- Information Technology  
Help Desk 480-965-6500  
[myasu-q@asu.edu](mailto:myasu-q@asu.edu)
- *Academic Integrity*—see the Student Affairs web page at <http://www.asu.edu/studentaffairs/studentlife/judicial/> and <http://provost.asu.edu/academicintegrity> as well as the School of Letters and Sciences web page <http://sls.asu.edu/bis/forms.html> for policies to which we adhere.
- *Plagiarism*—complete the quiz found at this link if you have questions about what constitutes as plagiarism: [http://library.umf.maine.edu/plagiarism/is\\_it.html](http://library.umf.maine.edu/plagiarism/is_it.html) This web site from the University of Maine has some excellent links and allows you to take a short quiz with quick feedback.
- *Citing Sources*—the following online sources are useful if you have any questions on how to properly cite a source.
  - [http://www.wisc.edu/writing/Handbook/DocAPACitations\\_Def.html](http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html)
  - [http://www.lib.duke.edu/libguide/cite/works\\_cited.htm](http://www.lib.duke.edu/libguide/cite/works_cited.htm) .
  - University of Wisconsin Writing Center, "Writer's Handbook: Documentation Styles," pp. 1-2 (of 5), <http://www.wisc.edu/writing/Handbook/Documentation.html>.

**GRADING SYSTEM & RUBRIC:**

- 90-100= A
- 80-89= B
- 70-79= C
- 60-69= D
- 0-59= E

Module 1	20 points
Module 2	35 points
Module 3	30 points
Module 4	15 points
	<b>100 points possible</b>

**Modules:** There will be 4 modules (or learning units) spread out over the course of the semester. As each module ends and the assignments are due, the next one will be made available. The module folders contain everything that you need to complete the units, such as readings, lectures and assignment instructions. The assignments will vary depending on the topic.

**MODULE SCHEDULE:**

<b>Dates</b>	<b>Module Topics</b>	<b>Due Dates</b>
8/24 thru 9/16	#1: Foundations of Liberal Studies	<p>Discussion board activity due <b>9/11 (Friday) by midnight</b> (worth 10 points) <b>(C-1/C-2)</b></p> <p>Module 1 short answer &amp; essay quiz due <b>9/16 (Wednesday) by midnight</b> (worth 10 points) <b>(C-1/C-2)</b></p>
9/17 thru 10/23	#2: The Social Sciences	<p>Module 2 short answer &amp; essay quiz due <b>10/2 (Friday) by midnight</b> (worth 15 points) <b>(C-1/C-2)</b></p> <p>Group-developed survey finalized <b>10/7 (Wednesday) by midnight</b> (worth 5 points) <b>(C-1)</b></p> <p>Post survey results by <b>10/16 (Friday), no later than midnight</b> (worth 5 points) <b>(C-2)</b></p> <p>Research report due <b>10/23 (Friday) by midnight</b> (worth 10 points) <b>(C-1/C-2/C-3/C-4)</b></p>
10/24 thru 11/20	#3: The Humanities	<p>Module 3 short answer and essay quiz due <b>11/6 (Friday) by midnight</b> (worth 15 points) <b>(C-1/C-2)</b></p> <p>Memoir assignment due <b>11/20 (Friday) by midnight</b> (worth 15 points) <b>(C-1/C-3/C-4)</b></p>
11/21 thru 12/8	#4: Applying Knowledge	<p>Final reflection paper due <b>12/8 by midnight</b> (worth 15 points) <b>(C-1/C-2/C-3)</b></p>

## ASSIGNMENTS:

**(C-1/C-2) Quizzes (10-15 points each):** There will be a total of 3 quizzes this semester. They will cover the readings and PowerPoint lectures from the first three modules. The responses range from short answer of 1-2 sentences to fully developed essays that are analytical and/or reflective in nature. Be sure to keep up with the schedule on the syllabus because if you are late logging on you will not receive credit for the quiz. Keep in mind that you will not be forced into completing the quiz in one sitting so it is recommended that you pace yourself.

**(C-1/C-2) Module 1—Discussion Board Assignment (10 points):** The first assignment for this class is to engage in an 8-10 person discussion aimed at creating a liberal studies program at a hypothetical university. The process requires you to research a variety of “real” programs, assess their objectives, organizational structures, requirements, etc. and determine what they would value as administrators, faculty and/or students if they were involved in creating a new program. Each student is responsible for posting a minimum of three detailed comments regarding their perspectives on the new program.

**(C-1/ C-2/C-3/C-4) Module 2—Conducting Primary Research Assignment (Survey) (worth a total of 20 points):** Using the readings from this module work with your small group of 4-5 classmates within the “Group Pages” found in the “Communication” file from the main blackboard page. Together, your group will construct a short survey aimed at figuring out what people remember about September 11, 2001. Given that one of the themes of this course is memory, I figure that the tragic events from that day are still vivid in peoples’ minds. Every group in this class will base their surveys on this topic; however, it is up to you and your group how you construct your questions and what direction they take. Here is how this assignment will work:

Step 1: Using the readings as inspiration, and in following the assignment guidelines seen below, you will participate with a few other classmates in constructing a survey instrument around the topic of 9/11. These discussions will take place within the “Group Pages,” not the general discussion board where everyone can view your work. I’m intentionally making these discussions private so that each developed survey will be original. Your individual participation in the survey development is worth up to 5 points. In addition to the points assigned to your involvement in developing the survey, another motivating factor should be that by midnight on Wednesday (10/7), a finalized draft of your group’s survey must be completed. No changes can be made after this time because you will then be moving to the next phase of this assignment: the survey research itself. Here are the requirements for the survey you are to develop:

- Each survey should take no longer than 3 minutes to complete and consist of between 7-10 questions. As you progress along in the development of this, you might want to test it out with someone close to you so that it can be timed.
- The questions should vary in style.

results back to your group. Since you will be compiling and integrating your findings with your group members' findings, it is imperative that you use the same questions (using the same language) and in the same order as your group mates so that the data outcome isn't skewed. The results of your individually-conducted 10 surveys are due on the Group Pages by midnight on Friday (10/16). If your data is complete and on time, you will earn 5 points. If it is not complete or on time, you will not earn the points and the rest of your group is not responsible for having to include your data in their own research reports.

Step 3: This is where it all comes together. The final step of this assignment is to look at all of the raw data that you and your group mates collected and interpret it. All of the data combined should provide a nice sample of 40-50 people from which to identify patterns or conflicts in the findings. Feel free to consult your group mates for ideas and feedback if you like; however, each individual person is responsible for writing his or her own research report and submitting it here as an assignment (use the "browse" function to find the document on your computer to attach). The research report is worth up to 10 points and is due no later than midnight on Friday (10/23). Note: if you have trouble attaching it here, be sure to email it to me before the deadline so that it will be accepted. Your research report should include the following and should be written in the bullet point format:

- Terms of the study
  - How did your group go about constructing the survey? How was the work divided? Did the process of constructing the survey flow naturally, or were there too many opposing opinions? Many of the best research designs come from effective group efforts since multiple perspectives are at play.
  - What was the expected outcome of the survey assignment (hypothesis)? What were your expected responses? Why?
  - What sample of people did you choose to survey for the ones you were responsible for? Why? Did this impact your hypothesis?
- Raw data results
  - What were your findings? Without applying any analysis explain your entire group's synthesized findings in both the narrative (i.e. descriptive paragraph) and statistical (i.e. charts, graphs, etc.) forms, since the data you collected should adhere to both.
- Analysis
  - What do the results mean? Do they support your expected outcome or hypothesis for this particular study?

- Was there any variation in the findings among your group members? How would you account for this?
- Conclusion
  - For this final section, reflect on your overall experience with this research method. What parts did you enjoy most? Where did you find your biggest challenges?
  - In thinking about the research methods that you value most as providing solid evidence, where does this particular method stand? Do you feel that this is a trustworthy approach to gathering information? If so, under what circumstances?

Please organize your report into the four parts given above (e.g. terms of study, raw data results, analysis and conclusion). Include the headings as you progress through the sections. Make sure to proofread because points will be deducted from papers with multiple mistakes.

**(C-1/C-3/C-4) Module 3—Memoir Assignment (15 points):** For this assignment you will be asked to draw upon some of the literature from within this module on memory, meaning and expression in the humanities to construct a creative piece around a particular memory of your own. This piece can either be visual or textual in form. Accompanying this piece will be a short reflection on your own process of memory production and expression.

**(C-1/C-2/C-3) Module 4—Final Reflection Paper (15 points):** Your final assignment is comprised of a reflective essay that both looks back at what you learned over the course of the semester and responds to the readings provided in this module. Begin by reflecting on what you learned. Go back over the learning objectives on the first page of the syllabus and reflect on the extent to which you believe you accomplished or mastered these objectives. What were your strengths in this course? Where did you struggle? By incorporating the readings, look for signs of intellectual growth. How are you thinking differently? What are you doing differently? How have your feelings and perceptions of the nature and value of liberal studies changed or evolved? (700-800 words)

#### READINGS:

Module 1	<ul style="list-style-type: none"> <li>● “Essential Terms for Interdisciplinary Studies,” <i>Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies</i> by Tanya Augsberg</li> <li>● “Disciplinary Envy,” <i>Academic Instincts</i> by Marjorie Garber</li> </ul> <p>NOTE: Given that there are no comprehensive Liberal Studies introductory texts to draw from, the first module contains a lengthy PowerPoint slide show for students to view.</p> <p><u>Recommended Readings</u></p> <ul style="list-style-type: none"> <li>● <i>Humanities, Culture and Interdisciplinarity</i>, by Julie Thompson Klein</li> <li>● “Distance Education: Expanding Learning Opportunities,” by W. Daniel Edge and John P. Loegering</li> </ul>
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<p>Module 2</p>	<p><u>Introduction to the Social Sciences and Different Forms of Inquiry</u></p> <ul style="list-style-type: none"> <li>• “Through the Lens of Science” <i>Contemporary Society: An Introduction to Social Science</i>, by John and Erna Perry</li> <li>• “Qualitative Research,” <i>Practical Research: Planning and Design</i> by Paul Leedy and Jeanne Ellis Ormrod</li> <li>• “Survey Research,” <i>The Basics of Social Research</i> by Earl Babbie</li> <li>• “The Sample with the Built-in Bias” and “The Little Figures That Are Not There,” <i>How to Lie with Statistics</i> by Darrell Huff</li> </ul> <p><u>Exploring Disciplinary Perspectives on Memory in the Social Sciences</u></p> <ul style="list-style-type: none"> <li>• “The Sciences of Memory” from <i>Rewriting the Soul: Multiple Personality and the Sciences of Memory</i> by Ian Hacking</li> <li>• “Trauma, Time, Illness, and Culture: An Anthropological Approach to Traumatic Memory,” by Michael G. Kenny from <i>Tense Past: Cultural Essays in Trauma and Memory</i>, eds. Antze and Lambek</li> <li>• “Contested Meanings and Controversial Memories: Narratives of Sexual Abuse in Western Newfoundland,” by Glyniz George from <i>Tense Past: Cultural Essays in Trauma and Memory</i>, eds. Antze and Lambek</li> <li>• “The Reality of Illusory Memories,” by Loftus, Feldman and Dashiell from <i>Memory Distortion: How Minds, Brains, and Societies Reconstruct the Past</i>, ed. Schacter</li> <li>• “Public Memory in an American City: Commemoration in Cleveland,” John Bodnar in <i>Commemorations: The Politics of National Identity</i></li> </ul>
<p>Module 3</p>	<p>NOTE: A PowerPoint presentation was prepared using <i>A Beginner's Guide to the Humanities</i> by Philip E. Bishop to give students a basic understanding of the disciplines within the Humanities</p> <p><u>Exploring Disciplinary Perspectives on Memory in the Humanities</u></p> <ul style="list-style-type: none"> <li>• “Life is a Collage for Artist Betye Saar,” NPR story by Rene Montagne</li> <li>• “Reenactment and the Making of History: The Vietnam War as Docudrama,” <i>Tangled Memories: The Vietnam War, the AIDS Epidemic, and the Politics of Remembering</i> by Marita Sturken</li> <li>• “Memory and Knowledge in the Production of Dance,” Andrienne L. Kaeppler in <i>Images of Memory: On Remembering and Representation</i></li> <li>• “Memories Created In Conversation,” <i>Context is Everything: The Nature of Memory</i> by Susan Engel</li> </ul> <p><u>Autobiographical essays that use memories as catalysts for creative works</u></p> <ul style="list-style-type: none"> <li>• “Beauty: When the Other Dancer Is the Self,” Alice Walker</li> <li>• “Hunger of Memory,” Richard Rodriguez</li> </ul>

	<ul style="list-style-type: none"> <li>• “Burying Paper,” Betty Louise Bell in <i>Here First: Autobiographical Essays by Native American Writers</i></li> <li>• “Rituals of Memory,” Kimberly M. Blaeser in <i>Here First: Autobiographical Essays by Native American Writers</i></li> </ul>
Module 4	<ul style="list-style-type: none"> <li>• <i>A Whack on the Side of the Head: How You Can Be More Creative</i>, Roger von Oech, pgs. 172-193</li> <li>• “How Successful Leaders Think,” <i>Harvard Business Review</i> by Roger Marin</li> <li>• President Obama’s commencement speech at ASU 2009 graduation</li> </ul> <p><u>Case studies that demonstrate cross-trans-inter or multidisciplinary</u></p> <ul style="list-style-type: none"> <li>• “Enhanced Student Learning through Cross-Disciplinary Projects,” Frederick Burrack and Tammy McKenzie</li> <li>• “One Man Tackles Psychotherapy for the Amish,” NPR story by Alix Spiegel</li> </ul> <p><u>Recommended</u> <i>How to Think Like Leonardo da Vinci</i> by Michael J. Gelb</p>

\*This syllabus is subject to change. Students will be given notice if any changes are made.

As ASU students, you have access to an array of both academic and personal support services. I encourage you to tap into these resources when necessary.

- *ASU Libraries* - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open. [www.asu.edu/lib/](http://www.asu.edu/lib/)
- *E-mail Issues*—be sure you are checking ASU email or have it forwarded properly to a different account. Problems? Check these sites and then call one of the numbers below if you aren't sure. <http://help.asu.edu/> and <http://help.asu.edu/node/99> and email to email-q@asu.edu
- *Counseling and Consultation* – provides confidential mental health and career counseling services for all ASU students. <http://students.asu.edu/counseling>
- *Student Success Centers* – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>



- *Career Services* – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. <http://students.asu.edu/career>
- *Student Financial Aid Office* – offers information and applications for student funding such as grants, loans, scholarships and student employment. <http://students.asu.edu/financialaid>
- *Student Health and Wellness Center* – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. [www.asu.edu/health/](http://www.asu.edu/health/)
- *Student Recreational Center* – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. [www.asu.edu/scr/](http://www.asu.edu/scr/)
- *Student Legal Assistance* – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. <http://www.asu.edu/studentaffairs/mu/legal/>
- *Help Wiki* – provides a frequently asked questions resource for technology users at ASU. <http://wiki.asu.edu/help/>
- *EMPACT Crisis Hotline* – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. <http://www.empact-spc.com/>

### Important Dates

August 24-28: Late Registration and Drop/Add (in person)  
 August 24-30: Late Registration and Drop/Add (online)  
 November 6: Course Withdrawal Deadline (in person)  
 November 8: Course Withdrawal Deadline (online)  
 December 8: Complete Withdrawal Deadline (online and in person)  
 December 10-16: Final Exams  
 December 17: Commencement

Go to <http://students.asu.edu/academic-calendar> for additional dates.