

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Liberal Arts and Sciences Department/School SILC

Prefix: SPA Number: 394 Title: Human Rights in Argentina Units: 3

Course description: **SPA 394: Special Topics: Human Rights in Argentina: Examines the history and scope of human rights in Argentina, with particular attention to the "Dirty War" 1976-1983, the disappeared, the traffic of babies born in captivity, and the legal process that led to the imprisonment of its leaders. It sets these issues in the continuum of (the deprivation of the) human rights and Indigenous peoples, human trafficking and violence against women, sexuality and disability.**

Is this a cross-listed course? (Choose one) If yes, please identify course(s):

Is this a shared course? (Choose one) 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? (Choose one)

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 (Required)

Requested designation: Global Awareness-G **Mandatory Review:** (Choose one)

Note- a separate proposal is required for each designation.

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

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

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

A complete proposal should include:

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

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

Contact information:

Name Cynthia Tompkins E-mail Cynthia.Tompkins@asu.edu Phone 480-7272-7275

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 9/5/17

Chair/Director (Signature):  9.5.2017

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Catalog description: The course focuses on human rights in Argentina
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	The history of human rights in Argentina sheds lights on this vital area of contention and study in the contemporary world
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

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Course Prefix	Number	Title	Designation
SPA	394	Human Rights in Argentina	Global Awareness (G)

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)
<i>SAMPLE:</i> 2d: study the cultural significance of a non-U.S. centered global issue	<i>SAMPLE:</i> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<i>SAMPLE:</i> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2a: In depth studies which are concerned with an examination of culture specific elements of a religion, country, or culture group. The area of study must be non U. S. and the study must contribute to an understanding of the contemporary world.	The course examines the history and scope of human rights in Argentina, with particular attention to the "Dirty War" 1976-1983, the disappeared, the traffic of babies born in captivity, and the legal process that led to the imprisonment of its leaders. It sets these issues in the continuum of the issue (of the deprivation of the) human rights and Indigenous peoples, as well as human rights and disability.	Weeks 1-7 examine the international declaraton of human rights and its application to the struggle for human rights in Argentina, with particular attention to the "Dirty War" 1976-1983, the disappeared, the traffic of babies born in captivity, and the legal process that led to the imprisonment of its leaders. Weeks 8-10 examine human rights in the context of the genocidal campaigns against Indigenous peoples. W11 examines human trafficking. W12 examines violence against women. W 13 examines human rights in Argentina in terms of (sexual) difference. W 14 examines human rights and disability in contemporary Argentina.

Course Title: Human Rights in Argentina

Course Number: SPA 394

Summer 2018

Credits: 3 Credit Hours

Instructor: Cynthia Tompkins

Office: LL 424

Contact Info: cynthia.tompkins@asu.edu

Office Hours: M-TH 12:30-1:30 & by appt.

Teaching Assistant: Rosita Scerbo

Office: LL40

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Office Hours: M-TH 12:30-1:30 & by appt.

Catalog Description:

SPA 394: Special Topics: Human Rights in Argentina: Examines the history and scope of human rights in Argentina, with particular attention to the "Dirty War" 1976-1983, the disappeared, the traffic of babies born in captivity, and the legal process that led to the imprisonment of its leaders. It sets these issues in the continuum of (the deprivation of the) human rights and Indigenous peoples, human trafficking and violence against women, sexuality and disability.

Learning Outcomes:

Knowledge:

- Upon successful completion of this course students will be able to articulate key concepts of human rights in a variety of areas.
- Students will be able to explain the intersection of politics and human rights in contemporary Argentina.
- Students will be able to discuss the intersection of disability and human rights in contemporary Argentina.

Competencies:

- Students with a certificate in Political Economy will be able to identify key concepts of human rights in a variety of areas in contemporary Argentina.
- Students will be able to analyze the intersection of politics and human rights in contemporary Argentina.
- Upon successful completion of this course students will be able to analyze to discuss the intersection of disability and human rights in contemporary Argentina.

Skills:

- Upon successful completion of this course students will demonstrate proficiency in critical thinking skills in a variety of areas in human rights.
- Students will demonstrate proficiency in a cross disciplinary knowledge of politics and human rights in contemporary Argentina.
- Upon successful completion of this course students will demonstrate proficiency in communication skills and be conversant with contemporary topics on disability and human rights in contemporary Argentina.

Listing of Assignments:

Students are to write 5 essays (3 pages each, font Times New Roman 12, MLA format) on specific topics (different from the ones discussed in class) about the Latin American films screened in class. In addition to the three pages, each essay must include at the very least, a bibliography with three references to academic sources (books, book chapters, refereed articles). Additional citations to reference materials (encyclopedias), film reviews, internet sources, may be included but will not be computed. At least two essays need to be turned in by mid-semester. Students will receive feedback and rewrite these essays if needed.

In addition to the written final exam students will write a research paper (8 pages long and with at least 5 bibliographical references to academic sources). The topic of the final paper & the bibliography must be pre-approved by the instructor. The draft of the final paper is due on week 3. The final paper is due on week 4.

Time commitment:

This 3 credit course requires approximately 135 hours of work. Please expect to spend some 34 hours per week and about 5 hours per day to prepare for and actively participate in this course.

Assessment/Evaluation:

Assessment metric depends on the following skills:

- Objective and essay-type examinations. At least 50 percent of the grade of this course depends upon writing, including prepared essays.
- Research term paper, following research protocols and appropriate critical idiom.
- Written critical tasks related to key concepts of human rights.

Points

5 Short Essays:	10 points or 10 % each	50 %	500
Final exam	20 points or	20 %	200
Draft of Research Paper		5%	50
Presentation of the research paper		5%	50
Research paper		20%	200
			1000

Grading Scale: 97%-100%	A+	83%-86%	B	60%-69%	D
93%-96%	A	80%-82%	B-	59%-0%	E
90%-92%	A-	75%-79%	C+		
87%-89%	B+	70%-74%	C		

WEEK 1	W 1	Introduction
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		<p>Screen: <i>Historia oficial / The Official Story</i> (Luis Puenzo, 1985)</p> <p>Read: Universal Declaration of Human Rights.</p> <p>Discuss: <i>The Universal Declaration of Human Rights</i> in the context of Puenzo's film-Global 2 a</p>
W2		<p>Screen: <i>Las madres de Plaza de Mayo</i> (Lourdes Portillo, 1985)</p> <p>Read: David Weissbrodt, "Human Rights: An Historical Perspective."</p> <p>Discuss: Disappearances in Portillo's <i>Las madres de Plaza de Mayo</i>.</p> <p>Read: Marguerite Guzman Bouvard's <i>Revolutionizing Motherhood</i></p> <p>Discuss: Effects of disappearances on relatives and society as a whole. -Global 2 a</p>
W 3		<p>Screen: <i>Garage Olimpo</i> (Marcos Bechis, 1999).</p> <p>Read: Iain Guest, <i>Behind the Disappearances</i>. "The predictable coup" & "The war begins."</p> <p>Discuss: Economic crimes as depicted in Bechis' <i>Garage Olimpo</i>.</p> <p>Read: Iain Guest, "Torture at the ESMA;" "The Relatives Resist" & Eric Steiner Carlson's "Catalina" & "Dr. Ester Saavedra" in <i>I remember Julia</i>.</p> <p>Discuss: Foundation of <i>Madres de Plaza de Mayo</i> or social perceptions across time. -Global 2 a</p>

	W 4	<p>Screen: <i>Botín de guerra/ Spoils of War</i> (David Blaustein, 2000)</p> <p>Read: Ana Laura Pauchulo's "Re-telling the story of madres and abuelas de plaza de mayo in Argentina: lessons on constructing democracy and reconstructing memory" and Carlson's "Adolfo Pérez Esquivel."</p> <p>Discuss: <i>Abuelas de Plaza de Mayo</i> and the right to identity</p> <p>Read: Johannes Morsink, <i>The Universal Declaration of Human Rights</i>. Ch. 1. "The Drafting Process Explained"</p> <p>Discuss: The role of human rights in madres or abuelas de plaza de Mayo-Global 2 a</p>
WEEK 2	W 5	<p>Screen <i>Los rubios/ the blondes</i> (Albertina Carri, 2003)</p> <p>Read: Leah Levin, "The Rights of the Child" &</p> <p>Discuss: Ethics—Did Carri trick her former neighbor into admitting her role in the disappearance of her parents?</p> <p>Read: Francesca Lessa and Cara Levey's "From Blanket Impunity to Judicial Opening(s) H.I.J.O.S. and Memory Making in Postdictatorship Argentina (2005–2012) "</p> <p>Discuss: Role/s of HIJOS (Organization of Children of the Disappeared).</p>
	W 6	<p>Screen: <i>M</i> (Nicolás Prividera, 2007)</p> <p>Read: Vera Vigevani's "The role of testimony as a tool for the creation of a national project;"</p> <p>Discuss: The role of testimonies in the reconstruction of memory.</p> <p>Read: Hugo Vezzetti's "The uses of the past and politics of the present" in Andreozzi; Andrés Jaroslavsky's "María Julia Coria" & "Verónica Castelli" in <i>The Future of Memory</i>-Global 2 a</p>

		Discuss: Remembrance of the disappeared.
	W 7	<p>Read: Daniel Refecas' "The Reopening of Judicial Proceedings for Crimes Against Humanity in Argentina" in Gabriele Andreozzi's <i>Desaparición: Argentina's Human Right's Trial</i>.</p> <p>Discuss: Obediencia debida/Due obedience-Global 2 a</p> <p>Mid term.</p>
	W 8	<p>Screen: <i>Octubre Pilagá: Relatos sobre el silencio</i> (Valeria Mapelman, 2010)</p> <p>Read: Francesca Lessa's "Beyond Transitional Justice: Exploring Continuities in Human Rights Abuses in Argentina between 1976 and 2010."</p> <p>Discuss: Similarities between the massacre in <i>Octubre Pilagá</i> and the Dictatorship 1976-83.</p> <p>Read: Nigel Rodley, "United Nations action procedures against 'disappearances,' summary or arbitrary executions, and torture.</p> <p>Discuss: the role of other countries or international organizations in the defense of human rights during the Argentine Dictatorship. -Global 2 a</p>
WEEK 3	W 9	<p>Screen: <i>Tierra adentro</i> (Ulises de la Orden, 2010)</p> <p>Read: Julian Burger, "Indigenous peoples: new rights for old wrongs."</p> <p>Discuss: Continuities in the abuse of human rights. - Global 2 a</p>

		<p>Read: Mathias Risse's "The common rights to water and common ownership of the earth."</p> <p>Discuss: Common rights to land in Indigenous worldviews. -Global 2 a</p>
W 10		<p>Screen: <i>Mbyá/We are the Indians</i> (Phil Cox and Valeria Mapelman, 2005).</p> <p>Read: Tompkins's <i>Mbyá In Affectual Erasure</i>.</p> <p>Discuss: The struggle for the land.</p> <p>Read: Mathias Risse's "Universalisms vs. Relativism," Ch. 2 <i>Global Political Philosophy</i></p> <p>Discuss: How do universalism or relativism compare to the plight of Indigenous peoples? -Global 2 a</p>
W 11		<p>Screen: <i>La mosca en la ceniza</i> (Gabriela David, 2009)</p> <p>Read: Scott Johnson's "Argentina's Susana Trimarco: One Mother's Fight Against Human Trafficking..."</p> <p>Discuss: Responsibility of clients in Human Trafficking.</p> <p>Read: Kamala Kampadoo's "Countering Human Trafficking"</p> <p>Discuss: Interventions. -Global 2 a</p>
W 12		<p>Read: Barbara Sutton's "Introduction" in <i>Bodies in Crisis Culture, violence, and women's resistance in neoliberal Argentina</i>.</p> <p>Discuss: Convergence of forms of injustice on women's bodies</p> <p>Read: Embattled bodies: Violence against women.</p> <p>Discuss: Ni una menos marches of resistance. - Global 2 a</p>

WEEK 4	W 13	<p>Screen: <i>De eso no se habla</i> (María Luisa Bemberg, 1993)</p> <p>Read: David W. Foster's "<i>De eso no se habla: A film of queer difference</i>"</p> <p>Discuss: Acceptance of difference and disability in Argentina.</p> <p>Read: Read: Barbara Sutton's "Collective memory and the language of human rights."</p> <p>Discuss: One aspect of this reading. -Global 2 a</p>
	W 14	<p>Screen: <i>Gabor</i> (Sebastián Alfie, 2013)</p> <p>Read: Saun Grech's. "Decolonising Eurocentric disability studies: why colonialism matters in the disability and global South debate."</p> <p>Discuss: What did you learn about the visual in terms of blindness?</p> <p>Read: Eduardo Joly's "Disability and Employment in Argentina: The Right to be Exploited?"</p> <p>Discuss: Joly's article in terms of human rights. - Global 2 a</p>
	W 15	<p>Review:</p> <p>Final Exam</p>
	W 16	<p>Final paper due</p>

Films

Botín de guerra/ Spoils of War. David Blaustein, 2000.

De eso no se habla/ I don't want to talk about that. María Luisa Bemberg, 1993.

Gabor. Sebastián Alfie, 2013.

Garage Olimpo. Marcos Bechis, 1999.

Historia oficial / The Official Story. Luis Puenzo, 1985.

M. Nicolás Prividera, 2007.

Mbyá/We are the Indians. Phil Cox and Valeria Mapelman, 2005.

Las madres de Plaza de Mayo/ Mothers of Plaza de Mayo. Lourdes Portillo, 1985.

Mosca en la ceniza/ Fly in Ashes. Gabriela David, 2009.

Octubre Pilagá/ Pilagá October. Valeria Mapelman, 2010

Los rubios/ the blondes. Albertina Carri, 2003.

Tierra adentro/ Inland. Ulises de la Orden, 2010.

Bibliography:

Burger, Julian. "Indigenous peoples: new rights for old wrongs." *In Human Rights*. Peter Davies, ed. London: Routledge: 1988. 99-110.

Carlson, Eric Stener. *I remember Julia: Voices of the Disappeared*. Philadelphia: Temple UP, 1996.

Guest, Iain. *Behind the Disappearances: Argentina's Dirty War Against Human Rights and the United Nations*. Philadelphia: U of Pennsylvania P, 1990.

Guzman Bouvard, Marguerite. *Revolutionizing Motherhood*. Wilmington, Del.: Scholarly Resources, 1994.

Grech, Shaun. "Decolonising Eurocentric disability studies: why colonialism matters in the disability and global South debate." *Social identities*. 21.1 (2015): 6-21.

Jaroslavsky, Andrés. *The Future of Memory. Children of the Dictatorship Speak*. Nikki Johnson, trans. London: Latin American Bureau, 2004.

Johnson, Scott. "Argentina's Susana Trimarco: One Mother's Fight Against Human Trafficking: Susana Trimarco's search for her kidnapped daughter has uncovered the dark underbelly of Argentina's sex trade." *Newsweek*: New York. Nov. 5, 2012: 38.

Joly, Eduardo. "Disability and Employment in Argentina: The Right to be Exploited?" *NACLA Report on thr Americas* (Mar/Apr, 2009): 5-10.

Foster, David. "De eso no se habla. A Film of Queer Difference." *Revista canadiense de estudios hispánicos*. 27.1 (Fall 2002): 177-92.

Francesca Lessa's "Beyond Transitional Justice: Exploring Continuities in Human Rights Abuses in Argentina between 1976 and 2010."

Kampadoo, Kamala. "Countering Human Trafficking: Introduction." *Social and Economic Studies*. 65.4 (2016): 1-4.

Lessa, Francesca and Cara Levey's "From Blanket Impunity to Judicial Opening(s) H.I.J.O.S. and Memory Making in Postdictatorship Argentina (2005–2012)." *Latin American Perspectives*. 42.3 (May 2015): 207-25.

Levin, Leah, "The Rights of the Child." In Davies, *In Human Rights*. Peter Davies, ed. London: Routledge: 1988. 40-50.

- Morsink, Johannes. *The Universal Declaration of Human Rights*. Philadelphia: U of Pennsylvania P, 1999.
- Pauchulo, Ana Laura. "Re-telling the story of madres and abuelas de plaza de mayo in argentina: lessons on constructing democracy and reconstructing memory." *Canadian Woman Studies* 27.1 (2009): 29-35.
- Risse, Mathias. "The common rights to water and common ownership of the earth." *Working Paper: Harvard Kennedy School of Government*. (Feb 2013): 1-45.
- Sutton, Barbara. "Collective memory and the language of human rights." *Latin American Perspectives*. 22.42. 3 (May 2015): 73-91.
- Universal Declaration of Human Rights*. United Nations. <http://www.un.org/en/universal-declaration-human-rights/>
- Vezzetti, Hugo. "The uses of the past and politics of the present" in In Gabriele Andreozzi's *Desaparición: Argentina's Human Right's Trial*. Oxford: Peter Lang, 2014. 301-20.
- Vigevani, Vera. "The role of testimony as a tool for the creation of a national project." In Gabriele Andreozzi's *Desaparición: Argentina's Human Right's Trial*. Oxford: Peter Lang, 2014. 335-58.
- Weissbrodt, David. "Human Rights: An Historical Perspective." In *Human Rights*. Peter Davies, ed. London: Routledge: 1988. 1-20.

Please become familiar with this section:

Absences:

A maximum of two absences is allowable. Excused absences related to religious observances/practices that are in accord with ACD 304–04, "Accommodation for Religious Practices" and to university sanctioned events/activities that are in accord with ACD 304–02, "Missed Classes Due to University-Sanctioned Activities"

Academic integrity:

Academic honesty is expected of all students in all examinations, papers, and 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>

Accommodating students with disabilities:

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Expected classroom behavior:

Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

Policy against threatening behavior:

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. (See Student Services Manual SSM 104-02 "Handling Disruptive, Threatening or Violent Individuals on Campus"):

Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice.