

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. _____ (Required)

Requested designation: Historical Awareness-H **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.Lucic@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 480 727 7275

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 9/6/17

Chair/Director (Signature):  9-6-2017

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	The course focuses on the period between 1976 and 2017, in the context of human rights and indigenous populations, which leads back to the conquest and colonization of Argentina in the 16 th century, and mainly to the construction of the modern nation in the 19 th century.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	The course explores the development of consciousness regarding human rights in the light of state terrorism: disappearances, genocide, appropriation of babies born in captivity, etc
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	The course examines the changes in the legal system that lead to the trials of the military juntas and other personnel involved in the 1976-83 genocide.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	By focusing on the paradigm shift between the military dictatorship and the trials that emerged 40 years later from the struggle for human rights that began with the first meetings of the Mothers of Plaza de Mayo t
THE FOLLOWING ARE NOT ACCEPTABLE:			
<ul style="list-style-type: none"> • Courses that are merely organized chronologically. 			

ASU--[H] CRITERIA		
	<ul style="list-style-type: none">• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
	<ul style="list-style-type: none">• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
SPA	394	Human Rights in Argentina	H

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. History is a major focus of the course	The course focuses on the period between 1976 and 2017, in the context of human rights and indigenous populations, which leads back to the conquest and colonization of Argentina in the 16th century, and mainly to the construction of the modern nation in the 19th century.	Weeks 1-7 focus on the period 1976-2017 Weeks 8-10 focus on Indigenous peoples and human rights, which push the chronological era to the Conquest and Colonization, and focus on the construction of the nation. Ulises de la Orden's Tierra adentro traces this trajectory. Valeria Mapelman's Octubre Pilagá: Relatos sobre el silencio (2010) examines the genocide of the Pilaga in 1947 as a case of state terrorism, which foreshadows the Dirty war and continues the genocide of the conquest and colonization.
2. The course examines and explains human development as a sequence of events influenced by a variety of factors	The course explores the development of consciousness regarding human rights in the light of state terrorism: disappearances, genocide, appropriation of babies born in captivity, etc	Weeks 1-7 trace the paradigm change from the Locas de Plaza de Mayo (Madwomen of Plaza de Mayo) to the trials of the generals and military personnel involved in state terrorism.
3. There is a disciplined systematic examination of human institutions as they change over time	The course examines the changes in the legal system that lead to the trials of the military juntas and other personnel involved in the 1976-83 genocide.	W7 examines the trials that took place during Ricardo Alfonsín's presidency and the ones that began during the Kirchner administration (2001-2015)

<p>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context</p>	<p>By focusing on the paradigm shift between the military dictatorship and the trials that emerged 40 years later from the struggle for human rights that began with the first meetings of the Mothers of Plaza de Mayo</p>	<p>Weeks 1-7. As well as the changes that resulted for the struggle for human rights in terms of human trafficking (Week 11), violence against women (Week 12), sexual orientation (Week 13) and disability (Weeks 13-14).</p>
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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

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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:

- Sstudents 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 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.
- Students will be able to analyze the intersection of disability and human rights in contemporary Argentina.

Skills:

- 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.
- 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-H 1; H4</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. H 1; H4</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. H 1; H4</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- H 1; H 2; H4</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). H 1; H 2; H4</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 Castell" in <i>The Future of Memory</i>- H 1; H 2; H4</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- H 1; H 2; H 3; H4</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. H 1</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. H 1</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.</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?</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. H4</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. H4</p>
WEEK 4	W 13	<p>Screen: <i>De eso no se habla</i> (Maria Luisa Bemberg, 1993)</p> <p>Read: David W. Foster's "<i>De eso no se habla: A film of queer difference</i>" H4</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>

		Discuss: One aspect of this reading. H4
	W 14	Screen: <i>Gabor</i> (Sebastián Alfie, 2013) Read: Saun Grech's. "Decolonising Eurocentric disability studies: why colonialism matters in the disability and global South debate." Discuss: What did you learn about the visual in terms of blindness? Read: Eduardo Joly's "Disability and Employment in Argentina: The Right to be Exploited?" Discuss: Joly's article in terms of human rights. H4
	W 15	Review: Final Exam
	W 16	Final paper due

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 the 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.