

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

School of International Letters & Cultures

College/School College of Liberal Arts and Sciences Department/School _____
 Prefix: SLC Number: 394 Title: Culture and Society Transformation Units: 3

Course description:

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. _____ (Required)

Requested designation: Global Awareness-G **Mandatory Review:** Yes

*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 2019 Effective Date: **October 5, 2018**

For Spring 2020 Effective Date: **March 8, 2019**

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 Oana Almasan E-mail oalmasa1@asu.edu Phone 6028128263

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 9/12/2018

Chair/Director (Signature): 

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"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	Syllabus, pages 4 to 10 - text highlighted in yellow
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>	Syllabus, pages 11 to 19, text highlighted in green
<input type="checkbox"/>	<input type="checkbox"/>	<p>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."</p>	

Course Prefix	Number	Title	Designation
			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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: 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.
1. Studies are composed of subject matter focused on understanding the world outside US	The course discusses how cultural values form at the level of individuals and then shape societies and nations - using Europe and Asia as focus for case studies.	Syllabus areas highlighted (yellow&green); this includes the required readings and videos, and the assignments which are comparative and focus mainly on Europe and Asia. Also the goals, which include students understanding/discussing different cultures and societies in terms of their respective core cultural values.
2c. The course is a comparative cultural study	The course explains in a comparative perspective across nations how shifts in cultural values appear and how they impact the general transformation of societies, especially the ones in Europe and Asia.	Weeks 1-2 - examine the main concepts of cultural theories and how they apply in real life across nations (focus on Estonia); Weeks 3-4 explain cultural differences among nations, with examples from South Korea, Romania, Turkey, and Germany; Weeks 5-6 explain cultural change and its drivers comparing Western and Eastern emispheres; Week 7 shows how cultural change generates societal transformation with focus on Eastern Europe.

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SLC 394 – Culture and Society Transformation

Session A, 3 credits,

Location: Online/iCourse

Instructor: Oana Almasan, PhD

Contact: oalmasa1@asu.edu; 602-812-8263

Catalog description:

This online course uses video documentaries and feature films to explore how cultural values, economic background and human interaction impact and transform societies. Societal changes in Europe and Asia are making a good case study for contrasting and comparing with other societies, and understanding global trends and issues in today's world.

Course Number

SLC 394

Course Title

Culture & Society Transformation

Credits 3

Prerequisites None

Faculty

Name: Oana Almasan

Phone: (602) 812-8263

Email address: oana.almasan.1@asu.edu

Office hours: Arranged via email

Course Description

This course uses video documentaries and movies to explore the way in which cultural values, economic background and human interaction impact and transform societies. Societal changes in Central and Eastern Europe are making a good case study for contrasting and comparing with other societies and understanding global trends and issues in today's world.

Learning Outcomes

This course discusses how cultural values form at the level of individuals, societies and nations, how these personal values and cultural dimensions may change under certain drivers, and how shifts in these cultural values support general transformation of societies. The purpose of this class is to increase the multi-cultural awareness and competence of students in all lines of study and help them gain a multi-cultural perspective on the world and develop global thinking.

It aims to provide students with the knowledge and tools necessary to understand and discuss different cultures and societies in terms of their respective core cultural values, as well as to enable them to understand and explain shifts in cultural values and their impact on general transformation of societies, including the contemporary societies/cultures.

At the completion of this course, students will be able to:

- understand and explain core concepts and themes of culture theory including individual & group values, national cultures, cultural conflict, cultural change, the dynamic of emancipative vs conservative values, and societal transformation

- name, define and illustrate dimensions of national cultures;
- explain, discuss and illustrate cultural differences and conflict potential in real-life situations;
- discuss and illustrate cultural change conditions and processes over time;
- apply learned core theoretical concepts and themes to explain and discuss real life situations;
- compare and contrast among core values of different societies and explain their impact on society;
- analyze and evaluate current trends in society based on cultural values and discuss possible futures.

Course Materials

All course materials - readings and films - will be available online for students enrolled.

Books:

1. Michael **Minkov**, *Cross-Cultural Analysis: the Science and Art of Comparing the World's Modern Societies and Their Cultures*, Thousand Oaks: Sage Publications, 2014;
 2. Geert **Hofstede**, *Cultures' consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*, Second edition, Thousand Oaks: Sage Publications, 2001;
 3. Geert **Hofstede**, Gert Jan **Hofstede**, Michael **Minkov**, *Cultures & Organizations: Software of the Mind*, Third Edition, McGraw-Hill, 2010;
 4. Ronald **Inglehart**, Christian **Welzel**, *Modernization, Cultural Change, and Democracy. The Human Development Sequence*, Cambridge University Press, 2005 (2007);
 5. **Umberto Eco**, *Apocalypse Postponed*, Indiana University Press, 1994
- Optional: Hans-Dieter Klingemann, Dieter Fuchs & Jan Zielonka (eds.), *Democracy and Political Culture in Eastern Europe*, New York & London: Routledge, 2006.

Films / documentaries:

1. The Singing Revolution (Estonia, 2006)
2. Almania: Willkommen in Deutschland [Welcome to Germany] (Germany, 2011)
3. Fine Dead Girls (Croatia, 2002)
4. Mrs. Ratcliffe's Revolution (UK, 2007)
5. Pride (UK, 2014)
6. Aferim! (Romania, 2015)
7. Usturoi [Transylvanian Garlic] (Romania, 2013)
8. The Lorax (US, 2012)
9. Persepolis (France, 2007)
10. Voices Against Violence (South Korea, 2018)

Course Important Dates (assignments due dates)

- All discussion **posts** on course-specific topics are due **Sundays, end of day, every week**.
- All **replies** to discussion posts due **Mondays, end of day, every week**.
- All **written assignments** (essays, quizzes, etc.) are due **Mondays, end of day, every week**.

Week of study	Due date	Due assignments
Week 1	August 20	<ul style="list-style-type: none"> • Personal introductions (10 points) • Syllabus quiz (10 points) • Core elements quiz (80 points)
Week 2	August 26	<ul style="list-style-type: none"> • W2 Discussion posts (40 points)
	August 27	<ul style="list-style-type: none"> • W2 Discussion replies (15 points) • Peer-evaluations (45 points)
Week 3	Sept. 2	<ul style="list-style-type: none"> • W3 Discussion posts (20 points)
	Sept. 3	<ul style="list-style-type: none"> • W3 Discussion replies (10 points) • Quiz (70 points)
Week 4	Sept. 9	<ul style="list-style-type: none"> • W4 Discussion posts (70 points)
	Sept. 10	<ul style="list-style-type: none"> • W4 Discussion replies (15 points) • Self-evaluations (15 points)
Week 5	Sept. 16	<ul style="list-style-type: none"> • W5 Discussion posts (40 points)
	Sept. 17	<ul style="list-style-type: none"> • W5 Discussion replies (10 points) • Essay (50 points)
Week 6	Sept. 23	<ul style="list-style-type: none"> • W6 Discussion posts (55 points)
	Sept. 24	<ul style="list-style-type: none"> • W6 Discussion replies (15 points) • Project proposals submitted (30 points)
Week 7	Oct. 1	<ul style="list-style-type: none"> • End-course projects submitted (80 points)
Week 8*	Oct. 5*	<ul style="list-style-type: none"> • Peer-feedback on projects (30 points)
End-course		TOTAL number of points: 700 .

*Week 8 is not a full week of study, so it will be used for feedback & discussion of final grades.

Course Topics, Assignments & Schedule

It is recommended that the required readings are completed **before watching the films / documentaries**.

Week 1	Discussion topics	Required readings and films / documentaries	Assignments & due dates	Outcomes	
Study preparation	Introductions & discussions on syllabus, and class terms and expectations.	Class syllabus.	1. Discussion 1: Self-introduction posted in the Discussions Forum on BB	Due: Mon, Aug. 20, end of day.	Building group cohesion; ensure understanding of class syllabus, terms and expectations; set the mind frame for the class.
			3. Syllabus quiz	Due: Mon, Aug. 20, end of day.	
Course week 1: Aug. 16-20	What is culture made of?	Reading 1: Minkov, <i>Cross-Cultural Analysis: the Science and Art of Comparing the World's Modern Societies and Their Cultures</i> , Thousand Oaks: Sage Publications, 2014 (for specific chapters and page numbers see <i>Week 1</i> section on BB);	4. Complete readings	Due: Mon, Aug. 20, end of day.	Upon the successful conclusion of this unit, students will be able to: - identify and illustrate core concepts and themes of culture theory, as well as relationships among them; - apply learned core theoretical concepts and themes to explain and discuss real-life situations.
What is culture? Introduction	What is culture to me/us/others?	Reading 2: Hofstede, <i>Cultures' consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations</i> , Second edition, Thousand Oaks: Sage Publications, 2001 (for specific chapters and page numbers see <i>Week 1</i> section on BB); Documentary: <i>The Singing Revolution</i> (Estonia, 2006).	5. Watch the documentary & 6. Complete Wk1 Essay (see details in <i>Week 1</i> section on BB).		

Week 2	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
<p>What are cultural differences?</p> <p>Course week 2:</p> <p>Aug. 20 - Aug. 27</p>	<p>How are national cultures defined?</p> <p>How do cultural differences reflect on societal differences?</p> <p>Are within-nation cultural differences and cultural conflicts possible?</p>	<p>Reading: Hofstede, Hofstede & Minkov, <i>Cultures & Organizations: Software of the Mind</i>, McGraw-Hill, 2010 (for specific chapters and page numbers see Week 2 on BB).</p> <p>Video: <i>Almanya: Willkommen in Deutschland (Germany, 2011)</i></p>	<p>1. Complete readings;</p> <p>2. Watch video;</p> <p>3. Complete Peer Review of Wk1 Essay (see details in Week 2 on BB);</p> <hr/> <p>4. Submit Discussion 2 assignment (see details in Week 2 on BB).</p>	<p><u>Due:</u></p> <p>Mon, Aug. 27, end of day.</p> <hr/> <p><u>Post due</u></p> <p>Sun, Aug 26, end of day.</p> <p><u>Reply due</u></p> <p>Mon, Aug 27, end of day.</p>	<p>Upon the successful conclusion of this week, students will be able to:</p> <ul style="list-style-type: none"> - name, define and illustrate two of Hofstede's five dimensions of national culture; - explain, illustrate and differentiate among personal, group and societal values; - discuss and illustrate within-nation cultural differences and culture-generated potential of conflict in real-life situation; - contrast and compare different societies in terms of within-nation potential of conflict.

Week 3	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
<p>What are cultural differences? (2)</p> <p>Course week 3:</p> <p>Aug. 27 - Sep. 3</p>	<p>How do nations differ or resemble in terms of cultural values?</p> <p>What are national cultural dimensions?</p> <p>Are similarities in cultural dimensions or values ground for conflict between nations?</p>	<p>Reading: Hofstede, Hofstede & Minkov, <i>Cultures & Organizations: Software of the Mind</i>, McGraw-Hill, 2010 (for specific chapters and page numbers see Week 3 on BB)</p> <p>Video 1: <i>Persepolis (France, 2007)</i></p> <p>Video 2: <i>Voices Against Violence (South Korea, 2018)</i></p>	<p>1. Complete readings;</p> <p>2. Watch videos;</p> <p>3. Complete Wk3 essay (see details in Week 3 on BB);</p> <p>4. Submit Discussion 3 assignment (see details in Week 3 on BB).</p>	<p><u>Due:</u></p> <p>Mon, Sep. 3, end of day.</p> <hr/> <p><u>Post due</u></p> <p>Sun, Sep. 2, end of day</p> <p><u>Reply due</u></p> <p>Mon, Sep. 3, end of day</p>	<p>Upon the successful conclusion of this week, students will be able to:</p> <ul style="list-style-type: none"> - name, define and illustrate Hofstede's five dimensions of national culture; - explain and illustrate the impact of specific national cultural values on the specificity of different cultures/ societies; - explain, discuss and illustrate how nations differ or resemble in terms of cultural dimensions; - explain, discuss and illustrate potential real-life conflict in society generated by similarities in cultural dimensions.

Week 4	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
<p>What is cultural change?</p> <p>Course week 4: Sep. 3 - 10</p>	<p>Where does cultural change come from?</p> <p>What ensures cultural stability and what prompts change?</p>	<p>Reading: Inglehart, Ronald, Welzel, Christian: <i>Modernization, Cultural Change, and Democracy. The Human Development Sequence</i>, Cambridge University Press, 2007 (for specific chapters and page no. see Week 4 on BB);</p> <p>Video 1: <i>Aferim! (Romania, 2015)</i></p> <p>Video 2: <i>Usturoi [Transylvanian Garlic], (Romania, 2013)</i></p>	<p>1. Complete readings;</p> <p>2. Watch videos;</p> <p>3. Complete Peer Review of Wk3 Essay (see details in Week 4 on BB);</p> <p>4. Submit Discussion 4 assignment (see details in Week 4 on BB).</p>	<p><u>Due:</u> Mon, Sep. 10, end of day.</p> <hr/> <p><u>Post due Sun, Sep. 9</u>, end of day</p> <p><u>Reply due Mon, Sep. 10</u>, end of day</p>	<p>Upon the successful conclusion of this week, students will be able to:</p> <ul style="list-style-type: none"> - recognize, explain and illustrate change in cultural values; - discuss and illustrate cultural change-enabling conditions and processes; - explain and illustrate Inglehart & Welzel's two dimensions of cultural change (<i>traditionalism - secular-rational values; survival - self-expression values</i>).

Week 5	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
<p>How do cultures change?</p> <p>Course week 5: Sep. 10-17</p>	<p>How much/ fast do cultures change?</p> <p>What are the drivers of cultural change processes?</p> <p>How does change in cultural values impact societies?</p>	<p>Readings: Inglehart & Welzel, <i>Modernization, Cultural Change, and Democracy. The Human Development Sequence</i>, Cambridge University Press, 2007</p> <p>Umberto Eco, <i>Apocalypse Now-Chapter 1</i>, Indiana Press University, 1994</p> <p>(for specific chapters and page no. see Week 5 on Bb);</p> <p>Video 1: <i>Pride (UK, 2014)</i></p> <p>Video 2: <i>Fine Dead Girls (Croatia, 2002)</i></p>	<p>1. Complete readings</p> <p>2. Watch videos</p> <p>3. Complete Wk5 Essay (see details in Week 5 on BB);</p> <hr/> <p>4. Submit Discussion 5 assignment (see details in Week 5 on BB).</p>		<p>Upon the successful conclusion of week 5, students will be able to:</p> <ul style="list-style-type: none"> - recognize, explain and illustrate change in cultural values; - discuss, explain and illustrate cultural change processes over time; - explain and illustrate the historic evolution and possible future developments of the influence of cultural values change on societies; - explain and illustrate society quandaries and potential adverse reactions to modernization; - discuss cultural zones, apply and exemplify path dependence theory on one's own society.

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Week 6	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
<p>What is societal change?</p> <p>Course week 6:</p> <p>Sep. 17 - Sep. 24</p>	<p>Where does societal change come from?</p> <p>How does cultural change impact/(re)shape societies?</p> <p>How does society change impact cultural values?</p>	<p>Reading: Inglehart & Welzel, <i>Modernization, Cultural Change, and Democracy</i>, Cambridge University Press, 2007 (for specific chapters and page no. see Week 6 on Bb);</p> <p>Video 1: <i>Mrs. Ratcliffe's revolution (UK, 2007)</i></p>	<p>1. Complete readings;</p> <p>2. Watch videos;</p> <p>3. Complete Peer Review of Wk5 Essay (see details in Week 6 on BB);</p> <hr/> <p>4. Submit Discussion 6 assignment (see details in Week 6 on BB).</p>	<p>Due:</p> <p>Mon, Sep 24, end of day.</p> <hr/> <p>Post due</p> <p>Sun, Sep.</p>	<p>Upon the successful conclusion of week 6, students will be able to:</p> <ul style="list-style-type: none"> - recognize, explain and illustrate societal change; - define emancipative cultural values and illustrate how they impact society; - define conservative cultural values and illustrate how they impact society. - explain and illustrate the human

				<p>23, end of day</p> <p>Reply due Mon, Sep. 24, end of day</p>	<p>development sequence and its impact on society.</p>
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Week 7	Discussion topics	Required readings and videos	Assignments & due dates	Outcomes
<p>What drives change and how?</p> <p>Course week 7:</p> <p>Sep. 24 - Oct. 2</p>	<p>What is driving and what is blocking change?</p> <p>Is cultural and / or societal change irreversible?</p>	<p>Reading (optional): Klingemann & Fuchs, <i>Democracy and Political Culture in Eastern Europe</i>, New York & London: Routledge, 2006, for specific chapters and page no. see Week 7 on Bb);</p> <p>Video: <i>The Lorax (USA, 2012)</i></p>	<p>1. Complete readings (optional);</p> <p>2. Watch video;</p> <p>3. Present final project (see details in Week 7 on BB);</p> <p>Due:</p> <p>Oct. 2, end of day.</p>	<p>Upon the successful conclusion of week 7, students will be able to:</p> <ul style="list-style-type: none"> - recognize, explain and illustrate societal transformation based on cultural change; - recognize & define catalysts and deterrents of societal

			<hr/> <p>4. Submit Discussion 7 assignment (see details in Week 7 on BB).</p>	<hr/> <p>Post due Sun, Sep. 23, end of day</p> <p>Reply due Mon, Sep. 24, end of day</p>	<p>change;</p> <p>- identify trends in cultural change and discuss possible future developments of societies based on cultural dimensions (path dependency) and human development sequence theories.</p>
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Reading requirements/guidelines

1. **Cross-Cultural Analysis: the Science and Art of Comparing the World's Modern Societies and Their Cultures, 2014**

Author: **Michael Minkov**

Publisher: **Thousand Oaks: Sage Publications**

<p>Chapter 1 – The concept of culture <i>Upon finishing this chapter students should be able to: a. provide at least two definitions of culture; b. explain at least two different approaches to the study of culture.</i></p>	<p>Chapter 2 – Main characteristics of culture*, subchapters 2.1., 2.2., 2.3. only. skip subchapters 2.4. to 2.9. (= end of chapter) <i>Upon reading this chapter students should be able to understand and explain three main characteristics of culture.</i></p>	<p>Chapter 3 – The elements of culture* <i>Upon reading this chapter students should be able to explain at least four universal elements of culture and distinguish between personal and societal values & norms, between the desired and the derirable. skip subchapters 3.2.1.8. (self-descriptions), 3.2.2.1. (peer-reports), 3.2.2.2. (idealistic reports), and from 3.2.3. (Mental...) to 3.2.7 (What else... = end of chapter).</i></p>
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2. **Cultures' consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations, Second edition, 2001**

Author: **Geert Hofstede**

Publisher: **Thousand Oaks: Sage Publications**

CHAPTER 1: *Values and Culture* -> subchapter *Definitions and Distinctions*

<p>Mental programs (pp. 1-4) <i>Upon finishing this chapter students should be able to explain mental programs as software of the mind, differentiate between subjective and objective culture, define pre-programming of the mind and explain the diagram of the three levels of human mental programming.</i></p>	<p>Values (first 6 paragraphs – up to “Avoiding the positivistic ...”) <i>Upon reading this chapter students should be able to define values, attitudes and beliefs as elements of culture, differentiate between the desired and the desirable, and explain intensity and direction of values.</i></p>	<p>Culture (pp. 9-11, up to the subchapter “National cultures and their stability”) <i>Upon reading this chapter students should be able to explain the role that values, symbols, heroes and rituals play in a culture, understand and explain the “onion diagram” of culture, and differentiate between culture and identity.</i></p>
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3. **Cultures & Organizations: Software of the Mind**

Authors: **Geert Hofstede, Gert Jan Hofstede, Michael Minkov**

Publisher: **McGraw-Hill, 2010**

<p><i>Upon completing these readings students should be able to: name and define Hofstede's cultural dimensions, differentiate between cultural dimensions and typologies, explain and illustrate cultural differences generated by belonging to a specific region, ethnicity, religion, gender, generation, or class, and name other classifications of national cultures.</i></p> <p>Dimensions of National Cultures (pp.29-32) Other Classifications of National Cultures (pp.40-44) A Second Expansion of the Hofstede Dimensional Model (pp. 44-45) Cultural Differences According to Region, Ethnicity, Religion, Gender, Generation, and Class (pp. 45-46)</p>			
<p>Power Distance Index (PDI) <i>Upon completing these</i></p>	<p>Individualism/Collectivism (IND) <i>Upon completing these readings</i></p>	<p>Masculinity/Femininity (MAS) <i>Upon completing these readings students should be able to: explain and illustrate</i></p>	<p>Uncertainty avoidance (UAI) <i>Upon completing these</i></p>

<i>readings students should be able to: explain and illustrate inequality in society, distribution of power in terms of power distance; explain and illustrate societal typologies in terms of power distance; the influence of power distance in family relations and in education.</i>	<i>students should be able to: explain and illustrate concepts like power of the group, extended family vs. nuclear family, in-group vs. out-group, high-context vs. low-context communication, and shame vs. guilt; explain and illustrate societal typologies in terms of individualism/collectivism; explain the influence of individualism/collectivism in family relations and in education.</i>	<i>concepts like assertiveness, modesty and assigned gender roles in terms of masculinity and femininity; explain and illustrate societal typologies in terms of masculinity/femininity; differentiate between femininity and feminism in terms of the M/F dimension; explain and illustrate the influence of masculinity/femininity in family relations and in education; explain concepts like socialization, machismo, marianismo/hembrismo, homosexuality and morality, carrier failure/success, attractiveness/unattractiveness.</i>	<i>readings students should be able to: explain and illustrate in terms of UAI concepts like dangerous vs. curious; differentiate between uncertainty and risk; explain and illustrate societal typologies in terms of UAI; explain the influence of UAI in family relations and in education.</i>
More Equal than the Others (pp. 53-54) Inequality in Society (p. 54) Power Distance Defined (pp. 60-62)	I, We, and They (pp. 89-90) The Individual and the Collective in Society (pp. 90-91)	He, She, and (S)he (pp.135-136) Assertiveness vs. Modesty (pp. 136) Gender and Gender Roles (pp. 137-138) Masculinity-Femininity as a Dimension of Societal Culture (pp. 138-144)	What is Different is Dangerous (pp.187-188) The Avoidance of Uncertainty (pp.188-190) Uncertainty Avoidance is not the Same as Risk Avoidance (pp. 197-198)
Power Distance Difference Among Countries: Roots in the Family (pp. 67-68)	Individualism and Collectivism in the Family (pp. 106-112)	Masculinity & Femininity in the Family (pp. 151-154) Masculinity & Femininity in Gender Roles & Sex (pp. 154-158)	Uncertainty Avoidance in the Family (pp. 200-202)
Power Distance at School (pp.69-71)	Individualism and Collectivism at School (pp. 117-119)	Masculinity and Femininity in Education (pp. 158-163)	Uncertainty Avoidance at School (pp. 205-206).
Societal typologies in terms of Power Distance (p. 72 and p.83)	Societal typologies in terms of Individualism/Collectivism (p.113)	Societal typologies in terms of Masculinity/Femininity (p. 155 and p.159)	Societal typologies in terms of Uncertainty Avoidance (p. 203)

4. Cultures & Organizations: Software of the Mind, Third edition

Authors: **Geert Hofstede, Gert Jan Hofstede, Michael Minkov**

Publisher: **McGraw-Hill, 2010**

Upon completing these readings students should be able to: explain and illustrate the evolution of cultures in time, the sources of cultural diversity, and the characteristics and levels of human evolution; differentiate between cultural convergence and divergence.

The Evolution of Cultures (pp. 431-432)

A Time-Machine Journey Through History* (pp. 433-434)

Seven Thousand Five Hundred Years Ago Until Now: Large-Scale Civilizations (pp. 447-452)

Sources of Cultural Diversity and Change (pp. 453-455)

The End of History? No! (pp. 455-456)

The Essence of Evolution (pp. 456-459)

Evolution: More than Genes (pp. 459-464)

Evolution Beyond Selfishness (pp. 464-466)

Individuals and Institutions in the Stream of Life (pp. 466-468)

Evolution at Work Today (pp. 468-473)

The Future of Culture (pp. 473-477)

***Note: Pages 434 through 446 are optional reading.**

5. Cultures & Organizations: Software of the Mind, Third edition

Authors: **Geert Hofstede, Gert Jan Hofstede, Michael Minkov**

Publisher: **McGraw-Hill, 2010**

Power Distance Index (PDI) <i>Upon completing these readings students should be able to: explain and illustrate the origins and evolution of PDI differences among nations.</i>	Individualism/Collectivism (IND) <i>Upon completing these readings students should be able to: explain and illustrate the origins and evolution of IND differences among nations.</i>	Masculinity/Femininity (MAS) <i>Upon completing these readings students should be able to: explain and illustrate the origins and evolution of MAS differences among nations.</i>	Uncertainty avoidance (UAI) <i>Upon completing these readings students should be able to: explain and illustrate the origins and evolution of UAI differences among nations.</i>
The Origins of Power Distance Differences (pp.82-86)	Origins of Individualism-Collectivism Differences (pp.131-133)	Origins of Masculinity-Femininity Differences (pp.180-183)	Origins of Uncertainty Avoidance Differences (pp.232-233)
The Future of Power Distance Differences (pp. 86-88)	The Future of Individualism and Collectivism (pp. 133-134)	The Future of Differences in Masculinity and Femininity (pp. 184-185)	The Future of Uncertainty Avoidance Differences (pp. 233-234)

6. Modernization, Cultural Change, and Democracy. The Human Development Sequence.

Authors: Ronald Inglehart, Christian Welzel,

Publisher: Cambridge University Press, 2005 (2007)

Upon completing these readings students should be able to: explain and illustrate the societal impact of cultural change and possible adverse reactions to modernization; explain and illustrate the human development sequence and its impact on societies around the world.

Cultural change and its institutional manifestations (pp. 39-41)

Cumulative changes and sudden breakthroughs (pp. 41-43)

Consequences of cultural change (pp. 43-44)

Antimodern reactions to modernity (pp. 44-45)

Existential security, individual autonomy and the knowledge society (pp. 45-46)

Conclusion (pp. 46-47)

Chapter 13 – The implications of Human Development (pp. 285-298)

Conclusion – An Emancipative Theory of Democracy (pp. 299-300)

7. Apocalypse Postponed

Author: Umberto Eco

Publisher: Indiana University Press, 1994

Chapter 1: Does Counter-culture Exist?

The concept of culture, pp. 115-120

Opposition to the anthropological concept of culture, pp. 120-123

Self-reproducing cultures and dependent cultures, pp. 123-124

The fourth definition of culture, p. 124

The role of the intellectual, pp. 124-127

Upon completing these readings students should be able to: explain and illustrate the concepts of culture, self-reproducing culture, parasitic / dependent culture, counter-culture, etc.; to discuss the different typologies of the role of the intellectual and its impact in preserving / changing culture and society.

8. Optional reading: Democracy and Political Culture in Eastern Europe

Editors: Klingemann, Hans-Dieter, Fuchs, Dieter and Zielonka, Jan

Publisher: New York & London: Routledge, 2006

Upon completing these readings students should be able to: explain and illustrate the evolution of Eastern European societies in terms of cultural values.

Author: Inglehart, Ronald

Chapter 2: **East European Value Systems in Global Perspective** (pp. 67-84)

Weekly assignments

1. Discussion 1 – personal introduction

Write a **short personal introduction** (name, main area of study, reason for choosing this course and expectations, other information you might want to share) and post on the **Discussion Board**, under the *Personal Introduction* forum, no later than **August 20, end of the day (10 points)**.

As a general guideline, personal introduction posts should be well-developed, use proper spelling, grammar, and punctuation.

Keep your comments professional and follow the *Netiquette* guidelines posted in the Discussion Board tab on the left-hand side.

You are encouraged to incorporate your personal and professional experiences in discussion board responses.

Weight: 10 points.

Due: August 20, 11:59pm.

Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

2. Syllabus Quiz

How well do you understand the expectations and requirements for this course? Find out by taking this brief quiz!

You will have to answer 1 multiple answer and 4 multiple choice questions, each counting for 2 points - **a total of 10 points**. You have **three attempts** available and only the highest score of the three will be recorded for your grade.

Make sure you take the test before the deadline. The tests taken after the **August 20** will score a maximum of 5 points instead of 10.

Also, please make sure you have read and understood the objectives, expectations, requirements, assignment rules, etc. from the listed syllabus. Good luck!

Weight: 10 points.

Due: August 20, 11:59pm.

Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

3. Core elements of culture – Essay


Complete all the readings for this week and make notes if you wish. You can keep them at hand when completing assignments.

Watch the documentary: ***The Singing Revolution (Estonia, 2006)***.

Prepare an essay including the following (make notes if needed):

1. identify at least 3 core values in the culture of Estonians; shortly explain why you consider those to be core values;

2. name at least 3 norms (ideologies) present in the Estonian culture; use short illustrations to explain how you have identified those norms;
3. name at least 3 beliefs (social axioms) present in the Estonian culture; use short illustrations to explain how you have identified those beliefs;
4. identify at least one TYPE of hero in the culture of Estonians; shortly explain why you consider this type of person represents a hero for Estonians.

Remember that *values* are expressed as **nouns**, *norms* are expressed as **rules**, and *beliefs* are expressed as **universally-valid statements**. 

Download and refer to the *Criteria for evaluation* [here](#)

- so that you know exactly how questions are graded and are able to properly prepare your essay.

Weight: 80 points.

Due: August 20, 11:59pm.

Note: Make sure you **complete ALL assignments** due each week in order to be able to reach the 100 points available weekly.

4. Peer evaluation

Review your notes on the weekly readings & study and keep them at hand.

Go to assignment and pick the *Evaluation* section; this becomes **available on Aug. 21, 00:01am**.

Review the essays submitted by three of your colleagues in Week 1. The BB system will automatically select the submissions for you to evaluate and will offer you the list of *Criteria* to follow for each review. You can also look at the *Model Essay* offered, if in doubt, and are also able to give feedback to the colleague reviewed, should you consider it helpful.

Download and refer to the *Criteria for evaluation* [here](#) - so that you know exactly how essays are graded and are able to properly evaluate the work of your colleagues.

Complete the three reviews before **August 27, end of day**, for 45 points (15 points each).

Weight for Part2 (Week 2): 45 points.

Due: August 27, 11:59pm.

Note: Make sure you **complete ALL assignments** due each week in order to be able to reach the 100 points available weekly.

5. Discussion 2

Complete all the readings for this week and make reading notes.

Watch the film: [Almanya: Willkommen in Deutschland \[Welcome to Germany\] \(Germany, 2011\)](#).

Click on the link above to participate in the *Week 2* discussion.

Discussion Prompt: Analyze, contrast and compare, in terms of IDV, MAS, PDI, UAI, LTO the two cultures (German & Turkish) presented in the film. Please make sure you illustrate your answer with accurate examples from the film watched. Also, please make sure you refer to the core elements of culture as support for making your arguments.

Follow the criteria presented in the associated rubric.

This discussion requires **two posts**, an **initial post** and a **response post** - for a total of 55 points (40p.+15p. respectively)

As a general guideline, initial posts should be well-developed, use proper spelling, grammar, and punctuation. Response posts should be substantive and move the discussion forward. This is your opportunity to discuss the information further with your classmates or to discuss whether you agree or disagree and state why or why not. Keep your comments professional and follow the *Netiquette* guidelines posted in the Discussion Board tab on the left-hand side.

You are encouraged to incorporate your personal and professional experiences in discussion board responses.

Posts due: **August 26, 11:59pm** (Sunday).

Weight: **40 points**.

Replies due: **August 27, 11:59pm** (Monday).

Weight: **15 points**.

Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

6. Five cultural dimensions – essay

Complete all the readings for this week and make notes if you wish. You can keep them at hand when completing assignments.

Watch the two films: *Persepolis* (France, 2007); *Voices Against Violence* (South Korea, 2018).

Your essay should answer the following (make notes if needed):

1. **Analyze the Iranian society in "Persepolis"** using ALL of Hofstede's five cultural dimensions studied in this class; please illustrate ALL five dimensions with examples from the movie(20 points).
2. What is the **main conflict in "Persepolis"** and what is its main source? Please identify the main conflict in the film, explain it together with its source **using Hofstede's five cultural dimensions** studied in this class (15 points).
3. **Analyze the Korean society presented in "Voices Against Violence"** using ALL of Hofstede's five cultural dimensions studied in this class; please illustrate ALL five dimensions with examples from the movie. The answer should be brief, clear and meaningful (20 points).
4. What is the **main conflict in "Voices Against Violence"** and what is its main source? Please identify the main conflict in the documentary, explain it together with its source **using Hofstede's five cultural dimensions** studied in this class (15 points).

In your essay try to answer the four questions listed. Try to make your text **brief, focused**, well **documented** and **accurate**.

Please check the [Evaluation Criteria](#) to self-assess your work.

Weight: **70 points**.

Due: **September 3, 11:59pm**.

Note: Make sure you **complete ALL assignments** due each week in order to be able to reach the 100 points available weekly.

7. Discussion 3

Complete all the readings for this week and make notes if needed.

Watch the film *Persepolis* (France, 2007) and the documentary *Voices against violence* (South Korea, 2018).

Click on the link above to participate in the *Week 3* discussion.

Discussion Prompt

- Having seen the powerful cultural conflicts at play in the two films (one dominated by Power Distance issues, and the other by gender role struggles), **analyze your own society in terms of IDV, MAS, PDI, UAI, LTO, discuss potential or actual cultural conflicts at play.**
- Please make sure you illustrate your statements **with accurate examples from your society,** and also, refer to the core elements of culture as support for making your arguments.

Follow the criteria presented in the associated rubric.

This discussion requires **two posts**, an **initial post** and a **response post** - for a total of 30 points (**20p.+10p.** respectively)

As a general guideline, initial posts should be well-developed, use proper spelling, grammar, and punctuation. Response posts should be substantive and move the discussion forward. This is your opportunity to discuss the information further with your classmates or to discuss whether you agree or disagree and state why or why not. Keep your comments professional and follow the *Netiquette* guidelines posted in the Discussion Board tab on the left-hand side.

You are encouraged to incorporate your personal and professional experiences in discussion board responses.

Posts due: **Sept. 2, 11:59pm** (Sunday).

Weight: **20 points.**

Replies due: **Sept. 3, 11:59pm** (Monday).

Weight: **10 points.**

Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

8. Peer review

Review your notes on the weekly readings & study and keep them at hand.

Go to assignment and pick the *Evaluation* section; this becomes **available on Sep 4, 00:01am.**

Review the essays submitted by you and two of your peers in Week 3. The BB system will offer you the list of *Criteria* to follow for each question. *There will be no model answers* this time. You are also encouraged to explain your evaluation scores for each question.

Download and refer to the *Criteria for evaluation* so that you know exactly how answers are graded and are able to properly evaluate the work of your peers.

Complete the peer-review **before Sep. 10, end of day**, for 15 points.

Weight: **15 points.**

Due: **Sep. 10, 11:59pm.**

Note: Make sure you **complete ALL assignments** due each week in order to be able to reach the 100 points available weekly.

9. Discussion 4

Complete all the readings for this week and make notes if needed.

Watch the films *Aferim!* (Romania, 2015) and *Usturoi [Transylvanian Garlic]* (Romania, 2013).

Click on the link above to participate in the *Week 4* discussion.

Discussion Prompt

- **Step 1:** Shortly analyze in terms of IDV, MAS, PDI, UAI, LTO the Romanian culture of the 1800s presented in the film *Aferim!* and make sure you illustrate your answer with accurate examples.
- **Step 2:** Shortly analyze in terms of IDV, MAS, PDI, UAI, LTO the contemporary Romanian culture presented in the film *Usturoi* and make sure you illustrate your answer with accurate examples.
- **Step 3:** Based on your readings of Inglehart & Welzel theory of societal transformation, contrast and compare the two cultures, to **discuss and explain** the *traditionalism - secularism-rationalism* (*sacred - rational*) and *survival - self-expression* (*parochial - emancipative*) changes occurred in the Romanian society within the last two hundred years. Again, please make sure you support your statements with valid and clear arguments.

This discussion requires **two posts**, an **initial post** and a **response post** - for a total of 85 points (70p.+15p. respectively)

As a general guideline, initial posts should be well-developed, use proper spelling, grammar, and punctuation. Response posts should be substantive and move the discussion forward. This is your opportunity to discuss the information further with your classmates or to discuss whether you agree or disagree and state why or why not. Keep your comments professional and follow the *Netiquette* guidelines posted in the Discussion Board tab on the left-hand side.

You are encouraged to incorporate your personal and professional experiences in discussion board responses.

Posts due: Sept. 9, 11:59pm (Sunday).

Weight: 70 points.

Replies due: Sept. 10, 11:59pm (Monday).

Weight: 15 points.

Note: Make sure you complete ALL weekly assignments to be able to get all 100 points available each week.

10. Modernization Theory - Essay

Complete all the readings for this week and make reading notes.

Watch the films *Pride* (UK, 2014) and *Fine Dead Girls* (Croatia, 2002).

Write an essay to:

- (a) **identify & describe** briefly the traits of the *dominant culture* and of the main *counter-culture* in each of the societies presented in the two films; please make sure you support your statements with valid and clear arguments and illustrations.
- (b) briefly **discuss & explain** the process of cultural and societal change (*traditionalism* - to - *secular-rational* values; *survival* - to - *self-expression* values; *counter-culture* becoming *dominant*), focusing on how change was possible through human interaction, spread of

knowledge, and economic stability/development (the three main drivers of societal change); please make sure you **support your statements with valid and clear arguments and illustrations**. Follow the criteria presented in the associated rubric.

Save the document as **SLC394_HW5_yourname** and submit it.

Weight: **50 points**.

Due: **Sept. 17, 11:59pm**.

Note: the maximum number of points for this assignment is 50. Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

11. Discussion 5

Complete all the readings for this week and make notes if needed.

Watch the films **Pride (UK, 2014)** and **Fine Dead Girls (Croatia, 2002)**.

Click on the link above to participate in the *Week 5* discussion.

Discussion Prompt

- **Part 1:** Think about your society **a few centuries back in history**. **Identify & describe briefly the dominant culture of the time and the counter-culture that developed** and finally managed to become dominant and replace the previous dominant culture. **Explain** how this process was possible (remember to refer to the main drivers of change: economic development/safety, human interaction and the spread of knowledge). Please make sure you support your statements with valid and clear arguments and illustrations.
- **Part 2:** Think about your society **right now**. **Identify & describe briefly the dominant culture and an important counter-culture currently at play**. **Discuss** the potential of this *counter-culture* to become *dominant*. **Explain** what could make such a process possible (remember to refer to the main drivers of change: economic development/safety, human interaction and the spread of knowledge). Please make sure you support your statements with valid and clear arguments and illustrations.

This discussion requires **two posts**, an **initial post** and a **response post** - for a total of 50 points (**40p.+10p.** respectively).

As a general guideline, initial posts should be well-developed, use proper spelling, grammar, and punctuation. Response posts should be **substantive and move the discussion forward**. This is your opportunity to discuss the information further with your classmates or to discuss whether you agree or disagree and state why or why not. Keep your comments professional and follow the *Netiquette* guidelines posted in the Discussion Board tab on the left-hand side.

You are encouraged to incorporate your personal and professional experiences in discussion board responses.

Posts due: **Sept. 16, 11:59pm** (Sunday).

Weight: **40 points**.

Replies due: **Sept. 17, 11:59pm** (Monday).

Weight: **10 points**.

Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

12/13/14. Discussion 6/Final project proposal/Final project presentation (details on BlackBoard)

Evaluation and Grading

Please refer to this rubric when writing and editing your answers/statements. Make sure you stay on topic, organize your composition well, focus on tasks or questions and provide well-documented arguments and develop solid ideas.

Every week the student can accumulate a total of 100 points. Therefore, at the end of the semester the maximum points accumulated could be 700. The final grade is calculated by dividing the total number of points by 7 => maximum points $700/7=100$.

Score	100 %	66 %	33%	0 %
Type				
Answer accuracy 25%	Stayed on topic	Almost on-topic, but quite blurry focus	Off topic	Not intelligible
Structure and organization 25%	The answer is very well organized, and the flow of ideas is easy to follow	Missing some topic sentences. Some well-organized sentences, but not in a consistent way	Topic not developed enough, missing beginning and/or ending, inconsistent	No evidence of planning
Answer content complexity 50%	The answer is rich in quality information, the content shows proper elaboration, and the arguments used are clear and well-documented	Some statements lack proper scientific argumentation and the content does not contain all the necessary information	The answer lacks proper documentation and the content is very poor in meaningful information	The text does not answer the question(s) and the explanation/argumentation is completely pointless

A+	97.00-100	B-	80.00-82.99
A	93.00-96.99	C+	77.00-79.99
A-	90.00-92.99	C	70.00-76.99
B+	87.00-89.99	D	60.00-69.99
B	83.00-86.99	E	0.00-59.99

Communicating with the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Don't hesitate to email me any questions about the class or associated topics. You can expect a response within 48 hours.

You can also call or text me during business hours at 602-812-8263.

Online Course

This is an online course. There are no in-person meetings. You can log into your course via MyASU or <https://my.asu.edu>.

Email and Internet

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

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

Course Time Commitment

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

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

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

Grade Appeals

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

Student Conduct and Academic Integrity

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>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

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

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

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

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral

communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

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

Syllabus Disclaimer

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

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus

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

Polytechnic Campus

480-727-1165 (Voice)

West Campus

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

Tempe Campus

480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)

- [Adobe Flash Player](#) (free)
- Microphone (optional) and speaker

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk call toll-free at 1-855-278-5080.

Discrimination, Harassment, and Retaliation

[ACD-401 Prohibition against Discrimination, Harassment, and Retaliation](#), prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities at (480) 965-6547, if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion at (480) 965-5057 if you feel an ASU employee is harassing you based on any of the factors above. ASU continues to implement U.S. Department of Education guidance regarding sexual assaults under Title IX federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources on ASU's [Sexual Violence Awareness](#) page.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) are available if you wish discuss any concerns confidentially and privately.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Books for course **SLC 394 Culture and Society Transformation - @ASU Online, Session A, 2018**
Instructor: Oana Almasan (oaalmasa1@asu.edu), SILC

1.

Author: **Michael Minkov**

Title: **Cross-Cultural Analysis: the Science and Art of Comparing the World's Modern Societies and Their Cultures (Part I – pages 1 to 54)**

Publisher: **Thousand Oaks: Sage Publications, 2014**

2.

Author: **Geert Hofstede**

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CROSS-CULTURAL ANALYSIS

The Science and Art of Comparing the World's
Modern Societies and Their Cultures

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WITH CONTRIBUTIONS BY

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CULTURE'S CONSEQUENCES

SECOND EDITION

Comparing
Values,
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and
Organizations
Across
Nations

Geert Hofstede



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Cultures and Organizations

SOFTWARE OF THE MIND

Intercultural Cooperation
and Its Importance
for Survival

Geert Hofstede
Gert Jan Hofstede
Michael Minkov



New York Chicago San Francisco Lisbon London Madrid Mexico City
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Modernization, Cultural Change, and Democracy

The Human Development Sequence

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Democracy and Political Culture in Eastern Europe

**Edited by Hans-Dieter Klingemann,
Dieter Fuchs and Jan Zielonka**

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