

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Integrative Sciences and Arts Department/School IDS
 Prefix: IDS Number: 201 Title: Intellectual Fusion Units: 3

Course description: **This course introduces students to the history of interdisciplinarity. Major theories and methods of interdisciplinarity will be examined, and students will use these methods to begin to examine complex interdisciplinary problems.**

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: Social-Behavioral Sciences–SB **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

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

Submission deadlines dates are as follow:

For Fall 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 Dave Thomas E-mail david.thomas@asu.edu Phone 480-727-7061

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 10/23/18

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
IDS	201	Intellectual Fusion	SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1/ C2	The course based on the cognitive and social scientific aspects of thinking, knowledge production, and social psychology / human interaction. The course considers psychology of teams, and considers both internal and external factors associated with thinking and learning behaviors in social / organizational environments.	Syllabus - Pages 2 - 5
C3	The course textbooks, supplemental readings, discussion topics and assignments draw from the distinct knowledge base of the social and behavioral sciences. The course draws heavily on the social sciences - psychology (motivation / human performance), social psychology, cultural anthropology, and the psychology of communication / human interaction - as well as cognitive psychology.	Syllabus - Pages 2 - 5
C4	The majority of the textbook(s), as well as supplemental readings explore a number of different social science perspectives. Assignments are designed to allow students to translate and apply concepts and theory from the social sciences across a number of different perspectives.	Syllabus - Pages 2 - 5
		Syllabus - Pages 2 - 5

Course Catalog Description

IDS 201 Intellectual Fusion

This course introduces students to the history of interdisciplinarity. Major theories and methods of interdisciplinarity will be examined, and students will use these methods to begin to examine complex interdisciplinary problems.

IDS 201: Intellectual Fusion

College of Integrative Sciences & Arts

Arizona State University

Instructor

David A. Thomas, Ph. D.

Office: USE 248

Office Phone: (480) 727-7061

Office Hours: Varies – E-mail me to set up an appointment



E-Mail: david.thomas@asu.edu

** When e-mailing, please make the **subject line** useful by including

- a) your last name
- b) a word or two that captures the main point of your email.

In the ***body*** of your email, you might want to include your **PHONE NUMBERS**, in case it is faster/better for me to contact you that way.

Please make a good effort to use the class website materials to find basic information before you send me an e-mail. You'll find answers to most of your questions if you just read the materials carefully. So, out of respect for your time (and mine) and to get you your answer ASAP, please start with your materials. After that, if you have a special situation or need clarity, by all means send me an e-mail. Thank you!

Course Description

“Intellectual fusion” is a fascinating concept, especially for those who study how people and ideas come together to create a “whole that is greater than the sum of its individual parts.” But what does *intellectual fusion* really mean? What are some of the key ideas and skills that must be mastered if one hopes to foster an environment rich with intellectual fusion? And are any of these ideas and skills suitable for an undergraduate curriculum?

While there is no “textbook definition” of the term, intellectual fusion is generally considered to be associated with the “explosive potential of collaboration” or the effective convergence of various disciplinary insights or perspectives that can lead to creative breakthroughs – breakthroughs that would not have been possible without the synergy of this convergence.

In order to participate effectively in an environment that fosters intellectual fusion, one must consider both cognitive and social / group factors; the participant must understand how to think and learn effectively, as well as how to work effectively with others of dissimilar backgrounds (and interests). A combination of effective thinking skills and cross-functional team collaboration skills would provide a solid foundation for success.

The premise of this course is that there are specific strategies and skills that can be taught (at the undergraduate level) that would not only prepare students to be productive members of intellectual fusion initiatives in their future, but also to prepare them to think and collaborate more effectively throughout their undergraduate education.

Course Description

This course examines the interdisciplinary nature of thinking and learning.

Course Objectives / Student Learning Outcomes

Factors Associated With Intellectual Fusion – Creative Thinking and Effective Learning

- Assess personal learning effectiveness and develop / employ various learning and thinking strategies to improve learning effectiveness.
- Practice developing questions as a means of gaining deeper insight into an issue.
- Discuss the importance of mistakes as an important prerequisite to learning and breakthrough thinking.
- Develop a “transfer of learning” plan to improve learning and retention across disciplines.
- Discuss the changing nature of educational paradigms, and associated connections to the social sciences.
- Identify and practice creativity enhancing techniques

Commented [DT1]: C1 / C2

Factors Associated With Intellectual Fusion – Critical Thinking

- Assess critical thinking skills from a sociological perspective.
- Discuss the nature of truth versus opinion – and compliance / conformity correlates.
- Evaluate the nature and value of various forms of evidence.
- Discuss common social biases and pitfalls associated with thinking, including group think, and persuasion.
- Develop a strategy for thinking more critically.

Commented [DT2]: C1 / C2

Factors Associated With Intellectual Fusion –Perspective-Taking

- Discuss connections between empathy and perspective.
- Practice taking alternative perspectives on a social issue of personal importance.

Commented [DT3]: C1 / C2

Factors Associated With Intellectual Fusion – Team Dynamics

- Explore communication challenges associated with individuals with diverse perspectives.
- Discuss key elements associated with the internal dynamics of a team.
- Identify common communication-related problems in teams.
- Suggest ways of improving group decision-making processes.
- Assess different types of team conflict and possible interventions.
- Explore goal asymmetry, conflict, decision-making, and behaviors associated with group goals versus individual goals on an interdisciplinary team.

Commented [DT4]: C1 / C2

Literacy and critical inquiry

- ◆ The vast majority of your grade in this course will depend upon writing, including multiple substantial writing tasks (Discussion Topics and Papers) arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.
- ◆ Papers and Discussion Topics require the gathering, interpretation, and evaluation of evidence.

Text Books / Course Readings

The following textbook and materials are required for the course:

- Aronson, E. (2011). *The Social Animal*. Worth Publishers, 11th Edition.
- Burger, E. B., Starbird, M. (2012). *The 5 Elements of Effective Thinking*. Princeton University Press.
- Kirby, G. R., Goodpaster, J. R. (2007). *Thinking* (4th Edition). Pearson Prentice Hall
- **Course Website** – You’ll find all of the other required readings available online in a coursepac – under the *Readings links* posted under the *Course Home* and *Learning Modules 1 – 6* navigation tabs.

Commented [DT5]: C2 / C4

Commented [DT6]: C2 / C4

Grading Policy / Assignment Weighting

Students in this course will be required to complete short writing assignments in conjunction with activities in the textbook and online readings, perform limited library/internet research, participate in online discussion topics, and take a series of quizzes on the reading materials.

Learning Module	Task(s) To Be Completed	Points
Learning Module 1	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Aronson: Chapter 1 2) Burger & Starbird: Chapter 1 3) Kirby & Goodpaster: Chapters 1 - 5 4) Coursepac – Learning Module 1 <p><i>Assignments:</i></p> <ol style="list-style-type: none"> 1) Discussion Topic #1: The psychology of learning and knowing – awareness, perception, cognition, and social learning styles 2) Intellectual Fusion Journal – Entry 1 – “Deep knowing” analysis and reflection 	<p>40</p> <p>10</p>

Commented [DT7]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.
C4 Illustrate use of social sciences perspectives and data.

<p>Learning Module 2</p>	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Aronson: Chapters 2 and 5 2) Burger & Starbird: Chapter 2 3) Kirby & Goodpaster: Chapters 6 - 10 4) Coursepac – Learning Module 2 <p><i>Assignments:</i></p> <p>1) Discussion Topic #2: Cognitive schema / mental models</p> <p>2) Paper #1: Evaluating different forms of evidence, and common cognitive biases and pitfalls in thinking and social science research</p> <p>3) Intellectual Fusion Journal – Entry 2 – Conformity and compliance behaviors / The role of failure in success</p>	<p>40</p> <p>50</p> <p>10</p>
<p>Learning Module 3</p>	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Aronson: Chapters 3 and 4 2) Burger & Starbird: Chapter 3 3) Kirby & Goodpaster: Chapters 11, 12 4) Coursepac – Learning Module 3 <p><i>Assignments:</i></p> <p>1) Discussion Topic #3: Logical thinking and scientific thinking in research and knowledge production</p> <p>2) Intellectual Fusion Journal – Entry 3 – Research questions, meta-questions, refining questions and implications in the social sciences</p>	<p>40</p> <p>10</p>

Commented [DT8]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.
C4 Illustrate use of social sciences perspectives and data.

Commented [DT9]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.
C4 Illustrate use of social sciences perspectives and data.

Learning Module 4	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Aronson: Chapters 6 and 7 2) Burger, Starbird: Chapter 4 3) Kirby & Goodpaster: Chapters 13, 14 4) Coursepac – Learning Module 4 <p><i>Assignments:</i></p> <ol style="list-style-type: none"> 1) Discussion Topic #4: Intellectual fusion through interdisciplinarity – key concepts and theories 2) Paper #2: Position Paper and Perspective Taking (Analyze and argue your position / perspective regarding social issue of choice; Analyze and argue alternative perspective(s) regarding social issue of choice) 3) Intellectual Fusion Journal – Entry 4 – Social psychology of teams 	<p>40</p> <p>50</p> <p>10</p>
Learning Module 5	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Aronson, Chapters 8 and 9 2) Burger, Starbird: Chapter 5 3) Kirby & Goodpaster: Chapter 15 4) Coursepac – Learning Module 5 <p><i>Assignments:</i></p> <ol style="list-style-type: none"> 1) Discussion Topic #5: Internal dynamics of teams, key concepts and theories, team and organizational research in the social sciences 2) Intellectual Fusion Journal –Entry 5 – Strategies for transfer of learning 	<p>40</p> <p>10</p>
Learning Module 6	<p><i>Readings:</i></p> <ol style="list-style-type: none"> 1) Coursepac – Learning Module 6 <p><i>Assignments:</i></p> <ol style="list-style-type: none"> 1) Team Simulation Activity / Team Project 2) Paper#3: Goal Asymmetry, decision-making, and conflict on interdisciplinary teams – evaluating current research 3) Intellectual Fusion Journal – Entry 6 – Integrative reflection and future goals 	<p>40</p> <p>50</p> <p>10</p>

Commented [DT10]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data.

Commented [DT11]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data.

Commented [DT12]: C3 Assignments / discussion topics draw from the distinct knowledge base of the social and behavioral sciences.

C4 Illustrate use of social sciences perspectives and data.

Total Possible Points	450
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Total Point Score	Letter Grade
810 – 900 (90% and up)	A
720 – 809 (80% to 89%)	B
630 – 719 (70% to 79%)	C
540 – 629 (60% to 69%)	D

Assignments are generally due Sunday nights at 11:59 p.m. AZ time. Remember, however, that I may not be as available on the weekends so do enough early in the week to see if you have questions.

All assignments will be graded within a week of the due dates. Individual and group feedback will be provided.

Also, while due dates are firm, you are generally in control of your schedule beyond that. So, for instance, if you know you need more time to read something, start earlier. Or, for example, you know you have a wedding coming up and you will be gone on a due date, plan ahead to get the work done early and submit it before you go. All assignments are visible from day one, so while this is NOT a self-paced class, you can build in your own wiggle room if you plan ahead. (Generally, if you plan ahead to spend at least as much time as you would coming to campus and sitting in a face-to-face class, plus homework, you should be fine!)

Late Policy

Due to amount of work required for this course, **no late work will be accepted for credit except when the student has contacted the instructor prior to the assignment deadline with extraordinary circumstances and appropriate documentation.** If you think you will have trouble meeting the assignment deadlines for this course, you would be well advised to drop the course and take it when you have more time to devote to your studies.

There is sufficient time to do each assignment and you know about them all in advance so can plan ahead and basically start immediately on the next assignment once you've completed the previous one. As mentioned above, if you know you have a busy week coming up, start early or work ahead a bit.

Illness and/or catastrophes: The late work policy applies to students who are ill or who are having personal problems. These students are encouraged to face adverse conditions and survive. The key here is to get an early start and do not procrastinate! However, students facing catastrophic illness or events are advised to make an appointment with the instructor, and develop a special plan of action.

Disability Resources Issues: If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible in the first week of class. (Technically, if one has a disability they're supposed to explore arrangements before classes start in case it isn't possible to adjust a particular class for a particular disability they can find out early. Still if you are not sure if you have a disability, touch base today and we'll see.)

Other workload considerations: Finally, lateness due to national or religious holidays, for athletic events or work/internship events has never come up in my online classes and "absences" don't make sense either. I suspect because it isn't really a valid reason as the due dates are laid out from day one and folks can plan ahead (to turn something in before the holiday or sporting event, etc.)... part of why they want to take an online class!

Laying out assignments ahead is, again, by design so everybody has plenty of time to know what's coming and when in order to give themselves more time on any one assignment if they personally think they need it or want to work ahead a bit to clear some time on their calendar. So if you know you have travel plans for fun, will be super busy at work one period of time or gone for business, or have restrictions or celebrations to attend for your family or religion on a certain day please simply plan ahead so you can turn your work in any time before that.

Policy on Incompletes

Please note that incompletes will be given only in very special circumstances. An incomplete will only be granted to a student who has only a minor portion of the work left undone at the end of the semester, as the result of special circumstances only. An incomplete will be granted for serious grounds and not when a student, through negligence or procrastination, fails to complete a major portion of the work for the course on time.

Other Course Policies

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at David.Thomas@asu.edu, or the faculty head, Kevin Ellsworth.

Classroom Behavior

We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

Establishing a Safe Environment

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

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.

Email Communication

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.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

University Policies

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at provost.asu.edu/academic-integrity.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students (DRC). The site can be found at eoss.asu.edu/drc. Instructors cannot provide accommodations without authorization from the DRC.

Downtown Phoenix Campus

Post Office, Suite 201
Phone: 602.496.4321
E-mail: DRCDowntown@asu.edu

Polytechnic Campus
Sutton Hall - Suite 240
Phone: 480.727.1039
E-mail: DRCPoly@asu.edu

Tempe Campus
Matthews Center building, 1st floor
Phone: 480.965.1234
E-mail: DRCTempe@asu.edu

West Campus
University Center Building, Room 130
Phone: 602.543.8145
E-mail: DRCWest@asu.edu

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a 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 at sexualviolenceprevention.asu.edu/faqs.

“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, eoss.asu.edu/counseling, is available if you wish to discuss any concerns confidentially and privately.”

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Campus Resources

There is clear evidence that students who take advantage of academic support services perform better academically. As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: students.asu.edu/academic-success
- Counseling Services: students.asu.edu/counseling
- Financial Aid: students.asu.edu/financialaid
- Disability Resource Center: asu.edu/studentaffairs/ed/drc/
- Major/Career Exploration: uc.asu.edu/majorexploration/assessment
- Career Services: students.asu.edu/career
- Student Organizations: asu.edu/studentaffairs/mu/clubs/
- ASU Writing Centers: tutoring.asu.edu/writing-centers

- ASU Police Department: cfo.asu.edu/police
- International Student Resources: students.asu.edu/international/support/academic

Assessment Guidelines

Following are my Assessment Guidelines for your perusal. Your grades will be assigned based on the principles there that relate to the quality and compliance with the detailed instructions laid out in each assignment.

I will post your points to the online Grade book. Then I will offer comprehensive feedback to the class on the Announcements page (my main way of communicating with the class) that speaks in general terms and offers examples of how people did...what tended to earn a better versus a less good grade, etc. so you can learn from what everyone did right (and wrong) on each assignment to apply to doing better on the next assignment.

You are expected to consider your points in the context of that feedback given and what was asked for in the instructions as a way of understanding your score. Through working with many online students I've learned that most prefer this method of feedback (once they get used to it) as it helps build community by letting them know how they fit in with the whole and how they might do better. It's like the comments the teacher gives a face-to-face class after an assignment is done.

Thus, I may not provide individual feedback to students unless they ask for it after having first read the class feedback. Many educators consider this a more advanced form of feedback helping good thinkers (which you should be at this stage of your education) build still better critical thinking skills and skills in self-evaluation, or at least practice them before asking for more that would confirm or disconfirm. (And it discourages students from ignoring contextual feedback and focusing only on themselves.) So, I give plenty of feedback in these announcements. If you re-read what you turned in objectively (in light of the instructions, assessment guidelines, and feedback announcement) you should be able to recognize why you fell where you did on the continuum. (When I do give individual feedback, it is usually attached via hyperlink to your grade in the gradebook...keep an eye out for it.)

All that is said so you understand how the class works and what is expected of you.

Still, please know, you are always welcome to call or email me if you do need some individual feedback in a given case. It can take a little practice to build the skills I described above. So I encourage you to touch base with me if, after you've done as asked above, to email or call me, explain what piece of the feedback you think does or doesn't apply so you are specific about what piece you need further clarification on (as I can't read minds as much as I try!)

If you ask for additional feedback it needs to be within 3-5 days of when I posted the announcement so that what we talk about will benefit your next assignment & your assignment will be fresh in my head).

Following is an assessment guidelines rubric that you should consider as you review your grades on any particular assignment.

IDS 201 Intellectual Fusion

Text Books / Course Readings

The following textbook and materials are required for the course:

Aronson, E. (2011). *The Social Animal*. Worth Publishers, 11th Edition.

Burger, E. B., Starbird, M. (2012). ***The 5 Elements of Effective Thinking***. Princeton University Press.

Kirby, G. R., Goodpaster, J. R. (2007). *Thinking* (4th Edition). Pearson Prentice Hall

Course Website – You'll find all of the other required readings available online in a coursepac –under the *Readings links* posted under the *Course Home* and *Learning Modules 1 – 6* navigation tabs.

The Social Animal

Elliot Aronson

Contents

Why I Wrote This Book vii

Acknowledgments xi

1 What Is Social Psychology? 1

2 Conformity 13

3 Mass Communication, Propaganda, and Persuasion 59

4 Social Cognition 113

5 Self-Justification 177

6 Human Aggression 249

7 Prejudice 297

8 Liking, Loving, and Interpersonal Sensitivity 355

9 Social Psychology as a Science 405

Glossary 430

Notes 438

Name Index 486

Subject Index 492

5 Elements of Effective Thinking

Edward B. Burger and Michael Starbird

Contents

Preface

[Thinking Makes the Difference](#)

Introduction

[Elements of Effective Thinking, Learning, and Creating](#)

Earth

[1. Grounding Your Thinking](#)

UNDERSTAND DEEPLY

[Understand simple things deeply](#)

[Clear the clutter—seek the essential](#)

[See what's there](#)

[See what's missing](#)

[Final thoughts: Deeper is better](#)

Fire

[2. Igniting Insights through Mistakes](#)

FAIL TO SUCCEED

[Welcome accidental missteps—let your errors be your guide](#)

[Finding the right question to the wrong answer](#)

[Failing by intent](#)

[Final thoughts: A modified mind-set](#)

Air

[3. Creating Questions out of Thin Air](#)

BE YOUR OWN SOCRATES

[How answers can lead to questions](#)

Creating questions enlivens your curiosity

What's the real question?

Final thoughts: The art of creating questions and active listening

Water

4. Seeing the Flow of Ideas

LOOK BACK, LOOK FORWARD

Understanding current ideas through the flow of ideas

Creating new ideas from old ones

Final thoughts: "Under construction" is the norm

The Quintessential Element

5. Engaging Change

TRANSFORM YOURSELF

Summary

A Way to Provoke Effective Thinking

A BRIEF REVIEW

Share Your Own Stories of Effective Thinking

Acknowledgments

About the Authors

Thinking, 4th Edition

Gary R. Kirby, Jeffrey R. Goodpaster

TABLE OF CONTENTS

Preface	vi
Structure of the Manual	vii
Chapter One: Why Think?	1
A Motivating Introduction	1
Goals	1
Applications for Critical Thinking Courses	2
Applications for Composition Courses	2
Applications for Philosophy Courses	3
Suggested Activities	3
Discussion Topics and Activities	4
Evaluation Materials	4
Chapter Two: Personal Barriers	6
Changes to the Fourth Edition	6
A Motivating Introduction	6
Goals	6
Overview	7
Lecture Ideas	8
Discussion Topics and Activities	10
Thinking Activity	12
Evaluation Ideas	14
Answers and Responses to Selected Thinking Activities	15
Recommended Reading	15
Chapter Three: Sensing and Thinking	17
A Motivating Introduction	17
Goals	17
Comments	17
Applications to Composition Courses	18
Discussion Topics and Activities	18
Developing an Action Plan	19
Evaluation Ideas	20
Chapter Four: Brain and Memory	21
Changes to the Fourth Edition	21
A Motivating Introduction	21
Goals	22
Lecture Ideas	22
Discussion Topics and Activities	23
Evaluation Ideas	25
Answers and Responses to Selected Thinking Activities	26
Recommended Reading	28

Chapter Five: Language: Our Thinking Medium	29
A Motivating Introduction	29
Goals	29
Comments	29
Applications to Composition Courses	30
Discussion Topics and Activities	30
Evaluation Ideas	32
Chapter Six: Feeling and Thinking	33
A Motivating Introduction	33
Goals	33
Applications to Composition Courses	33
Discussion Topics and Activities	33
Evaluation Ideas	34
Chapter Seven: Creative Thinking	35
A Motivating Introduction	35
Goals	35
Applications to Composition Courses	35
Discussion Topics and Activities	35
Evaluation Ideas	37
Chapter Eight: Organizing Our Thinking	38
A Motivating Introduction	38
Goals	38
Applications to Composition Courses	38
Discussion Topics and Activities	38
Evaluation Ideas	39
Chapter Nine: Logic	40
Changes to the Fourth Edition	40
A Motivating Introduction	40
Goals	40
Overview (Key Terms)	41
Lecture Ideas	43
Discussion Topics and Activities	43
Evaluation Ideas	45
A Sample of an Objective Logic Exam	45
Answer Key	55
Answers to Thinking Activities	56
Chapter Ten: Science	62
Changes to the Fourth Edition	62
A Motivating Introduction	62
Goals	62
Overview	63
Lecture Ideas	66
Discussion Topics and Activities	68
Evaluation Ideas	72
Answers and Responses to Selected Thinking Activities	73
Recommended Reading	75

Chapter Eleven: Persuasive Thinking	76
Changes to the Fourth Edition	76
A Motivating Introduction	76
Goals	76
Applications to Composition Courses	76
Discussion Topics and Activities	76
Evaluation Ideas	78
Chapter Twelve: Problem Solving	79
Changes to the Fourth Edition	79
A Motivating Introduction	79
Goals	80
Overview	80
Discussion Topics and Activities	81
Evaluation Ideas	83
Answers to Selected Thinking Activities	84
Recommended Reading	88
Chapter Thirteen: Evaluating Our Thinking	89
A Motivating Introduction	89
Goals	89
Applications to Composition Courses	89
Suggested Activities	89
Evaluation Ideas	90
Chapter Fourteen: Decision and Action	91
A Motivating Introduction	91
Goals	91
Suggested Activities	91
Evaluation Ideas	92
Chapter Fifteen: The Challenge to Go on Thinking	93