

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:	314
Title:	Integrative Perspectives on Cultural Dynamics		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?	Yes	Chair/Director Initials
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.		KE (Required)

Requested designation: Cultural Diversity in the United States–C **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 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 \(H\)](#)

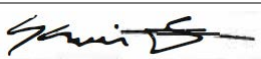
- A complete proposal should include:**
- Signed course proposal cover form
 - [Criteria checklist](#) for General Studies designation being requested
 - Course catalog description
 - Sample syllabus for the course
 - Copy of table of contents from the textbook and list of required readings/books

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

Contact information:

Name	Jennifer L. Chandler	E-mail	Jennifer.L.Chandler@asu.edu	Phone	480-727-1526
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Kevin Ellsworth	Date:	10-23-2018
Chair/Director (Signature):			

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

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

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus

Course Prefix	Number	Title	General Studies Designation
IDS	314	Integrative Perspectives on Cultural Dynamics	C

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1	This course contributes to an understanding of cultural diversity in contemporary U. S. by examining the cultural, racial, ethnic dimensions used in the narratives for U. S. wars. Three wars are examined using organizational and leadership theories as the lens of critical analysis to build deeper understandings that contrast with simple models and narratives of these wars: U.S. Revolutionary War, the U. S. involvement in Vietnam, and the war in Syria.	Example materials include: Harvey, S. (2016-04-05). Ideas of Race in Early America. Oxford Research Encyclopedia of American History. Excerpt from Chandler, J. L., & Kirsch, R. E. (2018). Critical leadership theory: Integrating transdisciplinary perspectives. Basingstoke, UK: Palgrave Macmillan. Dahl, R. A. (1957). The concept of power. Behavioral Science, 2(3), 201-205. doi:10.1002/bs.3830020303.
2a&c	The course examines the racial and ethnic components involved in U. S. wars and their aftermaths.	Examples of materials includes: Belew, K. (2018). Bring the war home: The White power movement and paramilitary America. Cambridge, MA: Harvard University Press. Bonomi, P. U. (2003). Under the cope of heaven: Religion, society, and politics in colonial America, (updated ed.). Oxford, UK: Oxford University Press. Frey, S. (1991). Water from the rock: Black resistance in a

		<p>revolutionary age. Princeton, N.J.: Princeton University Press.</p> <p>Scott, A. (2008). The Vietnam War era 's impact on American society (master's thesis). Retrieved from Digital Commons @Brockport.</p>

Catalog Description

IDS 314 Integrative Perspectives on Cultural Dynamics

This course will apply integrative and interdisciplinary tools, methods, knowledge, and skills to examine the shifting dynamics of cultural diversity in the United States.

IDS 314
Integrative Perspectives on Cultural Dynamics
Topic: Analyzing Warganizations

Note: This course is a permanent course with topics. This is a sample syllabus of the topic.
Topics will vary.

Instructor: Jennifer L. Chandler
Office: Santa Catalina, Room 251N, Polytechnic Campus
Phone: 480-727-1526
Contact Info: Jennifer.L.Chandler@asu.edu
Office Hours: by appointment, contact by email is best

Units: 3

Repeatable for credit: Yes

Offered by: College of Integrative Sciences and Arts

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/> . If you have questions or concerns, please send your inquiry to cisa@asu.edu.

Enrollment requirements: Prerequisite(s): 45 minimum hours completed.

Catalog Description:

This course will apply integrative and interdisciplinary tools, methods, knowledge, and skills to examine the shifting dynamics of cultural diversity in the United States.

Course Description:

Using a diplomatic historical approach drawing from primary sources, students analyze decision-making processes within a systems theory approach to organizations. Putting themselves in the place of decision makers, students analyze the actions of organizations that resulted in past wars. Students also examine current global relations using the same lens.

Student Learning Outcomes:

Through required readings and written assignments, students will be able to:

- Analyze the organization of social groups and social structures.
- Apply organizational theories and concepts to world and life events.
- Analyze the impact of medium to large social structures on individual behavior.

Course Objectives:

This course explores how the practice of integrating knowledge, skills and perspectives from multiple sources can be used to better understand the history of cultural diversity in the U.S.

Attendance / Absence Policy

Attendance will be taken each class session, either by sign-in sheet or assignments as collected. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment due to [University-sanctioned activities](#). Students who arrive to class late or leave early are considered absent for that class period.

Coursework:

Module 1 – Leadership and Organizations

Our understandings of leadership and organization are embedded in the images and models we use. Those understandings include: (1) Who are leaders? (2) What are organizations for? (3) How do organizations function? (4) What do leaders do? In this module, students review definitions, images, and models of leadership and organizations used in the U. S. over the last 200 years and reflect on the common images, models, and understandings they encounter on a daily basis. Three common models are presented: a binary model, a machine model, and a hierarchical model. Students engage in critical analysis of the understandings, images, and models. Questioning the assumptions that the meanings rest upon reveals their enduring functions that persist even though they have changed over time.

Module Learning Objectives:

- Identify simple models of organizations when and where used.
- Explain a variety of meanings of leadership.
- Discuss simple and complex understandings of power.

Assignments:

- Essay - Understanding Leadership (35 points)
- Essay - Analyzing Organizational Models (35 points)

Required Materials (provided to students in class)

- Argyris, C. (1959). Understanding Human Behavior in Organizations: One Viewpoint. In Haire, M. (Ed), *Modern organization theory* (pp. 115-154). New York, NY: John Wiley.
- Chandler, J. L. S. (2017). *Binary Model* [animated instructional video].
- Chandler, J. L. S. (2017). *Machine Model* [animated instructional video].
- Chandler, J. L. S. (2017). *Hierarchical Model* [animated instructional video].
- Excerpt from Chandler, J. L., & Kirsch, R. E. (2018). *Critical leadership theory: Integrating transdisciplinary perspectives*. Basingstoke, UK: Palgrave Macmillan.
- Dahl, R. A. (1957). The concept of power. *Behavioral Science*, 2(3), 201-205.
doi:10.1002/bs.3830020303.
- Dubois, D. (2016, February 26). The two big ways power transforms a person. *Harvard Business Review*.
- Kahn, R. L. (1989). Nations as organizations: Organizational theory and international relations. *Journal of Social Issues*, 45(2), 181-194.
- Yukl, G. A. (2006). Power and influence. In *Leadership in organizations* (6th ed., pp. 145-159). Saddle River, NJ: Prentice Hall.

Module 2 – U. S. Revolutionary War

Analyzing the complex genesis for the U. S. Revolutionary War from an organizational and leadership perspective includes original historical texts and subsequent analyses of several social influences impacting the inhabitants of the U. S. colonies. Students examine the progression of relationship impacts that preceded the initial battles with the British that evolved into the U. S. Revolutionary War. The organizations analyzed include the Continental Congress and the social institutions of religion and the commercial organizations.

Module Learning Objectives:

- Compare simple explanations of the U. S. Revolutionary War with complex and nuanced analysis of the “causes” of war.
- Discuss the social process of leadership involved in a public organization.

Assignments:

- Essay - Would I have joined the American revolution? (35 points)
- Essay - Common Sense? (35 points)

Required Materials (provided to students in class)

- Adams, V. (2017). *Deciding to Make the War a War for Independence*. [instructional video]. Excerpt from Bonomi, P. U. (2003). *Under the cope of heaven: Religion, society, and politics in colonial America*, (updated ed.). Oxford, UK: Oxford University Press.
- Excerpt from Frey, S. (1991). *Water from the rock: Black resistance in a revolutionary age*. Princeton, N.J.: Princeton University Press.
- Harvey, S. (2016-04-05). Ideas of Race in Early America. *Oxford Research Encyclopedia of American History*. Retrieved 3 Jul. 2018, from <http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-262>.
- Excerpts from Hooper, T. (Director). (2008). *John Adams* [Motion Picture].
- Paine, T. (1775). *Common Sense*.
- Paterson, T. G., & Merrill, D. (1995). Origins: The colonial and revolutionary eras. In T. G. Paterson, & D. Merrill (Eds.), *Major problems in American foreign relations, Volume I: To 1920* (4th ed., pp. 28-63). Lexington, CT: D. C. Heath and Company.
- Smith, J. L. (2015). How was the revolutionary war paid for? *Journal of the American Revolution*.
- Would You Have Joined the American Revolution? (2018). Retrieved from <https://www.youtube.com/watch?v=XNqVKV465CM>
- Excerpt from Vigoda-Gadot, E. (2009). *Building Strong Nations: Improving Governability and Public Management*. Farnham, UK: Ashgate Publishing.
- Zagarri, R. (2018). *Causes of the American Revolution*. Retrieved March 26, 2018, from Teaching History: <http://teachinghistory.org/history-content/beyond-the-textbook/25627>

Module 3 – U. S. involvement with South Vietnam in their Civil War

This module focuses on some aspects of the U. S. involvement in the war in Vietnam by analyzing a selection of actions and statements of Presidents Kennedy and Johnson, evidence recently released from the National Security Agency, and subsequent analyses. The warganizations analyzed include the U.S. Executive branch and Congress.

Module Learning Objectives:

- Compare simple explanations of the U. S. involvement in the civil war between North and South Vietnam with complex and nuanced analyses.
- Discuss the social process of leadership involved in a public organization.

Assignments:

- Essay - Why did LBJ send troops to Vietnam? (35 points)
- Essay - How did U. S. involvement in Vietnam impact the U. S.? (35 points)

Required Materials (*provided to students in class*)

Adams, V. (2017). *Why did LBJ Send Combat Troops to Vietnam*. [instructional video].

Bakke, W.E. (1959). Concept of social organization. In Haire, M. (Ed), *Modern organization theory* (pp. 16-73). New York, NY: John Wiley.

Belew, K. (2018). *Bring the war home: The White power movement and paramilitary America*. Cambridge, MA: Harvard University Press.

deLeon, R. (2015, June 25). 5 ways Vietnam War changed America. *CNN*.

Einstein, A., & Freud, S. (1933) *Why war?* Oxford, England: Allen & Unwin.

Foreign Relations of the United States, 1964-1968, Vol. XXX. (1998). In H. D. Schwar (Ed.). Washington, DC: U. S. Government Printing Office.

Excerpt from Morris, E. (Director). (2003). *The Fog of War: Eleven Lessons from the Life of Robert S. McNamara* [Motion Picture].

Marlantes, K. (2017, January 7). Vietnam: The war that killed trust. *The New York Times*.

Moyers, B. (2009, November 20). *The Journal*.

Schlesinger, A. (1992, March 29). What Would He Have Done? *The New York Times*. Retrieved July 7, 2018, from <https://archive.nytimes.com/www.nytimes.com/books/00/11/26/specials/schlesinger-newman.html>

Scott, A. (2008). *The Vietnam War era 's impact on American society* (master's thesis). Retrieved from Digital Commons @Brockport.

Woods, R. B. (2015, March 6). The choice: LBJ's decision to go to war in Vietnam. *The Conversation*. Retrieved from <https://theconversation.com/the-choice-lbjs-decision-to-go-to-war-in-vietnam-38410>

Wright, M., & Kraemer, S. F. (1968, November 1). Presidential Decisions: The Gulf of Tonkin Attacks of August 1964. Washington, DC: National Security Agency.

Module 4 – Current Warganizing

Students analyze current complex relationships, actions, and decisions related to the U. S. creation of enemies and warring with them.

Module Learning Objectives:

- Compare the simple narratives of U. S. involvement in wars in other nations with complex and nuanced analyses.
- Discuss the social process of leadership involved in warganizing.

Assignments:

- Essay - War in Syria (35 points)
- Essay - War with Iran? (35 points)

Required Materials (provided to students in class)

Ackerman, B. (2016, November 21). What happens to NATO Now? *The Atlantic*.

Cockburn, P. (2018, May 4). It's not clear if Trump and Netanyahu want a war with Iran – but they may fall into one all the same. *The Independent*.

Inwood, J. (2018, March 9). *Syria: Seven years of war explained*. BBC News.

Parsi, T. (2018, March 30). War With Iran Won't Be Iraq All Over Again. It'll Be Much Worse. *Huff Post*.

Phillips, T. (2017, April 12). Trump told Xi of Syria strikes over 'beautiful piece of chocolate cake'. *the guardian*.

Polk, W. R. (2013, December 10). Understanding Syria: From Pre-Civil War to Post-Assad. *The Atlantic*.

Sadjadpour, K. (2017, February 9). How America Could Stumble Into War With Iran. *The Atlantic*.

Assignments and Exams

Students are graded on essays posted in the discussion posting area of the online classroom. Essay length will vary by topic, with references and sources cited properly in accordance with [APA citation style](#). There are no written exams or class participation points for this class.

Module 1 Assignments

Essay - Understanding Leadership– 35 points. The post must include: an effective and clear introduction paragraph, several body paragraphs (at least one for each point discussed), and an effective conclusion paragraph. Each paragraph focuses on one point and appropriately uses logic in explaining the point. The points are logically related to each other and demonstrates thoughtful consideration and engagement with the concepts. References and sources cited properly in accordance with APA.

You will write a discussion post addressing the following questions: When did the word leadership begin being used in the US? Does it have the same meaning today? How does Yukl (2006) define it? How does that impact our ability to use a modern concept to examine historical behavior? How does power factor into leadership? How does the nation from which we are engaging in this course impact our perspectives on leadership? The United States has been referred to as a "leader" in many contexts. Is it? The due date is specific to each session that the course is offered and can be found in the Blackboard course.

Essay - Analyzing Organizational Models– 35 points. The post must include: an effective and clear introduction paragraph, several body paragraphs (at least one for each point discussed), and an effective conclusion paragraph. Each paragraph focuses on one point and appropriately uses logic in explaining the point. The points are logically related to each other that demonstrates thoughtful consideration and engagement with the concepts. References and sources cited properly in accordance with APA.

You will write a discussion post addressing the following: Describe three situations in which one of the simple models explained have been used. Preferably, these situations will be ones that you were personally involved in in your organization. You should address each model at least once. You can describe more situations and you can describe how more than one of these models was used in each situation. Describe the concepts that the model focuses your attention on while simultaneously deflecting attention from which concepts.

Module 2 Assignments

Essay - Would I have joined the American revolution? – 35 points. The post must include: an effective and clear introduction paragraph, several body paragraphs (at least one for each point discussed), and an effective conclusion paragraph. Each paragraph focuses on one point and appropriately uses logic in explaining the point. The points are logically related to each other that demonstrates thoughtful consideration and engagement with the concepts. References and sources cited properly in accordance with APA.

You will write a discussion post addressing the following: Identify and describe the simple models can you see in the common overly simplistic narrative of the origins of the United States as a place where everyone sought freedom? What were the (1) cultural, (2) religious, (3) social beliefs, and (4) practices of the various groups of people in North America in 1700-1775 time period? Who decided to go to war with England to achieve independence and why? Explaining this is complex, be sure to address that complexity. Where could you have been during the time? Maybe you have records of your ancestors who were involved in the war. Would you have joined the revolution?

Essay - Common Sense? - 35 points, The post must include: an effective and clear introduction paragraph, several body paragraphs (at least one for each point discussed), and an effective conclusion paragraph. Each paragraph focuses on one point and appropriately uses logic in explaining the point. The points are logically related to each other that demonstrates thoughtful consideration and engagement with the concepts. References and sources cited properly in accordance with APA.

You will write a discussion post addressing the following: What organizations did the Continental Congress Members represent? What was the larger organization that all the representatives belonged to? Describe the differences between representing an organization and leading an organization. Describe how the representatives dealt with their duty to represent and further their public organization goals when those were in conflict with their private interests. Inevitability - if an argument of inevitability is repeated over and over and over, what kind of simple model/narrative does that create? What goals were described in Common Sense? What images did Paine use to present his ideas? How do those images relate to the model provided in the Building Strong Nations reading? How is progress toward the goals described? What was the reader expected to do? Did Paine explain how the accomplishment of those goals would be paid for? Did he address the cost of war? Who paid for it? What understanding of a nation did the British subjects apply to their situation? What understanding of a nation were they arguing against? Describe the leadership playing out in the video as a process of mutual influence occurring among everyone involved. How well does that understanding of leadership fit?

Module 3 Assignments

Essay - Why did LBJ send troops to Vietnam? – 35 points, The post must include: an effective and clear introduction paragraph, several body paragraphs (at least one for each point discussed), and an effective conclusion paragraph. Each paragraph focuses on one point and appropriately uses logic in explaining the point. The points are logically related to each other that demonstrates thoughtful consideration and engagement with the concepts. References and sources cited properly in accordance with APA.

You will write a discussion post addressing the following: Give a simple narrative/model explanation of why LBJ sent troops to Vietnam and then contrast that with a complex discussion of the many interrelated issues involved. Use all the resources to build your argument. As part of your complex explanation, please use Kahn's (1989, p 183) argument that "people [in positions of "leadership" in organizations] are not only expressing their own personalities; they are motivated in large part by:

- organizationally mediated rewards and penalties,
- the hope of organizational preferment,
- organizationally generated feelings of solidarity with others,
- identification with an organizationally defined mission, and
- with organizationally determined standards and values."

In the situation that LBJ was in, what were these for his situation?

- organizationally mediated rewards and penalties,
- the hope of organizational preferment,
- organizationally generated feelings of solidarity with others,
- identification with an organizationally defined mission, and
- with organizationally determined standards and values."

Essay - How did U. S. involvement in Vietnam impact the U. S.? – 35 points, The post must include: an effective and clear introduction paragraph, several body paragraphs (at least one for each point discussed), and an effective conclusion paragraph. Each paragraph focuses on one point and appropriately uses logic in explaining the point. The points are logically related to each other that demonstrates thoughtful consideration and engagement with the concepts. References and sources cited properly in accordance with APA.

You will write a discussion post addressing the following: Provide a simple model/narrative of the aftermath of the U. S. involvement in Vietnam and contrast that with a more complete and therefore more complex and nuanced explanations. Use all the resources provided.

Module 4 Assignments

Essay - War in Syria – 35 points, The post must include: an effective and clear introduction paragraph, several body paragraphs (at least one for each point discussed), and an effective conclusion paragraph. Each paragraph focuses on one point and appropriately uses logic in explaining the point. The points are logically related to each other that demonstrates thoughtful consideration and engagement with the concepts. References and sources cited properly in accordance with APA.

You will write a discussion post addressing the following: Make comparisons between the organizational/social process playing out in this war with the organizational/social process that played out in the historical events you analyzed previously in the course. Please draw from the simple and the complex organizational and leadership models you analyzed in this course. Explain where you can recognize the various models. How does the use of those models influence your understanding? When you apply a complex model, what new things do you see?

Essay - War with Iran? – 35 points, The post must include: an effective and clear introduction paragraph, several body paragraphs (at least one for each point discussed), and an effective conclusion paragraph. Each paragraph focuses on one point and appropriately uses logic in explaining the point. The points are logically related to each other that demonstrates thoughtful consideration and engagement with the concepts. References and sources cited properly in accordance with APA.

You will write a discussion post addressing the following: Using all the materials provided, present a simple model/narrative of a war with Iran and contrast that with a complex analysis.

Course Outline:

The course is not rigidly structured; the self-paced format of this class allows students to select the order in which they will address the modules of this class. Final due dates for each essay posting will be indicated on Blackboard/Canvas for the specific iteration of the course.

- Module 1a - Understanding leadership
- Module 1b - Organizational Models
- Module 2a - U. S. Rev. War
- Module 2b - Common Sense?
- Module 3a - U. S. Enters Vietnam War
- Module 3b - Aftermath of U. S. Loss in Vietnam
- Module 4a - War in Syria
- Module 4b - War with Iran?

Grade Scale:

The LMS will calculate and display your points and your letter grade for you in the course.

Point Distribution

Essay	Points
Understanding Leadership	35
Analyzing Organizational Models	35
American Revolution	35
Common Sense	35
LBJ & Vietnam	35
U.S. Involvement Vietnam	35
War in Syria	35
War with Iran	35
Total Points Possible	280

A+	97.5% - 100%
A	92.5% - 97.5%
A-	89.5% - 92.5%
B+	86.5% - 89.5%
B	82.5% - 86.5%
B-	79.5% - 82.5%
C+	76.5% - 79.5%
C	69.5% - 76.5%
D	59.5% - 69.5%
E	< 59.5%
XE	0

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Grade Appeals:

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [ASU Grade Appeals policy](#).

Course Policies

Late or Missed Assignments:

No late work is accepted.

Extra Credit:

Extra Credit options are provided. Students can earn the full points by taking advantage of the Extra Credit structure in the course. The extra credit options also require additional work in each area.

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 Jennifer.L.Chandler@asu.edu, or the faculty head, Kevin Ellsworth.

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.

Disability Accommodations for Students:

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DR C as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC. asu.edu/studentaffairs/ed/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

Course Policies:

No student is to use a cell phone while attending a lecture or one of discussions we have on a conservation topic. If texting is observed during a lecture I will confiscate the phone and only allow you to use it in the evening.

Incompletes:

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

Student Standards:

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
<https://students.asu.edu/srr>

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.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Drop and Add Dates/Withdrawals:

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

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 Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

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.

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.

Student Conduct Statement:

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.

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 to wish 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.

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

Required Article Readings

IDS 314 Integrative Perspectives on Cultural Dynamics

Module 1

Required Materials (provided to students in class)

- Argyris, C. (1959). Understanding Human Behavior in Organizations: One Viewpoint. In Haire, M. (Ed), *Modern organization theory* (pp. 115-154). New York, NY: John Wiley.
- Chandler, J. L. S. (2017). *Binary Model* [animated instructional video].
- Chandler, J. L. S. (2017). *Machine Model* [animated instructional video].
- Chandler, J. L. S. (2017). *Hierarchical Model* [animated instructional video].
- Excerpt from Chandler, J. L., & Kirsch, R. E. (2018). *Critical leadership theory: Integrating transdisciplinary perspectives*. Basingstoke, UK: Palgrave Macmillan.
- Dahl, R. A. (1957). The concept of power. *Behavioral Science*, 2(3), 201-205.
doi:10.1002/bs.3830020303.
- Dubois, D. (2016, February 26). The two big ways power transforms a person. *Harvard Business Review*.
- Kahn, R. L. (1989). Nations as organizations: Organizational theory and international relations. *Journal of Social Issues*, 45(2), 181-194.
- Yukl, G. A. (2006). Power and influence. In *Leadership in organizations* (6th ed., pp. 145-159). Saddle River, NJ: Prentice Hall.

Module 2

Required Materials (provided to students in class)

- Adams, V. (2017). *Deciding to Make the War a War for Independence*. [instructional video].
- Excerpt from Bonomi, P. U. (2003). *Under the cope of heaven: Religion, society, and politics in colonial America*, (updated ed.). Oxford, UK: Oxford University Press.
- Excerpt from Frey, S. (1991). *Water from the rock: Black resistance in a revolutionary age*. Princeton, N.J.: Princeton University Press.
- Harvey, S. (2016-04-05). Ideas of Race in Early America. *Oxford Research Encyclopedia of American History*. Retrieved 3 Jul. 2018, from <http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-262>.
- Excerpts from Hooper, T. (Director). (2008). *John Adams* [Motion Picture].
- Paine, T. (1775). *Common Sense*.
- Paterson, T. G., & Merrill, D. (1995). Origins: The colonial and revolutionary eras. In T. G. Paterson, & D. Merrill (Eds.), *Major problems in American foreign relations, Volume I: To 1920* (4th ed., pp. 28-63). Lexington, CT: D. C. Heath and Company.
- Smith, J. L. (2015). How was the revolutionary war paid for? *Journal of the American Revolution*.
- Would You Have Joined the American Revolution? (2018). Retrieved from <https://www.youtube.com/watch?v=XNqVKV465CM>
- Excerpt from Vigoda-Gadot, E. (2009). *Building Strong Nations: Improving Governability and Public Management*. Farnham, UK: Ashgate Publishing.
- Zagarri, R. (2018). *Causes of the American Revolution*. Retrieved March 26, 2018, from Teaching History: <http://teachinghistory.org/history-content/beyond-the-textbook/25627>

Module 3

Required Materials (provided to students in class)

- Adams, V. (2017). *Why did LBJ Send Combat Troops to Vietnam*. [instructional video].
- Bakke, W.E. (1959). Concept of social organization. In Haire, M. (Ed), *Modern organization theory* (pp. 16-73). New York, NY: John Wiley.
- Belew, K. (2018). *Bring the war home: The White power movement and paramilitary America*. Cambridge, MA: Harvard University Press.
- deLeon, R. (2015, June 25). 5 ways Vietnam War changed America. *CNN*.
- Einstein, A., & Freud, S. (1933) *Why war?* Oxford, England: Allen & Unwin.
- Foreign Relations of the United States, 1964-1968, Vol. XXX. (1998). In H. D. Schwar (Ed.). Washington, DC: U. S. Government Printing Office.
- Excerpt from Morris, E. (Director). (2003). *The Fog of War: Eleven Lessons from the Life of Robert S. McNamara* [Motion Picture].
- Marlantes, K. (2017, January 7). Vietnam: The war that killed trust. *The New York Times*.
- Moyers, B. (2009, November 20). *The Journal*.
- Schlesinger, A. (1992, March 29). What Would He Have Done? *The New York Times*. Retrieved July 7, 2018, from <https://archive.nytimes.com/www.nytimes.com/books/00/11/26/specials/schlesinger-newman.html>
- Scott, A. (2008). *The Vietnam War era 's impact on American society* (master's thesis). Retrieved from Digital Commons @Brockport.
- Woods, R. B. (2015, March 6). The choice: LBJ's decision to go to war in Vietnam. *The Conversation*. Retrieved from <https://theconversation.com/the-choice-lbjs-decision-to-go-to-war-in-vietnam-38410>
- Wright, M., & Kraemer, S. F. (1968, November 1). *Presidential Decisions: The Gulf of Tonkin Attacks of August 1964*. Washington, DC: National Security Agency.

Module 4

Required Materials (provided to students in class)

- Ackerman, B. (2016, November 21). What happens to NATO Now? *The Atlantic*.
- Cockburn, P. (2018, May 4). It's not clear if Trump and Netanyahu want a war with Iran – but they may fall into one all the same. *The Independent*.
- Inwood, J. (2018, March 9). *Syria: Seven years of war explained*. BBC News.
- Parsi, T. (2018, March 30). War With Iran Won't Be Iraq All Over Again. It'll Be Much Worse. *Huff Post*.
- Phillips, T. (2017, April 12). Trump told Xi of Syria strikes over 'beautiful piece of chocolate cake'. *the guardian*.
- Polk, W. R. (2013, December 10). Understanding Syria: From Pre-Civil War to Post-Assad. *The Atlantic*.
- Sadjadpour, K. (2017, February 9). How America Could Stumble Into War With Iran. *The Atlantic*.