

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

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

College/School	College of Liberal Arts and Sciences	Department/School	School of Politics and Global Studies
Prefix: <b>SGS</b>	Number: <b>494</b>	Title: <b>Politics and Culture of Ireland</b>	Units: <b>3</b>

Course description:

Is this a cross-listed course?	Yes	If yes, please identify course(s):	<b>POS 494</b>
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. Chair/Director Initials  
**CT** (Required)

**Requested designation:** Global Awareness—G **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](mailto: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 Dr. Richard Herrera E-mail richard.herrera@asu.edu Phone 480-965-1331

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Dr. Cameron Thies Date: 12/18/18  
 Chair/Director (Signature):

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

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

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

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

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

Reviewed 4/2014

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

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

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Course Prefix	Number	Title	Designation
SGS	494	Politics and Culture of Ireland	Global Awareness (G)

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

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2A: In-depth area of studies which are concerned with an examination of culture-specific elements of a region country or culture.	The primary goal of this program is to guide students in developing a rich understanding of Ireland's historical political development, culture, and the intersection of the two. Additionally, students will learn about the differences and similarities of Northern Irish politics and government and that of the Republic of Ireland.	<p>Wednesday, May 8— Day trip to Newgrange—Pagan Pre-history.</p> <p>Thursday, May 9— Walking Tour of Dublin--Medieval to Modern Day (Irish History in Brief) Croke Park Stadium Tour – GAA &amp; Irish Identity Experience Gaelic Games</p> <p>Friday, May 10— Kilmainham Museum / 1916 Rising National Museum Collins Barracks (1916 and Independence</p> <p>Saturday May 11— Tour of Dublin City University Speaker: Colm Kearns – Marketing Irish Identity Movie Screening—The Wind that Shakes the Barley (2006)</p> <p>Sunday May 12— Glasnevin Cemetery The Abbey Theatre—Production TBA</p> <p>Monday, May 13— Day Trip – Maynooth University Guest Speaker: Sean Ashe Lunch at K Club with President of National University of Ireland, Maynooth</p> <p>Tuesday, May 14— Tour of the Dail (Irish Legislature)</p>

		<p>Wednesday May 15—                  Depart for Belfast                  Tour of Interfaith Area, West Belfast –                  Identity &amp; Faith                  Titanic Exhibit Belfast</p> <p>Thursday, May 16—                  Industrial Belfast: Ulster Museum</p> <p>Friday, May 17—                  Queens University visit                  Speakers: TBA—Topic: Northern                  Ireland—Republic of Ireland Relations                  City Hall: What does it mean to be                  Northern Irish in 2017</p> <p>Saturday, May 18—                  Giant’s Causeway                  Dark Hedges (Game of Thrones)                  Carrick-a-rede Rope Bridge                  Dunluce Castle                  (Game of Thrones)</p> <p>Sunday May 19 -                  Joycean Walking Tour</p> <p>Irish Writer’s Museum</p>
<p>2A: In-depth area of studies which are concerned with an examination of culture-specific elements of a region country or culture.</p>	<p>The primary goal of this program is to guide students in developing a rich understanding of Ireland’s historical political development, culture, and the intersection of the two.</p>	<p>Research Presentation: You will create “case studies” describing and explaining particular aspects of politics in Ireland (e.g., historical relationship between Ireland and U.K), cultural contributions of Irish artists, and where and how Irish politics and the arts intersect.</p>

**Course Description:**

Covers topics of immediate or special interest to a faculty member and students.

**SGS 494 Politics and Culture of Ireland**  
Study Abroad Summer 2019  
May 7- May 21

Dr. Richard Herrera  
Coor 6702  
[richard.herrera@asu.edu](mailto:richard.herrera@asu.edu)  
480-965-1331  
602-525-0077

Dr. Gina Woodall  
Coor 6694  
[gina.woodall@asu.edu](mailto:gina.woodall@asu.edu)  
480-727-7890  
480-250-9624

**Program/Course Description:**

Irish history and contemporary politics is a fascinating story of connection with the United Kingdom, independence, and participation in the European Union. In some ways it is similar to that of the United States and the U.K. As in many societies, Irish contributions to culture sometimes reflect their politics. This course explores the politics and culture of Ireland independently and where they intersect.

The class consists of a series of pre-departure class meetings (April 5-April 26) followed by a 2-week study abroad to Ireland (May 7-May 21). Upon returning to Arizona, students will complete course requirements by presenting research generated from the trip.

Unless otherwise noted, attendance at ALL of the events listed below is MANDATORY. The purpose of the events is to enhance course work reviewed prior to departure and provide students with a first-hand experience of Irish politics and culture.

**Course Goals:** The primary goal of this program is to guide students in developing a rich understanding of Ireland's historical political development, culture, and the intersection of the two. Additionally, students will learn about the differences and similarities of Northern Irish politics and government and that of the Republic of Ireland.

**Learning Outcomes:**

Knowledge

Students will be able to analyze the historical political development of Ireland.

Students will be able to analyze the historical and contemporary relationship between Ireland and the United Kingdom, specifically Irish Independence, the time period known as The Troubles, and Brexit.

Students will be able to list and discuss some of the contributions of major Irish artists in film, music and literature.

Students will be able to analyze the intersection of Irish politics and arts.

Competencies

Students will be able to identify important political time periods in Irish history since the early 1900s.

Students will be able to identify key political actors in the historical and contemporary political development of Ireland, including those from the United Kingdom.

Students will be able to identify and discuss the contributions of major figures in Irish arts, including literature, music and film.

### Skills

Students will be able to demonstrate critical thinking, analytical, and communication skills in discussing and writing about Irish politics.

Students will be able to demonstrate critical thinking, analytical, and communication skills in discussing and writing about Irish culture and arts.

Students will be able to demonstrate critical thinking, analytical, and communication skills in discussing and writing about the intersection of Irish culture and politics.

**Pre-requisites/Co-requisites/Anti-requisites:** none

**Course Format:** Pre-departure class meetings, excursions, events, discussions.

**Late Assignments:** Unexcused late assignments will not be accepted.

### **Course Requirements and Grading**

In order to prepare you for our two- week study abroad experience, you will be required to read relevant books, book chapters, and articles, and attend four pre- departure “classes.” During these sessions you will:

- Be introduced to historical Irish political development.
- Be introduced to major figures in Irish arts.
- Develop analytical skills and a research plan that will prepare you in the collection of relevant observational and ethnographic data while we travel abroad.

While in- country you will meet with faculty, elected officials, arts curators and use a combination of interviews, observations, and ethnographic methods to gather data. From this information, you will create “case studies” describing and explaining particular aspects of politics in Ireland (e.g., historical relationship between Ireland and U.K), cultural contributions of Irish artists, and where and how Irish politics and the arts intersect.

You will then use applicable theories, the data you have gathered, and whatever multimedia platforms are most appropriate (photography, videos, presentation of archival data and interview transcripts, etc.) to present the findings from your research.

Course requirements include:

- completion of the assigned readings,
- submission of the daily blog post writing assignments,
- thoughtful participation on- line through regularly assigned discussion boards,
- submission of a final research presentation, and
- attendance and active classroom participation during the pre- departure classes and while in- country.



## Listing of Assignments:

**Daily Blog Assignment:** File a blog entry each day while in Ireland. Blogs must be posted no later than midnight (EST) each day. The first blog entry is due by midnight, Saturday, May 12. The last entry is due May 25. The blog entries will be on topics directed to you. Some examples of topics I am interested in learning about: what have you learned about the system of government of Ireland? How did the discussions in class, or the comments of the guest lecturers, or your conversations with classmates about the history of Ireland-U.K. relations affect your perception of the history of Ireland? How would you compare Irish politics to that of the U.S.? What did you learn about the literature of Irish writers? Blog posts count for 20 percent of your final grade.

**Discussion Board:** You are expected to participate thoughtfully and regularly through our on- line discussion board. Discussion boards will count for 10 percent of your final grade.

**Research Presentation:** The research presentation is due after we return from our study abroad adventure. You will create "case studies" describing and explaining particular aspects of politics in Ireland (e.g., historical relationship between Ireland and U.K), cultural contributions of Irish artists, and where and how Irish politics and the arts intersect. Details on format, requirements, and presentation options will be discussed during our pre- departure sessions. The research presentation will count for 30 percent of your final grade.

**Book review:** Students will choose from a list of Irish writers and submit a 5-page book/poetry/music/film analysis at the time of the research presentation. The analysis will count for 20 percent of your final grade.

**Participation:** It is our expectation that you are in attendance at every pre-departure class meeting. We also expect that you will be an active participant in classroom discourse; while visiting schools and meeting with teachers, students, and university faculty while abroad; and will be prepared to discuss the materials assigned on the dates that they are assigned. Discussion opportunities that reflect the readings and the topics addressed in the course will be held regularly as part of our pre-departure meetings and a daily part of our study abroad experience while in- country. Participation will be worth 20 percent of your final grade.

Components that will determine your grade include:

Assignments	Percentage of Grade
Blog Posts	20
Discussion Board	10
Research Presentation	30
Book review	20
Participation	20

**Grades:**

A= 90-100

B= 80-89

C= 70-79

D= 60-69

E= 59 or lower

NOTE: Students may be removed from the program for violations of the ASU Student Code of Conduct (see below under Student Standards).

**Required Books and Additional Readings**

Two books are **required** and will be provided to you as part of your participation in our program:

- Mack, Natasha, Cynthia Woodsong, Kathleen M. MacQueen, Greg Guest, and Emily Namey. 2005. *Qualitative Research Methods: A Data Collector's Field Guide*. Research Triangle Park, North Carolina: Family Health Intl.
- Stuart, Neviile. *The Ghosts of Belfast*. 2002.
- Students will choose from a book list of novels by Irish writers.
- Additional articles will be assigned and made available on Blackboard.
- Podcasts on Irish politics, notable political and cultural figures, and culture will be posted on Blackboard for download.

**Syllabus, schedule and reading list****Pre-departure class #1****Friday, April 5**

Introductions and Overview of Course Learning Goals

Qualitative and Comparative Research Methods, Case Studies

Mack, Natasha, Cynthia Woodsong, Kathleen M. MacQueen, Greg Guest, and Emily Namey. 2005. *Qualitative Research Methods: A Data Collector's Field Guide*. Research Triangle Park, North Carolina: Family Health International. FIELD GUIDE

Film: *Waking Ned Devine* (1998) or *The Secret of Roan Inish* (1994)

**Pre- departure class #2****Friday, April 12**

Irish Independence

The Troubles

Brexit

Film: *In the Name of the Father* (1993) or *Hunger* (2008)

**Pre- departure class #3**

**Friday, April 19**

Irish Film, Theater, Literature, Music

Film

From *The Quiet Man* to *The Wind that Shakes the Barley*

Theater

George Bernard Shaw, Brendan Behan, Emma Donaghue

Literature

James Joyce, Samuel Becket, W.B. Keats, Oscar Wilde, Colm Toibin, Elizabeth Bowen, Edna O'Brien, Iris Murdoch, William Trevor, George Bernard Shaw, Brendan Behan, Emma Donaghue, Seamus Deane

Music

Carmel Quinn

The Chieftains

U2

The Waterboys

Van Morrison

The Corrs

Kodaline

Two Door Cinema Club

Film: *My Left Foot* (1989)

**Pre- departure class #4**

**Friday, April 26**

Cultural Competency and Making the Most Out of Our Study Abroad Adventure

Study Abroad Mandatory Pre-Departure Information

Hofstede, Geert. 2011. "Dimensionalizing Cultures: The Hofstede Model in Context." Online Readings in Psychology and Culture. BLACKBOARD ARTICLE

Irish Politics in Brief:

[https://www.dfa.ie/media/dfa/alldfawebsitemedia/ourrolesandpolicies/about\\_ireland\\_ireland\\_in\\_brief.pdf](https://www.dfa.ie/media/dfa/alldfawebsitemedia/ourrolesandpolicies/about_ireland_ireland_in_brief.pdf)

A Crash Course in Irish Culture – <https://www.irishtimes.com/culture/music/2.749/a-crash-course-in-irish-culture-1.1271626>

Useful Phrases – Omniglot. <http://www.omniglot.com/language/phrases/irish.php>.

Film: The Commitments (1991)

## **Schedule of Activities in Ireland**

### **Tuesday, May 7—**

Program Start Date

All students arrive in Dublin

Hotel check-in

Welcome Brunch

Orientation

### **Wednesday, May 8—**

Day trip to Newgrange—Pagan Pre-history

### **Thursday, May 9—**

Walking Tour of Dublin—Medieval to Modern Day (Irish History in Brief)

Croke Park Stadium Tour – GAA & Irish Identity

Experience Gaelic Games

### **Friday May 10—**

Kilmainham Museum / 1916 Rising

National Museum Collins Barracks (1916 and Independence)

### **Saturday, May 11—**

Tour of Dublin City University

Speaker: Colm Kearns – Marketing Irish Identity

Movie Screening—*The Wind that Shakes the Barley* (2006)

### **Sunday, May 12—**

Glasnevin Cemetery

The Abbey Theatre—Production TBA

### **Monday, May 13—**

Day Trip – Maynooth University

Guest Speaker: Sean Ashe

Lunch at K Club with President of National University of Ireland, Maynooth

**Tuesday, May 14—**  
Tour of the Dail (Irish Legislature)

**Wednesday, May 15—**  
Depart for Belfast

Tour of Interfaith Area, West Belfast – Identity & Faith

Titanic Exhibit Belfast

**Thursday, May 16—**  
Industrial Belfast: Ulster Museum

Free Time

**Friday, May 17—**  
Queens University visit

Speakers: TBA—Topic: Northern Ireland—Republic of Ireland Relations

City Hall: What does it mean to be Northern Irish in 2017

**Saturday May 18—**  
Day Trip – Giant's Causeway

Dark Hedges (*Game of Thrones*)

Carrick-a-rede Rope Bridge

Dunluce Castle  
(*Game of Thrones*)

**Sunday May 19—**  
Return to Dublin

Joycean Walking Tour

Irish Writer's Museum

Free Evening

**Monday, May 20—**  
*Free Day – Suggested Independent Site Visits*

Farewell Dinner:  
The Church

**Tuesday, May 21—**

Program End date

Hotel Check-out

Departure

**Grade Appeals**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

**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 the provisions of this syllabus as well as 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>

Students may be removed from the program for violations of the ASU Student Code of Conduct.

**Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that

you turn in must be done independently. 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.

### **Prohibition of Commercial Note Taking Services**

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

### **Student Support and Disability Accommodations**

The provisions of the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, do not apply outside of the United States, so students with disabilities may find accessibility and accommodation in a given ASU study abroad program location to be very different from what is found in the United States. Upon request, the ASU Study Abroad Office can provide information about the availability of accommodations and accessible facilities on the specific program and can help the student determine whether the student's preferred program can meet the student's accommodation needs. Students with disabilities should understand that the ASU Study Abroad Office cannot guarantee access to public transportation, buildings, or public sites on this program.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations](#) during the study abroad program. Eligibility is based on qualifying disability documentation and assessment of individual need. Every effort is made to provide reasonable accommodations for qualified students with disabilities, although the nature of the accommodations that can be provided by ASU during your study abroad program will depend on a number of variables, including but not limited to availability of resources on-site, accessibility of program facilities, and any study abroad requirement of the student's degree program.

Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>. If

you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services. Typically, once a student discloses the need for an accommodation through their study abroad application, the ASU Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

### **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](#).

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the [Study Abroad Withdrawal Policies](#) for important dates regarding withdrawing from your Faculty Directed program.

### **Email Communications**

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: [http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept\\_pk=822](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on "My Help Center."

### **Campus Resources**

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: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

### **Harassment Prohibited:**

ASU policy prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities (480-965-6547) if you feel another student is harassing you based on



any of the factors above; contact the Office of Equity and Inclusion (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

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 <http://sexualviolenceprevention.asu.edu/facts/students>.

### **Establishing a Safe Environment:**

Learning takes place best when a safe environment is established in the classroom. 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' view points, whether you agree with them or not.

### **Policy against threatening behavior**

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

### **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 below:

- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>,
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm>, and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

**Accommodations for Students:**

Students who need to be absent from class due to the observance of a religious holiday or participate in religious observances/practices or due to participation in university-sanctioned activities, must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

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