

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 International Letters and Cultures
Prefix: SLC	Number: 394	Title: Compassion: A Dialogue between the Humanities, the Sciences, and the Arts	Units: 3

Course description: **This course explores different aspects of compassion, understood as an emotion, a mental disposition, and a motivation to action. It brings together the Sciences, the Humanities, and the Arts, for an engaging conversation on the biology, the ethics, and the practice of compassion. The course studies how scientists, philosophers, and religious traditions understand compassion, across cultures and history. Various settings are examined, such as health, justice, and politics. The course also explores how mindfulness and the arts (such as literature, film, dance, and architecture) can promote compassion. Guest lecturers from various disciplines enrich our perspectives and guide us through practice.**

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. Chair/Director Initials
_____ (Required)

Requested designation: Humanities, Arts and Design–HU **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 2019 Effective Date: **October 5, 2018**

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

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

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

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

Contact information:

Name	Francoise Mirguet	E-mail	Francoise.Mirguet@asu.edu	Phone	480-965-2663
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):

Nina Berman

Date: 2/26/2019

Chair/Director (Signature):

Nina Berman

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
SLC	394	Compassion: A Dialogue between the Humanities, the Sciences, and the Arts	HU

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)
1	The course is devoted to the study of compassion, a value central in both Western and Eastern cultures.	NOTE: the sign "#" refers to the number of each class session, as mentioned on the syllabus, under Course Itinerary (left column in the chart). See every session of the course, in particular: <ul style="list-style-type: none"> - compassion in early human societies (#9) - compassion in ancient philosophy (#10) - compassion in Buddhism (#11) - compassion in early Judaism (#12) - compassion in American Indian traditions (#16) - compassion in ethics (#13) - compassion in the justice system (#15) - compassion in politics (#17) - compassion in Western philosophy (#18) - recap: compassion in the humanities (#19)
4a	The course studies the "roots" of compassion in four distinct traditions: Western philosophy, Buddhist thought, early Jewish culture, and American Indian traditions.	See: <ul style="list-style-type: none"> - compassion in Western philosophy (#10, 18) - compassion in Buddhism (#11) - compassion in early Judaism (#12) - compassion in American Indian traditions (#16) - recap: compassion in the humanities (#19)
4b	The course also studies compassion as it is expressed in the arts: architecture, film, literature (including theatre), music, and dance.	See: <ul style="list-style-type: none"> - compassion in architecture (#14) - compassion in film (#20) - compassion in literature (#21, 22) - compassion in theatre (#21) - compassion in music (#23) - compassion in dance (#24) - recap: compassion in the arts (#25)

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SLC 394, Compassion: A Dialogue between the Sciences, the Humanities, and the Arts

Course Description:

This course explores different aspects of compassion, understood as an emotion, a mental disposition, and a motivation to action. It brings together the Sciences, the Humanities, and the Arts, for an engaging conversation on the biology, the ethics, and the practice of compassion. The course studies how scientists, philosophers, and religious traditions understand compassion, across cultures and history. Various settings are examined, such as health, justice, and politics. The course also explores how mindfulness and the arts (such as literature, film, dance, and architecture) can promote compassion. Guest lecturers from various disciplines enrich our perspectives and guide us through practice.



Auguste Rodin, *The Cathedral*
1908, Musée Rodin, Paris
<http://www.musee-rodin.fr>

Compassion: A Dialogue between the Humanities, the Sciences, and the Arts

Spring 2019
Mon/Wed 4:35 – 5:50 pm
Tempe, LL 275
Science and Society Designation (CLAS)

1. CONTACT INFORMATION

Instructor: Françoise Mirguet

Office: LL 643D

Email: Francoise.Mirguet@asu.edu

Phone: (480) 965-2663

Office hours: Mondays, 10 am – noon, or by appointment (please email).

2. COURSE DESCRIPTION AND GOALS

This course explores different aspects of compassion, understood as an emotion, a mental disposition, and a motivation to action. It brings together the Sciences, the Humanities, and the Arts, for an engaging conversation on the biology, the ethics, and the practice of compassion. The course studies how scientists, philosophers, and religious traditions understand compassion, across cultures and history. Various settings are examined, such as health, justice, and politics. The course also explores how mindfulness and the arts (such as literature, film, dance, and architecture) can promote compassion. Guest lecturers from various disciplines enrich our perspectives and guide us through practice.

The course is loosely organized around **three units**, each concluded by a recap session:

- The unit **Sciences** covers different strands of research on compassion in the sciences: evolutionary theory, ethology, neurobiology, cultural neuroscience, and developmental psychology. It also includes a session on the cultivation of compassion through mindfulness. The goal of this unit is to provide a general overview of scientific research on compassion.
- The unit **Humanities/Social Sciences** studies the role of compassion in different human communities across history, cultures, and religions, as well as in different social settings (such as architecture, law, and politics). Special attention is paid to debates about compassion—Is compassion to be promoted or restrained? Do circumstances matter? How is compassion argued for? etc. These debates are related to scientific studies about compassion: How do religious traditions, philosophers, and ethicists reinforce or complement scientific findings? Do they sometimes conflict with them? Students learn to think about compassion in a critical and inter-disciplinary way.
- The unit **Arts** examines how artists, in different cultural, linguistic, and historical settings, understand, represent, and encourage (or discourage) compassion. Mediums include literature, film, music, and dance/movement. The goal is to analyze how artworks express tensions and influence practices, but also how they complicate scientists', social scientists', and humanists' perspectives.

3. STUDENTS' LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- **After unit “Sciences”:**
 - o Name different fields within the sciences that study compassion (#1);
 - o Describe the major findings about compassion in each of these fields (#2);
 - o Locate studies on compassion/empathy in these fields (#3);
 - o Summarize studies, compare them, and review their results (#4).

- **After unit “Humanities/Social Sciences”:**
 - o Describe the debates about compassion in philosophy, ethics, law, and politics, and contrast views (#5);
 - o Relate studies on compassion in the humanities and social sciences to scientific findings: do these disciplines reinforce each other? Complement each other? Complicate each other? (#6);
 - o Analyze compassion in traditional and philosophical texts: examine the definition or construction of compassion, the way it is argued or promoted, and/or its function within the text (#7);
 - o Locate studies on compassion/empathy (#8):
 - in the different fields within the humanities & social sciences;
 - in traditional and philosophical texts;
 - o Summarize studies and review their conclusions (#9).

- **After unit “Arts”:**
 - o Analyze how artworks address compassion: how they construct compassion, elicit practices, and represent complexities and tensions surrounding compassion (#10);
 - o Optional: produce an artwork addressing compassion and present it (#11);
 - o Integrate the different perspectives studied in class (#12):

E.g.: Scientists show that compassion stimulates cooperative behavior, which is essential to groups' optimal functioning. Many philosophers recommend compassion, but some, such as the Stoics, argue that compassion may hurt people's dignity. These perspectives will inform practices based on compassion—for example, the use of mindful movement in health care.

4. GRADING POLICIES AND PERCENTAGES

Grades will be posted on Canvas after each assignment is completed and graded.

They will be attributed as follows:

Group project	30% of final grade
Three individual papers	30%
Quizzes	20%
Individual presentation	5%
Group presentation	5%
Participation	10%
Extra credit	extra

Grading Scale:			
95-100	A ⁺	70-74	B ⁻
90-94	A	65-69	C ⁺
85-89	A ⁻	60-64	C
80-84	B ⁺	55-59	D
75-79	B	0-54	E

The course is eligible for automatic honors credit.

5. LISTING OF ASSIGNMENTS

Assignments	Number and Frequency	Learning Outcomes
Readings: essential for class participation.	1 or 2 per class meeting	#1, #2, #5, #6, #7, #10
Quizzes: cover both readings and class discussions.	3 quizzes per semester (during recap sessions)	#1, #2, #5, #6, #7, #10
Individual papers: - <u>After unit “Sciences”:</u> Choose a topic connected to class discussions in this unit. Locate 2 peer-reviewed articles/book chapters. Present the studies, compare their approaches and results, and explain their contribution to the course. - <u>After unit “Humanities/Social Sciences”:</u> Choose a topic connected to class discussions in this unit. Locate 2 peer-reviewed articles/book chapters. Present the studies, compare their approaches and conclusions, and explain their contribution to the course (draw connection with both units “Sciences” and “Humanities/Social Sciences”). - <u>After unit “Arts”:</u> Choose an artwork (or create your own!) engaging compassion. Locate 1 peer-reviewed article/book chapter studying the artwork (if applicable). Present the artwork and analyze it with the help of the article/book chapter. Explain how the artwork relates to the course (all three units).	3 papers/semester (on each unit), about 3 pages each (double-spaced, size 12).	#3, #4, #7, 8, #9, #10, #11
Individual presentation: of ONE of the individual papers.	1 per semester (student chooses which unit), about 3 minutes	#3, #4, #7, 8, #9, #10, #11
Group project: An interdisciplinary discussion of compassion engaging one field of scientific research, one cultural, social, or historical context, and one artwork. Groups may be comprised between 1 and 3 students.	1 per semester, due during finals week, about 15 pages	#3, #4, #6, #7, #8, #9, #10, #11, #12
Group presentation: short presentation of the group project.	1 per semester, during the final three sessions of class	For all: #12; Depending on topic: #3, #4, #6, #7, #8, #9, #10, #11
In-class discussions: take an active part.	in all sessions	#5, #6, #7, #10, #11, #12
Extra credit, etc.	1 per semester	All

Some course material may contain sexual content or references; some material or class discussions may be disturbing to some students. Instructor will do her best to inform students in advance and will be available to discuss concerns.

6. COURSE ITINERARY

#	Date	Units	Readings	Topics Covered in Class	
1	Mon 01/07			Introduction Vocabulary, challenges, illustrations.	
2	Wed 01/09	S C I E N C E S	Goetz, Keltner, Simon-Thomas, "Compassion"	Evolutionary analysis of compassion	
3	Mon 01/14		Bekoff, "Empathy: Mice in the Sink"	Ethology: Compassion in animals	
4	Wed 01/16		Singer & Klimecki, "Empathy and Compassion"	Neurobiology of compassion Guest lecture by Samuel Javelosa	
	01/21		Martin Luther King Day		
5	Wed 01/23		Wynn & Bloom, "The Moral Baby" Spinrad & Eisenberg, "Compassion in Children" Submit title and bibliography of paper #1	Developmental psychology	
6	Mon 01/28		Graham et al., "Cultural Differences in Moral Judgment and Behavior" Chiao, "Cultural Neuroscience of Compassion and Empathy"	Cultural psychology/neuroscience	
7	Wed 01/30			Mindfulness and the cultivation of compassion Workshop facilitated by Hanna Layton	
8	Mon 02/04			Quiz #1: Review the readings Individual paper #1 due Individual presentations (1/3 of class)	RECAP SESSION: SCIENCES
9	Wed 02/06	H U M A N I T I E S S O C I A L S C I E N C E S	Spikins, "Prehistoric Origins"	Compassion in early human societies—Archeology Guest Lecture by Nancy Serwint	
10	Mon 02/11		Nussbaum, "Compassion: the Philosophical Debate," pp. 354-368. Seneca and Hierocles (handout)	Ancient Philosophy	
11	Wed 02/13		Suhara, "Suffering in Buddhism" Morgan, "Intro to Buddhism"	Compassion in Buddhism Guest Lecture by Eiji Suhara	
12	Mon 02/18		<i>Testament of Zebulon</i>	Compassion in early Judaism	
13	Wed 02/20		Bloom, "Other People's Shoes" Hoffman, "Empathy: Arousal and Prosocial Functioning"	Ethics: Is it good to be empathetic?	
14	Mon 02/25		TBA	Architecture: Places of Compassion Guest Lecture by Max Underwood	
15	Wed 02/27		Bandes, "Compassion and the Rule of Law" Oppenheim, "No Jail Time." NYT Op-Doc.	Justice system	
	03/03-10		Spring Break		
16	Mon 03/11	Eastman, <i>The Soul of the Indian</i> Submit title and bibliography of paper #2	Compassion in American Indian Traditions Guest lecture by David Martinez		
17	Wed 03/13	Fassin, "Predicament of Humanitarianism" OR Clark, "Sympathy, Microhierarchy, and Micropolitics"	Politics		
18	Mon 03/18	Nussbaum, "Compassion: the Philosophical Debate," p. 368-400.	Summary: the debate about compassion		
19	Wed 03/20		Quiz #2: Review the readings Individual paper #2 due Individual presentations (1/3 of class)	RECAP SESSION: HUMANITIES & SOCIAL SCIENCES	

20	Mon 03/25	A R T S	Watch von Donnersmarck, <i>The Lives of Others</i> Diamond, "Empathy and Identification in von Donnersmarck's <i>The Lives of Others</i> "	Film: von Donnersmarck, <i>The Lives of Others</i>
21	Wed 03/27		Sophocles, <i>Philoctetes</i>	Literature (1): Sophocles, <i>Philoctetes</i>
22	Mon 04/01		Jamison, <i>Empathy Exams</i> Submit title and bibliography of paper #3	Literature (2): Jamison, <i>Empathy Exams</i>
23	Wed 04/03		One chapter in King & Waddington (eds.), <i>Music and Empathy</i> .	Music and empathy
24	Mon 04/08			Dance/movement Guest Lecture by Rebecca Witt
25	Wed 04/10		Quiz #3: Review the readings Individual paper #3 due Individual presentations (1/3 of class) Submit title of group project + group members	RECAP SESSION: THE ARTS

26	Mon 04/15			Designing an interdisciplinary research project Workshop
27	Wed 04/17			Presentation of Group Projects
28	Mon 04/22			Presentation of Group Projects
29	Wed 04/24			Presentation of Group Projects

	Wed 05/01		Group Project due (Canvas)	
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Schedule may change to adapt to guest lecturers' availability.
More readings may be added (especially for guest lectures).

List of Readings:

- Bandes, Susan A. "Compassion and the Rule of Law." *International Journal of Law in Context* 13/2 (2017), pp. 184-196;
- Bekoff, Marc & Pierce, Jessica. "Empathy: Mice in the Sink." In: *Wild Justice: The Moral Lives of Animals*. Chicago: University of Chicago Press, 2009, pp. 85-109;
- Bloom, Paul. "Other People's Shoes." In: *Against Empathy: The Case for Rational Compassion*. New York: Ecco, 2016, pp. 15-43;
- Chiao, Joan Y. "Cultural Neuroscience of Compassion and Empathy." In: E. M. Seppälä et al. (eds.), *The Oxford Handbook of Compassion Science*, pp. 147-157;
- Clark, Candace. "Sympathy, Microhierarchy, and Micropolitics." In: Candace Clark, *Misery and Company: Sympathy in Everyday Life*. Chicago: University of Chicago Press, 1997, pp. 226-251;
- Diamond, Diana. "Empathy and Identification in von Donnersmarck's *The Lives of Others*." *Journal of the American Psychoanalytic Association* 56/3 (2008), pp. 811-832;
- Fassin, Didier. "The Predicament of Humanitarianism." *Qui parle* 22/1 (2013), pp. 33-48;
- Goetz, Jennifer L., Keltner, Dacher, Simon-Thomas, Emiliana. "Compassion: An Evolutionary Analysis and Empirical Review." *Psychological Bulletin* 136/3 (2010), pp. 351-374;
- Graham et al., "Cultural Differences in Moral Judgment and Behavior, across and within Societies." *Current Opinion in Psychology* 8 (2016), pp. 125-130;
- Hoffman, Martin L. "Empathy, Its Arousal, and Prosocial Functioning." In: *Empathy and Moral Development: Implications for Caring and Justice*. Cambridge: Cambridge University Press, 2000, pp. 29-36;

Jamison, Leslie. *The Empathy Exams: Essays*. Minneapolis: Graywolf Press, 2014;

King, Elaine & Waddington, Caroline (eds.), *Music and Empathy*. London: Routledge, 2017;

Klimecki et al., "Functional Neural Plasticity and Associated Changes in Positive Affect after Compassion Training." *Cerebral Cortex* 23/7 (2013), pp. 1552-1561;

Morgan, Diane. *The Best Guide to Eastern Philosophy and Religion*. New York: Renaissance Books, 2001, pp. 110-143;

Neff, Kristin. "Self-Compassion: An Alternative Conceptualization of a Healthy Attitude towards Oneself." *Self and Identity* 2 (2003), pp. 85-101;

Nussbaum, Martha C. "Compassion: the Philosophical Debate." In: *Upheavals of Thought: The Intelligence of Emotions*. Cambridge: Cambridge University Press, 2001, pp. 354-400;

Seppälä, Emma M. et al. (eds.). *The Oxford Handbook of Compassion Science*. New York: Oxford University Press, 2017;

Singer, Tania & Klimecki, Olga M. "Empathy and Compassion." *Current Biology* 24/18 (2014), pp. R875-R878;

Sophocles, *Philoctetes*. Translated by Carl Phillips. Oxford: Oxford University Press, 2003;

Spikins, Penny. "Prehistoric Origins: The Compassion of Far Distant Strangers." In: Paul Gilbert (ed.), *Compassion: Concepts, Research and Applications*. London: Routledge, 2017, pp. 16-30;

Spinrad, Tracy L. & Eisenberg, Nancy. "Compassion in Children." In: E. M. Seppälä et al. (eds.), *The Oxford Handbook of Compassion Science*, pp. 53-63;

Suhara, Eiji. "Suffering in Buddhism." In: Yudit Kornberg Greenberg, *Encyclopedia of Love in World Religions*. Vol. 1; Santa Barbara: ABC Clío, 2008, pp. 613-614;

Wispé, Lauren. "Philosophers on Sympathy." In: *The Psychology of Sympathy*. New York: Plenum Press, 1991, pp. 1-30;

Wynn, Karen & Bloom, Paul. "The Moral Baby." In: Melanie Killen, Judith G. Smetana (eds.), *Handbook of Moral Development*. London: Taylor and Francis, 2013, pp. 435-474;

Anonymous. *Testament of Zebulon*. Translated by H. C. Kee. In: James H. Charlesworth (ed.), *The Old Testament Pseudepigrapha*. Volume 1. Peabody, MA: Hendrickson, 1983, pp. 805-807.

Films and Documentaries:

Florian Henckel von Donnersmarck, *The Lives of Others*. 2006;

Oppenheim, Lance. "No Jail Time: The Movie" *New York Times Op-Docs*. Dec. 5, 2017.

7. TECHNOLOGY SUPPORT

The course requires access to a computer, the internet, and the following software packages:

- a web browser,
- Adobe Acrobat Reader,
- Microsoft Word.

For technical assistance, please contact the University Technology Office:

- Phone: 1 (855) 278- 5080 or (480) 965-6500
- <https://uto.asu.edu/contact>

Printing: Students enrolled in courses offered by the **School of International Letters and Cultures** receive a **\$5.00** print quota for each undergraduate course (either 50 single-sided or 62 double-sided pages). Additional quota may be purchased in LL 66. Print quota can only be used in LL 61 and LL65.1 computer labs, in the basement of the LL building.

8. CLASSROOM POLICIES

ATTENDANCE AND ABSENCE:

Class attendance is mandatory. More than ONE unjustified absence will result in lower final grade. **Attendance record** will be posted on Canvas. Quizzes can be made up only in case of a justified absence, with the instructor's approval. Assigned work will be accepted after the due date **only** in case of a justified absence; the new due date will be decided with the instructor.

Absences related to **religious observances and practices** are considered justified when in accord with the policies described in ACD 304-04 (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>). Absences related to **university sanctioned events/activities** can be considered justified, in accord with ACD 304-02 (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

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>.

DISABILITY POLICY:

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: <https://eoss.asu.edu/drc>.

CLASSROOM BEHAVIOR:

Use of cell phones and recording devices is prohibited during class, unless special approval of the instructor. Disruptive behavior is not tolerated.

THREATENING BEHAVIOR:

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. See <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

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 <https://sexualviolenceprevention.asu.edu/faqs>.

POLICY ON SEXUAL DISCRIMINATION:

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

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, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

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SLC 394, Compassion: A Dialogue between the Sciences, the Humanities, and the Arts

List of Course Materials:

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Wynn, Karen & Bloom, Paul. "The Moral Baby." In: Melanie Killen, Judith G. Smetana (eds.), *Handbook of Moral Development*. London: Taylor and Francis, 2013, pp. 435-474;

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Films and Documentaries:

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