



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: SPA Number: 470 Title: Law, Societies, and Justice in Latino-America Units: 3

Course description: Covers topics relevant to the Human Rights certificate and the Tri-campus Bachelors of Arts in Latin American Studies

Is this a cross-listed course? Yes If yes, please identify course(s): JUS 475

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.

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.

Requested designation: Global Awareness-G Mandatory Review: Yes

Note- a separate proposal is required for each designation.

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

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

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

Checklists for general studies designations:

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

A complete proposal should include:

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

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

Contact information:

Name Dulce Estévez E-mail dulce.estevez@asu.edu Phone 480 965-4645

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 8.28.19

Chair/Director (Signature): [Handwritten 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 must 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):	Syllabus and list of required readings
<input 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. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	N/A
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	Syllabus
<input checked="" 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.	Syllabus and list of required readings
<input checked="" 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."	Syllabus

Course Prefix	Number	Title	Designation
SPA	47	Law, Societies, and Justice in Latino America	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 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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1: Study must be composed of subject matter	The course focuses on the study of current justice related theory and issues as they connect to Latino social constructions and contexts in the Americas. Students will have an overview of distinct Latin American practices and procedures regarding criminal investigations, modernity and globalization and migration and trafficking trends.	Reading list: The majority of the articles to be studied come from peer reviewed Latin American magazines that focus on the social sciences. We survey articles published in Latin America, related to Latin America concerns and consumed by Latin American scholars. Please view the course reading list. Syllabus: Some of the skill development expectations for the course are: Demonstrate superior reading skills and adequate oral and written production in the target language. Express orally a research based understanding of the social context in which justice related transactions take place in Spanish-speaking countries.
2b Language Course with significant Cultural Component	The course is taught in Spanish with the objective of helping students improve their understanding of Latin American Culture and their command of the language in justice related activities and conversations.	Syllabus Learning Goals: Students will survey sociological and criminological theories in Spanish and evaluate how this knowledge is applied by Scholars in Latin America to solve current justice related issues affecting Latinos in the Americas.

2c Comparative cultural Study outside the US areas	Students will apply what they have learned in the course about Latin America to their understanding of Latino communities in the United States or even Latino virtual communities.	Syllabus: Students will become familiar with the Latino perspective on formative issues involving human rights, legislation of morality, the politics of national security, and community justice and empowerment.
2d Study of the cultural significance of non US centered global issue	Students will develop a basic understanding regarding the evolution of current Latin American social thought. The goal of the course is to promote research based cultural awareness, sensitivity and change regarding justice related issues that affect Latino populations in the Americas.	Our weekly topics center on justice related issues and their significance in Latin America. As stated in the syllabus calendar, we will cover the following topics: Law, Society and Justice in Latino-America, Human rights, Legislation of Morality, Politics of National Security, Community Action and Resources, The Latin American Judicial system, Modernization and Globalization and migration and trafficking.

Supporting Documents

Law, Societies and Justice in Latino-America
SPA 470 JUS 474
Line Number: SPA 470

Instructor: Dulce Estévez

Office: LL 173 O

Email: dulce.estevez@asu.edu

Office Hours: Virtual office hours by appointment @

<http://connect.asu.edu/conversations/>

Credits: 3

Note: This course is offered for Honors Credit.

Prerequisites

- Interview with the instructor **or** Successful completion of SPA 314 **or** SPA 316 **or** equivalent proficiency based on the Spanish Placement test:

<https://silc.asu.edu/student-life/academic-advising/placement-testing/placement-testing-undergraduates>

For an interview please contact me by email at dulce.estevez@asu.edu

Catalog Description

Students with an intermediate to high level of Spanish competence will review justice related sociological and criminological theories in the target language. The course is designed to introduce ASU students to the application of social theories and human

right principles to the issues affecting Latino communities both in Latin America and the United States. Students will engage in critical inquiries and focused research to develop culturally sensitive and insightful solutions to criminal and justice-related topics that affect Latinos in their communities (physical or virtual).

Course Overview

The course focuses on the study of current justice related theory and issues as they connect to Latino social constructions and contexts in the Americas. Students will become familiar with the Latino perspective on formative issues involving human rights, legislation of morality, the politics of national security, and community justice and empowerment. They will also have an overview of distinct Latin American practices and procedures regarding criminal investigations, modernity and globalization and migration and trafficking trends. By the end of the course students will be able to consider, compare and contrast justice principles, legal traditions and social developments in Latin America and their effects on communities in the United States. The goal of the course is to promote research based cultural awareness, sensitivity and change regarding justice related issues that affect Latino populations in the Americas.

This course is taught in Spanish and all outcomes and evaluations will be done in the target language. Students will be required to practice a wide array of skills ranging from legal writing strategies to oral presentations of substantive justice issues which will hone their ability to serve the Hispanic community in the United States and enhance their ability to meet their current and future global goals in justice related careers.

Learning Outcomes:

- Students will survey sociological and criminological theories in Spanish and evaluate how this knowledge is applied by Scholars in Latin America to solve current justice related issues affecting Latinos in the Americas.
- Students will discuss the evolution of current Latin American social thought and application of Human Rights to their understanding of Justice related issues.
- Students will recognize and report the impact of social theory and current facts on a topic related to their field of study and a Latino population.
- Students will be able to discuss, compare and contrast cultural norms that are appropriate in Latin American society, but differ from their own.
- Students will reflect on how those norms can affect their chosen profession and their interactions in a multicultural society.
- Students will develop their pragmatics and cultural knowledge to broaden their conventional definitions of cultural markers
 - Students will Identify Human Rights related problems, relate it to their interests, connect the problem to theory, analyze the parts in a Latino context, and synthesize the parts into a culturally relevant conclusion/solution.
 - Students will confidently and efficiently discriminate among resources to conduct research in justice related issues in the target culture.
 - Students will apply cultural knowledge to propose culturally appropriate solutions to community issues associated with the delivery of justice.
 - Students will articulate their own views as they compare and contrast their cultural experience and that of the countries being examined in the readings.

- Demonstrate superior reading skills and adequate oral and written production in the target language.
- Express orally their research based appraisal of the social context in which justice related transactions take place in Spanish-speaking countries.
- Demonstrate, through oral and written production in the target language, a research grounded assesment of the US legal system in relation to the legal systems of other Spanish speaking countries in Latin America and the Caribbean

Course Readings

Part I

Criminological theory and practice in the Latino context of the Americas

Berger, P. y T. Luckmann (2001): *La construcción social de la realidad*. Buenos Aires: Amorrortu.

Fajardo, L. (2002). La corrupción heredada: Pasado colonial, sistema legal y desarrollo económico en Colombia. *Revista de Estudios Sociales*, junio, 22-30.

1. Human Rights

Declaración universal de los derechos humanos (1948).

Arias-Marín, A. (2012). Teoría crítica y derechos humanos: Hacia un concepto crítico de víctima. *Nómadas*, 36(4), 1-30.

Cieza, D. Relaciones de trabajo, discriminación, violencia y derechos. *COMPLEXO DE ENSINO SUPERIOR DO BRASIL DIRECTORES: DR. CLÊMERTON MERLÍN CLÈVE DR. WILSON RAMOS FILHO*, 23.

Domínguez, J. (2009). Hechos, no palabras. Los derechos humanos en Cuba. *El Amante Cine*, (200), 26.

2. Legislation and ideology/morality

Cristeche, M. ¿ Hacia la “falsa conciencia” o hacia la “conciencia de clase”? Apuntes en torno a la ideología en la obra de Marx. *Crítica Jurídica. Revista Latinoamericana de Política, Filosofía y Derecho*, (35).

Medina J. C. (2006). Sobre «La miseria del mundo» de Pierre Bourdieu: Un análisis de las consecuencias sociales de la globalización económica en el primer mundo. *Cuadernos De Trabajo Social*, 19, 89-112.

Smith, D. (1990). *The conceptual practices of power: A feminist sociology of Knowledge* (Northeastern series in feminist theory). Boston: Northeastern University Press.

3. Politics of National Security

Coady, C. (1985). The Morality of Terrorism. *Philosophy*, 60, 47.

Feldmann A. (2005). A Shift in the Paradigm of Violence: Non-Governmental Terrorism in Latin America since the End of the Cold War. *Revista De Ciencia Política*, 25(2), 03-36.

Feierstein, D. (2009). *Terrorismo de estado y genocidio en América Latina* (Colección Estudios sobre genocidio). Buenos Aires: PNUD; Prometeo Libros ; EDUNTREF.

Larson, J. (1977). La guerrilla en América Latina, ¿terrorismo o guerra popular? *Papers. Revista De Sociología*, 7, 91.

4. Community action and resources (Chile)

Arosteguy Pérez, A. (2007). Construcción de capital social comunitario y empoderamiento ciudadano. *Ultima década*, 15(26), 123-145. <https://dx.doi.org/10.4067/S0718-22362007000100007>.

Blau, P. (1982). *Intercambio y poder en la vida social*. Madrid: Biblioteca hora.

Coleman, J. (1966). Foundations for a Theory of Collective Decisions. *American Journal of Sociology*, 71(6), 615-627.

Shimazu, I. (2005, December). Decisiones individuales Y colectivas: El concepto de derecho Y el cambio social. In *Anales de la Cátedra Francisco Suárez* (Vol. 39, 475-504).

Part II

Introduction to Latin American Institutional practices and procedures

- Topics:

5. The Latin American Judicial System

Cervantes, D. S. (2015). Historia social del Derecho para y desde América Latina. *Revista Quaestio Iuris*, 8(1), 186-211.

Kostenwein, E. R. (2013). Criminología menor: algunas proposiciones.

Méndez López, J. A., & Cutié Mustelie, D. (2010). La participación popular en el nuevo constitucionalismo latinoamericano. Una mirada desde la perspectiva de los derechos. *IUS. Revista del Instituto de Ciencias Jurídicas de Puebla AC*, (25).

Noguera-Fernández, A., & Criado de Diego, M. (2011). La Constitución colombiana de 1991 como punto de inicio del nuevo constitucionalismo en América

Latina. *Revista Estudios Socio-Jurídicos*, 13(1).

Vértiz, F. (2013). Los abogados populares y sus prácticas profesionales. Hacia una aplicación práctica de la crítica jurídica. *Crítica Jurídica. Revista Latinoamericana de Política, Filosofía y Derecho*, (35).

6. Globalization

Giddens, A. (1993). Consecuencias de la modernidad. 1a. edición en Alianza. *Universidad, Madrid*.

Pereiro, X. (2008). La sonrisa de la institución. Confianza y riesgo en sistemas expertos. *Política Y Sociedad*, 45(2), 189-192.

Federico J. Paladino. (2011). Las estructuras del mundo de la vida moderno frente a la globalización. Una lectura desde las sociologías de J. Habermas y A. Giddens. *Papeles Del CEIC: International Journal on Collective Identity Research*, 2011(2), 1-37.

7. Migration and Human trafficking

Acharya, A. K., & Salas Stevanato, A. (2005). Violencia y tráfico de mujeres en México: una perspectiva de género. *Revista estudios feministas*, 13(3).

Castillo, M. Á. (2005). Migración y derechos humanos. *línea*, < [http: www. conapo. gob. mx/publicaciones/migra3/10. pdf](http://www.conapo.gob.mx/publicaciones/migra3/10.pdf)> [8 de marzo de 2005].

Coraza de los Santos, E. (2014). Territorialidades de la migración forzada. Los espacios nacionales y transnacionales como estrategia política. *Espacialidades. Revista de temas contemporáneos sobre lugares, política y cultura*, 4(1).

Domínguez Guadarrama, R. (2013). Neoliberalismo en América Latina y política anti migratoria estadounidense; impactos en la migración hispana (1990-2012). *Acta Universitaria*, 23(1).

Figuroa Valencia, A. Militarización y exilio: Pensamiento crítico latinoamericano en Oscar Correas. *Crítica Jurídica. Revista Latinoamericana de Política, Filosofía y Derecho*, (35).

Manaut, R. B. (2011). México, Centroamérica y Estados Unidos: migración y seguridad. *Migración y seguridad: nuevo desafío en México, México, Colectivo de Análisis de la Seguridad con Democracia*, 180-182.

Moloeznik, M. P. (2002). La seguridad humana. Un nuevo enfoque impulsado por la ONU.

Academic weeks start on Monday and close Sunday with the due date for the weekly assignments being the last day noted on the schedule below at midnight AZ time. For quizzes, **you have only one-timed attempt.**

WEEKS	READINGS	DUE	PERCENTAGE
WEEK 1	-Fact checking -Human Rights Lección 1 y 2	<ul style="list-style-type: none"> • Foro 1 • Homework 1: Comm. Exploration topic of interest • Quiz 1 	<ul style="list-style-type: none"> • 5% • 5% • 5%
WEEK 2	-Legislation of Morality/ideology Lección 3 y 4	<ul style="list-style-type: none"> • Foro 2: Exploration report with initial research • Homework 2: (summary of 2 articles based on theory related to comm. exploration) • Quiz 2 	<ul style="list-style-type: none"> • 5% • 5% • 5%
WEEK 3	Politics of National Security Migration in America Lección 5 y 6	<ul style="list-style-type: none"> • Homework 3: (summary of support theory for final paper or 2 articles) • Foro 3: Human righthts and justice issue pairing • Quiz 3 	<ul style="list-style-type: none"> • 5% • 5% • 5%
WEEK 4	Justice Systems Lección 7 y 8	<ul style="list-style-type: none"> • Homework 4: Presentation (only PP sin audio) • Quiz 4 • Foro 4: What is being done? 	<ul style="list-style-type: none"> • 5% • 5% • 5%
WEEK 5	Modernization and Human Trafficking Lección 9 y 10	<ul style="list-style-type: none"> • Homework 5: (summary of 2 articles for final paper) • Foro 5: key players & Final Paper outline • Quiz 5 	<ul style="list-style-type: none"> • 5% • 5% • 5%
WEEK 6	Community Resources and Action Lección 11 y 12	<ul style="list-style-type: none"> • Homework 6: Annotated bibliography of 8 articles in Spanish (Translating theory into practice) • Quiz 6 	<ul style="list-style-type: none"> • 5% • 5%
WEEK 7	Review and Finals	<ul style="list-style-type: none"> • Final Presentation with voiceover • Final Paper 	<ul style="list-style-type: none"> • 5 % • 10%

Grading Criteria

Activities	Percentage
Homework	25%
Quizzes	30%
Oral Presentation	10%
Final Paper	10%
Community Explorations/Foros	25%

Grade Scale

Grade	Percentages
A+	97 – 100%
A	93 – 96%
A-	90 – 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	75 - 79%
C	70 - 74%
D	60 – 69%
E/F	Below 60%

XE Failure due to Academic Dishonesty

Homework

Through weekly readings, community exploration assignments and discussion posts Students will develop an in-depth understanding on how cultural diversity changes and broadens conventional understanding of justice.

Quizzes

Students will take a weekly quiz to asses adequate comprehension of the readings and proper application of the ideas presented.

Oral Presentation

Students will prepare a 7 to 10 minute presentation on the findings of their final project. The presentation must include visual aids and APA bibliography.

Final Project

Students will cull and synthesize research on a topic related to the ones covered in class. They will develop a synthesis of this research, indicate defined sides of the issue and the research supporting each perspective, describe shortcomings and fallacies found in existing research, and specify what research should be conducted to help bolster understanding of this issue. This assignment will be on the same topic of the annotated bibliography and final presentation.

In order to complete these writing exercises is important to submit articles written in Spanish, by native speakers, from refereed sources found in Latin American journals.

Community Explorations/Foros

Students will complete assignments where they will have to go into their chosen Latino-American community (in person or virtually) and explore the way in which the topics covered in class are affecting the community. Students should examine who are the key players and what is being done to address current justice related issues. Students will share their findings and reflections on a discussion board.

General guidelines

- Activities used for instruction and assessment of learning include: Readings, cases, videos, culture and writing.
- Any activity that is turned after the deadline will not be graded.
- The content of all activities should be appropriate according to the instructions given in each chapter's section and the etiquette described in the syllabus.
- Activities are graded weekly. You are responsible for managing your time and saving activities appropriately, to be turned in at the required time according to the schedule of activities that follows.
- Make sure you follow the schedule of activities to turn in your assignments in Canvas.
- Read all the instructions before submitting your assignments.
- There is no extra credit.
- Grades reflect your performance on assignments according to the rubrics provided by the instructor and adherence to deadlines.
- Graded assignments will be available via the Gradebook within one week of their due date.

Communicating With the Instructor

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

Email questions of a personal nature to your instructor using her ASU email address (dulce.estevez@asu.edu). Do not send her messages through Canvas. You can expect a response within 48 hours except on weekends and holidays.

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 and file a help desk ticket by clicking on "My Help Center."

Extra Credit

There will be no extra credit opportunities assigned for this course.

Late Assignments

Notify the instructor in writing BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. A written approval must be obtained in order for the assignment to be submitted via email. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email unless specified by the instructor.

Technical Support

This course requires that you have access to a computer that can access the Internet. You are responsible for having a reliable computer and Internet connection throughout the course. Please review the hardware and software requirements below to insure you are properly prepared for this course.

This course uses Canvas Learning Management Software. Please review the information at the following link to determine if your computer is properly configured for your participation in this course:

This course requires Internet access and the following:

A web browser (Java-enabled browser): [Click here to download](#) 

Adobe Acrobat Reader (free): [Click here to download](#)

Adobe Flash Player (free): [Click here to download](#)

Video Camera, Microphone and speaker required for VoiceBoard discussions, final presentation, and mandatory meeting with the professor in AdobeConnect.

UTO Help Desk

Technical assistance is available 24/7 for students.

Phone: 480-965-6500 [SEP] Email: helpdesk@asu.edu [SEP]

[Click here to access the Web: ASU Help Center](#)

For information on systems outages see the ASU systems status calendar, ([visit ASU System Health](#)).

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>

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 note taker'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.

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/>

IT IS DIFFICULT TO LEARN WHEN YOU ARE HUNGRY, UNSAFE, OR INSECURE ABOUT YOUR WELLBEING.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, who lacks a safe and stable place to live, or who is grappling with concerns such as mental or physical health, loss and grief, justice system involvement, immigration status, or persistent discrimination, violence, or trauma, including [sexual violence](#), and believes this may affect their performance in the course, is urged to contact one or more of the following for support:

ASU [Dean of Students](#) - Student Advocacy and Assistance ([480-965-6547](tel:480-965-6547))

ASU [Counseling Services](#) (480-965-6146 or after business hours, 480-921-1006)

ASU [Campus Safety](#)

The Arizona local agencies that provide emergency food boxes, meals, and fresh produce are listed [here](#).

Because online students live in various locations, search online for “basic needs information and referral” or “crisis hotline and services” to access resources or advocacy organizations near you. Please notify your professor if you are comfortable doing so. This will allow for providing reference to known resources and providing access to them.

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.

Harassment Prohibited:

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. 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.

Reporting Title IX Violations

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/>
[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.

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' viewpoints, whether you agree with them or not.

Copyrighted materials

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.

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.

Religious Accommodations for Students:

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions 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.

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 Canvas.