

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

**School of Historical,
Philosophical and Religious
Studies**

College/School: College of Liberal Arts and Sciences Department/School: _____
 Prefix: HST Number: 304 Title: Studies in European History (Stalin to Putin) Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Social-Behavioral Sciences (SB)*

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 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area 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. 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.

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: Marissa Timmerman E-mail: Marissa.R.Timmerman@asu.edu Phone: 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 11/01/2019

Chair/Director (Signature): 

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

Rationale and Objectives

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

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

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

Revised April 2014

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

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;"> History, economics, anthropology </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	History, economics, anthropology	Syllabus
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	History, economics, anthropology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
HST	304	Stalin to Putin	SB

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

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Students explore the key events that occurred in Russia over the last century, including the Russian Revolution, Stalin's purges and the Second World war; particular attention is given to interactions between perpetrators and victims, collaborators and resisters, the urban and rural population, as well as the numerous ethnicities throughout Russia.	Week Two, Week Three, and Week Five discuss the various reactions and strategies of Soviet citizens caught in Stalin's purges, the Great Patriotic War, and those living on the periphery.
2	The course emphasizes group allegiances in the form of collaboration, in times of revolution and war, the transformation of economic markets, initially oriented on socialist ideals and then embracing western-style capitalism, and the creation of political communities and the growth of military forces in times of peace and war.	Week One discusses the Russian Revolution and its impact on Russia's political foundations, and the transition of the economy toward socialism. Week Three looks at the growth of the Red Army and the Second World War. Weeks Seven and Eight look at the failure of the Soviet experiment as the Russian Federation attempts to implement Western ideals in the form of capitalism and democracy.
3b	Students engage in historical analysis throughout the course and use ethnographic and economic methods in specific weeks.	Week One and Week Five explore various customs and traditions during the Russian Revolution and throughout the Siberian countryside while Week Seven and Week Eight analyze the economic developments in Russia in the wake of the collapse of the Soviet Union.
4	Students work with data from realms including wartime collaboration and resistance, gender relations, economic markets within socialism and capitalism, the impact of revolution on land ownership, and the divergence between the center and periphery.	Week One and Week Three analyze the impact of revolution and wartime collaboration and resistance. Week Four and Week Five look at gender relations and life on the periphery. Week Seven and Week Eight look at economic markets and their impact on relations between citizens and the state.

Course and Faculty Information

Course Description: This course examines the history of a country which once again has emerged as an enemy of the United States. It spans the 1930s to the present, covering the majority of the existence of the Soviet Union and the first twenty-five years of post-Soviet Russia through the prism of seven popular, award winning Russian language films. While we cannot delve into all aspects of Russia's history during this time frame, we can explore key issues these films raise. All of these issues demonstrate how twentieth and twenty first century Russian daily life, politics and history is different from the United States. Yet by exploring these issues in depth through the eyes of Russian directors, we can understand the complexity of these issues beyond a sixty second sound bite and comprehend why Russia's history is so different from our own, while also appreciating the humanity of Russians and what they have in common with Americans.

Credits: 3

Instructor: Mehmet Volkan Kaşıkçı

Contact Info:

Email: Mehmet.Kasikci@asu.edu

Course Learning Outcomes

At the completion of this course, students will be able to:

1. Understand the key events that occurred in Russia over the last ninety years.
2. Understand how Russians, at least those who made and like these popular films, view key aspects of their history.
3. Explain how dictatorships stay in power.
4. Analyze, interpret and evaluate films (and other media in popular culture) for their historical content.
5. Understand strategies that individuals have used in history to carve out a semblance of normal life in the midst of less than ideal circumstances.
6. Explain ways in which societies deal with excessively violent events in their nation's history.
7. Think more abstractly having been exposed to how people lived in a different region under distant time periods.
8. Compare and contrast the histories of the U.S. and Russia in the last hundred years, taking into account questions of continuity and change over time.

COURSE TOPICS, SCHEDULE, & GRADING

Activities used for instruction and assessment of learning include: discussions; timed quizzes; short essays; articles and chapters; films; lectures and a timed final exam.

Unit	Topic	Assignments	Due Date - All assignments are due at 11:59 p.m. MST on dates shown	Points
1 8/22-8/23	The Soviet Experiment	First Assignment	Sunday 2019-08-25	4
2 8/26-8/30	The Purges of the 1930s	Quiz 1 Discussion 1	Thursday 2019-08-29 Saturday 2019-08-31	4 5
3 9/2-9/6	The Great Patriotic War	Quiz 2 Discussion 2 Short Essay Choice 1	Thursday 2019-09-05 Saturday 2019-09-07 Sunday 2019-09-08	4 5 18
4 9/9-9/13	Moscow Post-Stalin: 1950s-1970s	Quiz 3 Discussion 3	Thursday 2019-09-12 Saturday 2019-09-14	4 5
5 9/16- 9/20	A Siberian Village: 1900s-1970s	Quiz 4 Discussion 4 Short Essay Choice 2	Thursday 2019-09-19 Saturday 2019-09-21 Sunday 2019-09-22	4 5
6 9/23 – 9/27	Glasnost' and Perestroika under Gorbachev	Quiz 5 Discussion 5	Thursday 2019-09-26 Saturday 2019-09-28	4 5

7		Quiz 6	Thursday 2019-10-03	
9/30 – 10/4	Capitalism in Post-Soviet Russia: 1990s	Discussion 6	Saturday 2019-10-05	4
		Short Essay Choice 3	Sunday 2019-10-06	5
		Quiz 7	Wednesday 2019-10-09	4
8		Discussion 7	Thursday 2019-10-10	5
10/7-10/11	Corruption in Putin's Russia	Final Assignment	Friday 2019-10-11	15

Textbooks

All required readings are provided within the modules.

How to watch the Films

All seven films are available on sovietmoviesonline.com which offers paid daily passes (\$3) to watch as many films as you want within one day, as well as weekly (\$10) and monthly (\$20) passes. Some of them are also available on amazon prime, google play, vudu and amazon video. Netflix, unfortunately, does not show any of them. The seven films you are required to see are:

1. Burnt by the Sun (1995)
2. Come and See (1985)
3. Moscow Does not Believe in Tears (1979)
4. Siberiade (1979)
5. Taxi Blues (1990)
6. Tycoon (2002)
7. Arrhythmia (2017)

COURSE SCHEDULE

Week 1: 2019-08-22 to 2019-08-23 What was the Soviet Experiment?

Lecture: Introduction to the Course

Lecture: 1917 Ushers in the First Communist Country in the World

Reading: Kagan, Ozment, and Turner, *The Western Heritage* (2001): 915-918, 938-941.

Assignment: We all come to whatever we study with preconceived notions about the subject. Since Putin and Russia are in the news virtually every day lately, this is especially true regarding the study of Russia. In any case, I'm sure you've run across conceptions of Russia through popular culture or hearsay and you'll learn something about Russia in this week's lectures. **Write a long paragraph (at least 8-10 complete sentences) explaining everything you associate with Russia and what the sources of your information have been (ie., a film, story someone told you, a news program).** Your posts need to be written out in full sentences – no bulleted lists.

Week 2: M 2019-08-26 to 2019-08-30 The Purges of the 1930s

Reading:

1. *The Western Heritage*, 982-988.
2. Bukharin's last plea: <https://www.marxists.org/archive/bukharin/works/1938/trial/3.htm> (Links to an external site.)

Lecture: Stalin's Rise to Power and Revolution from Above

Lecture: The Purges of the 1930s

Watch: *Burnt by the Sun* (1995) 2 hours and 32 minutes

ASSIGNMENTS:

Quiz #1

Discussion: Why does Colonel Kotov believe in communism, and do you think his, as well as Bukharin's belief in communism, wavers or is destroyed once they are arrested?

NOTE: Last year students were confused by the scene when army tanks are destroying a crop of wheat. This is NOT an example of collectivization, which was already complete by the mid- 1930s when this film takes place. The tank commander has receiving the wrong geographic location regarding where he should conduct military exercises but is afraid to stop the exercises until he receives orders to do so.

- You must post at least three times to our discussion board. Your first post has to be 6-8 sentences long. Your other two posts have to be 3-5 sentences long.
- At least one of your posts have to refer to specific scenes or dialogue (citing the hour and minute of the movie) from the film and one post has to quote from Bukharin's text.
- Only after you have posted your first post read through your classmates' postings. If you post a blank post the first time you will receive a "0" for the assignment.
- After your first post, your subsequent posts are required to be: 1) in response to one of your classmate's posts and 2) in response to a question I have posted in the midst of the discussion. Feel free to disagree politely. Make sure you bring in evidence from the film that supports the point you are making and don't repeat what you have written in other posts on the film.
- Your posts need to be written out in full sentences, as do all your posts and short essays – no bulleted lists.
- Your 3 posts combined should include references to the beginning, middle and end of the film.
- At least one hour has to have transpired between each of your 3 posts.
- **Like all the questions I pose (except on the quizzes!), there are no correct answers, but you can cite facts we learned in lectures and readings incorrectly. You will be graded down for citing such facts incorrectly.**

Week 3: M 2019-09-02 to F 2019-09-06 The Great Patriotic War

Reading:

11. William C. Fuller, Jr., "The Great Fatherland War," in Gregory L. Freeze, **Russia: A History** (2002): 319-335.

12. Kenneth Slepyan, "The People's Avengers: The Partisan Movement," in David Stone (ed.), *The Soviet Union at War, 1941-1945*.

Lecture: The Nazi Occupation of the Western Soviet Union

Watch: *Come and See* (1985) 2 hours and 26 minutes

ASSIGNMENTS:

Quiz #2

Discussion:

Come and See captures the horrors many experienced who lived through Nazi occupation of the Western countryside of the Soviet Union. Most people in the Western world know very little about what the Soviet Union suffered during World War Two.

How do the horrors depicted in the film compare to what you know about the Holocaust?

Short essay #1: Write six paragraphs (each should be 6-8 sentences) on the following subject: the Purges depicted in *Burnt by the Sun*, along with the other violent atrocities of the 1930s such as forced collectivization of agriculture, can be conceived of as a war against Soviet citizens deemed as internal enemies by the Soviet government. *Come and See* depicts a more traditional war, not only in terms of combat, but because the Soviet Union was attacked by a foreign, external enemy. **On the basis of these two films, which type of war (against internal v.s. enemies) was harder to survive?** Please refer to at least 3 different scenes in each film, citing the hour and minutes in (). Remember there is no correct answer, but you must use the facts and examples from the films you cite correctly. Your paper can be single or double spaced, and needs to use 12 pitch font and have one inch margins.

Week 4: M 2019-09-09 to 2019-09-13 Moscow Post-Stalin: 1950s-1970s

Reading:

13. Gregory L. Freeze on reform and stagnation, 1953-1985 in **Russia: A History**, 342-387

Lecture: The Double Burden: The Lives of Soviet Women

Lecture: Residence Permits and Inequality: How Residents of Capital Cities Became the Elite

Watch: *Moscow Does not Believe in Tears* (1979) 2 hours and 30 minutes

ASSIGNMENTS:

Quiz #3

Discussion: Based on the lives of the three women depicted in the film, how do gender roles, and the relationships between men and women, in the Soviet Union in the 1950s-1970s differ from the contemporary U.S.? Follow the instructions under “discussion” module 2.

Week 5: M 2019-09-16 – TH 2019-09-20 A Siberian Village: 1900s-1970s

Lecture: The Russian Revolution Far from the Cities: The Case of Rural Siberia

Watch: *Siberiade* (1979) 4 hours and 20 minutes

Reading:

14. Leon Trotsky, “Revolutionary and Socialist Art,” in *Literature and Revolution* (1924).

ASSIGNMENTS:

Quiz #4

Discussion: Does the director of *Siberiade*, Andrei Konchalovsky, portray the Russian Revolution and the ensuing communist regime as having a positive or negative effect on the lives of the villagers in the film? Follow the instructions under “discussion” week 2, minus the reading.

Short essay #2: Write six paragraphs (each should be 6-8 sentences) on the following subject: you’ve just watched back to back two films about very different geographic regions of the Soviet Union: Moscow, the coveted capital city which had the highest standard of living, and a remote village in Siberia. **Based on these two films, which geographic area best achieved the ideals of communism?** To answer this question you’ll have to define what you consider the ideals of communism to be in your first paragraph. Use the 1924 article we’ve read by Trotsky to do so, quoting it at least once. Even though the article is seemingly about literature and art, the last few pages define what Trotsky and other early Bolsheviks imaged communism and the new communist person, to be. Please refer to at least 3 specific scenes in each film, citing the hour and minutes in (). You should also put the page number of your quote from Trotsky in () with his name first (Trotsky, p.).

Week 6: M 2019-09-23 to F 2019-09-27 Glasnost’ and Perestroika under Gorbachev

Reading:

15. Ron Suny, “The Road to Reform,” *The Soviet Experiment* (2001) 479-513.

Lecture: The Erosion of Belief in Communism

Lecture: Forbidden Fruit: The Allure of Western Culture

Watch: *Taxi Blues* (1990) 1 hour and 50 minutes

*Note: There is a violent sexual scene from 1:11:48-1:12:23 and 1:12:55-1:13:30 that you may find inappropriate; feel free to skip it.

ASSIGNMENTS:

Quiz #5

Discussion: what do the two main characters in the film, Ivan (the taxi driver) and Lioysa (the saxophonist), represent in the last couple of years of Soviet society in terms of their class/political beliefs, and what does the way they interact with each other tell us about the failure of communism? Follow the instructions under “discussion” week 2 minus the reading.

Week 7: M 2019-09-30 to W 2019-10-04 Capitalism in Post-Soviet Russia: 1990s

Reading:

16. Suny, “The Second Russian Republic and the Near Abroad,” in *The Soviet Experiment*, 515-539.
17. Stephen Kotkin, “Survival and Cannibalism in the Rust Belt,” in *Armageddon Averted* (2001):113-141.

Lecture: Russia’s First Businessmen

Lecture: Standard of Living + Quality of Life Plummet

Watch: *Tycoon* (2002) 2 hours and 8 minutes

*Note: there is a sexual scene from 15:50-17:00 that some of you may find inappropriate; feel free to skip it.

ASSINGMENTS:

Quiz #6

Discussion: Do you consider Plato a hero, given his opposition to the Kremlin, or a criminal who is robbing the Russian people? Follow the instructions under “discussion” week 2 minus the reading.

Short essay #3: *Taxi Blues* and *Tycoon* were made by the same director, 12 years apart. *Taxi Blues* deals with the late 1980s, when the Soviet Union was collapsing under Gorbachev, while *Tycoon* focuses on the late 1990s, when Boris Yeltsin was the first democratically elected president of Russia. In which film is there more hope for the future of Russia?

Week 8: M 2019-10-07 – F 2019-10-11 Corruption in Putin’s Russia

Lecture: Why Most Russians Support Putin

Reading:

- David Remnick, “Watching the Eclipse,” *The New Yorker*, 2014 <https://www.newyorker.com/magazine/2014/08/11/watching-eclipse> ([Links to an external site.](#))
- Suny on Putin in *The Soviet Experiment*, 539-547.

Watch: *Arrhythmia* (2017) 1 hour 56 minutes

***Note:** there is a graphic sexual scene from 1:27-1:31 that some of you may find inappropriate; feel free to skip it.

ASSIGNMENTS:

Quiz #7

Discussion: Do you think the disregard for human life that so frustrates Oleg as the Russian health care system undergoes reforms is rooted more in their communist past, or in their capitalist present?

Follow the instructions under “discussion” week 2 minus the reading.

Grading

Your grade will be determined based on the following grading schema:

Grade	Percentage	Points Range
A+	98-100%	98-100
A	93-97%	93-97
A-	90-92%	90-92
B+	87-89%	87-89
B	83-86%	83-86
B-	80-82%	80-82
C+	77-79%	77-79
C	70-76%	70-76
D	62-69%	62-69
E	0-61%	0-61

Overview of Assignments

In this course there are three types of assignments: discussions, short assignments and final assignment.

There are 7 discussions worth 5 points for a total of	35 points
There are 1 short essay worth 18 points for a total of	18 points
There are 7 quizzes worth 4 points each for a total of	28 points
There is one first assignment worth	4 points
There is one final worth 10 points	15 points
Total points in course is equal to	100 points

QUIZZES: You are required to take a ten question multiple choice quiz on the film we have watched each week. Once you begin the quiz you have five minutes to complete it, and you cannot pause the quiz. The quiz link closes at 11:59 MST on the day the quiz is marked due in the syllabus. I strongly advise you to take the quiz immediately after watching the entire film. The quiz tests you on the film, and if you have seen the film, you should do well.

DISCUSSIONS: You will need to participate in a group discussion for each unit.

You will each be assigned to a discussion group. You may post to the discussion threads earlier than the due date. The discussion board closes at 11:59 PM MST on the date it is marked due in the syllabus. You must post at least three times to the discussion board. Only after you have posted your first post read will you be able to read through your classmates' postings. Your first post must be a response to the question posed. If you post a blank post the first time you will receive a "0" for the assignment. One subsequent posting should be in response to a post by another student; another should be in response to a question I pose to the entire group once the discussion begins. At least two of your posts have to refer to specific scenes or dialogue (citing the hour and minute of the movie) from the movie we have watched that week. Two of your posts have to be at least 3-5 sentences long; your initial post must be 6-8 sentences long. You cannot post more than once within a single hour. Your posts need to be written out in full sentences, as do all your posts and short essays,— no bulleted lists. Like all the questions I pose, there are no correct answers, but you can use the facts you've learn in lectures and our readings incorrectly in constructing your response. A rubric is posted.

SHORT ESSAYS: You are only required to write one short essay for the course, and you have three choices for topics and three different due dates. However, if you want to improve your grade, you have the option of writing more than one essay. The higher grade will be the final grade you receive. Each essay should be required to be six paragraphs (each should be 6-8 sentences) long and follow all the instructions in the rubric. Essays must be turned in by 11:59 p.m. MST on the due date. As you will see in the rubric for these essays, 5% of your grade is determined by the quality of your essay. I grade the essays, and will give you extensive feedback on why you received the quality grade you did. This should help you improve the quality of your subsequent essay grades.

FINAL ASSIGNMENT: The final assignment is a short assignment that asks you to reflect upon and apply what you have learned in the course. Please reread the paragraph you wrote at the beginning of the course about what you associated with Russia. **How have your preconceived notions of Russia changed over the course of the semester? How have each of the films we've watched effected your notion of what the Soviet Union and post-Soviet Russia is, and was?** You are required to write at least eight paragraphs. One paragraph will serve as an introduction, and each of the seven paragraphs should be devoted to each filme we watched. The link will open at midnight the final day of classes and close at 11:59 MST on the last day of classes. There is a rubric for how this assignment is graded.

GRADING PROCEDURE

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available via the Gradebook on the course site.

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 should be addressed to your instructor. You can expect a response within 24 hours, usually much sooner.

ONLINE COURSE

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

EMAIL AND INTERNET

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

ALL INSTRUCTOR CORRESPONDENCE WILL BE SENT TO YOUR ASU EMAIL ACCOUNT.

If you use another email account, it is a good idea to forward messages from your ASU account to the other account.

COURSE TIME COMMITMENT

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

LATE OR MISSED ASSIGNMENTS

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](#).

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. **Except in cases of medical emergency that are verified by a written medical excuse, if the instructor is not notified in advance, late assignments will not be accepted.** To request permission to submit a late assignment, the instructor must be contacted at least one day in advance. In general, because this is a 7 and ½ week course, students must have a very good reason, such as illness, family emergency, religious accommodation or accommodation for University-sanctioned activities for submitting an assignment late. Computer and/or system problems do NOT excuse late work or missed quizzes. Please do not wait until the last minute to submit assignments.

SUBMITTING ASSIGNMENTS

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

You are responsible for ensuring that your computer and software are compatible with Canvas. If you have computer problems, do NOT contact the instructor. Instead, contact the Help Desk at 1-855-278-5080 or the helpdesk tab on your “My ASU” page. You can also take a look at <http://asuonline.asu.edu/student-resources/technical-support> for help with common problems.

If there is a documented outage of or problem with Canvas, the deadline will be extended.

DROP AND ADD DATES/WITHDRAWALS

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

GRADE APPEALS

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

STUDENT CONDUCT AND 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>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts or those containing foul language may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

COURSE EVALUATION

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

SYLLABUS DISCLAIMER

Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

ACCESSIBILITY STATEMENT

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. 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. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu.

To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus

University Center Building, Suite 160
+1-602-496-4321 (Voice)

Polytechnic Campus

+1-480-727-1165 (Voice)

West Campus

University Center Building (UCB), Room 130
+1-602-543-8145 (Voice)

Tempe Campus

+1-480-965-1234 (Voice)

COMPUTER REQUIREMENTS

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome \(Links to an external site.\)](#), [Internet Explorer \(Links to an external site.\)](#), [Mozilla Firefox \(Links to an external site.\)](#), or [Safari \(Links to an external site.\)](#))
- [Adobe Acrobat Reader \(Links to an external site.\)](#) (free)
- [Adobe Flash Player \(Links to an external site.\)](#) (free)

TECHNICAL SUPPORT

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at: <https://canvas.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at +1-855-278-5080.

STUDENT SUCCESS

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.