

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	SILC
Prefix:	Number:	Title:	Units:
CHI	294	Chinese Ghost Stories	<u>3</u>

Course description:

(Short) This course will introduce Chinese tales of the strange and supernatural in English translation in their traditional cultural contexts and within modern representations in various media.

(Long) Powerful spirits, vengeful ghosts, prophetic dreams, and monstrous creatures—stories of such oddities abound in Chinese literature. Among the earliest examples of Chinese narrative, these so-called “tales of the strange” (zhiguai) have maintained their popularity for almost two thousand years.

In this course participants will explore these tales in translation and in doing explore medieval Chinese conceptions of the body and soul(s), the afterlife, and the precarious relationship between the living and the dead. Materials will include original stories in translation, scholarly works, and modern re-interpretations of these tales and their content in film and other media.

Is this a cross-listed course? Yes If yes, please identify course(s): **SLC294**

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: Global Awareness–G **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

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

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

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

Checklists for general studies designations:

Complete and attach the appropriate checklist

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

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course

Copy of table of contents from the textbook and list of required readings/books

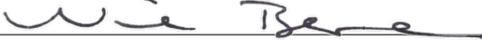
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Lucas Wolf E-mail lawolf2@asu.edu Phone 520-270-0712

Department Chair/Director approval: (Required)

Chair/Director name (Typed): _____ Date: 11/24/2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

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

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

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

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

Reviewed 4/2014

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

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

Course Prefix	Number	Title	Designation
CHI	294	Chinese Ghost Stories	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
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	This course will introduce students to Chinese tales of ghosts and the supernatural in both their traditional cultural context as well as through modern representations in media (film and television).	See the list of topics and readings in the appended reading list as well as the highlighted description in the course syllabus.
2A	In this course participants will explore these tales in English translation and in doing explore medieval Chinese conceptions of the body and soul(s), the afterlife, and the precarious relationship between the living and the dead. Materials will include original stories in translation, scholarly works, and modern re-interpretations of these tales and their content in film and other media.	See the highlighted sections on pg. 1 and 2 of the syllabus as well as the list of topics within the appended schedule. Students will explore the development of the Chinese short story through reading and analyzing translated original texts, engaging with scholarly works on the subject, as well as writing a series of papers in which they demonstrate their understanding of the above.

--	--	--

ASU School of International
Letters and Cultures
Arizona State University

CHI/SLC 294: Chinese Ghost Stories
Summer Session B 2020

General Studies Designations: G, L, or HU (in progress)

Contact Information

Instructor: Lucas Wolf

Telephone number: (520) 270-0712

Email: lawolf2@asu.edu

Zoom Link: <https://asu.zoom.us/j/8145671670>
(by appointment)

Office Hours: TBA

If the instructor's regular office hours are not convenient for the student, an appointment outside those times can be set up. The student should contact the instructor via email for an appointment or for other questions and problems. The instructor will try to return the email within 24 hours.



Zhong Kui Traveling by Gōng Kāi 龔開

Course Description

Powerful spirits, vengeful ghosts, prophetic dreams, and monstrous creatures—stories of such oddities abound in Chinese literature. Among the earliest examples of Chinese narrative, these so-called “tales of the strange” (*zhiguai*) have maintained their popularity for almost two thousand years.

In this course participants will explore these tales in translation and in doing so explore medieval Chinese conceptions of the body and soul(s), the afterlife, and the precarious relationship between the living and the dead. Materials will include original stories in translation, scholarly works, and modern re-interpretations of these tales and their content through film and other media. The course will be taught in English and texts will be read in English translation.

Credits: 3 credit hours

Prerequisites or enrollment requirements: English 102, 105, or 108.

Course Objectives

Everyone loves a good ghost story. In this course students will examine the development of such tales in the Chinese tradition from their earliest compilations to their full flowering in the 18th century. In the process, we will meet hapless ghosts, cunning specters, and sympathetic fox spirits. During this course, students will discuss the ways such beings are imagined and portrayed in these tales, and how such stories shed greater light on the anxieties of the living

(perhaps) than they do those of the dead. By analyzing such tales, in conjunction with scholarship on the historical, religious, and social circumstances of the period, students will be able to describe the fundamental features of these tales and recognize important cultural elements within each. In addition, through interactive reading exercises and reflective/analytical essays, students will discuss and interpret a wide range of related material; these include conceptions of the body and its constituent elements, the importance of gender and sexuality in such tales, as well as the critical role of religion in the intersection between humanity and the supernatural.

Content Warning: Certain materials in this course may involve sexual activity, matters of gender, depictions of violence, the nature of and formation of the body, as well as religious elements. If a student is uncomfortable with such topics, please notify the instructor in advance.

Learning Outcomes

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

- Identify and define fundamental elements of traditional Chinese short stories.
- Discuss medieval and modern interpretations of religious Chinese ideas (including Buddhist and Daoist elements).
- Interpret and analyze scholarly works on Chinese religion and literature.
- Re-evaluate common (e.g. Western) conceptions of the body and spirit(s) by engaging with traditional Chinese understandings of these elements.
- Discuss popular supernatural elements within Chinese culture and recognize their influence within other cultures in East Asia.

Textbooks and Required Purchases

There are no required textbooks for this course. Primary and secondary materials will be provided via Canvas. A communal annotation tool, Perusall, will also be required when engaging with course material and is integrated within Canvas. For an introduction to Perusall, see the following video: <https://asuonline.wistia.com/medias/dvafxxad7>

Course Assignments

As its title suggests, this is a reading-heavy course and students are expected to engage with a variety of different materials during each module. These can vary from primary sources in English translation, to academic articles, as well as visual materials such as illustrations or videos. Short, introductory videos will be provided at the beginning of each module and if additional historical or religious background is required, however the emphasis will be on your discussion and interpretation of stories of the supernatural and their cultural context.

The course will be comprised of the following themes across six course modules, each of which explores an aspect of the supernatural in its traditional Chinese form:

- a) Course Introduction
- b) What is a Ghost Story?
- c) Structure and Style Conventions
- d) Conceptions of the Body and Soul(s)
- e) Vengeful Ghosts and Wronged Spirits
- f) Gender and the Supernatural
- g) Life is But a Dream
- h) The Fantastic Miss Fox

- i) Scholars and (Deceased) Beauties
- j) Tales of Religious Miracles
- k) Modern Visual Representations of the Supernatural

Grading rubrics for each type of assignment will be provided. In addition, the instructor will provide feedback on students' writing assignments during the semester. If students have any questions about an assignment or about the material, please contact the instructor or attend office hours.

Papers (30%)

During the course students will complete two (2) papers on a range of subjects related to the readings and scholarly materials in the class. In addition, brief outlines are required for each paper (see below for due dates). These outlines are intended to ensure that you are proceeding with the writing assignments on time as well as to provide feedback in advance on your topic or approach.

- a. The first paper (10%) will consist of a short reaction essay (3-4 pages, approx. 1500 words) in which you reflect on the readings and discussion in class through a specific prompt. This is an opportunity for you to reflect on the material through your personal experiences and/or perspectives. A brief outline for your paper (including choice of prompt and a sentence or two stating your approach to the topic) is due by **7/12 at 11:59PM**. The paper itself is due **7/16 by 11:59PM**.
- b. The second paper (20%) is an examination of an overriding theme present in several of the tales that we have read thus far. Students will write a short analytical essay (4-5 pages, approx. 2000 words) in which a series of stories is examined, drawing upon at least one (1) scholarly reading, to explore a specific topic as it pertains to Chinese ghost narratives. This paper will require you to engage with the course material through a close reading and analysis of themes and content. A brief outline for the paper, including choice of theme, related stories, and scholarly readings, as well as a sentence or two stating your approach to the topic, will be due by **7/23 at 11:59PM**. The paper itself is due **7/30 at 11:59PM**.

Students will be required to submit their papers through **TurnItIn** to ensure that assignments are original works. Plagiarism is a matter of serious concern and will be addressed as such in this course. For more details, see the section "Academic Integrity" below. If you have questions relating to plagiarism or how to correctly utilize sources, please contact me.

Reading/Annotation Activities (35%)

Each module students will be required to provide annotations on each class reading through **Perusall**, a communal annotation platform built into Canvas. The number of required annotations may vary depending on the length and complexity of the work. However, in general, students will be required to provide **at least three (3) annotations to each reading**. These can include asking questions that occurred during the reading, offering a response to a fellow classmate's question, or writing a comment on something interesting within the material. Annotations should be complete sentences and show evidence of critical engagement, whether with the material or with classmates.

At times, the instructor will include specific questions within a reading for students to answer. Students are **required** to answer these questions in addition to the regular annotations.

Discussion Board (20%)

At the end of each module (**Friday by 11:59PM**), you will provide short responses (min. 150 words, max. 300 words) to two questions that address themes related to that module's readings

as well as a comment or question on one of your peers' responses (min. 50 words, max. 100 words). As a reminder, be respectful of your fellow learners and treat this as an opportunity to engage in a creative discussion of the week's material. Students will post their answers on the Discussion Board, located on Canvas.

Final Project (15%)

By the end of the course students will have read a large number of stories of the supernatural and seen various adaptations of these tales into modern formats. For the final project, students have the opportunity to participate in this grand tradition of adaptation, as they take a traditional Chinese supernatural tale and recreate it through a medium of their choosing (illustration, song, narration, visual re-enactment, poetic or prose reimagining, etc.). The Final Project will be due on **8/10 by 11:59PM**. A short proposal stating the format of your project, the tale(s) that it is based upon, and how you intend to approach the material will be due a week earlier, on **8/03 by 11:59PM**. No late submissions of the Final Project will be accepted (to allow time for grading). Additional details will be provided via Canvas. Good work on reading this far! If you send me an email that specifies how you would like to be addressed in the course (given name, nickname, etc.) and one random fact about yourself, you will be awarded ten (10) points in bonus credit. See, persistence is its own reward!

Course Schedule

The following provides a general outline of the activities and assignments for the course. For a complete list of readings, see the module list on Canvas. Readings are not final and may change.

Modules	Activities	Assignments
6/30-7/2 1.1 Course Introduction	Introductory video Review syllabus Readings	Annotations, Discussion Board responses
7/6-7/9 2.1 What is a Ghost Story? 2.2 Structure and Style Conventions	Introductory video Readings	Annotations, Discussion Board responses
7/12-7/16 3.1 Conceptions of the Body and Soul(s) 3.2 Vengeful Ghosts and Wronged Spirits	Introductory video Readings	Annotations, Discussion Board responses Paper #1 Outline Due (7/12 by 11:59PM) Paper #1 Due (7/16 by 11:59PM)
7/19-7/23 4.1 Gender and the Supernatural 4.2 Life is But a Dream	Introductory video Readings	Annotations, Discussion Board responses

		Paper #2 Outline Due (7/23 at 11:59PM)
7/26-7/30 5.1 The Fantastic Miss Fox 5.2 Scholars and (Deceased) Beauties	Introductory video Readings	Annotations, Discussion Board responses Paper #2 Due (7/30 by 11:59PM)
8/2-8/10 6.1 Tales of Religious Miracles 6.2 Modern Visual Representations of the Supernatural	Introductory video Readings	Annotations, Discussion Board responses Final Project Due (8/10 by 11:59PM)

Late or Missed Assignments

Life can be unpredictable and sometimes other obligations get in the way of coursework. However, as this is a Summer course and time is limited, it is critical that you complete the assignments and readings promptly so that you don't fall behind. If there is an emergency or you are unable to submit an assignment on time, contact the instructor promptly and we can discuss the options.

Published assignment due dates (Arizona time) are firm and are given to ensure that the whole class has the opportunity to work together on readings and discussions. Any unexcused late submissions of assignments are subject to a penalty of 20% per day (reduced to 0% after five days).

Submitting Assignments

All online assignments **MUST** be submitted via the associated assignment submission feature in Canvas. Do **NOT** submit an assignment via email.

Grading Scale

Based on successful completion of the above assignments, final letter grades will be awarded according to the following scale:

A+ 100% - 97%

A <97% - 94%

A- <94% - 90%

B+ <90% - 87%

B <87% - 84%

B- <84% - 80%

C+ <80% - 76%

C <76% - 70%

D <70% - 60%

E <60% - 0%

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.

Drop/Add and Withdrawal Dates

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 academic 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.

Communication and Technology Requirements

Your Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages 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.***

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

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive (Microsoft 365 and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing your work in ASU courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes and exams, and virtual labs.

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://myasucourses.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.

Other Campus Resources

Please refer to the following additional resources available to ASU students:

- [ASU Academic Success Program](#) (tutoring)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

Absences

As this is an iCourse, there will be no synchronous meetings. Instead you will complete the work on your own terms in accordance with the course schedule of readings and assignments. Completion of these assignments will constitute your attendance of this course.

Students that need to be absent from class due to religious observances ([ACD 304–04: Accommodations for Religious Practices](#)) or due to participation in university-sanctioned activities ([ACD 304–02: Missed Classes Due to University-Sanctioned Activities](#)) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and 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 from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

The university takes this matter seriously, as do I. Do not use uncited material in your papers, discussion board response, annotations, etc. If you find what appears to be a useful source, be sure to attribute it correctly using a standardized format (MLA, Chicago, etc.). Aside from practicing academic integrity, this also allows me to determine the quality of the information that you are referencing (there is a lot of nonsense out there!). If you are unclear about what would constitute plagiarism, or how best to cite material in your papers, feel free to contact the instructor.

Accommodating Students with Disabilities

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 Matthew Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: www.asu.edu/studentaffairs/ed/drc.

Expected Classroom Behavior

Though this class is held online, you will still be interacting with your peers and instructor through your work. As such, you will be expected to engage with others in a respectful and helpful manner. Within this course we will be examining material that may challenge preconceptions regarding religious beliefs, the body, social mores, etc. Such topics can inspire lively discussions (and that is the goal), but they can also touch on sensitive issues. You are expected to work with your peers to help foster a safe and welcoming environment, and to answer your classmate's questions or ask your own without concern.

Please maintain proper netiquette in your interactions with your peers on Canvas. This includes keeping course discussion posts focused on the assigned topics, maintaining a positive and polite atmosphere, and using tact in expressing differences of opinion.

Policy Against Threatening Behavior

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

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 to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

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.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

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. Please remember to check your ASU email and the course site often.