

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School	College of Integrative Sciences and Arts	Department/School	Faculty of Leadership and Integrative Studies
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Prefix:	LST	Number:	470	Title:	Liberal Studies Seminar - Topic: Understanding Place	Units:	3
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Course description: **Advanced analysis and application of theories and methods of human and social inquiry.**

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: Literacy and Critical Inquiry–L

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.

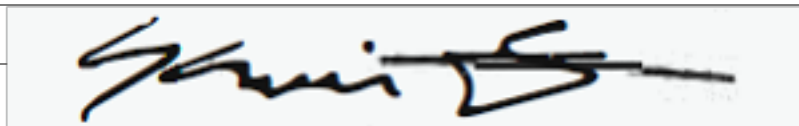
Contact information:

Name	Lori Eshleman	E-mail	L.Eshleman@asu.edu	Phone	480-921-4939
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Kevin Ellsworth	Date:	
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Chair/Director (Signature):



Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> <div>C-1</div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> <div>C-2</div>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> <div>C-3</div>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			

C-4

Course Prefix	Number	Title	General Studies Designation
LST	470	Liberal Studies Seminar - Topic: Understanding Place	L

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	53% of the final course grade is based on individual writing assignments. Another 6% of the grade is based on preparatory work for writing assignments.	C1 Yellow The following assignments are individual writing assignments: Essay on Cather 10%; Course Concepts Paper 18%; Final Project 25%. The following assignments are preparatory work for the Final Project: Worksheet on Final Project Topic 3% and peer reviews 1%; Progress Report on Final Project and Sources - Discussion 2%.
2	The writing assignments require students to gather, interpret, and evaluate evidence regarding the meanings and uses of place and space, based on course resources and outside research. Assignments require critical inquiry that applies, synthesizes, and compares concepts, theories, and modes of inquiry and expression from the Humanities and the Social Sciences. While the Discussion posts are not included under L designation, the readings, resources, and Discussion prompts create the foundation for an increasingly in-depth critical engagement with the meanings and uses of place embodied in the 3 major writing assignments	C2 Green 1. Essay on Cather - students interpret and evaluate how Cather creates a sense of place, based on evidence gathered from Death Comes for the Archbishop, and application of course concepts and perspectives on place-experience. 2. Course Concepts Paper - students interpret, evaluate, and compare humanities and social sciences perspectives, concepts and theories, and modes of inquiry on the topic of Place, supporting their analysis with evidence gathered from course resources. 3. Final Project - students apply and synthesize humanities and social sciences perspectives, concepts, and modes of inquiry and expression to the meanings and uses of a specific place; supported by evidence gathered from web or print research, course resources, and place-experience.
3	The Syllabus includes 3 writing assignments that are purposely scaffolded to be of increasing length, depth, and quality. They include 2 essays that critically engage with and evaluate course materials and concepts. The assignments culminate with a longer project that requires in-depth research; application and synthesis of perspectives, concepts and theories on the meanings and uses of place; and use of varied modes of inquiry and expression. All 3 papers	C3 Aqua 1. Essay on Cather is a 3 page essay that looks at how Cather constructs place in Death Comes for the Archbishop, based on evidence from the novel and application of course concepts and perspectives on place-experience, with citations and Works Cited. 2. Course Concepts Paper is a 4-5 page essay that analyzes and compares humanities and social sciences perspectives, concepts and theories, and modes of inquiry on the topic of Place, supported with evidence from course resources, with citations and Works Cited. 3. The Final Project is a 7-10 page project that applies and synthesizes humanities and social sciences

	<p>require supporting evidence, in-text citations, and references; and are expected to be well-written, well-organized, well-formatted; with attention to mechanics, fluency, diction, and spelling. While Discussion posts are not included under L designation, they are designed to improve students' critical thinking and use of evidence by requiring students to develop the habit of supporting statements with evidence from course resources and citations.</p>	<p>perspectives, concepts, and modes of inquiry and expression to the meanings and uses of a specific place. Includes evidence from web or print research, and course resources, with citations and Works Cited. In addition to a minimum of 2100 words of textual analysis and research, projects are expected to include other modes of expression or inquiry, such as a poem, artwork, or a photo-essay. Projects must be well-organized, clear, well-written and well-formatted.</p> <p>Note: a title page and reference list are in addition to the minimum text length on all 3 assignments.</p>
4	<p>Written feedback on the 1st 2 papers is given within 3-4 days of submission, in the form of summative comments and markups on individual papers, as well as summative announcements to the class. Students are required to read feedback in order to improve writing on the successive papers. Feedback addresses paper content, writing, organization, and citations/use of evidence. Assignment instructions include links to MLA and APA resources, pdf instructions on appropriate integration of evidence, and - for the Final project - a link to ASU Library research tools. Preparation for the Final Project includes a Worksheet on 2 possible topics, with instructor and peer feedback within 2 days; and a progress report Discussion in the week before the project is due, for instructor feedback.</p>	<p>C4 Magenta</p> <p>1. Essay on Cather in Module 4; feedback within 3-4 days: summative feedback, paper markups, and class announcement. Preparation for the paper includes a Study Guide on Cather Novel in Module 3-4.</p> <p>2. Course Concepts Paper in Module 5; feedback within 4 days: summative feedback, paper markups, and class announcement.</p> <p>3. In preparation for Final Project: a) Worksheet on Final Project Topic in Module 6, for peer and instructor feedback within 2 days on 2 possible topics b) Progress Report and proposed Sources Discussion in Module 7, for instructor feedback - about a week before Final Project is due.</p> <p>4. Final Project in Module 7: instructor feedback at the end of the semester: summative feedback, paper markups, and class announcement.</p> <p>(Note: previous to Module 4, instructor reminds students on use of evidence and citations in Discussions and on Quiz 1 on Basso essay question, to develop good habits in use of evidence and citations.)</p>

LST 470 Liberal Studies Seminar – Topic: Understanding Place
ESHLEMAN

Course Catalog Description: Advanced analysis and application of theories and methods of human and social inquiry.

LST 470 Liberal Studies Seminar - Topic: Understanding Place (18856)


Spring B- 2020 ASU Online 3/16-5/5

General Studies Designation: L, HU

Instructor: Dr. Lori Eshleman

Arizona State University Polytechnic, Interdisciplinary Humanities & Communication
Santa Catalina Hall L Wing: 251E Office Hours: By appointment
Email: L.Eshleman@asu.edu

Course Description:

This version of the Liberal Studies capstone seminar looks at transdisciplinary approaches to the experience, uses and meanings of Place. Place is something we tend to take for granted. We live in it, look at it and travel across it throughout our lives. It shapes our experience, our thoughts and memories, our sense of identity, our social relations, and our values in profound and complex ways.  Throughout the course we will examine, interpret, evaluate and synthesize approaches to Place from the Social Sciences (including Anthropology, Human Geography and Sociology) and from the Humanities (including Art and Art History, Literature and Poetry, and Religious Studies). Our course will be organized by modules into the following themes: Place and Identity, Sacred Place and Pilgrimage, Contested Place, and Boundary-Crossing.

While this topic has global applications, a number of the readings and visuals will focus on the American Southwest. The issues the topic raises include preservation; historic designation; development; land use; sustainability; reintroduction of species; travel and tourism; sacred space; land rights; diasporas, immigration and borderlands; place as a marker of personal and ethnic identity; and personal and collective memory and history.

Course Objectives:

In this course students will

- Demonstrate the ability to analyze at least one topic/theme using humanities and social sciences perspectives
- Demonstrate the ability to apply insights, concepts or theories from the humanities and social sciences learned in LST 370 (formerly BIS 370)
- Demonstrate the ability to apply inquiry skills learned in LST 370 (formerly BIS 370)
- Demonstrate the ability to synthesize humanities and social sciences perspectives

Prerequisite(s):

Liberal Studies BLS major; LST 370 (BIS 370) with C or better; ENG 102, 105, or 108 with C or better; minimum senior standing

L - Literacy and Critical Inquiry Designation:

This course meets General Studies “L,” literacy and critical inquiry requirements. Literacy is competence in written and oral discourse; critical inquiry is the gathering, interpretation, and evaluation of evidence. The literacy and critical inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

HU – Humanities, Arts and Design Designation

The study of the humanities and the disciplines of art and design deepen awareness of the complexities of the human condition and its diverse histories and cultures. Courses in the humanities are devoted to the productions of human thought and imagination, particularly in philosophical, historical, religious and artistic traditions. Courses with an emphasis in arts and design comprise the study of aesthetic experiences and the processes of artistic creation. They may also feature a design emphasis in which material culture is studied as a product of human thought and imagination.

LIS Unit:

This course is offered through the Faculty Leadership and Integrative Studies in ASU's College of Integrative Sciences and Arts. For more information about the College of Integrative Sciences and Arts, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns about the administration of the course, you should first contact the course instructor, Lori Eshleman: L.Eshleman@asu.edu. The Faculty Head of Leadership and Integrative Studies is Kevin Ellsworth: Kevin.Ellsworth@asu.edu. For other questions or concerns, please send your inquiry to cisa@asu.edu.

Texts:

Basso, Keith. *Wisdom Sits in Places: Landscape & Language among the Western Apache*. Albuquerque: University of New Mexico Press, 1996.

Cather, Willa. *Death Comes for the Archbishop*. Virago, U.K., 2006.

Other readings and resources provided online.

Grading Scale:

A+	100-98
A	<98-93
A-	<93-90
B+	<90-88

B	<88-83
B-	<83-80
C+	<80-78
C	<78-70
D	<70-60
E	<60

Failure due to Academic Dishonesty = XE

Grading Criteria:

Grades in this course are based on (1) writing projects (2) participation in class discussions & quizzes (3) evidence of careful reading and viewing of all assigned resources. Note that this course requires significant reading. The specific breakdown is as follows:

Assignments

Weekly Module Exercises	31%	Mod 0-7
Quiz on Basso, <i>Wisdom Sits in Places</i>	10%	Mod 2
Essay on Cather, <i>Death Comes for the Archbishop</i> C1, C2, C3, C4	10%	Mod 4
Course Concepts Paper C1, C2, C3, C4	18%	Mod 5
Worksheet on Final Project Topic & Peer Reviews C4	4%	Mod 6
Progress Report on Final Project & Sources – Discussion C4	2%	Mod 7
Final Project C1, C2, C3, C4	25%	Mod 7

Abbreviated Assignment Descriptions (Detailed descriptions and grading rubrics for each assignment are posted below, after the Schedule, on pp. 9-17):

Weekly Module Exercises: (31% total) During weeks 1-7 you will be expected to complete weekly module exercises, including a Syllabus Quiz, Discussion posts and Peer Responses. These vary between 30 and 45 pts. each. Responses on readings should include specific evidence from the readings, with citations.

Quiz on Basso: (10%) In Mod 2 you will answer essay, short answer, & multiple choice questions on Keith Basso's *Wisdom Sits in Places: Landscape & Language among the Western Apache*. To prepare for the quiz, use the Quiz 1 Study Guide in Mod 2.

Essay on Cather: (10%) C1, C2, C3 In Mod 4 you will write a three full page essay (minimum 1100 words) on how Willa Cather creates a sense of place in her 1927 novel *Death Comes for the Archbishop*. Essay should include supporting evidence gathered from the novel and application of course concepts and insights about place-experience from the first 4 modules of

LST 470. To prepare for the essay, see Study Guide for Cather Novel in Mod 3-4. **C4** Written instructor feedback on the essay within 3-4 days. Students are required to read feedback in preparation for the Course Concepts Paper.

Course Concepts Paper: (18%) **C1, C2, C3** In Mod 5 you will write a 4 full to 5 page paper (minimum 1400 words) that interprets, evaluates, and compares humanities and social sciences perspectives, concepts and theories, and modes of inquiry on the topic of Place. Support your analysis with evidence gathered from course resources, with citations and Works Cited. **C4** Written instructor feedback on the essay within 4 days. Students are required to read feedback in preparation for the Final Project.

Worksheet on Final Project Topic, and Peer Reviews: (4%) **C4** In Mod 6 you will complete a Worksheet that offers 2 possible topics for your Final Project (3%) and post it as a docx attachment in Mod 6 Discussion for Peer Review (1%) and Instructor feedback and approval. Instructor feedback on the topic within 2 days. Worksheet is required, not optional, in order to proceed with the Final Project.

Progress Report on Project & Sources - Discussion: (2%) **C4** In Mod 7 you will complete a brief progress report in Discussion, including 2-3 web or print sources you plan to use, for instructor feedback.

Final Project: (25%) **C1, C2, C3** In Mod 7 your final project will demonstrate your ability to apply and synthesize humanities and social sciences perspectives, concepts, and modes of inquiry and expression to the meanings and uses of a specific place that you have been to, within our course discourse on place and space. Must include evidence from web or print research, and course resources, with citations and Works Cited. 7-10 pages in length (minimum 2100 words of text, plus visuals, other materials, and Works Cited). **C4** Written instructor feedback on the Final Project at the end of the semester.

NOTE: the Final Project is REQUIRED (not optional) in order to pass this course. This means that even if you have enough points to get a C without the Final Project, you will not pass the course without submitting a Final Project.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#). Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [ASU Grade Appeals policy](#).

SCHEDULE:

Module 1 3/16-3/22 Introduction to the Course; assessing your own perceptions of "place"; key concepts of place and identity through Social Sciences perspectives of human geography and environmental psychology, including sense of place.

Read:

1. Syllabus
2. Lecture 1: Course Overview
3. Cresswell, Tim. "Defining Place," Chapter 1 of *Place: A Short Introduction*. Blackwell, 2004, pp. 1-12
4. Manzo, Lynne. "For Better or Worse: Exploring Multiple Dimensions of Place Meaning," *Journal of Environmental Psychology*, Vol 25: Issue 1 (March 2005) pp. 67-86. ASU Library, ScienceDirect.com
5. Basso, Keith. *Wisdom Sits in Places: Landscape & Language among the Western Apache*. University of New Mexico Press, 1996.

View & Listen:

PowerPoint 1

1. **Due by Wednesday at 11:59 pm:**
Module 1 Discussion - Introduction: Introduce yourself and tell us what "place" means to you
2. **Due by Sunday at 11:59 pm:**
Module 1 Discussion – Sense of Place: discuss place & space; location, locale, sense of place; experience in place; social sciences and humanities disciplinary perspectives on place

Module 2 3/23-3/29 This Module looks at themes of sacred place and pilgrimage, and understandings of place among the Apache, through Social Sciences perspectives of ethnography, anthropology and archaeology; and an interdisciplinary perspective on history of religions.

Read:

1. Lecture 2
2. Quiz 1 Study Guide: concept of dwelling, Apache understandings of history; place-names, place-meanings, and place-worlds.
3. King, Thomas. "Closer to Home", Chap. 4 of *Places that Count: Traditional Cultural Properties in Cultural Resource Management*." Altamira Press, 2003, pp. 67-71.
4. Campo, Juan Eduardo. "American Pilgrimage Landscapes," *Annals of the American Academy of Political and Social Science*, 558 (July 1998), pp. 40-56. ASU Library: online.

5. Turner, Victor and Edith. "The Processual Form of Ritual." *Image and Pilgrimage in Christian Culture*. Columbia University Press, 1978, pp. 249-251.
6. Basso, Keith. *Wisdom Sits in Places: Landscape & Language among the Western Apache*. University of New Mexico Press, 1996.

1. Due by Wednesday at 11:59 pm:

Module 2 Discussion - Sacred Place & Pilgrimage in the Social Sciences: traditional cultural properties; traditional religious, civic, and popular pilgrimage sites; important or sacred place of your own.

2. Due by Sunday at 11:59 pm:

Quiz 1 on Basso, *Wisdom Sits in Places* 100 points. Multiple choice, short answer, essay - Concept of dwelling, Apache understandings of history; place-names, place-meanings, and place-worlds.

Module 3 3/30-4/5 This module looks at themes of place and identity and aesthetic constructions of place, through Humanities perspectives of landscape painting and photography, poetry, and a novel.

Note: Course Withdrawal Deadline Friday 4/3

Read:

1. Lecture 3
2. Study Guide for Cather Novel C4
3. Momaday, N. Scott. "Plainview I." <http://bibliosity.blogspot.com/2009/01/plainview-i.html>
4. Momaday, N. Scott. "The Earth." From PoemHunter.com
5. Optional reading: Karlins, N.F. "An Odd Couple." *Artnet magazine*, 2008.
6. Cather, Willa. *Death Comes for the Archbishop*. (A novel, 1927). Virago, 2006.

View & Listen:

1. PP 2: Landscapes: O'Keeffe and Adams.
2. "Georgia O'Keeffe and Ansel Adams: Natural Affinities." O'Keeffe Museum, 2008. YouTube.
3. "2008 Native Writers Series. #1 - N. Scott Momaday." Smithsonian Videos. YouTube.

1. Due by Wednesday at 11:59 pm

-Module 3 Discussion – Southwest Landscape & Poetry: Georgia O'Keeffe, Ansel Adams, N. Scott Momaday poems; aesthetic qualities & visual associations.

2. Due by Sunday at 11:59 pm:

-Prepare for Essay on Cather, due on Wednesday in Module 4

Module 4 4/6-4/12 This module looks at themes of sacred place and pilgrimage, through Humanities perspectives of film, poetry, a novel, architecture, and art history.

Read:

1. Lecture 4
2. Study Guide for Cather Novel C4
3. Cather, Willa. *Death Comes for the Archbishop*. (A novel, 1927). Virago, 2006.
4. Addonizio, Kim. "Santuario at Chimayo," at Poem of the Day. 7 July 2005.
5. Raleigh, Sir Walter. "The Passionate Man's Pilgrimage." Poetry Foundation.
6. Giffords, Gloria Fraser. "Spanish Colonial Polychrome Statuary: Replicating the Lions of San Xavier del Bac." *APT Bulletin*, Vol. 22, No. 3, 1990, pp. 19-29. JSTOR, ASU Library.

View & Listen:

1. Horizon - San Xavier del Bac Mission. azpbs.org. YouTube – April 3, 2009.
2. El Santuario de Chimayo. Catholic Churches of New Mexico, Landmarks of Faith. Films on Demand. 2000. ASU Library.

1. Due by Wednesday at 11:59 pm:

Essay on Cather - **3 page essay** on how Cather creates a sense of place in her 1929 novel, *Death Comes for the Archbishop* C1, C2, C3 C4 **See Instructions p 9-11 below**

2. Due by Sunday at 11:59 pm:

Module 4: Discussion - Chimayo & San Xavier del Bac: pilgrimage practices, art, poetry & architecture.

3. Work on Course Concepts Paper, due in Module 5

Module 5 4/13-4/19 This module looks at Humanities and Social Sciences perspectives on the theme of contested place, focusing on conflict, disagreement or competition over meanings and uses of particular places and spaces. Includes a film and an interdisciplinary article.

Read:

1. Lecture 5
2. Bilger, Burkhard. "Mystery on Pearl Street," *The New Yorker*, Jan 7, 2008, pp. 1-9. Newyorker.com

View & Listen:

1. *Broken Rainbow*. A documentary film by Maria Floria and Victoria Mudd, 1985. Academy Award for Best Documentary Feature. YouTube.

1. **Due by Wednesday at 11:59 pm:**

Module 5 Discussion – Contested Place: humanities & social sciences perspectives on a contested historical building in NYC, and on the Navajo-Hopi land dispute; research a contested place of your own choice.

2. **Due by Sunday at 11:59 pm:**

Course Concepts Paper: 4-5 pages; interpret and evaluate what you have learned about place from the social sciences and the humanities in this class, and compare the strengths and limitations of each in understanding place: concepts, theories, perspectives, and modes of inquiry & expression. Citations and Works Cited required. C1, C2, C3 C4 See Instructions p 11-13 below

Module 6 4/20-4/26 This Module will introduce you to the last theme in this class: transnationalism, boundary-crossing, and fluid space, from the Social Sciences perspective of anthropology. You will also choose a topic and start researching your Final Project.

Read:

1. Lecture 6
2. Low, Setha, and Lawrence-Zuniga, Denise. "Transnational Space." In Low and Lawrence-Zuniga, eds., *The Anthropology of Space and Place: Locating Culture*, Blackwell 2003, pp. 25-30.

1. **Due by Wednesday at 11:59 pm:**

Module 6 Discussion – Worksheet for Final Project; Peer & Instructor reviews: **Required** C4

2. **Due by Sunday at 11:59 pm:**

Module 6 Discussion: Boundary-Crossing & Transnationalism

Module 7 4/27-5/5 In this Module the work you've done in this class and in the LST program will culminate in a Final Project, which brings together Humanities and Social Sciences approaches to a specific place that is meaningful to you and others. We will also conclude our discussion of boundary-crossing by focusing on an example from the Arts: Christo's Running Fence.

Note: This Module is long and ends on TUES 5/5; no work accepted after 5/5

Read:

1. Lecture 7
2. "Christo's California Dreamin.'" Christo and Jeanne-Claude: Remembering the Running Fence, Smithsonian American Museum, April 2, 2010-Sept 26, 2010. *Smithsonian Magazine*, June 2010. Smithsonianmag.com.

3. “Christo and Jeanne-Claude: On the Making of the Running Fence.” Smithsonian American Art Museum Blog. Howard, April 1 2010, americanart.si.edu.

View & Listen:

1. “Christo and Jeanne-Claude’s Running Fence.” *Smithsonian Magazine*, April 23, 2010. YouTube.

1. Due by WED 4/29 at 11:59 pm:

Module 7 Discussion – Progress Report on Final Project & Sources; peer and instructor feedback C4

2. Due by SUNDAY 5/3 at 11:59 pm (the last day of class):

3. Final Project 7-10 page project which demonstrates your ability to apply and synthesize humanities and social sciences perspectives, concepts, and modes of inquiry and expression to a specific place in your area that holds meaning to you and to the larger community. Must include evidence from web or print research, and course resources, with citations and Works Cited. C1, C2, C3 C4 See Instructions p 14-17 below

3. Due by TUESDAY 5/5 at 11:59 pm (the last day of class):

Module 7: Discussion – Christo: Running Fence – aesthetics and landscape; meanings of boundaries/walls and boundary-crossing

Full Description and Grading Rubric for each of the Three Major Writing Assignments:

CATHER ESSAY – Module 4 C1, C2, C3 C4

Due WEDNESDAY by 11:59 pm - 100 points – 10% of final grade - Please submit as an Attachment in Docx.

General Assignment Description:

Three (3) full pages (double-spaced), and 1100 words minimum. (Please observe the length requirement: no shorter, please)

For this assignment, you will write a three full page essay (1100 words) on the following question: C2 How does Willa Cather create a sense of place in her 1927 novel *Death Comes for*

the Archbishop? Essay should include supporting evidence from the novel and application of course concepts and insights about place-experience from the first 4 modules of LST 470.

1. **C2** Please include the following three aspects of place-experience in your discussion:

- Place-meanings for different social and religious groups such as priests and indigenous people (Native American Indians)
- Place-description through colors, shapes, and other sensory experience
- Movement across the landscape, from place to place

2. **C2** Support your analysis with evidence from the novel, including a few select quotes. **C3** See this [Study Guide for Cather Novel](#) for help preparing to write the essay.

3. **C2** Apply and demonstrate understanding of course concepts and insights about understanding place from Modules 1-4 in LST 470.

4. **C2** Essay should draw on Cather's novel and on course resources, not on outside sources. **C3** All paraphrases and quotes from Cather and course resources must have in-text parenthetical citations with author and page number in MLA or APA style, with Works Cited or References at the end of the paper. Use whichever of the two styles you are more comfortable with. (Note: if you use APA, I don't want an Abstract.)

5. Paper should be 3 full pages and 1100 words minimum, **double-spaced** in 12 pt font with 1 inch margins, in Times New Roman, use in-text citations and a reference list (a title page and reference list do not count toward the assignment minimum). **C3** Please revise, edit and proof for format, organization, fluency, mechanics, diction, spelling and tone.

6. **C3** Please write in your own words, using quotes only to support your statements, not in place of them. All quotes must be placed in quotation marks; and all quotes, paraphrases and summaries from sources must be cited using parenthetical, in-text citations (author and page number in parentheses for MLA) (author, date and p. number in parentheses for APA). **Quotes should not comprise more than 15% of any paper.**

7. **C4** Written instructor feedback on the essay within 3-4 days. Students are required to read feedback in preparation for the Course Concepts Paper.

C4 This pdf. goes over use of quotes, paraphrases and summaries: [Use of Evidence](#). Here is help for APA and MLA citation style from the OWL Purdue Writing Center: [MLA](#) [APA](#)

NOTE: Plagiarism in any form will not be tolerated: possible consequences include receiving a zero for the assignment, an E for the Course, or an XE for the course. See the Syllabus statement on Academic Integrity.

Grading

NOTE: you will not receive credit for any part of the rubric if 1) you plagiarize 2) you use a paper from another class or 3) the paper does not fulfill the assignment

	Superior	Strong	Competent	Weak	Not Addressed
C2 Clear & reasoned discussion of how Cather creates a sense of place in <i>Death Comes for the Archbishop</i> , which includes the 3 listed aspects of place experience	50	40	30	20	0
C2 Use of supporting evidence from the novel; application of concepts and insights on understanding place from LST 470	25	20	15	10	0
C3 In-text citations and reference list in MLA or APA style; Format, Organization, Fluency, Diction, Tone, Mechanics & Spelling	25	20	15	10	0

COURSE CONCEPTS PAPER Module 5 C1, C2, C3 C4

Due SUNDAY by 11:59 pm - 180 points – 18% of final grade. Please submit as an Attachment in Docx.

General Assignment Description:

Four full to five pages (double-spaced), and 1400 words minimum. (Please observe the length requirement: no shorter and not significantly longer)

C2 For this paper, you will interpret and evaluate what you have learned about place from the social sciences and the humanities in this class, and compare the strengths and limitations of each in understanding place. The paper is based on the **first 4 modules of this class (not on Mod 5)**, and on the readings and resources from this class.

The paper should cover the following:

1. **C2** For about two pages: Discuss what you learned from the Social Sciences. Discuss some of the concepts, theories, perspectives, and modes of inquiry from the Social Sciences that you found most relevant **to understanding place** so far this semester. Draw on **4 social sciences readings** from this class that you found most informative in an understanding of place, and state what you learned and why you found it important (**please provide examples & citations from 4 readings from our course, not including my lectures**). Discussion should focus on readings & concepts from this class, rather than outside research. Please be careful to use only Social Science sources in this section--sources from Module 1 and Module 2 only.
2. **C2** For the next two pages: Discuss what you learned from the Humanities. Discuss some of the concepts, theories, perspectives, and modes of expression or inquiry from the Humanities that you found most relevant **to understanding place** so far this semester. Draw on **4 Humanities readings or other resources** from this class that you found most useful to an understanding of place, and state what you learned and why you found it important (**please provide examples & citations from 4 resources from our course, not including my lectures; use a variety of types of resources--e.g. not just poetry, or not just art**). Discussion should focus on readings, resources & concepts from this class, rather than outside research. Please be careful to use only Humanities sources in this section--sources from Module 3 and Module 4 only. **Note: Do not use Cather, since we already wrote about *Death Comes for the Archbishop*.**
3. **C2** As part of your discussion, compare the **strengths and limitations** of Social Sciences and Humanities types of knowledge about and modes of inquiry/expression on place. For example, what type of knowledge about place does a novel or landscape painting offer that may not be found in a social sciences article, and visa versa?
4. **C3** Give your paper a brief intro that lets the reader know the focus of the paper. Draw on a variety of types of course resources.
5. **C3** All papers are required to use both in-text citations and a list of References or Works Cited in either APA or MLA style. **C4** This pdf. goes over use of quotes, paraphrases and summaries: [Use of Evidence](#). Here is help for APA and MLA citation style from the OWL Purdue Writing Center: [MLA](#) [APA](#).
6. **Paper should be 4 full to 5 pages and a minimum of 1400 words, double-spaced** in 12 pt font with 1 inch margins, in Times New Roman, use in-text citations and a reference list of sources in either APA or MLA style (**a title page and reference list do not count toward the assignment minimum**). **It should be a unified, coherent, well-written, well-organized, and original essay.** Please revise, edit and proof for format, organization, fluency, mechanics, grammar, spelling and tone.
7. **C3** Write in your own words, using quotes only to support your statements, not in place of them. All quotes must be placed in quotation marks; and all quotes, paraphrases and summaries from sources must be cited using parenthetical, in-text citations (author and page number in parentheses for MLA) (author, date and p. number in parentheses for APA). **Quotes should not comprise more than 15% of any paper. Plagiarism in any form will not be tolerated:** possible consequences include receiving a zero for the assignment, an E for the Course, or an XE for the course. See the Syllabus statement on Academic Integrity.

8. **C4** Written instructor feedback on the essay within 4 days. Students are required to read feedback in preparation for the Final Project.

Note

Please do not use outside sources for this paper, as the objective is to demonstrate what you have learned from this class. Also, do not focus on a specific place of your own in this paper, as that will be the topic of our Final Project. Finally, do not simply recycle Discussion Posts or Quiz responses for this paper: you will not receive credit for copying previous work.

Note about citing secondary or indirect sources: if Manzo, for example, uses a quote from another source and you decide to use that quote in your paper, you must still cite Manzo, both in-text and in the Works Cited. **Always cite the source you actually read.** In-text you would put this in parentheses (quoted in Manzo 4) or (cited in Manzo 4), then in the Works Cited, you would only cite Manzo. Here are MLA guidelines for citing secondary sources:

<https://columbiacollege-ca.libguides.com>

Grading:

NOTE: you will not receive credit for any part of the rubric if 1) you plagiarize 2) you use a paper from another class or 3) the paper does not fulfill the assignment. Falling short on the minimum length will have a significant impact on your grade. Papers are **required** to use both in-text citations and a References/Works Cited list. **Papers MUST focus on course resources, NOT on outside resources.**

	Superior	Strong	Competent	Weak	Not Addressed
C2 Well-considered choice and Clear overview of course concepts/theories/perspectives/modes of inquiry about place from the Social Sciences, with supporting evidence from at least 4 course sources	40	32	25	18	0
C2 Well-considered choice and Clear overview of course concepts/theories/perspectives/modes of inquiry or expression about place from the Humanities, with supporting evidence from at least 4 course sources of different types	40	32	25	18	0
C2 Compare the strengths and limitations of social sciences & humanities modes of inquiry/expression & types of knowledge about place	40	32	25	18	0

C3 Overall quality of writing, spelling, tone, organization & paper format	30	25	20	15	0
C3 Appropriate Use of In-Text Citations and Reference List in APA or MLA style	30	25	20	15	

FINAL PROJECT – Module 7 C1, C2, C3 C4

Please submit as an Attachment in Docx.

Due SUNDAY by 11:59 pm - 250 points – 25% of final grade, 7-10 pages in length, 12 point font in Times New Roman, double-spaced, with 1-inch margins, plus reference list -- (minimum of 7 pages, which must include at least 6 pages of text and 2100 words--plus images or other material, which should be placed at the end of the paper, before the Reference list)

Note: the Final Project is REQUIRED (not optional) in order to pass this class, even if you have a C without it

General Assignment Description:

C2, Your final project will demonstrate your ability to **apply and synthesize social sciences and humanities** perspectives, theories, concepts and modes of inquiry in order to interpret, evaluate and express the meanings and uses of **a specific place that you have been to, within our course discourse on place and space.**

1. First, **choose a specific place that you have been to or visited as your focus:** it could be a natural site, a historic site, a state park or national park, a nature preserve, a building, a shopping mall, a library, a community center, a church or synagogue, a farm, a sports arena, a school, a business, a city center, etc. Be sure your focus is on a specific place and will fit the themes, concepts and theories we have studied in this course--and both social sciences and humanities perspectives and modes of inquiry. It should be **a place you have visited**, that is of interest to you, and that can be researched. Note that if it is a historical place, your approach should not be only historical, but also contemporary. *(NOTE: due to the coronavirus stay-at-home measures in place in most states, I don't want you to visit the place currently -- you can rely on memories, virtual tours, photos, and online research.)*
2. **C2**, Second, as the focus of your inquiry, **consider what is the meaning of this place to you and to other people who live and visit here, within the context of our discourse on place in this course?** Is it a center of personal, social or cultural identity? Can it be considered a sacred place? Are its meanings and uses contested in any way? Does it show the impact of globalization, transnationalism or boundary-crossing? **Apply & synthesize perspectives and concepts about place, as well as modes of inquiry, from the social sciences and the humanities in an interpretation and evaluation of this**

place; include a few relevant themes, concepts, and readings/resources about place from our course, with specific evidence such as quotes, paraphrases, and summaries with citations.

3. **C2**, In the process of your investigation, **use a variety of research, data, sources, modes of inquiry and expression from both the social sciences and the humanities**. For example, use some typical social sciences methods of gathering information, such as doing an interview over the phone or by e-communication, gathering quantitative data, categorizing information, doing social sciences research in credible online sources, etc. And use some typical humanities modes of inquiry or expression, such as writing a poem or a mini-story, creating a work of art, writing a mini-memoir, citing another author's poem or music, incorporating photos, assessing the aesthetic or spiritual impact of a place, analyzing works of art or architectural style associated with the place, doing humanities research in credible online sources, etc. **Due to University guidelines on use of human subjects, you need my supervision and approval for any interviews or surveys. Any of you who suggested doing interviews or surveys on your Worksheet, please see my comments on Module 6 Discussion - Worksheet, where I have either approved your ideas or said no. (NOTE: due to the coronavirus stay-at-home measures in place in most states, any interviews or surveys would need to be over the phone or by electronic communication, unless they are with family members that you live with.)**
4. **C2**, **Provide evidence from research on your site; C3** use in-text citations; and include a **Reference List in either MLA or APA style**, that includes a variety of sources you actually used and cited in-text: credible online sources, newspaper articles, journal articles, data-bases and books; any interviews will be cited in-text. **The ASU Library databases have excellent online resources, from journals, newspapers, magazines, government records and e-books. Here is a link to the [ASU Library OneSearch](#). (You must be logged into MyASU to use it.)**
5. **C3** Sources for quotes, ideas from other sources, paraphrases or summaries **must** also be cited in-text, using parenthetical citations (author, page number for MLA) (author, date, page number for APA). All quotes **MUST** be in quotation marks. **Do NOT string together quotes or close paraphrases: quotes should not constitute more than 15% of any paper.** Here is help for APA and MLA citation style from the OWL Purdue Writing Center: [MLA](#) [APA](#). And here is a guide to [Use of Evidence and Integration of Sources](#).
6. **C3** Projects should be **7-10 pages in length, plus Reference List**. (The minimum length does not include the title page or reference page. Minimum of 7 pages, which must include at least 6 pages of text and 2100 words--plus images or other material, which should be placed at the end of the paper, before the Reference list.) Please double-space, using 12 pt font and Times New Roman, with 1 in margins. Please include a Title Page and, if needed, a Table of Contents (not part of the 7-10 pages). **C2 C3** Papers should have an introduction and conclusion and comment thoughtfully on why you have chosen the approaches you have. Papers should draw conclusions and integrate findings from the Social Sciences and the Humanities on the meaning of this place. Please submit as an attachment in Docx. If you include works of art, you will need to photograph them digitally or scan them for submission.
7. [More on Final Project](#) - please read this pdf for more assistance on choosing a topic, and on the format and content of the Final Project.

8. **C4** Written instructor feedback on the Final Project at the end of the semester.

C2 C3 What I will be looking for as I grade:

- Thoughtful choice of place and evaluation of its meanings to you and to others within the context of our course discourse on meanings and uses of place and space
- Application and synthesis of both social sciences and humanities perspectives
- Application and synthesis of both social sciences and humanities modes of inquiry and expression
- Integration and application of a few relevant course themes, concepts, and readings/resources, with citations
- Evidence from research, using a variety of sources, with in-text citations, a References or Works Cited list, and careful use of MLA or APA form
- A well-written, well-organized Project free of grammatical and spelling errors
- Quotes should be used ONLY RARELY
- **Plagiarism in any form will not be tolerated:** possible consequences include receiving a zero for the assignment, an E for the Course, or an XE for the course. See the Syllabus statement on Academic Integrity
- **Do not recycle Papers, Discussion Posts or Quiz responses** in the Final Project: if you do, you may not receive credit for the assignment
- If you post a paper from another class, you may receive a zero: this is academic dishonesty

Grading:

NOTE: you will not receive credit for any part of the rubric if 1) you plagiarize 2) you use a paper from another class or 3) the paper does not fulfill the assignment

	Superior	Strong	Competent	Weak	Not Addressed
C2 Choice of place and Evaluation of Meaning to yourself and others in the context of class discourse on place	50	42	34	26	0
C2 Application of a Few Relevant Course Concepts, Themes, Readings & Resources to your chosen Place, with Citations	50	42	34	26	0

C2 Application & Synthesis of SOC & HU perspectives	50	42	34	26	0
C2 Application & Synthesis of SOC & HU modes of inquiry and expression	50	42	34	26	0
C2 Evidence from Research; C3 Reference list of sources and use of in-text Citations in APA or MLA format: Variety, Credibility & Citation Style; Overall Writing, Tone, Mechanics, Spelling & Organization	50	42	34	26	0

Course Policies

Course Work

You must “come to class” prepared to write, to share your drafts with others and to revise what you have already written. This means you must work steadily both in class and on your own. Time management is an important element in writing, and thus, an important concern for you in this course.

Assignment Submission

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

All Major Assignments must be submitted in Docx. If you have a Mac, you should save your file in Word.

Missed and Late Assignment Policy

Assignments must adhere to the due dates, unless the student contacts me **before** the assignment is due in case of documented illness, accident or another serious issue. If you are ill or in an accident, please let me know at that time, and provide timely documentation, in order to arrange

a timetable for makeup work. Make-up work that does not follow this procedure will not be accepted.

Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

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.**

Student Responsibilities

It is the student's responsibility to monitor their own grades and my comments on their work. The grade book shows both total points and letter grade, so you can see at any time what your current grade is.

Participation Policy

Participation is an integral part of this course. The student's participation will be assessed taking into account: attendance, participation in class activities, and participation in class discussions. Essential for participation is preparation. It is expected that each student has completed all readings and assignments for each class. Excused absences will be provided only with **proper and timely documentation** (Dr.'s note or other legal or official papers, obituary, etc. submitted at the time of the incident.)

To be successful in this class each student must commit to full and timely participation in discussions, peer critiques, quizzes, worksheets, and major assignments. As stated above under Final Project, you a) are required to post the Worksheet on Final Project in order to receive Instructor feedback and approval on your topic for the Final Project; and b) the Final Project is required in order to pass LST 470, even if you would have a C without it.

Students must adhere to university policies for the observance of religious practices in accordance with policy [ACD 304-04](#), "Accommodation for Religious Practices".

Students wishing to obtain an excused absence(s) for university sanctioned events/activities must follow policy [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities". Students who participate in line-of-duty activities shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty. See university policy: ACD304-11; SSM 201-18: Accommodating Active Duty Military asu.edu/aad/manuals/ssm/ssm201-18.html for details. Students should discuss individual concerns with their instructor.

Conduct

An environment of acceptance and respect is to be maintained at all times in this class. From time to time sensitive issues may arise regarding: race, class, nationality, gender, religion & sexual orientation, students are expected to respect the confidentiality of any shared information. **All communication with the Instructor and with other students, including emails and Discussion Board posts, must maintain a professional and reasoned tone.** This course is conducted according to the ASU [Code of Conduct](#).

In order to build an online course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as netiquette). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion; in addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced by 5% each time you engage in the types of negative behaviors indicated above.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), 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.

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.

Public Nature of the Classroom

Please consider every piece of writing you do for this class to be "public." This includes not only major assignments, but discussion boards and emails to the instructor or others. **Please**

maintain a civil, reasoned tone in all writing and emails in this class. Part of becoming a good writer, researcher and an informed thinker is learning to appreciate the ideas and criticisms of others; in this course our purpose is to come together as a learning and writing community. Remember that you will regularly be expected to share your writing and ideas with others.

Course Questions and Community Forum

This course uses a Discussion called "Community Forum" 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, complaints, or questions about your grade to your instructor. Feel free to use the Inbox Message System in Canvas to contact your instructor. These messages and their responses will be visible both in the Inbox and via email. Please do not email the whole class. For technical questions, please contact the ASU HELP desk, which is available 24/7.

Instructor Response Time

I will respond to emails within 24 hours Mon through Fri, 9:00 a.m. to 4:00 p.m. I will grade your work in a timely manner--do keep in mind, though, that I am teaching several other classes as well. You can monitor your grades and read my feedback through "Grades".

Technical Issues

Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative place to complete the assignment and therefore avoid an absence for the day. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.

Computer access

In order to successfully keep up in the class, you need to have access to a computer at least 5 days per week. The schedule in your syllabus provides a basic plan for the class; however, I will be posting announcements and sending e-mails in the weeks ahead with additional information. You need to stay consistently informed.

ASU Email Account

You must have an active ASU Email account in order to participate in this class. Keep in mind that **your ASU account is the only way I will be contacting you this semester**, so make sure your mailbox is working properly and is not full. One key to success in this class is to keep check your ASU email account daily, and check course announcements and schedule regularly. If I email you or post a question for you in Discussion or under your Grade, please respond in a timely manner. For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Rules of Academic Integrity

The Rules of Academic Integrity is the university community's standard of honesty and is endorsed by all members of the ASU academic community. It is an essential element of the University's academic credibility. All work in this course must follow [ASU Rules of Academic Integrity](#). **Plagiarism in any form will not be tolerated and could result in course failure and possible suspension.**

It is a violation of ASU Academic Integrity to copy another student's work, including copying or paraphrasing content, wording or structure. In other words, do not use another student's work as a template for your own. It also is a violation of ASU Academic Integrity to copy another scholar's work without proper use of quotation marks and appropriate use of citations for quotes, paraphrases and use of others' ideas. Finally, it is a violation of Academic Integrity to use a paper written for another class for an assignment. Students are expected to complete their own work.

Note that the College of Integrative Sciences and Arts has two Academic Integrity Officers with whom your instructor will consult in instances of academic integrity violations, as well as communicating with the student. If you engage in academic dishonesty as determined through a collaborative inquiry process with your instructor and the academic integrity officer, consequences include:

- Completion of an Academic Integrity Course
- Reduced or failing grade on an assignment
- Reduced or failing grade for the course
- XE (failure due to academic dishonesty)
- Suspension
- Expulsion

If you have questions about academic integrity or how to complete an assignment, please contact me to discuss in advance of submitting your assignment. You may also reach out to the college's academic integrity officers.

For more on academic integrity policies at ASU, see Student Academic Integrity:
<https://cisa.asu.edu/academic-integrity/students>

ASU Tutoring

If you have specific writing issues you want to work on, please plan to use the ASU Writing Centers, which offer **online tutoring**; see the links under Resources.

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](#).

Course Evaluations

Near the end of the course, you will be emailed by the University and asked to complete a Course Evaluation. It is very important that you complete the Course Evaluation survey, in order to provide a broad spectrum of perspectives on this course. I use evaluations in order to improve my classes. There is typically a very low response rate for online classes, so I ask you to make a special effort to fill out the Course Evaluation at the end of the class.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

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

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

Technical Support and Course Access

Your ASU courses can be accessed by both my.asu.edu and myasucourses.asu.edu; bookmark both in the event that one site is down.

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

To contact the help desk :

- My ASU Service Center:

- - For immediate assistance, call ASU toll-free at 1-855-278-5080.
 - Visit the My ASU Service Center (my.asu.edu/service) to get personalized support through 24/7 live chat or by submitting your request online.

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

University Policies

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. 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.

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, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, [plagiarizing](#), academic deceit (such as fabricating data or information), or falsifying academic records. 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.

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 plagiarism detection software, 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).

Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: <https://provost.asu.edu/academic-integrity/resources/students>. If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor or TA in advance of submitting an assignment.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students. The site can be found at eoss.asu.edu/drc. Instructors cannot provide accommodations without authorization from the DRC.

<p>Downtown Phoenix Campus Post Office building, Suite 201 Phone: 602.496.4321 E-mail: DRCDowntown@asu.edu</p> <p>Polytechnic Campus Sutton Hall - Suite 240 Phone: 480.727.1039 E-mail: DRCPoly@asu.edu</p>	<p>Tempe Campus Matthews Center building, 1st floor Phone: 480.965.1234 E-mail: DRCTempe@asu.edu</p> <p>West Campus University Center Building, Room 130 Phone: 602.543.8145 E-mail: DRCWest@asu.edu</p>
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Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at <http://students.asu.edu/srr/code> and the ACD 125: Computer, Internet, and Electronic Communications available at <http://asu.edu/aad/manuals/acd/acd125.html>.

Students are entitled to receive instruction free from interference by other members of the class. 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/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

"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."

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such

as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

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.

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: <https://students.asu.edu/academic-success>
- 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/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: students.asu.edu/international/support/academic

Resources for LST 470 Liberal Studies Seminar - Topic: Understanding Place

LORI ESHLEMAN, Spring B 2020, ASU Online

Two Required Books:

Modules 1-2:

1. Basso, Keith. *Wisdom Sits in Places: Landscape & Language among the Western Apache*. Albuquerque: University of New Mexico Press, 1996.

Contents:

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1. Quoting the Ancestors/ 3
2. Stalking with Stories/ 37
3. Speaking with Names/ 71
4. Wisdom Sits in Places/ 105
5. Epilogue/ 151

Modules 3-4:

2. Cather, Willa. *Death Comes for the Archbishop*. (A novel, 1927), Virago, U.K., 2006.

Other Readings and Resources Provided online:

Module 1:

Cresswell, Tim. "Defining Place." Chap 1 of *Place: A Short Introduction*. Blackwell, 2004, pp. 1-12.

Manzo, Lynne. "For Better or Worse: Exploring Multiple Dimensions of Place Meaning," *Journal of Environmental Psychology*, Vol 25: Issue 1 (March 2005) pp. 67-86. ASU Library, ScienceDirect.com

Module 2:

King, Thomas. "Closer to Home." Chap. 4 of *Places that Count: Traditional Cultural Properties in Cultural Resource Management*. Altamira Press, 2003, pp. 67-71.

Campo, Juan Eduardo. "American Pilgrimage Landscapes," *Annals of the American Academy of Political and Social Science*, 558 (July 1998), pp. 40-56. ASU Library, JSTOR.

Turner, Victor and Edith. "The Processual Form of Ritual." *Image and Pilgrimage in Christian Culture*. Columbia University Press, 1978, pp. 249-251.

Module 3:

Momaday, N. Scott. "Plainview I." <http://bibliosity.blogspot.com/2009/01/plainview-i.html>

Momaday, N. Scott. "The Earth." From PoemHunter.com

PP 2: Landscapes: O'Keeffe and Adams.

"Georgia O'Keeffe and Ansel Adams: Natural Affinities." O'Keeffe Museum, 2008. YouTube.

2008 Native Writers Series #1 - N. Scott Momaday. Smithsonian Videos. YouTube.

Module 4:

Addonizio, Kim. "Santuario at Chimayo." At Poem of the Day. 7 July 2005.

Raleigh, Sir Walter. "The Passionate Man's Pilgrimage." Poetry Foundation.
Poetryfoundation.org

Giffords, Gloria Fraser. "Spanish Colonial Polychrome Statuary: Replicating the Lions of San Xavier del Bac," *APT Bulletin*, Vol. 22, No. 3, 1990, pp. 19-29. JSTOR, ASU Library.

Horizon - San Xavier del Bac Mission. azpbs.org. YouTube – April 3, 2009.

El Santuario de Chimayo, Catholic Churches of New Mexico, Landmarks of Faith. Films on Demand. 2000. 03:38. ASU Library.

Module 5:

Bilger, Burkhard. "Mystery on Pearl Street," *The New Yorker*, Jan 7, 2008, pp. 1-9.
Newyorker.com

Broken Rainbow. A documentary film by Maria Floria and Victoria Mudd, 1985. Academy Award for Best Documentary Feature. YouTube.

Modules 6-7:

Low, Setha, and Lawrence-Zuniga, Denise. "Transnational Space." Low and Lawrence-Zuniga, eds., *The Anthropology of Space and Place: Locating Culture*. Blackwell 2003, pp. 25-30.

"Christo's California Dreamin,'"Christo and Jeanne-Claude: Remembering the Running Fence. Smithsonian American Museum, April 2, 2010-Sept 26, 2010. *Smithsonian Magazine*, June 2010, smithsonianmag.com.

"Christo and Jeanne-Claude: On the Making of the Running Fence," Smithsonian American Art Museum, Blog. Howard, April 1, 2010. americanart.si.edu.

“Christo and Jeanne-Claude’s Running Fence.” *Smithsonian Magazine*, April 23, 2010.
YouTube.