

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:	GR K	Number:	494
Title:	The Classical Tradition: Greco-Roman Antiquity Now		Units:
			3

Course description:

Is this a cross-listed course? Yes If yes, please identify course(s): SLC/LAT 494

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

Requested designation: HU **Mandatory Review:** No

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

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

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

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:

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

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Sarah Bolmarcich E-mail sbolmarc@asu.edu Phone 480-965-0528

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: March 4, 2022

Chair/Director (Signature): 

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

Rationale and Objectives

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

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

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

Revised March 2021

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Submitted Documentation That Demonstrably Provides Evidence
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) of historical development of textual traditions.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, critical analysis, or engagement with aesthetic practices; and/or the critical analysis (not summary or memorization) of historical development of artistic or design traditions.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	N/A
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	N/A
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the demonstrable critical analysis of literature and the development of literary traditions	syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
GRK/LAT/SLC	494	The Classical Tradition: Greco-Roman Antiquity Now	HU

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

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</p> <p>4a. Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.</p>	<p>The course studies the Greco-Roman tradition in the modern world, including political philosophies (democracy, totalitarianism), architectural influence, and popular culture,</p>	<p>In Module 1 (Weeks 1-3), the course examines first Athenian democracy and the U.S. adaptation of it, along with the Founding Fathers' criticisms and concerns about the Athenian system.</p> <p>In Module 2 (Weeks 4-6), we cover totalitarian ideology and the influence that Sparta and the Roman Empire had over Nazi Germany and Fascist Italy. Notable is the lack of criticism in those countries of the inherited classical tradition.</p> <p>Module 3 (Week 8) and Module 4 (Weeks 10-12) look at the influence of Greco-Roman culture on modern film, video games, and Japanese manga, and examine how popular culture today still interacts with Greco-Roman culture.</p> <p>Module 5 (Weeks 13-14) offers students a look at the aesthetic influence of ancient Greece and Rome on architecture today, and how modern use of classical architecture has created a sense of tradition, but also controversy.</p>
<p>2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) of historical development of textual traditions.</p> <p>4d. Concerns the demonstrable critical analysis of literature and the development</p>	<p>The course studies the development and reception of the Greco-Roman textual tradition over time, genre, and medium, analyzing and interpreting it in both its ancient and modern contexts.</p>	<p>Module 3 (Weeks 7-9) deals with "Ancient Literature as a Construct of Its Modern Environment," looking at the adoption of Homer's Iliad and the character of Achilles by modern psychology to explain war trauma and PTSD, the transformation of ancient drama into the modern equivalent of film, and the extensive use of the Classical literary tradition in a modern genre such as science-fiction/fantasy.</p> <p>In Weeks 8 and 9 of this Module, students will be asked to analyze the ancient literary texts as well as the modern texts derived from them with a critical perspective.</p> <p>Module 4 (Week 10) introduces students to Sophocles' Oedipus the King and asks them not only to analyze that play, but to consider the way in which Pasolini interpreted the play in his film Edipo Re.</p>

<p>of literary traditions.</p>		
<p>3. Concerns the interpretation, critical analysis, or engagement with aesthetic practices; and/or the critical analysis (not summary or memorization) of historical development of artistic or design traditions. 4b. Concerns aesthetic systems and values, especially in literature, arts, and design.</p>		<p>Module 3 (Week 8) and Module 4 (Weeks 10-12) interpret the influence of Greco-Roman culture on modern film, video games, and Japanese manga, and analyze how popular culture today interacts with Greco-Roman culture so that the classical tradition continues but is also changed. In these Modules the question of cross-cultural interaction across time is also raised; for instance, both Japanese and Roman cultures places great emphasis upon bathing, even making it a ritual, and examines how Japanese culture connects itself via manga to ancient Roman culture. Module 5 (Weeks 13-14) offers students a look at the aesthetic influence of ancient Greece and Rome on architecture today, and how modern use of classical architecture has created a sense of tradition, but also controversy.</p>

Course catalog description

Covers topics of immediate or special interest to a faculty member and students.

Syllabus description (added as a special note in Class Search until the course is regularized)

The impact of the ancient Greeks and Romans on the construction of modernity is hard to underestimate, but often poorly understood. This course traces that influence through literature, philosophy, and the arts, and shows how it influences modern societies, including the way that its fundamental ideas are framed. The course will be taught in English and texts will be read in English translation.



GRK/LAT/SLC 494 and LAT/SLC 598: The Classical Tradition
iCourse, Fall 2022 C

Contact Information

Instructor: Sarah Bolmarcich

Office Location: Durham Hall 402C

Telephone number: (480) 965-0528

Email: sbolmarc@asu.edu

Zoom Link (personal meeting room): <https://asu.zoom.us/j/4579766396> (by appointment)

Office Hours: TBD

If my regular office hours are not convenient for you, we can set up an appointment outside those times. You can contact me via email for an appointment or for other questions and problems. I will try to get back to you within 24 hours.

Course Description

The impact of the ancient Greeks and Romans on the construction of modernity is hard to underestimate, but often poorly understood. This course traces that influence through literature, philosophy, and the arts, and shows how it influences modern societies, including the way that its fundamental ideas are framed. The course will be taught in English and texts will be read in English translation.

Credits: 3 credit hours

Prerequisites or enrollment requirements: For undergraduates, ENG 101, 102, 105, 107, or 108.

Course Objectives

The course aims to develop and deepen students' knowledge of the continuation of the classical tradition, i.e., ancient Greek and Roman civilization and cultural *mores*, in the modern world, especially in Europe and the United States. The course will examine the classical influence in the areas of democratic and totalitarian political ideology; how literary texts in the ancient world have become a construct of their environment today; classical reception in popular culture today, especially video games; and classical art and architecture in the United States.

Be aware that we will be studying a culture foreign to our own today, with different mores and practices, some of which you might find troubling or even offensive. Feel free to speak about any concerns to me, the head of Classics, Mike Tueller (mtuelle1@asu.edu), or the director of SILC, Nina Berman (nberman2@asu.edu).

Learning Outcomes

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

- recognize the elements of the classical tradition that are commonly present in the modern world
- analyze and interpret the relationship between ancient Greek and Roman civilization and culture and modern culture
- compare the relationship between classical civilization and culture across different modern eras and cultures
- theorize on the nature modern adoption of classical civilization and culture

Textbooks and Required Purchases

All readings will be available on the Canvas site as PDF files or via external links.

You will also need:

- a [Perusall](#) account (free to students). Perusall is integrated with Canvas already.

iCourse Time Commitment

Students in this course are expected to spend 135 hours over the course of the semester on course work, which averages out to about 9 hours/week for a Session C course like this one.

Course Assignments

Perusall work (20%)

For each Module there is reading, typically both primary sources in translation and secondary sources (articles or book chapters). Expect 150 pages of reading a week on average. You will use the app Perusall (free to students) to mark up the readings and answer questions (both objective and subjective) on it.

Since you'll need to have done the reading to answer the discussion question (see the next section), your Perusall work will be due on the Sunday of the Module, when your initial discussion post is also due.

Discussion (20%)

Each module has a discussion component. Students will write a post of approximately 500 words in response (in terms of format, think of this as a short response paper, about two pages long). At the end of this post students will also include a peer discussion question of their own creation for their classmates to consider. All students must respond to two other discussion posts.

The initial discussion post is due by the Sunday evening of the Module week. The two responses are due by the Wednesday evening. Module weeks start on Thursdays and end on Wednesdays.

Course Project (60%, in stages)

Each student will write a paper in stages for the course on a topic related to the course. For undergraduates, this will be a 10-12 page paper. You will complete this paper in the following stages (please note, the % of each category refers to its weight in the Canvas gradebook, not its percentage of the final project grade):

1. Topic proposal, due at the end of Module 1: 5%
2. Preliminary outline, due at the end of Module 2: 5%
3. Annotated bibliography, due at the end of Module 3: 5%
 - five sources for undergraduates, seven for graduate students
4. Rough drafts
 - to the professor, due at the end of Module 4: 10%
 - to peer reviewers, due at the end of Module 4. Completing peer reviews of three other students' papers (randomly assigned): 10%
5. Final draft, due at the end of the Conclusions Module: 15%

More details about each stage will be available on the Canvas site.

****All assignments are due on the given date by 11:59 pm AZT.****

Course Schedule

Modules	Dates and due dates	Reading	Assignments	Course/Final Project Stage
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0: Introduction	Opens with Canvas site M 8/15 All preliminary assignments due W 9/7	None	Complete syllabus quiz Complete introduction discussion post Complete academic integrity agreement Complete initial Perusall exercise	Familiarize yourself with the course site and make sure you are ready to go.
1: Democratic Ideology, Classical and Modern	Begins R 8/18 (available starting M 8/15) Closes W 9/7			Final project proposal due W 9/7
Week 1: The Theory of Athenian Democracy	Begins R 8/18 (available starting M 8/15) Initial discussion post due Su 8/22 Perusall readings due Su 8/22 Discussion posts 2-3 due W 8/24 Closes W 8/24	Aristotle, <i>Constitution of the Athenians</i> "Old Oligarch," <i>Constitution of the Athenians</i>	Discussion board posts Perusall for reading questions	
Week 2: Critics of Athenian Democracy	Begins R 8/25	Excerpts from Thucydides (Archaeology;	Discussion board posts	

C-1
C-4a

	<p>Initial discussion post due Su 8/29</p> <p>Perusall readings due Su 8/29</p> <p>Discussion posts 2-3 due W 8/31</p> <p>Closes W 8/31</p>	<p>Pentecontaetia; Funeral Oration and Plague; Mytilenaeon Debate; Melian Dialogue; the 400)</p> <p>Plato, <i>Republic</i> 6</p> <p>D. Piovan, "Criticisms Ancient and Modern: Observations on the Critical Tradition of Athenian Democracy"</p>	<p>Perusall for reading questions</p>	
<p>Week 3: The Ultimate Rejection? US and Athenian Democracy</p>	<p>Begins R 9/1</p> <p>Initial discussion post due Su 9/4</p> <p>Perusall readings due Su 9/4</p> <p>Discussion posts 2-3 due W 9/7</p> <p>Closes W 9/7</p>	<p>Excerpts from <i>The Federalist Papers</i></p> <p>Chapters 1-3, 12 from J. Ober, ed., <i>Athenian Political Thought and the Reconstruction of American Democracy</i></p>	<p>Discussion board posts</p> <p>Perusall for reading questions</p>	<p>Final project proposal due W 9/7</p>
<p>C-1 C-4a</p> <p>2: Totalitarian Adoption of Ancient Greece and Rome</p>	<p>Begins R 9/8</p> <p>Closes W 9/28</p>			<p>Outline for final project due W 9/28</p>

Week 4: Sparta	<p>Begins R 9/8</p> <p>Initial discussion post due Su 9/11</p> <p>Perusall readings due Su 9/11</p> <p>Discussion posts 2-3 due W 9/14</p> <p>Closes W 9/14</p>	<p>Xenophon, <i>Constitution of the Lacedaemonians</i></p> <p>Plutarch, <i>Life of Lycurgus</i></p> <p>E. Rawson, <i>The Spartan Tradition in European Thought</i>, chapters 15-17</p>	<p>Discussion board posts</p> <p>Perusall for reading questions</p>	
Week 5: Imperial Rome	<p>Begins R 9/15</p> <p>Initial discussion post due Su 9/18</p> <p>Perusall readings due Su 9/18</p> <p>Discussion posts 2-3 due W 9/21</p> <p>Closes W 9/21</p>	<p>A. Erskine, <i>Roman Imperialism</i>, chapters 2 and 5</p> <p>Tacitus, <i>Agricola</i></p> <p>Tacitus, <i>Annales</i> Book 1</p>	<p>Discussion board posts</p> <p>Perusall for reading questions</p>	
Week 6: Nazi Germany and Fascist Italy	<p>Begins R 9/22</p> <p>Initial discussion post due Su 9/25</p> <p>Perusall readings due Su 9/25</p> <p>Discussion posts 2-3 due W 9/28</p> <p>Closes W 9/28</p>	<p>J. Chapoutot, <i>Greeks, Romans, and Germans</i>, chapters 3, 5-6, 8</p> <p>J. Arthurs, <i>Excavating Modernity: The Roman Past in Fascist Italy</i>, chapters 4-5</p>	<p>Discussion board posts</p> <p>Perusall for reading questions</p>	Outline for final project due W 9/28
3: Ancient	Begins R 9/29			Annotated

C-2
C-4d

<p>Literature as a Construct of Its Modern Environment</p>	<p>Closes W 10/19</p>			<p>bibliography for your final project due W 10/19</p>
<p>Week 7: Homer and Modern War</p>	<p>Begins R 9/29 Initial discussion post due Su 10/2 Perusall readings due Su 10/2 Discussion posts 2-3 due W 10/5 Closes W 10/5</p>	<p>Excerpts from Homer, <i>Iliad</i> (Books 1, 6, 9, 18-22) S. Weil, <i>The Iliad or the Poem of Force</i> J. Shay, <i>Achilles in Vietnam</i>, chapters 2-3, 5-7</p>	<p>Discussion board posts Perusall for reading questions</p>	
<p>Week 8: Ancient Drama and Modern Context</p>	<p>Begins R 10/6 Initial discussion post due Su 10/9 Perusall readings due Su 10/9 Discussion posts 2-3 due W 10/12 Closes W 10/12</p>	<p>Aristophanes, <i>Lysistrata</i> View Mai Zetterling, <i>Flickorna</i> View Spike Lee, <i>Chi-Raq</i></p>	<p>Discussion board posts Perusall for reading questions (play only)</p>	
<p>Week 9: Genres: Science Fiction and Fantasy</p>	<p>Begins R 10/13 Initial discussion post due Su 10/16</p>	<p>Vergil, <i>Aeneid</i> Books 7-12 Ursula LeGuin, <i>Lavinia</i></p>	<p>Discussion board posts Perusall for reading questions</p>	<p>Annotated bibliography for your final project due W 10/19</p>

C-1
C-3
C-4a

	<p>Perusall readings due Su 10/16</p> <p>Discussion posts 2-3 due W 10/19</p> <p>Closes W 10/19</p>			
<p>C-1</p> <p>C-3</p> <p>C-4a</p> <p>C-4b</p>	<p>4: The Classical Tradition in Popular Culture</p>	<p>Begins R 10/20</p> <p>Closes W 11/9</p>		<p>Rough drafts due to professor and peer reviewers W 11/9</p>
<p>C-2</p> <p>C-4d</p>	<p>Week 10: Swords and Sandals</p>	<p>Begins R 10/20</p> <p>Initial discussion post due Su 10/23</p> <p>Perusall readings due Su 10/23</p> <p>Discussion posts 2-3 due W 10/26</p> <p>Closes W 10/26</p>	<p>Sophocles, <i>Oedipus the King</i></p> <p>Pier Paolo Pasolini, <i>Edipo Re</i></p> <p>View Ridley Scott, <i>Gladiator</i></p> <p>J. Solomon, "Ben-Hur and Gladiator: Manifest Destiny and the Contradictions of American Empire" in: <i>Ancient Worlds in Film and Television: Gender and Politics</i></p>	<p>Discussion board posts</p> <p>Perusall for reading questions (texts only)</p>

<p>Week 11: Video Gaming and the Ancient World</p>	<p>Begins R 10/27 Initial discussion post due Su 10/30 Perusall readings due Su 10/30 Discussion posts 2-3 due W 11/1 Closes W 11/2</p>	<p>YouTube video playthrough of "Total War: Rome II" by GameRiot D. Machado, "Battle Narratives from Ancient Historiography to <i>Total War: Rome II</i>" C. Ross, <i>Ancient Greece and Rome in Videogames: Representation, Play, Transmedia</i>, Chapters 1-2</p>	<p>Discussion board posts Perusall for reading questions (texts)</p>	
<p>Week 12: Manga</p>	<p>Begins R 11/3 Initial discussion post due Su 11/6 Perusall readings due Su 11/6 Discussion posts 2-3 due W 11/9 Closes W 11/9</p>	<p>View <i>Thermae Romae</i> (manga film) F. Yegül, "Roman Imperial Baths and <i>Thermae</i>," in: <i>A Companion to Roman Architecture</i> H. Ulrich, "Time travel topoi in Japanese</p>	<p>Discussion board posts Perusall for reading questions (for texts)</p>	<p>Rough drafts due to professor and peer reviewers W 11/9</p>

C-1
C-3
C-4a
C-4b

		manga," <i>Japan Forum</i>		
5: Designing Civic Spaces in the Classical Mold	Begins R 11/10 Closes W 11/23			Peer reviews due W 11/23
Week 13: Greek Architecture after Greece	Begins R 11/10 Initial discussion post due Su 11/13 Perusall readings due Su 11/13 Discussion posts 2-3 due W 11/16 Closes W 11/16	View Institute of Classical Architecture and Art, "The Foundations of Classical Architecture: Greek Classicism" (YouTube) M. Miles, <i>A Companion to Greek Architecture</i> , chapters 33-34	Discussion board posts Perusall for reading questions (texts)	
Week 14: Roman Architecture and the Modern State	Begins R 11/17 Initial discussion post due Su 11/20 Perusall readings due Su 11/20 Discussion posts 2-3 due W 11/23 Closes W 11/23	View Institute of Classical Architecture and Art, "The Foundations of Classical Architecture: Roman Classicism" (YouTube)	Discussion board posts Perusall for reading questions (texts)	Peer reviews due W 11/23

		R. Ulrich and C. Quenemoen, <i>A Companion to Roman Architecture</i> , chapters 22-24		
6: Conclusions	Begins R 11/24 Closes Sa 12/10			Final version of project due Sa 12/10
Week 15:	Begins R 11/24 Initial discussion post due Su 11/27 Perusall readings due Su 11/27 Discussion posts 2-3 due W 11/30 Closes W 12/10	M. Silk et al., <i>The Classical Tradition: Art, Literature, Thought</i> , chapters 17-18 and Epilogue C. W. Kallendorf, <i>A Companion to the Classical Tradition</i> , chapter 20	Discussion board posts Perusall for reading questions	Final version of project due Sa 12/10

Late or Missed Assignments

Late work is not accepted. Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will be submitted late. Published assignment due dates (Arizona time) are firm.

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

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

Be aware of course drop/add deadlines. For a Session B course, the Fall 2021 drop/add deadline is 10/14; the individual course withdrawal deadline is 11/2, and the semester withdrawal deadline is 12/3. Adds after 10/15/4 are not permitted. Consult with your academic advisor 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.
- a [Perusall](#) account (free to students)

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.

Language Tutoring and 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](#)
- [ASU Writing Centers](#)

Absences

You will need to participate in the course Canvas site weekly if not daily to succeed. Extenuating circumstances that might cause failure to participate or miss an assignment deadline should be discussed with your instructor. However, that does not guarantee that an exception will be made.

Documentation will be required by your instructor in order to excuse any missed work. You must email your instructor to arrange for makeup work if necessary.

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 (a 0 will be assigned to any assignment found to be plagiarized), 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>.

A student may be found to have engaged in academic dishonesty if, in connection with any academic evaluation or academic or research assignment, he or she engages in any form of academic deceit, refers to materials/sources or uses devices (e.g., computer files, audio recorders, camera phones, text messages, published scholarship, internet sites) not authorized by the instructor for use during the evaluation or assignment; possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an evaluation or assignment in advance of its administration; acts as a substitute for another person in any academic evaluation or assignment; uses a substitute in any academic evaluation or assignment; depends on the aid of others, including other students or tutors, in connection with any evaluation or assignment to the extent that the work is not representative of the student's abilities; engages in plagiarism; uses materials from the Internet or any other source without full and appropriate attribution; permits his or her work to be submitted by another person in connection with any academic evaluation or assignment, without authorization; claims credit for or submits work done by another.

Written assignments in this course are submitted to TurnItIn, which will detect any possible plagiarism. You may review your TurnItIn report once you have submitted the assignment.

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

Netiquette is defined as appropriate online behavior. For this course, netiquette includes keeping course discussion posts focused on the assigned topics, maintaining a positive and polite atmosphere, and using tact in expressing differences of opinion. Students are expected to address each other and the instructor with respect, including in emails, discussion posts, and peer review assignments. Inappropriate discussion posts may be deleted by the instructor.

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. Any changes to the syllabus will be to the student's benefit. Please remember to check your ASU email and the course site often.

Textbook information and required readings/books

There is no set textbook for the course. All readings will be available to students for free on Perusall in PDF form.