

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School	College of Liberal Arts and Sciences	Department/School	School of International Letters and Cultures
Prefix: SLC	Number: 320	Title: Compassion: A Dialogue between the Humanities, the Sciences, and the Arts	Units: 3

Course description:

Is this a cross-listed course? **YES** If yes, please identify course(s): **HON 394**

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: Humanities, Arts and Design—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 Francoise Mirguet E-mail Francoise.Mirguet@asu.edu Phone 480 965 2663

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 3/11/2021

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 art work 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 art work 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 April 2014

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 Documentation Submitted
<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 type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<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:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the 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 type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
SLC HON	320 394	Compassion: A Dialogue between the Humanities, the Sciences, and the Arts	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)
1	The course is devoted to the study of compassion, a major value in both Western and non-Western traditions.	NOTE: the sign "#" refers to the number of each class session, as mentioned on the syllabus, under Course Itinerary (left column in the chart). See every session of the course, in particular: <ul style="list-style-type: none"> - compassion in early human societies (#9) - compassion in ancient philosophy (#10) - compassion in early Judaism and Christianity (#11) - compassion in Buddhism (#12) - compassion in ethics (#13) - compassion in health care (#14, 19) - compassion in politics (#16) - compassion in ancient Hebrew and ancient Greek literature (#18) - compassion and sexual violence (#18) - compassion and incarceration (#21) - compassion and race (#7, 21)
4a	The course studies the "roots" of compassion in four distinct traditions: ancient Greek philosophy, early Judaism, early Christianity, and Buddhism. Depending on the availability of guest lecturers, the course has also included native American traditions.	See: <ul style="list-style-type: none"> - compassion in ancient philosophy (#10) - compassion in early Judaism (#11) - compassion in early Christianity (#11) - compassion in Buddhism (#12) When possible: native American traditions.
4b	The course also studies compassion as it is expressed in the arts: poetry, drama, film, literature (memoir), dance.	See: <ul style="list-style-type: none"> - compassion in poetry, ancient and contemporary (#18, 19) - compassion in drama (#18) - compassion in film (#20) - compassion in literature - memoir (#21) - compassion in dance (#22)

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SLC 320

Compassion: A Dialogue between the Humanities, the Sciences, and the Arts

Application for a HU General Studies Designation

Course Catalog Description:

The course proposes an interdisciplinary study of compassion, with a focus on the contribution of the humanities and the arts. The course starts with an overview of major scientific approaches to empathy and compassion (ethology, neurobiology, evolutionary theory, etc.). Turning to the humanities, the course compares how cultures, religious traditions, and philosophies, across languages and history, build on the bodily potential for empathy and develop their own ethics of care. Various social settings are examined, such as health care, justice, and politics. In its third unit, the course explores the unique ways by which the arts, across cultures and history, denounce injustice and promote compassion. Throughout the course, attention is paid to systemic discrimination and oppression (gender, race, sexual orientation, etc.). Guest lecturers from various disciplines enrich our perspectives and guide us through practice.



Auguste Rodin, *The Cathedral*
1908, Musée Rodin, Paris

**Compassion:
A Dialogue between the Humanities,
the Sciences, and the Arts**

SLC 320 #24995 and HON 394 #30788

Spring 2020, MW 4:35 – 5:50 pm

Tempe, LSE204

Science and Society Designation (CLAS)

1. CONTACT INFORMATION

Instructor: Françoise Mirguet

Office: DH 406D

Email: Francoise.Mirguet@asu.edu

Phone: (480) 965-2663

Office hours: Mondays, 10 am – noon, or by appointment (please email)

Zoom Link: <https://asu.zoom.us/j/4957387581>

Communication about the course: all correspondence will be sent to students' ASU e-mail account.

2. COURSE DESCRIPTION

The course proposes an interdisciplinary study of compassion, with a focus on the contribution of the humanities and the arts. The course starts with an overview of major scientific approaches to empathy and compassion (ethology, neurobiology, evolutionary theory, etc.). Turning to the humanities, the course compares how cultures, religious traditions, and philosophies, across languages and history, build on the bodily potential for empathy and develop their own ethics of care. Various social settings are examined, such as health care, justice, and politics. In its third unit, the course explores the unique ways by which the arts, across cultures and history, denounce injustice and promote compassion. Throughout the course, attention is paid to systemic discrimination and oppression (gender, race, sexual orientation, etc.). Guest lecturers from various disciplines enrich our perspectives and guide us through practice.

Prerequisite: ENG 101 or 105 or 107 or 108

3. COURSE OBJECTIVES

The course is loosely organized around **three units**:

- The unit **Sciences** covers different strands of research on compassion and empathy in the sciences: ethology, evolutionary theory, neurobiology, and developmental psychology. The objective of this unit is to provide a general overview of scientific research on compassion.
- The unit **Humanities/Social Sciences** studies the role of compassion and empathy in different human communities across history, cultures, and religions, as well as in different social settings (such as health care, justice, and politics). The objective is to analyze case studies of compassion/empathy in different human communities and social settings and to relate these case studies to scientific research about compassion: how does research in the social sciences and humanities build on and complement scientific findings?
- The unit **Arts** examines how artists, in different cultural, linguistic, and historical settings, understand, represent, and encourage (or discourage) empathy and compassion. Mediums include literature, film, theatre, and dance. The objective is to analyze how artworks express tensions and influence practices, but also how they bring nuances to scientists', social scientists', and humanists' perspectives.

Some course material may contain sexual content or references; some material or class discussions may be disturbing to some students. Instructor will do her best to inform students in advance and will be available to discuss concerns.

4. LEARNING OUTCOMES

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

- **After unit "Sciences":**
 - o Name different fields within the sciences that study compassion (ethology, evolutionary theory, neurobiology, and developmental psychology) (#1);
 - o Describe the major findings about compassion in each of these fields (#2);
 - o Locate studies on compassion/empathy in these fields (#3);
 - o Summarize studies, compare them, and relate their conclusions to class discussions (#4).
- **After unit "Humanities/Social Sciences":**
 - o Analyze compassion in cultural documents (across history, languages, religions, etc.) (#5);
 - o Discuss the functions of compassion in different social settings (health care, justice, and politics, etc.) (#6);
 - o Describe the debates about compassion in philosophy and ethics, and contrast views (#7);
 - o Relate studies on compassion in the humanities and social sciences to scientific findings (#8);
 - o Locate studies on compassion/empathy in different fields within the humanities & social sciences (#9);
 - o Summarize studies, compare them, and relate their conclusions to class discussions (#10).
- **After unit "Arts":**
 - o Analyze how artworks address compassion: how they understand compassion, elicit practices, and represent complexities and tensions surrounding compassion (#11);
 - o Optional: produce an artwork addressing compassion and present it (#12);
 - o Integrate the different perspectives studied in class (#13).

5. LISTING OF ASSIGNMENTS

Assignments	Number and Frequency	Learning Outcomes
Readings: essential for class participation.	1 or 2 per class meeting.	#1, #2, #5, #6, #7, #10
Quizzes: cover readings, class discussions, and PowerPoint (posted on Canvas).	3 quizzes per semester.	#1, #2, #5, #6, #7, #11
<p>Individual papers:</p> <ul style="list-style-type: none"> - <u>After unit “Sciences”:</u> Choose a topic related to the scientific study of compassion and empathy. Locate 2 peer-reviewed articles/book chapters. Present the studies, compare/contrast their approaches and results, and identify connections with the course. - <u>After unit “Humanities/Social Sciences”:</u> Choose a topic related to the study of compassion and empathy in the humanities and social sciences. Locate 2 peer-reviewed articles/book chapters. Present the studies, compare/contrast their approaches and conclusions, and identify connections with the course. - <u>After unit “Arts”:</u> OPTION ONE: Choose an artwork (or create your own) engaging compassion or empathy. Locate 1 peer-reviewed article/book chapter studying the artwork, its context, or its technique. Present the artwork and analyze it with the help of the article/book chapter. Explain how the artwork represents and elicits empathy/compassion and identify connections with the course. OPTION TWO: Locate two peer-review articles/book chapters dealing with a specific artwork/form of art as well as empathy, compassion, or care. Present the studies, compare/contrast their approaches and conclusions, and identify connections with the course. 	<p>3 papers per semester (on each unit).</p> <p>About 5 pages each (double-spaced, size 12).</p> <p>To be submitted on Canvas.</p>	#3, #4, #5, #6, 8, #9, #10, #11, #12, #13
Individual presentation: of ONE of the individual papers (students choose which one of their individual papers they wish to present).	1 per semester, about 3 minutes	#3, #4, #5, #6, 8, #9, #10, #11, #12, #13
Group project – activity: Design an activity that offers the participants an opportunity to cultivate compassion and build a more compassionate society. The activity should be aimed at a specific group (children, teenagers, college students, co-workers, patients in a hospital, elderly people, etc.). It will be built on knowledge learned from the sciences, social sciences, and humanities, and will integrate artistic components (understood broadly - include music, film, literature, creative writing, mindfulness, movement, etc.). The activity will be practiced in class (about 30 min), with the other students as participants. Groups will be comprised of 5 or 6 students.	1 per semester, presented in class.	#13 and all
<p>Group project – report: Each group will submit a brief written description of the project:</p> <ul style="list-style-type: none"> - Description of the activity and its intended goals; - Why the activity is designed to cultivate compassion, with supporting academic references (at least 3); - Report on the perceived success and/or limitations of the activity. 	1 per semester, about 10 pages, to be submitted on Canvas.	#13 and all

In-class discussions: Classes will be interactive and consist mainly of discussions; active participation of each student is required.	in all sessions	#5, #6, #7, #8, #11, #13
Canvas discussion boards: Occasionally, a discussion board will be opened on Canvas to discuss feedback about a guest lecture, personal research, or other relevant material.	about 5 per semester	#5, #6, #7, #8, #11, #13
For Honors Students: Present one initiative meant to create a more compassionate society and engaging research on compassion/empathy (in the sciences, social sciences, humanities, and arts). Interview a person in charge of this initiative. How do people use their academic, artistic, and other skills to build a more compassionate society?	1 per semester, Video (Canvas) & presentation in class.	#13 and all

Interactive Teaching Style:

- Readings are required: they will constitute the basis of our conversations in class;
- Classes will comprise only a limited number of “lectures”;
- Expect discussions and other activities in small groups.

6. GRADING POLICIES AND PERCENTAGES

Grades will be posted on Canvas after each assignment is completed and graded. They will be attributed as follows:

Three individual papers	40%
Individual presentation of one paper	10%
Quizzes	20%
Group project – activity in class	10%
Group project – report	10%
Participation	10%
Honors Project	Earns honors credit

Grading Scale:			
97.0-100	A ⁺	80.0-82.9	B ⁻
93.0-96.9	A	77.0-79.9	C ⁺
90.0-92.9	A ⁻	70.0-76.9	C
87-89.9	B ⁺	60.0-69.9	D
83.0-86.9	B	Less than 60.0	E

Participation involves taking active part in classroom discussions (full class and small groups) as well as in Canvas discussion boards.

7. COURSE ITINERARY AND READINGS

#	Date	Units	Readings	Topics Covered in Class
1	Mon 01/13			Introduction Vocabulary and examples.
2	Wed 01/15	S C I E N C E S	Bekoff, "Empathy: Mice in the Sink" Watch: https://youtu.be/GcJxRqTs5nk	Ethology: Empathy and compassion in animals
	Mon 01/20		Martin Luther King Day	
3	Wed 01/22		Wynn & Bloom, "The Moral Baby" Spinrad & Eisenberg, "Compassion in Children"	Developmental psychology
4	Mon 01/27		Gallese et al., "Unifying View of the Basis of Social Cognition" Glenberg, "Intro to the Mirror Neuron Forum" Webb et al., "Stepping Forward Together"	Neurobiology: Mirror neurons and empathy Guest lecture by Arthur Glenberg
5	Wed 01/29		Nesse, "Why a lot of people with selfish genes..." and "Social Selection and the Origins of Culture" Submit title and bibliography of paper #1	Evolutionary origins of altruism Guest lecture by Randolph Nesse
6	Mon 02/03		Goetz, Keltner, Simon-Thomas, "Compassion"	Empirical analysis of compassion
7	Wed 02/05		Han, "Neurocognitive Basis of Racial Ingroup Bias in Empathy"	Racial Bias in Empathy
8	Mon 02/10			Quiz #1: Review the readings Individual paper #1 due Individual presentations (1/3 of class)
9	Wed 02/12		Spikins, "Prehistoric Origins" Case study from special issue, <i>International Journal of Paleopathology</i> 25 (2019)	Archaeology
10	Mon 02/17	H U M A N I T I E S S O C I A L S C I E N C E S	Nussbaum, "Compassion: the Philosophical Debate," pp. 354-368 Seneca and Hierocles (handout)	Ancient Philosophy
11	Wed 02/19		Early Jewish and early Christian texts (handout)	Early Judaism and early Christianity
12	Mon 02/24		Suhara, "Suffering in Buddhism" Morgan, "Intro to Buddhism"	Buddhism Guest Lecture by Eiji Suhara
13	Wed 02/26		Bloom, "Other People's Shoes" OR: Simmons, "In Defense of the Moral Significance of Empathy"	Ethics: For or against empathy?
14	Mon 03/02		Harding, <i>The Rabbit Effect</i> (selections) Research: biases and discrimination in health care Submit title and bibliography of paper #2	Health care
15	Wed 03/04		Cabanas & Illouz, "Happy is the New Normal" OPTIONAL: Stearns, "An Emotional America"	Sociology: Positive Psychology and the happiness discourse
	03/08-15		Spring Break	
16	Mon 03/16		Nussbaum, "Compassion and Public Life"	Politics: Institutional and Individual Compassion
17	Wed 03/18		Quiz #2: Review the readings Individual paper #2 due Individual presentations (1/3 of class)	QUIZ and PRESENTATIONS: HUMANITIES & SOCIAL SCIENCES

18	Mon 03/23	A R T S	Book of Lamentations, Hebrew Bible Euripides, <i>Women of Troy</i>	Sexual violence Hebrew Bible and Greek tragedy
19	Wed 03/25		Gibson, "The Physician-Poet" Campo, "Fifteen Minutes after Gary Died" Campo, one poem from <i>Alternative Medicine</i>	AIDS and poetry The poems of Rafael Campo
20	Mon 03/30		Watch von Donnersmarck, <i>The Lives of Others</i> Diamond, "Empathy and Identification in von Donnersmarck's <i>The Lives of Others</i> "	Hegemonic power and empathy Film: von Donnersmarck, <i>The Lives of Others</i>
21	Wed 04/01		Woodfox, <i>Solitary</i> (selected chapters) Submit title and bibliography of paper #3	Incarceration and Race Memoirs: Woodfox, <i>Solitary</i>
22	Mon 04/06		Watch: Foster, "Kinesthetic Empathies and the Politics of Compassion": http://hidvl.nyu.edu/video/v6wwq38q.html#	Dance and Movement Workshop with Dr. Susan Bendix
23	Wed 04/08		Honors Students: Submit videos	Cultivating compassion through mindfulness Workshop led by Tiara Cash
24	Mon 04/13		Quiz #3: Review the readings Individual paper #3 due Individual presentations (1/3 of class)	QUIZ and PRESENTATIONS: THE ARTS

25	Wed 04/15		Watch videos (interviews) produced by honors students Submit title of group project + group members	PRESENTATIONS BY HONORS STUDENTS
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26	Mon 04/20			Workshop: Preparation of the group project
27	Wed 04/22			Presentation of Group Projects
28	Mon 04/27			Presentation of Group Projects
29	Wed 04/29			Presentation of Group Projects

	Sun 05/03		Group Project due (Canvas)	
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Schedule may change to adapt to guest lecturers' availability.

List of Readings:

- Bekoff, Marc & Pierce, Jessica. "Empathy: Mice in the Sink." In: *Wild Justice: The Moral Lives of Animals*. Chicago: University of Chicago Press, 2009, pp. 85-109;
- Bloom, Paul. "Other People's Shoes." In: *Against Empathy: The Case for Rational Compassion*. New York: Ecco, 2016, pp. 15-43;
- Cabanas, Edar & Illouz, Eva. "Happy is the New Normal." In: Edgar Cabanas & Eva Illouz, *Manufacturing Happy Citizens: How the Science and Industry of Happiness Control Our Lives*. Cambridge: Polity Press, 2019;
- Campo, Rafael. *Alternative Medicine*. Durham: Duke University Press, 2013;
- Campo, Rafael. "Fifteen Minutes after Gary Died." In: Rafael Campo, *The Desire to Heal: A Doctor's Education in Empathy, Identity, and Poetry*. New York: Norton & Company, 1997, pp. 122-156;
- Diamond, Diana. "Empathy and Identification in von Donnersmarck's *The Lives of Others*." *Journal of the American Psychoanalytic Association* 56/3 (2008), pp. 811-832;
- Gallese, Vittorio, et al., "A Unifying View of the Basis of Social Cognition." *Trends in Cognitive Sciences* 8/9 (2004), pp. 396-403;
- Gibson, Lydialyle. "The Physician-Poet: Rafael Campo's Compassionate Care." *Harvard Magazine* 121/5 (2019), pp. 39-43;

Glenberg, Arthur M. "Intro to the Mirror Neuron Forum." *Perspectives on Psychological Science* 6/4 (2011), pp. 363-368;

Goetz, Jennifer L., Keltner, Dacher, Simon-Thomas, Emiliana. "Compassion: An Evolutionary Analysis and Empirical Review." *Psychological Bulletin* 136/3 (2010), pp. 351-374;

Harding, Kelli. *The Rabbit Effect: Live Longer, Happier, and Healthier with the Groundbreaking Science of Kindness*. New York: Attria Books, 2019 (selections);

Han, Shihui. "Neurocognitive Basis of Racial Ingroup Bias in Empathy." *Trends in Cognitive Sciences* 22/5 (2018), pp. 400-421;

Morgan, Diane. *The Best Guide to Eastern Philosophy and Religion*. New York: Renaissance Books, 2001, pp. 110-143;

Nesse, Randolph M. "Why A Lot of People with Selfish Genes Are Pretty Nice—Except for Their Hatred of the Selfish Gene." In: Alan Grafen & Matt Ridley (eds.), *Richard Dawkins: How a Scientist Changed the Way We Think*. London: Oxford University Press, 2008, pp. 203-212;

Nesse, Randolph M. "Social Selection and the Origins of Culture." In: Mark Schaller, et al. (eds.), *Evolution, Culture, and the Human Mind*. Philadelphia: Lawrence Erlbaum Associates, 2009, pp. 137-150;

Nussbaum, Martha C. "Compassion: the Philosophical Debate." In: *Upheavals of Thought: The Intelligence of Emotions*. Cambridge: Cambridge University Press, 2001, pp. 354-400;

Seppälä, Emma M. et al. (eds.). *The Oxford Handbook of Compassion Science*. New York: Oxford University Press, 2017;

Simmons, Aaron. "In Defense of the Moral Significance of Empathy." *Ethical Theory and Moral Practice* 17/1 (2014), pp. 97-111;

Spikins, Penny. "Prehistoric Origins: The Compassion of Far Distant Strangers." In: Paul Gilbert (ed.), *Compassion: Concepts, Research and Applications*. London: Routledge, 2017, pp. 16-30;

Spinrad, Tracy L. & Eisenberg, Nancy. "Compassion in Children." In: E. M. Seppälä et al. (eds.), *The Oxford Handbook of Compassion Science*, pp. 53-63;

Stearns, Peter N. "An Emotional America: The Growing Role of Feelings in Shaping our Reality." *The American Interest*, January 8, 2018;

Suhara, Eiji. "Suffering in Buddhism." In: Yudit Kornberg Greenberg, *Encyclopedia of Love in World Religions*. Vol. 1; Santa Barbara: ABC Clío, 2008, pp. 613-614;

Webb, Christine E., et al., "Stepping Forward Together: Could Walking Facilitate Interpersonal Conflict Resolution?" *American Psychologist* 72/4 (2017), pp. 374-385;

Woodfox, Albert, with Leslie George. *Solitary: Unbroken by Four Decades in Solitary Confinement. My Story of Transformation and Hope*. New York: Grove Press, 2019;

Wynn, Karen & Bloom, Paul. "The Moral Baby." In: Melanie Killen, Judith G. Smetana (eds.), *Handbook of Moral Development*. London: Taylor and Francis, 2013, pp. 435-474.

Films and Documentaries:

Foster, Susan Leigh. "Kinesthetic Empathies and the Politics of Compassion." September 11, 2011; Philadelphia: Live Arts Studio: <http://hidvl.nyu.edu/video/v6wwwq38q.html#;>

Henckel von Donnersmarck, Florian. *The Lives of Others*. 2006;

de Waal, Frans. *Moral Behavior in Animals*. TED Talk: <https://youtu.be/GcJxRqTs5nk>.

8. TECHNOLOGY AND WRITING SUPPORT

For **technical assistance**, please contact the **University Technology Office**: <https://uto.asu.edu/contact> or by phone at (855) 278-5080 or (480) 965-6500.

For help with technology and media, please contact **Learning Support Services** at the **School of International Letters and Cultures**: <https://silc.asu.edu/learning-support-services/lss-for-students>.

Printing: Students enrolled in courses offered by the **School of International Letters and Cultures** receive a **\$5.00** print quota for each undergraduate course (either 50 single-sided or 62 double-sided pages). Additional quota may be purchased in LL 66. Print quota can only be used in LL 61 and LL65.1 computer labs, in the basement of the LL building.

ASU Writing Centers offer free one-on-one writing tutoring for all students, undergraduate and graduate, in each campus. To schedule an appointment, please visit: <https://tutoring.asu.edu/student-services/writing-centers>.

9. CLASSROOM POLICIES

ATTENDANCE AND ABSENCE:

Class attendance is mandatory. More than ONE unjustified absence will result in lower final grade. **Attendance record** will be posted on Canvas. Quizzes can be made up only in case of a justified absence, with the instructor's approval. Assigned work will be accepted after the due date **only** in case of a justified absence; the new due date will be decided with the instructor.

Absences related to **religious observances and practices** are considered justified when in accord with the policies described in ACD 304-04 (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>). Absences related to **university sanctioned events/activities** can be considered justified, in accord with ACD 304-02 (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

ACADEMIC INTEGRITY:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

DISABILITY POLICY:

Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services (previously Disability Resource Center) should contact SAIL immediately. The SAIL Tempe office is located on the first floor of the Matthews Center Building. SAIL staff can also be reached at: (480) 965-1234. For additional information, visit: <https://eoss.asu.edu/drc>.

CLASSROOM BEHAVIOR:

Use of cell phones and recording devices is prohibited during class, unless special approval of the instructor. Disruptive behavior is not tolerated.

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. See <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

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 to discuss any concerns confidentially and privately.

POLICY ON 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:

Students must refrain from submitting, uploading, or sharing material that is not their original work, unless they first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

ZOOM POLICIES:

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center. Recording of class sessions (initiated by instructor) is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

SYLLABUS DISCLAIMER:

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

SLC 320

Compassion: A Dialogue between the Humanities, the Sciences, and the Arts Application for a HU General Studies Designation

List of Required Readings and Other Course Materials:

Bekoff, Marc & Pierce, Jessica. "Empathy: Mice in the Sink." In: *Wild Justice: The Moral Lives of Animals*. Chicago: University of Chicago Press, 2009, pp. 85-109;

Bloom, Paul. "Other People's Shoes." In: *Against Empathy: The Case for Rational Compassion*. New York: Ecco, 2016, pp. 15-43;

Cabanas, Edar & Illouz, Eva. "Happy is the New Normal." In: Edgar Cabanas & Eva Illouz, *Manufacturing Happy Citizens: How the Science and Industry of Happiness Control Our Lives*. Cambridge: Polity Press, 2019;

Campo, Rafael. *Alternative Medicine*. Durham: Duke University Press, 2013;

Campo, Rafael. "Fifteen Minutes after Gary Died." In: Rafael Campo, *The Desire to Heal: A Doctor's Education in Empathy, Identity, and Poetry*. New York: Norton & Company, 1997, pp. 122-156;

Diamond, Diana. "Empathy and Identification in von Donnersmarck's *The Lives of Others*." *Journal of the American Psychoanalytic Association* 56/3 (2008), pp. 811-832;

Gallese, Vittorio, et al., "A Unifying View of the Basis of Social Cognition." *Trends in Cognitive Sciences* 8/9 (2004), pp. 396-403;

Gibson, Lydialyle. "The Physician-Poet: Rafael Campo's Compassionate Care." *Harvard Magazine* 121/5 (2019), pp. 39-43;

Glenberg, Arthur M. "Intro to the Mirror Neuron Forum." *Perspectives on Psychological Science* 6/4 (2011), pp. 363-368;

- Goetz, Jennifer L., Keltner, Dacher, Simon-Thomas, Emiliana. "Compassion: An Evolutionary Analysis and Empirical Review." *Psychological Bulletin* 136/3 (2010), pp. 351-374;
- Harding, Kelli. *The Rabbit Effect: Live Longer, Happier, and Healthier with the Groundbreaking Science of Kindness*. New York: Attria Books, 2019 (selections);
- Han, Shihui. "Neurocognitive Basis of Racial Ingroup Bias in Empathy." *Trends in Cognitive Sciences* 22/5 (2018), pp. 400-421;
- Morgan, Diane. *The Best Guide to Eastern Philosophy and Religion*. New York: Renaissance Books, 2001, pp. 110-143;
- Nesse, Randolph M. "Why A Lot of People with Selfish Genes Are Pretty Nice—Except for Their Hatred of the Selfish Gene." In: Alan Grafen & Matt Ridley (eds.), *Richard Dawkins: How a Scientist Changed the Way We Think*. London: Oxford University Press, 2008, pp. 203-212;
- Nesse, Randolph M. "Social Selection and the Origins of Culture." In: Mark Schaller, et al. (eds.), *Evolution, Culture, and the Human Mind*. Philadelphia: Lawrence Erlbaum Associates, 2009, pp. 137-150;
- Nussbaum, Martha C. "Compassion: the Philosophical Debate." In: *Upheavals of Thought: The Intelligence of Emotions*. Cambridge: Cambridge University Press, 2001, pp. 354-400;
- Seppälä, Emma M. et al. (eds.). *The Oxford Handbook of Compassion Science*. New York: Oxford University Press, 2017;
- Simmons, Aaron. "In Defense of the Moral Significance of Empathy." *Ethical Theory and Moral Practice* 17/1 (2014), pp. 97-111;
- Spikins, Penny. "Prehistoric Origins: The Compassion of Far Distant Strangers." In: Paul Gilbert (ed.), *Compassion: Concepts, Research and Applications*. London: Routledge, 2017, pp. 16-30;

Spinrad, Tracy L. & Eisenberg, Nancy. "Compassion in Children." In: E. M. Seppälä et al. (eds.), *The Oxford Handbook of Compassion Science*, pp. 53-63;

Stearns, Peter N. "An Emotional America: The Growing Role of Feelings in Shaping our Reality." *The American Interest*, January 8, 2018;

Suhara, Eiji. "Suffering in Buddhism." In: Yudit Kornberg Greenberg, *Encyclopedia of Love in World Religions*. Vol. 1; Santa Barbara: ABC Clío, 2008, pp. 613-614;

Webb, Christine E., et al., "Stepping Forward Together: Could Walking Facilitate Interpersonal Conflict Resolution?" *American Psychologist* 72/4 (2017), pp. 374-385;

Woodfox, Albert, with Leslie George. *Solitary: Unbroken by Four Decades in Solitary Confinement. My Story of Transformation and Hope*. New York: Grove Press, 2019;

Wynn, Karen & Bloom, Paul. "The Moral Baby." In: Melanie Killen, Judith G. Smetana (eds.), *Handbook of Moral Development*. London: Taylor and Francis, 2013, pp. 435-474.

Films and Documentaries:

Foster, Susan Leigh. "Kinesthetic Empathies and the Politics of Compassion." September 11, 2011; Philadelphia: Live Arts Studio: <http://hidvl.nyu.edu/video/v6wwq38q.html#>;

Henckel von Donnersmarck, Florian. *The Lives of Others*. 2006;

de Waal, Frans. *Moral Behavior in Animals*. TED Talk: <https://youtu.be/GcJxRqTs5nk>.