

LST 470 Brian McCormack “L” REVISE and RESUBMIT

REVISED ASSIGNMENT (Revised Syllabus attached below, changes highlighted in red)

Response to Requested Change: “Exam Essay” changed to “Analytical Essay.”

EXPLANATION:

Whereas the previous assignment proposed was called an “Exam Essay,” this revised proposed assignment has been retitled “Analytical Essay.” In large part the problem was apparently one of semantics. Based previously only on reading one of the assigned readings for the course, the book *The Three Cultures*, the assignment now requires additional research (at least six sources [journal articles]). The essay is not an assessment of students’ knowledge of assigned texts, but rather their ability to analyze new materials in an attempt to make sense of key themes of the course. The assignment appears in the syllabus and is available to students from the first day of the course. They will be allowed to work on it as early in the semester as they like. It is not something that they could do in an in class setting, as they would with an exam essay.

Here is the revised assignment:

**Analytical Essay. Due last day of the course. Worth up to 20 points, please write 1000-1200 words, excluding References. Follow a style guide such as APA or MLA for both citation and reference.**

**In his book, *The Three Cultures*, Jerome Kagan says, “The modern world desperately needs a Swift, Kant, Goya, Shaw, Beckett, or Eliot to provoke a passive population, adrift in a ship without a confident direction... to choose a moral position that demands a deeper empathetic concern with the social and natural settings into which each generation is born and to communicate it to a desperate public” (243). Describe what you envision today’s Kant or Eliot to be (this can be an actual or hypothetical person), and explain what such a person would say and/or do to respond to the failures of at least two of “the three cultures,” while defending and promoting them, in an effort to achieve an authentic transformation of society, whether at the national or global level.**

**Research and critical evaluation: The key to your explanation is that it must be supported by your critical evaluation of at least 6 sources (academic journal articles) in at least two of the following: the social sciences, the sciences, and the humanities. Your critical evaluation of these sources should help you explain how the three cultures (the social sciences, the sciences, and the humanities) would contribute to the transformation of society.**

# LST 470

## Liberal Studies Seminar: The Three Cultures

Spring 2020

(March 16 – May 1)

**Brian McCormack**

**College of Integrative Sciences and Arts**

**Arizona State University**

**Brian McCormack, Ph.D.**

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*The Two Cultures*, a lecture given by C.P. Snow in 1959, was an influential critique of the Humanities – the most notable recent example in a long tradition of conflict between the centers of Western knowledge. In our course, “The Three Cultures,” named after Charles Kagan’s recent book of the same name (which adds the Social Sciences to the Sciences and the Humanities), we take Snow’s critique to task, and determine ways in which the three cultures can be mutually supportive. Through innovative experiments (notably, looking at clouds as a source of metaphor for the best chance for unity between the sciences and the humanities; creating neologisms in the service of our own research and revision; and group screenplay writing on current issues), we challenge ourselves to think well past the limits ascribed to us in these debates over knowledge. The benefits of the course include the development of an acute awareness of the high stakes of our university education, an opening of the mind to the possibilities of thinking in more than one academic register, and a chance to express ourselves both with rigor and imagination.

THE ASU GENERAL CATALOG SAYS THAT LST 470 involves...

“...advanced analysis and application of theories and methods of human and social inquiry...”

**In this course we want to do two things. First, we want to do what is expected of us: to analyze and apply theories and methods of human and social inquiry. Second, we want to challenge thought itself.**

**Whatever we expect from a university education, we ought to have higher expectations. I encourage you to do what you need to do to meet, even exceed the expectations you’ve been assigned, but I also hope to see you envision yourself as someone who can rise above and beyond them so that your life after university can be something extraordinary.**

**Book** (available at the ASU Bookstore, or from your favorite book dealer – also available electronically [e.g. Kindle] at some book dealers):

*The Three Cultures: Natural Sciences, Social Sciences, and the Humanities in the 21<sup>st</sup> Century*, by Jerome Kagan. Cambridge: Cambridge University Press, 2009.

There’s a digital course pack available from Alphagraphics. It contains chapters from a book by Garber (*Academic Instincts*) and by Hamblyn (*The Invention of Clouds*). Go to <http://www.agonuniversity.com>.

Once there, click on the "course packets" memo. Then when you click into the products (the stack of books) you’ll get a list of classes. This course will be listed there. Once you go through the process and pay, you’ll receive a confirmation email. In that email will be the link to the course pack. You can email Alphagraphics [us004@alphagraphics.com](mailto:us004@alphagraphics.com) if you don’t get the email. 815 W University, Tempe (480-907-3995). Website: [www.alphagraphics.com/centers/tempe-arizona-us004/](http://www.alphagraphics.com/centers/tempe-arizona-us004/).

For technical support help, please contact the Help Desk.

This course is offered by the College of Integrative Sciences and Arts. For more information about the school, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).

## VERY IMPORTANT!!!!!!

IF YOU HAVE ANY PARTICULAR CIRCUMSTANCES THAT I NEED TO BE AWARE OF (FOR EXAMPLE, YOU ARE REGISTERED WITH DRC), PLEASE SEND ME AN EMAIL TO LET ME KNOW.

AVAIL YOURSELF OF ANY RESOURCES YOU MIGHT NEED, SUCH AS COUNSELING:

[HTTP://STUDENTS.ASU.EDU/COUNSELING](http://students.asu.edu/counseling) OR STUDENT SUPPORT:

[HTTP://STUDENTS.ASU.EDU/SUPPORTSERVICES](http://students.asu.edu/supportservices).

**THIS SYLLABUS IS SUBJECT TO CHANGE.**  
YOU ARE RESPONSIBLE FOR KNOWING ANY CHANGES MADE

# SCHEDULE

THEMES, LECTURES, ACTIVITIES      ASSIGNMENTS DUE, REQUIRED READINGS, etc:

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## Week 1 (March 16-20)

Course Overview

Carefully read the entire syllabus

(It is very, **very** important that you read the syllabus.)

**Complete your "Student Home Page" by *Tuesday 17 Mar***

**All deadlines are anytime *before midnight* on the day indicated**

**(DEADLINES ARE VERY IMPORTANT)**

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**DUE: Research Proposal by *Friday 20 March***

Read: *The Three Cultures* Preface (pp.vii-xii)

and Chapter 1, "Characterizing the Three Cultures" (1-51)

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## Week 2 (March 23-27)

**DUE: Discussion Board 1** by Wednesday 25 March

(Possibly **DUE: Screenplay Contribution** by Fri 27 March)

**Important: these are due according to the schedule  
in your group's discussion board – plan ahead!**

Read: *The Three Cultures* Ch 2, "Natural Sciences" (52-103)

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## Week 3 (March 30 - April 3)

**DUE: Research Paper by Friday 3 April**

(possibly DUE: Screenplay Contribution by Friday 3 March)

Read: *The Three Cultures* Ch 3 & 4, “Social Sciences” (104-221)

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## Week 4 (April 6-10)

Read: *Academic Instincts* Ch 3 “Terms of Art” (97-147)

IN COURSE PACK

**DUE: Neologisms (DB2) by Wednesday 8 April**

(possibly DUE: Screenplay Contribution by Friday 10 Apr)

Read: *The Three Cultures* Ch 5 “Humanities” (222-244) and  
Ch 6 “Current Tensions” (245-275)

((Read ahead: selection from *The Invention of Clouds*, for Wk 5))

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## Week 5 (April 13-17)

Read: *The Invention of Clouds* Chapters 1 and 11

IN COURSE PACK

**DUE: Theory of Clouds (DB3) by Wednesday 15 April**

(possibly DUE: Screenplay Contribution by Friday 17 April)

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## Week 6 (April 20-24)

**DUE: Research Paper Revision by Wednesday 22 April**

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## Week 7 (April 26 – May 1)

**DUE: Comment on Paper Revision**

(Special DB) by Monday 27 April

**DUE: Reply to Comment on Paper Revision**

(Special DB) by Wednesday 29 April

**DUE: Comment on Completed Screenplay**

(Special DB) by Wednesday 29 April

**DUE: Analytical Essay by Friday 1 May**

# ASSESSMENT

ELEMENT:	POINTS	YOUR POINTS
“Student Home Page” (Special Discussion Board [DB])	2	_____
Research Proposal	5	_____
The Internet: Discussion (DB1)	3	_____
Screenplay Contribution	10	_____
Research Paper	20	_____
Neologisms: Discussion (DB2)	5	_____
Research Paper Revision (Special DB)	20	_____
Theory of Clouds: Discussion (DB3)	5	_____
Comment on Completed Screenplay (Special DB)	5	_____
Comment on Paper Revision (Special DB)	5	_____
<b>Analytical Essay</b>	20	_____
[Extra Credit]	2	_____
<b>TOTAL POINTS</b>	<b>100</b>	_____

## Course Grade Formula

All assignments (elements) earn grades of 0-100%: 98-100=A+ (4.33), 92-97=A (4.0), 90-91=A- (3.67), 88-89=B+ (3.3), 82-87=B (3.0), 80-81=B- (2.67), 78-79=C+ (2.33), 70-77=C (2.0), 60-69=D (1.0), 0-59=E (0.00). This percentage is then multiplied by the points available for that assignment (element) to arrive at the points earned for that assignment (element). The total course score is the sum of all of these. Without exception, total course grades are rounded up or down (e.g. 79.4 becomes 79, i.e. C+; 79.5 becomes 80, i.e. B-).

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## DESCRIPTION OF ASSIGNMENTS

- ◆ **Discussion Boards:** generally speaking, Discussion Boards replicate what you might do in a face-to-face class in-class discussion, with this difference: you are required to participate. I will offer a discussion point or question, and you will respond (sometimes more than once), or you will respond to another student’s work. Each Discussion Board will be slightly different in terms of expectations, but generally speaking the key is content quality rather than quantity. *I very strongly urge you to do more than simply add your entry. After the discussion is over, read what all of your colleagues are saying. The discussion boards are the sources of considerable insight and (sometimes unconventional) wisdom. You’d be wise to avail yourself of that insight and wisdom.*

MY EMAILS IN RESPONSE TO THE DISCUSSIONS  
ARE PART OF THE COURSE.

THIS IS VERY IMPORTANT TO REMEMBER  
AS YOU PREPARE FOR ALL YOUR WORK IN THE COURSE.

- ◆ **Research Proposal.** During the first week you will create a “Student Homepage” with information, specifically a list of issues, any of which you would be happy to work on with others, that will help me create groups of students who will work together. Week 1 will also see your “Research Proposal,” a one page start to your Research Paper (see below). These two projects must be entirely separate, so your list of issues may not be the same as your Research Paper topic (and Proposal). In your

Research Proposal write as if you are beginning your Research Paper. Include two sources that help you initiate your argument. Read the instructions for the Research Paper (below) to see where you need to be with it, and write this one page start to your paper with those instructions in mind.

- ◆ **Screenplay Contribution.** Based upon the list of issues you will create for your “Student Homepage” I will create groups who will work on a project, a Screenplay. I will create group discussion boards where each student will contribute to the script of a Screenplay. The members of each group will be organized at random to contribute a scene. So, for example, let’s say that a group of students, Yacko, Wacko, and Dot, are set to write a Screenplay about an issue that concerns them all, Global Climate Change. At random, I will have assigned Dot to begin the play, and Yacko to finish it. Each member will have one week to do their work. I will make the deadlines clear for each group. Each contribution will be 2-3 pages of screenplay followed by two pages of explanation, always double spaced. Students will not discuss their work with one another. Instead, they will simply post their contribution. Include scene settings and stage directions as needed. The story will proceed, rather than be established from the beginning. The person who begins the screenplay should make an effort to establish a premise, and the person who ends the screenplay should make an effort to conclude the story. In our example, Dot would begin the story, Wacko would continue the story, and Yacko would conclude it. Two ground rules: 1) each writer may introduce, at most, only one new character, and must include in their contribution at least one of the characters previously introduced; and 2) let’s keep things at a “PG” rating. I would like to think that whatever you have to say can be conveyed in a manner that would interest people of all ages, from, say, 10 to 110.
- ◆ **Research Paper.** Write approximately 2000 words of text (about 6 pages). I count words, so you should, too. Your paper should begin with an indication of the substance of your paper, and then offer an organizing argument. Your research paper must use *at least* 10 sources, 5 of which must be academic sources, which means they must be ACADEMIC JOURNAL ARTICLES. This is the MINIMUM expectation. More than 10 is better than fewer than 10. I expect *more* of a research *effort* than the minimum. A minimal research effort could very well earn a minimal grade. The subject of your paper is up to you, but it must be approached from the perspectives of one of the three “cultures” of inquiry, specifically, social science. Very simply, and specifically, *become* a particular kind of Social Scientist, and write your paper *as if you were* a particular kind of Social Scientist. For example, write about some problem of cognition (e.g., addiction, or education...) as a psychologist, or as an anthropologist – or write about the problem of Climate Change (effects on distribution of wealth or power) as an economist, or as a political scientist – or...??? -- the list of possibilities here is endless. The choice is yours, but in this version of your Research Paper, be sure that you include *at least* two or three different statistics (which you’ll find in some of the sources you use in your research). This is important. As a sociologist, or as a geographer, or as an area studies specialist, you want to demonstrate, to the best of your ability, your facility in the language of that discipline.

**VERY IMPORTANT: FOLLOW – and NAME at the top of your References page – A STYLE GUIDE (MLA, APA, Tourabian, for example) for citations and references. Reference only sources that you cite, and cite the sources that you use. Try to avoid quotation, but if you quote you must give a page number in your textual citation or footnote. You *must* do this!**

**HEADING (centered on top of page 1) as follows:**

Title of Paper  
Your Name  
BIS 470  
Arizona State University  
day Month, year

- ♦ **Revised Research Paper.** Revise your Research Paper so that it is now approximately 2500-3000 words of text (about 8-10 pages). I count words, so you should, too. Your paper should begin with an indication of the substance of your paper, and then offer an organizing argument. Your research paper must *now* use at least 16 sources, at least 8 of which must be academic sources, which means they must be **ACADEMIC JOURNAL ARTICLES**. This is the **MINIMUM** expectation. More than 16 is better than fewer than 16. I expect more of a research effort than the minimum. A minimal research effort could very well earn a minimal grade.

Your revision must do two things that are new.

First, you need to incorporate two neologisms. You are welcome to use the neologisms that you will have already created in our discussion on Neologisms, or you may create new ones. Your use of these new words must be done seamlessly. In other words, not this: “We needed a new word, so I invented the word *glocal*.” Instead, use your words in a way (or ways) that seems to be logical and necessary without letting the reader know what you’ve done. Save that for the Appendix. Every time you use the word, highlight it in some way (e.g., bold, italics). Ideally, you’ll use your neologism(s) more than once – several times is best (show us that this word/these words is/are useful).

Second, your paper must improve the first version of the paper. You’ll do this by emphasizing, in this version, the humanities (another of the “Three Cultures”). The three new journal articles must be from humanities journals. In addition, the three new non-academic sources must be literary sources. Examples include: lines of poetry or song lyrics, a visual representation of a photograph, painting, or other work of art, a quotation from a work of literature or philosophy, description and/or analysis of some musical work such as a symphony by a classical composer or a jazz performance. Your complete Revised Research Paper will weave together the measured approaches of the social sciences (in this case a specific social scientific discipline), the human expression of the humanities, and the perhaps something that is unmeasurable and inexpressible (art or music), except by the approximation of its presentation in the context of your paper. Besides meeting these minimum requirements of inclusion of sources, your Revised Research Paper is now an ESSAY that is meant to encompass (via some aspect of the world, begun in your first version of the Research Paper) the breadth of human expression.

You must also include, after your References, a section called “Neologisms” (Call it – Appendix: Neologisms). In one or two pages (whatever you think you need), explain your new words: how you created them, what they mean, how they work in your paper, and how they might work elsewhere. Conclude this brief essay with a short summary of the importance of inventing these new words specifically (neologisms) and neologisms in general.

Again, it is **VERY IMPORTANT** that you **FOLLOW** – and **NAME** at the top of your References page – **A STYLE GUIDE** (MLA, APA, Tourabian, for example) for citations and references. Reference only sources that you cite, and cite the sources that you use. Try to avoid quotation, but if you quote you must give a page number in your textual citation or footnote. You *must* do this!

For your References page(s) you need to separate out the various kinds of sources in your paper/essay as follows (again, the key, operational phrase being “at least”):

Social Science Journal Articles [at least five of these, from the first version]

Humanities Journal Articles [at least three of these, newly added]

Works of Art/Music [at least three of these, newly added]

Other Sources [this includes the at least five non-academic sources from the first version, and any other new non-academic sources that you’ve decided to add]

- **Analytical Essay. Due last day of the course. Worth up to 20 points, please write 1000-1200 words, excluding References. Follow a style guide such as APA or MLA for both citation and reference.**

**In his book, *The Three Cultures*, Jerome Kagan says, “The modern world desperately needs a Swift, Kant, Goya, Shaw, Beckett, or Eliot to provoke a passive population, adrift in a ship without a confident direction... to choose a moral position that demands a deeper empathetic concern with the social and natural settings into which each generation is born and to communicate it to a desperate public” (243). Describe what you envision today’s Kant or Eliot to be (this can be an actual or hypothetical person), and explain what such a person would say and/or do to respond to the failures of at least two of “the three cultures,” while defending and promoting them, in an effort to achieve an authentic transformation of society, whether at the national or global level.**

**Research and critical evaluation: The key to your explanation is that it must be supported by your critical evaluation of at least 6 sources (academic journal articles) in at least two of the following: the social sciences, the sciences, and the humanities. Your critical evaluation of these sources should help you explain how the three cultures (the social sciences, the sciences, and the humanities) would contribute to the transformation of society.**

- ♦ **Comments: on Completed Screenplay, and on Paper Revision. Both in their own Special Discussion Boards.**

**Screenplay Comments:** Read the Screenplays, and read the explanations that follow them. Choose one of them for your comments. Offer your ideas: do not praise and do not criticize the Screenplay or the explanations. Instead, draw upon the ideas you’ve encountered in what you’ve read in this course to help you say something interesting about what you’ve just read. We want to hear about all the Screenplays, so there may not be any more comments than there are authors of the Screenplay. If the Screenplay had four authors, then there may be only four comments. (Replies to comments are not expected, but they are okay since this is a discussion. Your grade will depend only upon your first response. Please do not respond to any more than one Screenplay.) The key to your comments is your application of the course. Refer specifically to ideas from the course.

**Research Paper Comments:** Read several of the papers. Choose one of them for your comment. Offer your ideas: do not praise and do not criticize the paper. Instead, draw upon the ideas you’ve encountered in what you’ve read in this course to help you say something interesting about what you’ve just read. We want to hear a comment on every paper, so we need to have just one comment per paper. (As with the Screenplay Comments, replies to comments on papers are not expected, but they are okay since this is a discussion. Your grade will depend only upon your first response. Please do not respond to any more than one paper.) The key to your comments is your application of the course. Refer specifically to ideas from the course.

(Extra Credit: If you have “perfect attendance,” you may write a 2 page (about 600-800 words) essay that critically engages either Chapter 1 or 2 of Marjorie Garber’s book *Academic Instincts*. In order to qualify, all assignments must be submitted on time. We call this “perfect attendance.” Your essay can earn up to 2 points of extra credit depending on how well you do. There will be no Announcement or reminders, so it will be up to you to submit your Extra Credit essay (again, if you qualify). The deadline for the Extra Credit Essay will be the Friday *before* the last week of class. You must submit your essay as an attachment in an email message to me. Even though the deadline is the Friday of Week 6, to qualify perfect attendance needs to occur through the last day (and the last assignment) of the course.

# POLICIES

## Dr. McCormack's POLICIES

**THIS SECTION OF LST 370 WILL DEMAND A HIGH DEGREE OF SELF-MOTIVATION AND DISCIPLINE. PREVIOUS ONLINE COURSE TAKERS WILL TELL YOU THAT AN ONLINE COURSE ALSO REQUIRES ADDED RESPONSIBILITY FOR THE WORK THAT YOU DO. YOU'LL HAVE SEVERAL DAYS TO COMPLETE MANY OF THE ASSIGNMENTS AND TASKS – MORE THAN A WEEK FOR SOME OF THE LARGER ASSIGNMENTS. IN ALMOST ALL CASES, WE CANNOT EXCUSE LATE OR INCORRECT SUBMISSIONS DUE TO PROBLEMS WITH TECHNOLOGY. (MAKE CERTAIN YOU SUBMIT THE CORRECT FILE.) IF YOU NEED ADDITIONAL PRACTICE AT USING THE COMMUNICATION TOOLS OF AN ONLINE COURSE, BE SURE TO DO WHAT YOU NEED TO DO TO MAKE YOUR ONLINE EXPERIENCE A POSITIVE AND VALUABLE ONE.**

**PLEASE MAKE SURE THAT YOUR ASU EMAIL ACCOUNT IS WORKING (AND THAT YOUR MAILBOX IS NOT FULL).**

### LATE WORK

Only excused absences make late work without penalty possible. Otherwise...

ANY LATE WORK LOSES 30% THE FIRST DAY LATE,  
40% THE SECOND DAY LATE, AND 50% AFTER THAT,

**UP UNTIL MIDNIGHT ON THE FRIDAY BEFORE THE LAST WEEK OF CLASS.**

ALL WORK IS DUE NO LATER THAN midnight (i.e. 11:59 pm) ON THE DATE INDICATED IN THE SYLLABUS. (Of course, it may be submitted before that time.) IF WORK ARRIVES ANY TIME AFTER THIS TIME IT WILL BE CONSIDERED LATE. Work will not be accepted after the last due date indicated in the schedule of this syllabus.

To be fair to everyone in the class, the only exception to this policy will be a WRITTEN excuse (an email message from you will be insufficient): e.g., sanctioned extracurricular activities, an accident, your illness, or an illness or death in the family. Please organize your personal and work schedules to be able to complete your work on time. Thanks very much.

### **VERY IMPORTANT**

Prepare your Papers as follows:

Double space between lines, and between sentences (2 spaces after a period), as I do in this paragraph. *LEFT* justify (as I do here in this box), straight on the left and uneven on the right. Use normal (11 or 12) font size. DO NOT insert headers or footers. NO COVER PAGES. PAGINATE (include page numbers). Titles are most welcome!

It is very important that you avoid having technical problems. I'll do my best to be flexible when necessary, but I cannot excuse you from submitting work late. Right here and now, I very strongly urge you to organize yourself so that you get your work done *AND SUBMITTED* by the deadlines. If you know, for example, that an assignment is due on, say, a Tuesday by midnight, submit it earlier in the day, or even the day before, if possible.

**I cannot acknowledge receipt of your assignments, so please don't ask me to do so. There are many of you and only one of me. To do so would require a terrific amount of time.** Instead, your grade for an assignment, when it appears, will reflect whether the assignment arrived on time. You'll also know that an assignment or task was submitted late by the time given in your (and my) record of submission. If an assignment is due by midnight, then anything marked 00:01 or later is late. Work (your job) cannot be accepted as an excuse for late assignments.

It is also the nature of an online course that all communication generally takes place in print form. You'll be reading and writing (typing) a lot more than you do in a face-to-face course. **At all times conduct your communication in a professional manner.** This is not the place to "chat," using informal language. We are not texting. Use capital letters when you should, and write in complete sentences. If I inform you of language that is unprofessional, please do not take offense, but please do make sure you change it. (This is especially important in discussion boards and group discussions, in which what you write will be read by many others besides me.) The use or continuance of inappropriate/offensive language can result in disciplinary action, including dismissal from the course. In short, be civil, and communicate well.

Please contact me if you need to. In this course it will be possible to contact me by e-mail. Please be clear in your e-mail messages. It saves time if you identify yourself. Review your message to me before you send it. Take a moment to edit your email message.

Write professionally:

- Use capital letters where you should.
- Punctuate properly.
- Address your correspondent. (Say: Dr. McCormack: -- or say: Professor McCormack:)
- Practice courtesy. (Say please and thank you, and so on...)

And please don't expect instantaneous responses. It might be a day or two before you hear from me. There are sometimes certain stretches of the semester when more time than that will be needed for a response. I try to respond to all communication as quickly as I possibly can, but occasionally it takes a little more time than some people are willing to endure. If it is not an unusual time of the semester (I'll let you know about those times), and you have not heard back from me within 48 hours, send your message again. Thanks for your patience.

## **COURSE POLICIES**

### **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.

### **Email Communication**

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

### **Trigger Warning**

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at [mccormack@asu.edu](mailto:mccormack@asu.edu), or the faculty head, Kevin Ellsworth.

## **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 here: <https://eoss.asu.edu/drc>

<p><b>Downtown Phoenix Campus</b> University Center building, Suite 160 Phone: 602.496.4321 E-mail: <a href="mailto:DRCDowntown@asu.edu">DRCDowntown@asu.edu</a></p> <p><b>Polytechnic Campus</b> Sutton Hall - Suite 240 Phone: 480.727.1039 E-mail: <a href="mailto:DRCPoly@asu.edu">DRCPoly@asu.edu</a></p>	<p><b>Tempe Campus</b> Matthews Center building, 1st floor Phone: 480.965.1234 E-mail: <a href="mailto:DRCTempe@asu.edu">DRCTempe@asu.edu</a></p> <p><b>West Campus</b> University Center Building, Room 130 Phone: 602.543.8145 E-mail: <a href="mailto:DRCWest@asu.edu">DRCWest@asu.edu</a></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 Blackboard.

### **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:** <https://students.asu.edu/international/support/academic>

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 <https://www.asu.edu/aad/manuals/ssm/ssm201-18.html> for details. Students should discuss individual concerns with their instructor.

### **Other important information...**

### Drop and Add Dates/Withdrawals

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

### Grade Appeals

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

### Course Time Commitment

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

### Late or Missed Assignments

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

### Student Online Conduct

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

### Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC.

### Veterans

Veterans are encouraged to contact the Pat Tillman Veterans Center if they have any questions about their benefits: <https://veterans.asu.edu/>.

**PLEASE REFER TO THIS SYLLABUS OFTEN**

### **NOTES:**