

****Disclaimer****

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.



**DCE302:History of American Hip Hop
1/11/21 - 4/3/2021 Asu: iCourse**

Instructor Name:J. Edson “House” Magana

Office Location: BDH 127

Email: Styles@asu.edu

Bulldog Hall Room 127 or through ASU Sync via Zoom :

<https://asu.zoom.us/my/bboyhouse> / ID# 808 105 4297

TA Name: Ri Lindegren

Email: rilindegren@asu.edu

Student Hours: Student Hours are an opportunity for students to seek individualized assistance (e.g., ask questions about assignments) and to interact with the instructor outside of class time. Our class uses two types of Student Hours:

- Tuesdays from Noon to 1:30 via Zoom. This time is for individual appointments. You can either schedule a time via email or you can click onto Zoom and enter the waiting room until there is an opening.
- Thursdays from Noon to 1:30 via Zoom. This is a time for “open” meetings, meaning you are welcome to “drop in” and join questions and conversations in process. You are also welcome to “come as a group” with shared questions, etc.

Course Description:

The histories of Hip Hop dance are multilayered and multifaceted. There is not a singular history of Hip Hop dance, yet multiple entry points with multiple pathways of understanding to unpack the turbulent and linked histories of historically disenfranchised communities within the context of post-Civil Rights era United States. Designed as a seminar experience and operates from the assumption that Hip Hop dance is an extension of African diasporic traditions colliding with multiculturalism and youth culture. Serves as a portal to some of the histories, perspectives, individuals and stories that help shape the forms of Hip Hop dance expressed throughout this course.

Course Objectives:

- Increase individual and collective understanding of Hip Hop dance as a cultural term to define socially-embedded, cultural formations birth in the United States
- Leverage popular social dance from Hip Hop centers as a means to introduce research skills, rhetorical analysis, social theory, and cultural critique
- Situate historically marginalized historical perspectives as a part of the “dance canon”
- Contextualize Hip Hop dance within a continuum of embodied knowledge and oral traditions from historically marginalized communities

Student Learning Outcomes:

- Ability to analysis and synthesis historical information as shaped through an assemblage of metanarrative (mainstream culture), subculture and counternarrative (counterculture)
- Clearly define, and articulate, and experience Hip Hop; as an umbrella term that encompasses a diversity of elements, forms, and approaches to movement
- Distinguish theoretical, primary, and secondary source material in order to develop, test, and articulate your own research hypothesis
- Understand how cultural, social, political, and economic contexts help shape and give rise to dance formations within Hip Hop centers throughout the US
- Clearly articulate in written and verbal language ideas related to nationhood, sovereignty, justice and freedom in relationship to Hip Hop dance as a cultural formation.
- Apply a broad range of terms and concepts regarding race and culture to your critical evaluation of Hip Hop dance.
- Develop an effective approach to differentiate between Hip Hop and Urban.

ASU Sync

This course uses Sync. ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class lectures, discussions, study groups and/or tutoring. You can find out more information about ASU Sync for students here, <https://provost.asu.edu/sync/students> and <https://www.asu.edu/about/fall-2020>.

To access live sessions of this class go to myASU and click the Attend via Sync button next to this class on your schedule. The "Attend via Sync" button in the students' myASU schedule will direct to the instructor's PMI. If you would like them to attend via a different room, you should specify here and send out a communication before class begins.

If you cannot physically be on campus due to travel restrictions or personal health concerns, you will be able to attend your classes via ASU Sync or through iCourses during the fall semester. If you will not be on-campus for the fall semester, you are expected to contact your professors to make accommodations.

Camera policy:

You should clearly state your policy about ASUSync cameras on or off. If you require cameras to be on, state that clearly and connect it back to the learning goals of the course. Please have a policy for those students who have a bandwidth issue (known issues include the entire Arcadia residential community on campus).

Optional depending on your teaching scenario:

You will attend some class sessions in-person and be remote for other sessions to ensure we keep the room occupancy below 50%.

Describe how you will group students and when they should come to class. For example, *On Tuesdays, students with last names beginning with A-M will meet in-person while the other half of the class participates in the live class on Zoom via ASU Sync. On Thursdays, students with last names beginning with N-Z will meet in-person while the other half of the class participates in the live class on Zoom via ASU Sync. Contact me if you need to change your attendance assignment.*

This is only an example, you will need to review your schedule and roster of students to determine how to best group students for your class scenario. Specify here and send out a communication to students before class begins.

Course Access

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

Technology Requirements

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#).

We do not recommend the use of iPads or Chromebooks for ASU Sync as these devices do not work for class exams that may be proctored remotely.

If you are not able to personally finance the equipment you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#).

Who is eligible?

- Any currently enrolled ASU student is eligible to checkout a laptop. The current availability of laptops can be found [here](#).
- Borrowing and returning laptop rules
- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the spring 2021 semester.
- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses.
(Please check online for current library hours)
 - Downtown Phoenix campus Library
 - Polytechnic campus Library
 - Tempe: Hayden and Noble Libraries
 - West campus: Fletcher Library
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)

- Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy.
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

Statements about Recording Zoom classes

(I will record most sessions for documentation and reference)

Students: 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 is authorized only for the use

Additional Requirements:

This course requires the following technologies:

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

Classroom Technology (Your specific Technology Usage policy):

- It is encouraged that you bring technology (cell phones, tablets and laptops) to class to help you take notes and do research, however please turn off cell phone ringers and do not use your phone to make personal calls in class or use any technology to use social media in class. Do not answer your phone in class. If you believe you are receiving an emergency call, please step outside to take it.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access ASU Student Resources

Primary and Secondary Materials (e.g., readings, videos, podcasts, films and studio supplies)

Nearly all required course materials (readings, videos, documentaries, etc.) are provided via the Canvas site. There are a few exceptions to this: 1. Some of the documentaries required for the course are not publicly available but can be rented via YouTube, Amazon, and other streaming services. 2. At one point in the semester, you are required to find and attend a dance event, which may require purchasing a ticket. Additional details are embedded in the iCourse/Canvas site.

Anti-Discrimination Statement <authored by current HIDA students (Olivia Hernandez, Camille Bruya, Josephine Ortiz Merida, Sloane McFarland and Milla Nguyen). over the summer as a suggestion for what they would like to see in our syllabi>

The Herberger Institute of Design and the Arts at Arizona State University upholds, values, and cherishes student and faculty diversity, no matter the circumstance. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Herberger Institute of Design and the Arts staff, faculty and students. The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large.

This course and Arizona State University welcomes all students regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all of my students abide by the following community agreements:

- to bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors
- to help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world
- to demonstrate a curious and eager inquiry into how others make sense of the world

Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative-thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged to discuss your concerns directly with me. I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:

- Unsure of whether the concern you experience or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at herbergerinstitute.asu.edu/caring describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.
- Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the Office of University Rights and Responsibilities or the Dean of Students office or directly fill out an incident report.
- Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that sexual harassment has occurred, shall

immediately report all information regarding the occurrence(s) to the Office of University Rights and Responsibilities or the Title IX Coordinator or the Dean of Students office.

- More reporting pathways are available to students on the University's Prohibition Against Discrimination, Harassment, and Retaliation policy page.

General Course Information:

Engagement: Participation and a positive professional work ethic are paramount. Consistent engagement with all learning components (e.g., readings, online discussions, video viewings, etc.) is critical. Please approach each module with an open mind and each other with respect.

Modules: The course is structured as eight modules. All modules will be open one week prior to the official module start date listed below and remain open until the last day of the course. The modules will open early so that you can plan ahead and, if it works for you, work ahead, and remain open so that you can easily return to modules as needed throughout the semester.

Course Itinerary: This course includes eight modules:

Module 1: Syllabus and Course Overview & Overview of Hip Hop

Module 2: Cultural Influences on Hip Hop

Module 3: Rocking/Uprocking (uprock and top rock)

Module 4: Popping and Locking

Module 5: Check in / Midterm

Module 6: Breakin' (70s and 80s)

Module 7: Breakin (90s and beyond)

Module 8: Final

Due Dates: Assignments and Discussion Board posts are due on Fridays at 11:59 PM as indicated in each module. It is expected that assignments are completed on time. If an assignment cannot be completed on time, please email the instructor or TA asap. Depending on the situation, an extension may be granted. Keep in mind while there is no guarantee that an extension will be granted or that full assignment credit can be earned for late work, there is no harm in asking.

Life happens: Because "life happens," each student is granted one Life Happens Pass to use as they wish at any point in the semester on one assignment. The Life Happens Pass can be used on any assignment except the Final Project, and it allows the student an automatic one-week extension without penalty and without needing to explain why the extension is needed. To use your Life Happens Pass, you must email the instructor no later than 24 hours past the original due date of the assignment. Please put "DCE 302 Life Happens Pass" in the subject line and in the email indicate for which assignment you are using the Life Happens Pass.

Note about Course Content: To fully understand the history and contexts of the dance forms included in this class, we will sometimes encounter difficult or sensitive subject matter and explicit language. If you should have any questions about this at any point in the semester or need more information, please contact the instructor for alternate readings, videos, etc. Please know that each reading and video was selected with attention to prioritizing how the dances are practiced and were developed in a cultural context and that subject-matter experts were consulted in the selection of readings and videos.

Equity in Action and Writing: Because writing expectations can vary from discipline to discipline and even course to course, the following information is provided to help guide your writing (in both assignments and discussions) in relation to equity. First, it is okay, and actually encouraged, to write in the first person. In other words, please use “I statements” when writing formal assignments and posting about your experiences and opinions on discussion boards. Second, it is acceptable to use “they” as a singular pronoun in formal writing for this course. Third, when referring to race, please capitalize the terms Black and White to recognize the historical construction of race within the United States. Lastly, while not directly related to formal writing, please keep the following guidelines in mind when engaging with others on discussion boards and other parts of class: share your experiences and also create space for others to share their experiences; listen well for deep understanding and respect, particularly if someone’s experiences contradict your own; be fully present and open to new learning; and expect and accept a lack of closure when exploring new or uncomfortable content or topics.

Names: Please make it clear to the instructor and your peers how you would like to be addressed in class (e.g., nickname, chosen name, etc.) and your pronouns. Students can address me (the instructor) as “House” or, if you prefer, as Professor Magana. My pronouns are he/him/Bboy.

Assignments, include but are not limited to the following:

Discussion Board Participation : Throughout the semester, you will share your thoughts about course content through discussion boards. Some discussions will involve the whole class and some discussions will occur in small groups. Discussions are graded.

Sutori Timeline: You will have a number of assignments through this platform so please familiarize yourself with it. (www.Sutori.com) *Teacher code: kxjz6*

Short Assignments : You will complete a Student Success Assignment, a Dance Response Worksheet, and an Articles and Video Summary Assignment.

Quizzes : You will complete short quizzes based on that week's module.

Mid-term : Check in and knowledge check

Community dance engagement : At one point in the semester you will complete a formal response to a dance event that you select and attend.

Final Project [40 points total]: Your final project is your opportunity to investigate a question or topic that has emerged as interesting or important to you at this point in the semester. You have the option of creating a 3-5 minute narrated slide-show, audio podcast, documentary-style video, or creative dance or movement-based project. Prior to starting your project, you are required to submit a proposal that is worth 10 points of your final project. Details about the proposal and the project, as well as due dates, are provided in canvas.

Grading: A total of 200 points can be earned in this course.

Module grading:

- Module 1 - 20 points
- Module 2 - 20 points
- Module 3 - 20 points
- Module 4 - 20 points
- Module 5 - 30 points (midterm)
- Module 6 - 20 points
- Module 7 - 20 points
- Module 8 - 40 points
- Community dance engagement - 10 points
- Total - 200 points

For clarification of what is expected per week, please check the course schedule and Canvas for Weekly assignments.

Engagement Assessment Given these extraordinary times and the many challenges related to COVID-19, we will institute a flexible attendance policy by changing towards an engagement metric. This policy will be based on the needs of the students and the nature of the course in creating a caring, supportive, and healthy community in which our level of engagement is accountable to each other. Please reach out to me if you have any questions about your capacity towards attending the course.

Grade Scale

98-100	A+
93-97	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
70-77	C
60-69	D
0-59	E

Y GRADE: the Y (Satisfactory) grade is an option for all classes and does not impact DARS requirements, although it is NOT included in GPA. If students will have the option for a Y grade in this course, then please include the conditions and processes they should follow to request a Y grade.

Incomplete Policy: Enumerate your policy here. Suggested language: The incomplete is not a routine process for successful completion of coursework. Rather, it is a limited academic exception intended to address situations where a student who has been doing acceptable work has experienced exceptional extenuating circumstances beyond the student's control preventing their timely completion of the course. In evaluating requests for incompletes, I not only evaluate the nature of the stated extenuating circumstances and whether such circumstances were beyond the student's control, but also whether the student's record of performance in the class demonstrates the likelihood for successful completion of the remaining coursework. You can read more about the incomplete policy at:
<https://www.asu.edu/aad/manuals/ssm/ssm203-09.html>

Subject to change:

The Instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

Course Itinerary (Schedule):

Outline the structure of this course (weekly meetings, modules, online, hybrid) and provide a timeline for readings, discussions, assignments and exams.

POLICIES & PROCEDURES

- **Attendance Policy:**

*The instructor's general policy **AND** university policy on absences due to religious observance and university sanctioned activities. (Your general absence policy, first paragraph, may vary from the below.)*

Attendance and participation for the duration of the class period is mandatory. If you have more than **3 absences** (unexcused), your final grade will be lowered 1/3 grade for each subsequent absence (i.e. B to B-). You should notify me by email prior to absence if possible and provide doctor's note where applicable. Repeated tardiness and leaving class early will be recorded, and as a result, your final grade will be lowered. It is the student's responsibility to keep track of his/her absences.

Excused absences related to religious observances/practices in accord with ACD 304-04, "Accommodation for Religious Practices." Students may be excused for the observance of religious holidays. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.

Excused absences related to university sanctioned activities in accord with ACD 304-02, "Missed Classes Due to University-Sanctioned Activities." Students required to miss classes due to university sanctioned activities will not be counted absent. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor **BEFORE** the absence to arrange for this accommodation.

Line-of-duty absence and missed assignment policy:

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities shall have the opportunity to make up the coursework in accordance with SSM 201-18 Accommodating Active Duty Military Personnel. This accommodation also applies to spouses who are the guardian of minor children during line-of-duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the Pat Tillman Veterans Center of their activation and then the instructor to discuss options.

- **Instructor Absence Policy:**

Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

- **Academic Integrity and Student Honor Code:**

The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states:

"We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU's Honor Code, and in light of that duty, We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University."

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), "[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

- **Student Learning Community Conduct:**

ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such

goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University.

- **Copyright:**

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. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304-06, "Commercial Note Taking Services" for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

- **Statement on Face Coverings on ASU Campuses:**

Effective immediately at Arizona State University, face coverings will be required for all employees, students and visitors while in buildings. Face coverings will also be required in outdoor community spaces where social distancing isn't possible. Examples of outdoor community spaces include garages and parking lots, ASU shuttles, bicycle racks and sidewalks.

<https://eoss.asu.edu/health/announcements/coronavirus>

- **Threatening or disruptive behavior:**

Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02). For more information please visit:

<https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and

<https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

- **Withdrawal:**

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

- **Special Accommodations:**

Your instructor will make any reasonable adaptations for limitations due to any disability documented with the Student Accessibility and Inclusive Learning Services (SAILS), including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the SAILS to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the SAILS (<https://eoss.asu.edu/drc>); Phone: (480) 965-1234; TDD: (480) 965-9000). Students who feel they will need disability accommodations in this class but have not registered SAILS should contact SAILS

immediately. Students should contact the Center on the campus that your class is being held. Campus-specific location and contact information can be found on the SAILS website. SAILS offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the above website for eligibility and documentation policies (<https://eoss.asu.edu/drc>). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

- **Title IX and Mandated Reporter Policy:**

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 Sexual Discrimination:**

Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of 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.

Student Services & Resources:

You will find a list of student resources at: <https://eoss.asu.edu/resources>

Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

Novel Coronavirus Information and Updates:

You will find information and Frequently Asked Questions here:

<https://eoss.asu.edu/communityofcare>

You will find Novel Coronavirus updates and announcements here:

<https://eoss.asu.edu/health/announcements/coronavirus>

Non-emergency Student Care process:

If you are concerned for your own or a fellow student's well-being, please review the information and complete the form at: herbergerinstitute.asu.edu/caring and the HIDA Care Team will reach out. FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

Academic Calendar and Important Dates:

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>