

POR/SLC/HON 194
Desert Landscapes of Brazil: Society and Culture of the Sertão
Professor: Ligia Bezerra

1. Contact information

Email: ligia.bezerra@asu.edu

Office hours: W 1:00 pm-3:00 pm and by appointment (arrangements should be made via email)

Virtual Office: <https://asu.zoom.us/j/6705993577>

2. Course description and overall objectives:

The *sertão* or backlands of Brazil comprises the stretch of land covering most of the states of the Northeast region. This area is known for its semi-arid climate, desert-like vegetation, and rich culture. In this course we will study the history, the society, and the culture of the *sertão*. Using a variety of texts, including news articles, films, music, and literature, we will explore how the *sertão* has been constructed as a place of resilience and revolution, for its resistance to historic droughts and socio-political battles, and how it informs our imagination of desert landscapes as spaces of resilience.

3. Learning outcomes

By the end of this course, students should be able to:

1. Examine representations of the *sertão* in Brazilian culture as a geographical and human space.
2. Apply methods of enquiry from Cultural Studies to approach various media representations of the *sertão* in Brazil.
3. Articulate ideas and communicate meaning through practiced use of language and voice both in speech and writing.
4. Recognize and critique the ways in which the *sertão* connects with desert landscapes elsewhere in the world in its geography and human component.

**STUDENTS ARE HEREBY ADVISED THAT SOME OF THE
CONTENT OF THE COURSE WILL BE PHYSICALLY AND
EMOTIONALLY EXPLICIT IN NATURE.**

4. Assignments and class activities

Throughout the semester, you will complete a series of readings, writings, and speaking assignments, as listed below, aimed at achieving the learning outcomes listed above.

5. Assessment, grading policies, and percentages

Honors students:

Multicultural Statement: Barrett, the Honors College at Arizona State University, is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued and respected. Barrett courses integrate multicultural and diversity issues in ways that are designed to enhance students' honors experience and promote learning goals. We hope that our students will contribute their unique perspectives

to this effort by respecting others' identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate to individual course content.

Statement of Ethics: The Barrett community is committed to upholding values of academic, professional, and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community as a whole.

Students taking this course for Honors credit will complete the following additional assignment:

Choose one of the readings for the class during the semester and help the instructor guide the discussion by: 1) writing two questions on the readings, which the instructor will include on the Canvas weekly assignments; 2) creating and implementing a warm-up activity to initiate class discussion (for instance, they may select images that are related to the topic and have students work in groups discussing how the images relate to the readings); 3) conducting debriefing on the warm-up activity they have created, by coordinating a whole-class discussion on what students will have discussed in small groups. The student should plan on using the first 20-30 minutes of class in order to implement these activities.

Please keep in mind that, in addition to conducting this activity, participation in class discussion is required. Students must contribute to class discussion by asking and answering questions, expressing their point of view while informed by course readings, and truly engaging with their classmates during small group and whole-class discussion.

Participation (20%): Every month you will turn in a participation sheet (see Canvas) in which you evaluate your participation in class for that month. The instructor will review your assessment and accept it or adjust it accordingly.

Final exam (30%): The final exam will consist of a combination of fill-in-the-blank, multiple choice and short answer questions pertaining to the content of the course throughout the semester.

Desert Landscapes Podcast (40%): in groups, students will produce a 10-minute podcast based on what they learn in class about the *sertão* and about which they would like to research and learn more. The podcast can address any aspect of the *sertão* discussed in class, such as access to water, poverty, traditions, the vegetation and climate of the area, as well as singers, writers and film directors and their respective works on the *sertão*. This assignment will be broken divided into the following smaller assignments:

Proposal (10%): by the designated date, students will submit a proposal indicating the topic they have chosen, why, and bibliography they have consulted for the podcast. This bibliography must be used in your podcast to substantiate your analysis. It must contain 3-5 sources, most of which must be academic (journal articles, books, or book chapters). Formatting guidelines: Times New Roman 12, 1-inch margins, double-spaced, 1-2 pages.

Rubric:

Excellent (90-100): all elements of the proposal are present; reader can clearly understand what is being proposed; project is appropriately narrowed down; bibliography consulted is relevant and was appropriately used; there is no misinformation regarding the content; follows formatting guidelines; no typos.

Good (80-89): all elements of the proposal are present; reader can clearly understand what is being proposed, although the topic needs to be more focused; bibliography consulted is relevant, however, at times it is not clear how it connects to the proposal; there is no misinformation regarding the content; follows formatting guidelines; no typos.

Average (70-79): all elements of the proposal are present; proposal is mostly clear, although there is one or two points that need clarification and/or proposal is too broad; bibliography is relevant, however, it needs to be better connected to the proposal; there is some misinformation regarding the content; follows formatting guidelines but has occasional typos.

Unsatisfactory (0-69): not all elements of the proposal are present; proposal is confusing at times and/or insufficient information about the proposal was provided; proposal is too broad or too vague; bibliography consulted is not relevant or is not sufficient or is presented as disconnected from the proposal or is mostly non-academic or is simply listed, but not used in the text; there is several instances of misinformation regarding the content; does not follow one or more of the guidelines and/or has various typos.

First draft (25%): students will write a first complete draft of their script for the podcast (4-6 pages, double-spaced, Times New Roman 12, 1-inch margins will give you approximately 10 minutes. Stay close to 4 if you are using 60 seconds of snippets combined), on which they will receive feedback. This feedback must be incorporated when they revise the script.

Excellent (90-100)

All elements of the assignment are present and well developed. Podcast is easy to follow. Contains sufficient and knowledgeable evaluation of many aspects of the topic in question. Evaluation is thoughtful, avoids stereotypical views, and presents clear evidence that the student has read course materials and has learned from class discussions.

Good (80-89)

Most elements of the assignment are present and all present elements are well developed. Podcast is mostly easy to follow with one or two points that are difficult to understand. Contains a significant amount of evaluation of different aspects of the topic in question. Evaluation is thoughtful, avoids stereotypical views, and presents significant evidence that the student has read course materials and has learned from class discussions.

Average (70-79)

Most elements of the assignment are present and/or not all present elements are well developed. Podcast is somewhat challenging to follow. Contains some evaluation of different aspects of the topic in question. Evaluation avoids stereotypical views, but there is some evidence that students have missed important points of course readings and/or classroom discussion.

Unsatisfactory (0-69)

Most elements of the assignment are missing and/or are not well developed. Podcast is difficult to follow. Contains no significant evaluation of different aspects of the topic in question. Evaluation is vague, mostly based on personal opinions and/or stereotypical information. There is little to no evidence that students completed course readings or learned from class discussions.

Final draft (10%): students will revise their first draft based on the feedback given by the instructor on their first draft.

Excellent (90-100): students addressed all the issues pointed out by the instructor successfully

Good (80-89): students addressed all the issues pointed out by the instructor and they did so mostly successfully

Average (70-79): students addressed most of the issues pointed out by the instructor; of the issues that were addressed, most of them were addressed successfully

Unsatisfactory (0-69): students did not address most of the issues pointed out by the instructor and/or most of the issues addressed were not addressed successfully; or students did not address any of the issues pointed out by the instructor.

Podcast recording (5%): students will record their podcast in the studio and turn in their podcast via ASU Google Drive.

Excellent (90-100)

All elements of the assignment are present and well developed. Podcast is easy to follow. Contains sufficient and knowledgeable evaluation of many aspects of the topic in question. Evaluation is thoughtful, avoids stereotypical views, and presents clear evidence that the student has read course materials and has learned from class discussions. Podcast is easy to follow and engages well with the audience

Good (80-89)

Most elements of the assignment are present and all present elements are well developed. Podcast is mostly easy to follow with one or two points that are difficult to understand. Contains a significant amount of evaluation of different aspects of the topic in question. Evaluation is thoughtful, avoids stereotypical views, and presents significant evidence that the student has read course materials and has learned from class discussions. Podcast is easy to follow and engages well with the audience.

Average (70-79)

Most elements of the assignment are present and/or not all present elements are well developed. Podcast is somewhat challenging to follow. Contains some evaluation of different aspects of the topic in question. Evaluation avoids stereotypical views, but there is some evidence that students have missed important points of course readings and/or classroom discussion. Podcast is at times difficult to follow and/or loses the audience at times.

Unsatisfactory (0-69)

Most elements of the assignment are missing and/or are not well developed. Podcast is difficult to follow. Contains no significant evaluation of different aspects of the topic in question. Evaluation is vague, mostly based on personal opinions and/or stereotypical information. There is little to no evidence that students completed course readings or learned from class discussions. Podcast is difficult to follow.

How to submit your podcast: upload it to your ASU Google Drive and share it with your instructor via ASU email (ligia.bezerra@asu.edu)

Guidelines for podcasts:

- The language should be formal; it can be interactive, but it still should be in a formal language 99% of the time
- It is **not your opinion**, but **rather an informed analysis** of the theme
- If you decide to have everyone in the group participate in the recording, you should alternate between partners when you read the script. Practice so you can read the script as normally as possible
- Model: <https://sites.google.com/asu.edu/cruzandofronteiras/podcasts/brazilian-sounds-podcast?authuser=0>
- You may use audio snippets from films or music in your podcast. Use no more than 60 seconds of material total. It would fall under Fair Use (see <https://libguides.asu.edu/copyright/fairuse>). However, the most important considerations you want to keep in mind are:
 - ✓ **Why did you choose this particular snippet to share or discuss?**
 - ✓ **Is the excerpt you're using illustrating the point you're trying to make?**
 - ✓ **Have you used only the amount you need in order to make your point?**
- If you can articulate these answers for the excerpts you include, you've got a pretty strong fair use justification.
- If you use contemporary works, please remember that they ARE protected by copyright even if they are freely available online – copyright doesn't only apply to works you have to pay for. Attributing the artist(s) are a great way to acknowledge and respect their work.

- All podcasts should start with the following statement, after you introduce yourselves: “This podcast is part of the Desert Landscapes Podcast Series, created by students of the Desert Landscapes of Brazil course at the School of International Letters and Cultures at Arizona State University.”
- All podcasts must also end with the following statement: “For more podcasts on desert landscapes and on the culture of the Portuguese Speaking World, visit our website Cruzando Fronteiras”
- If the snippets you include have PG-13 content (try to avoid it as much as possible), you must include the following: “Before proceeding we want to advise our listeners that some of the content discussed here includes some explicit content. Some listeners may find this content offensive or inappropriate, especially for young ears.”

Other deserts (10%): in groups, students will create a virtual display of images that connect the *sertão* with a desert in other parts of the world. The goal is to express, through images, the connections between different deserts both in terms of their geography and their human component. Along with the display, students will turn in a reflection paper (1-2 pages, Times New Roman 12, 1-inch margins, double-spaced) about the connections that they perceive between the *sertão* and the desert they chose. This display will be shared via social media and on the Portuguese program’s webpage.

Rubric: See Canvas

Grade	Criterion
A+	96.5 to 100 %
A	92.5 to 96.4 %
A-	89.5 to 92.4%
B+	86.5 to 89.4%
B	82.5-86.4%
B-	79.5-82.4%
C+	76.5-79.4%
C	69.5 to 76.4%
D	59.5 to 69.4%
E	59.4% and below

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.

6. Materials and daily/weekly itineraries

A note: The schedule is subject to change. The instructor will communicate any changes via Canvas to the students with ample time.

Week	Content covered	Major assignments due
1	01/11: Introduction: The sertão: geography, history, society; “The Unmapable sertão” 01/13: Introduction: Goodman’s “A stone in Brazil’s shoe”	

2	01/18: Martin Luther King Jr. Day – No classes 01/20: The sertão in music: Luiz Gonzaga	
3	01/25: The sertão in music: Luiz Gonzaga; Crook's "Echoes of the Northeast" 01/27: The sertão in music: Lenine	
4	02/01: The sertão in music: Chico César 02/03: The sertão in music: Forró in the Dark	
5	02/08: The sertão in music: Forró in the Dark 02/10: The sertão: seasons and celebrations	
6	02/15: The sertão: seasons and celebrations 02/17: The sertão in literature: Rachel de Queiroz	
7	02/22: The sertão in literature: Rachel de Queiroz 02/24: The sertão in literature: Patativa do Assaré	
8	03/01: The sertão in literature: Patativa do Assaré 03/03: The sertão in literature: João Cabral de Melo Neto	03/01: Podcast proposals due on Canvas
9	03/08: The sertão in literature: João Cabral de Melo Neto; Perrone's "Backlands Bards" 03/10: The sertão in film: Barren Lives	
10	03/15: The sertão in film: Central Station; Sadlier's "The sertão on the screen" 03/17: The sertão in drama: Ariano Suassuna	First full draft of podcast script due on Canvas
11	03/22: The sertão in film: O Auto da Compadecida 03/24: The sertão in literature: Maria Valéria Rezende	
12	03/29: The sertão in culinary: cookbooks and recipes 03/31: The sertão in culinary: cookbooks and recipes	
13	04/05: The sertão in painting: Cândido Portinari 04/07: The sertão in etching	Final draft of podcast script due on Canvas
14	04/12: The sertão in literature: Marcelino Freire 04/14: The sertão in literature: Clarice Lispector	
15	04/19: The sertão in poetry: Salgado Maranhão 04/21: Conclusion	Podcasts due on Canvas
<i>Finals week</i>	Final paper due via Canvas	

7. Technology requirements and support

Learning Support Services (LSS) provides access to specialized software, media, computer classrooms, consulting on technology projects, access to specialized equipment, and training for students enrolled in SILC courses. LSS also supports proficiency and placement testing for those courses in SILC that require it. Students have access to LSS physical spaces, including informal study areas, computer classrooms, active learning classrooms, and studio spaces 65 hours per week – from 7:30am – 9:30pm Monday through Thursday, 7:30am – 5:00pm on Friday. LSS staff are available onsite to support faculty and students within the School 55 hours per week, and regularly respond to requests for support outside of working hours.

Students can contact Learning Support Services at silclss@asu.edu; for support for online courses, we encourage faculty to contact us at silclss_ois@asu.edu.

Students are required to comply with ACD 125: Computer, Internet, and Electronic Communications policy <http://www.asu.edu/aad/manuals/acd/acd125.htm>

Computer requirements

This course requires a computer with Internet access and the following:

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

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing your work in ASU courses.

While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes and exams, and virtual labs.

Technical support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

8. Campus resources

Please refer to the following additional resources available to ASU students:

- ASU Academic Success Program (tutoring)
- Counseling Services
- Financial Aid
- Disability Resource Center
- Major & Career Exploration
- Career Services
- Student Organizations

9. Class participation

Students may only miss 1 class during the semester, excluding those permitted under official ASU policy, as specified below. More than 1 unexcused absence will result in a 2% deduction from your final grade for every subsequent absence. Every two tardies will count as one absence.

It is your responsibility to keep track of your absences and make sure you do not go over your excused absence. If that does happen and you have documentation that justifies your absences, make sure to communicate with your instructor immediately. Excessive absences cannot be made up by extra work. After returning to class, you will have one week to present documentation to your instructor for your absence. No consideration will be given to any documentation turned in beyond this deadline.

Procedure for recording of attendance

The instructor will orally record attendance at the beginning of class according to the instructor's clock (computer or cell phone). Any student that arrives after the instructor completes this procedure will be considered late. Students who arrive late must sign a sign-in sheet at the end of class to have their attendance recorded. After the end of class, the record of attendance for the day is considered final and is not subject to revision.

Students that need to be absent from class due to religious observances (ACD 304–04: Accommodations for Religious Practices) or due to participation in university-sanctioned activities (ACD 304–02: Missed Classes Due to University-Sanctioned Activities) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this 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.

10. Expected class behavior

Classroom Etiquette

- ✓ To the extent possible, keep your camera on during class. Also keep your microphones off unless you are participating in the discussion.
- ✓ For students attending this course on campus, you will need a laptop with internet connection and headphones. Please log into Zoom using the link for attending the course as ASU Sync since the instructor and other students will be attending remotely. Also make sure to comply with ASU's policies regarding Covid.

Email Etiquette

- ✓ If you have a question regarding course policies or the schedule for this class, please consult the syllabus before emailing your instructor. Emailed questions that are already addressed in this syllabus will not receive a reply.
- ✓ If you are absent, please refrain from emailing the instructor regarding what you have missed. You should get the contact information of another student and ask him or her for this information.
- ✓ Over the course of the semester, the instructor will make every effort to reply to emails within 48 hours of receipt during the week and within 72 hours during the weekend and during breaks/holidays.
- ✓ Emails regarding requests for any cases in which students have not followed the procedures indicated in this syllabus (for any assignments), opportunities for extra credit beyond those indicated on the syllabus, questions about how grades can be improved will not be replied to. If you would like to talk about your performance in the class in order to get advice on what you can do to learn more, please make an appointment for office hours as early in the semester as possible. **Your main concern should not be how to improve your grade, but rather how to improve your learning.** If you improve your learning, your grade will certainly improve.

Please also refer to the ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://eoss.asu.edu/dos/srr>

11. Academic integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments.

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

Copyrighted Materials

All content in this course, including video lectures, presentations, assignments, discussions, quizzes, and exams, is protected by copyright and may not be shared, uploaded, sold, or distributed.

Plagiarism is strictly prohibited. Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement and impose sanctions as listed below.

Academic dishonesty includes any act of academic deceit, including but not limited to possessing, reviewing, buying, selling, obtaining, posting on a site accessible to others, reviewing materials from a site accessible to others, or using, without appropriate authorization, any materials intended to be used for an Academic Evaluation.

Prohibition of Selling Class Notes

Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course. In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Sanctions for Academic Integrity Violations

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 from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

12. Accessibility statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services (SAILS) 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 SAILS. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request accommodation for a disability should contact the SAILS by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
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West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)
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13. Student conduct and appropriate behavior

Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, SSM 104–02 policy against threatening behavior, per the Student Services Manual, “Handling Disruptive, Threatening, or Violent Individuals on Campus”, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Netiquette --appropriate online behavior-- 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 posts may be deleted by the instructor.

If you deem content shared by an instructor or student offensive, bring it to the attention of the instructor or, alternatively, to the unit chair or director.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

14. Prohibition against discrimination, harassment, and retaliation

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.

Title VII

Title VII of the Civil Rights Act of 1964 is a federal law that provides that no person be discriminated against based on certain specified characteristics: sex, race, color, national origin and religion, age, disability, veteran status, sexual orientation, gender identity, and genetic information. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions.

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.

Reporting Title IX Violations

Your instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination, including sexual violence and dating violence.

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 <http://sexualviolenceprevention.asu.edu/faqs>.

ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

15. Course evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

16. 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.