

IDS 313: Coffee in Global History

Fall A: Accelerated Online Course (August 19 – Oct. 8, 2021)

College of Integrative Sciences and Arts (CISA)

Arizona State University

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- Office Hours (online): Please email me for an appointment via phone or Zoom.

Course Description

In this course we will explore the social, cultural, and geographical dimensions of coffee over five centuries in a variety of contexts, while also engaging with coffee as a phenomenon of global trade. The growing, production, shipping, and drinking of coffee will be examined via the humanities as well as the natural and social sciences, with some attention to the effects of caffeine. Students will engage in critical and creative thinking regarding the shifting dimensions of coffee-making and coffee-drinking around the world.

Course Goals and Objectives

You may think of coffee as simply a pick-me-up, as roasted beans, or as a flavoring in your dessert. Yet coffee is far more than a consumer product, a chemical ‘food drug,’ or a commodity. In this course we examine coffee as part of a network of cultural and economic connections at local and global scales. Viewed through the lenses of the social sciences, geography, history, and the humanities, we explore the ways coffee has influenced, and has been influenced by, societies around the world --- including its links with world religions, colonialism, and the trans-Atlantic slave trade as well as its connections with political upheaval, agriculture and land use, world trade, the arts, and advertising.



Learning Outcomes

Through participation in the assignments, activities, and projects in this course, students will demonstrate the ability to:

- Compile evidence from primary and secondary sources relating to the study of coffee—e.g. using sources from the social sciences, geography, history, and/or the humanities. (*This relates to the Interdisciplinary Studies (IDS) 313 learning objective: “Demonstrate the ability to apply an integrative process within a particular context.”*)
- Evaluate the significance of different insights, perspectives, and sources on coffee. (*IDS 313 learning objective: “Evaluate the significance of the various insights, perspectives, and components relevant to an integrative process within a particular context.”*)
- Analyze coffee as a commodity historically linked with trans-Atlantic slavery and global economic systems. (*IDS 313 learning objective: “Demonstrate the ability to analyze at least one topic/theme from multiple perspectives.”*)
- Describe correlations between weather and climate patterns, including anthropogenic (human-caused) climate change, and coffee production. (*IDS 313 learning objective: “Demonstrate the ability to analyze at least one topic/theme from multiple perspectives.”*)

- Assess geographical patterns in the coffee trade using tools such as world and regional maps. (*IDS 313 learning objective: "Demonstrate the ability to analyze at least one topic/theme from multiple perspectives."*)
- Critically reflect on the development of coffeehouse culture. (*IDS 313 learning objective: "Critically reflect on an integrative skill or process within a particular context."*)
- Critically reflect on the role of coffee within your personal and/or family history. (*IDS 313 learning objective: "Critically reflect on an integrative skill or process within a particular context."*)

Required materials:

There is one required book. Be sure to order it right away, and consider saving money with the Kindle e-book.

Moldvaer, Anette. 2014. *Coffee Obsession*. London and New York: Dorling Kindersley (DK).
ISBN: 978-1465419552.

Consider buying this book as an e-text (with a free Kindle reader on www.amazon.com); this is recommended since your e-book order would be available instantly; the Kindle is also much less expensive than the print edition --- though it is also great to feel the weight of the printed book and experience its glossy, information-filled pages. The print edition is sold by the [ASU Bookstore](#) and by online retailers.

Several other required articles, documents, and videos will be provided or linked (via the internet) within the course modules, as indicated on the Course Outline below.

For further reading, these books are also recommended but not required:

- Allen, Stewart Lee. 2018. *The Devil's Cup: A History of the World According to Coffee*. New York: Soho Press. ISBN: 978-1641290104.
- Colonna-Dashwood, Maxwell. 2017. *The Coffee Dictionary: An A-Z of Coffee, from Growing & Roasting to Brewing & Tasting*. London: Mitchell-Beazley / Hachette UK. ISBN: 978-1784723019.
- Koehler, Jeff. 2017. *Where the Wild Coffee Grows: The Untold Story of Coffee from the Cloud Forests of Ethiopia to Your Cup*. New York and London: Bloomsbury. ISBN: 978-1632865090.
- Sedgewick, Augustine. 2020. *Coffeeland: One Man's Dark Empire and the Making of Our Favorite Drug*. New York: Penguin Press. ISBN hardcover: 9781594206153; ebook: 978-0698167933.
- Stephenson, Tristan. 2019. *The Curious Barista's Guide to Coffee*, 3rd edition. London and New York: Ryland Peters & Small. ISBN: 978-1788790833.
- Thomas, Hugh. 1997. *The Slave Trade: The Story of the Atlantic Slave Trade, 1440-1870*. New York: Simon & Schuster. ISBN: 068-4810638.
- Wild, Anthony. 2005. *Coffee: A Dark History*. New York: W.W. Norton. ISBN: 978-0393337396.

Computer Access Requirements: Your ASU courses can be accessed by both my.asu.edu and asu.instructure.com; bookmark both in the event that one site is down.

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 because these devices do not work for class exams that may be proctored remotely.

ASU 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](#).

A note for “ASU Sync” (on-ground, campus) students: If you are not able to personally finance the equipment that 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 or WiFi hotspot. 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 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.

Additional Requirements: This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (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.
- Other applications which are free to ASU students (e.g., access to the Google suite for saving documents, accessing forms, collaborating with classmates, and more). **Be sure you have signed into MyASU and used your ASU credentials (your ASU sign-in) before attempting to access resources for this course.**

If you are unfamiliar with any of the technologies assigned, I recommend contacting the 24-hour ASU Help Desk as well as seeking out free tutorials on YouTube, or elsewhere online.

Note: A smartphone, iPad, Chromebook, etc. will NOT be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs completed in Canvas. Use a strong grammar-check and spell-check application while writing.

Student Success. To be successful:

- Read the syllabus thoroughly, and refer to the syllabus for due dates.
- Check the course daily and read announcements.
- Read and respond to course email messages as needed.
- Complete assignments before the due dates specified (particularly when more than one are due on the same day).
- Communicate regularly with your professor and peers.
- Create a study and/or assignment schedule to stay on track.
- Read the feedback that is sometimes provided along with grades (see the Grade Book regularly).
- Use a strong grammar-check and spell-check application while writing, such as www.grammarly.com or the most up-to-date version of MS Word’s grammar-check and spell-check app (available on computers but not phones).
- Access [ASU Online Student Resources](#) or [CISA Academic Resources](#).

Grading Procedure: Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will normally be available within 48 hours of the due date in the Gradebook; some will be posted instantly, and others may take a few days. Late work is not always accepted; if a late assignment is accepted (with late penalties of

10% per day) the grade-posting may be delayed further because other students' on-time work will be given priority.

The course grade includes the following components:

- Academic Integrity & Syllabus Quiz 20 points (2%)
- Discussion Boards (or interactive 'discussions') 140 pts (14%)
- Open-book reading quizzes 300 points (30%)
- Activities (re. sources, timelines, maps, etc.) 320 points (32%)
- Pre-Final preparation and review activity 20 points (2%)
- Final Exam (in two parts) 200 points (20%)

Total: Approximately 1,000 points. (Please note: the prof reserves the right to make changes to individual assignments and modules, including point-values, yet the broader percentages and point-distributions will remain roughly the same.)

Assignment Details:

Academic Integrity & Syllabus Quiz: This open-document quiz is to ensure you are starting with clear expectations.

Quizzes: Most quizzes will be "open-book" or "open-document" in format, allowing for extra time as well as more than one attempt to retake the quiz. Many of the questions will require the matching of specific words or phrases from readings, videos, images, maps, and/or other course materials --- and in cases where an "exact" match is not possible, you will be expected to find the answer-choice that is closest to a match (i.e., "the closest to correct" from among the choices).

Since this is an accelerated course (where every week is equivalent to two weeks of a semester-long course), you can expect two to three open-document quizzes each week in addition to various other activities.

Discussion Boards and/or Perusall: Discussion boards will include the expectation of a thoughtful initial post, sometimes including an image or other "insert" into the board (as a requirement), as well as writing three considerate, detailed replies to classmates. The replies are required for a passing grade, since we are trying to brew up a discussion. On occasion a different sort of "discussion" may be used, such as the Perusall app which allows students to comment directly on a page; in these cases, attention to detail will also be expected (thoughtful analysis and insights).








College-level writing will always be required, whether for shorter or longer write-ups in this course. You are expected to submit work only after proofreading, citing sources thoroughly, and removing any "IM/thumbing"-style writing --- e.g., no phrases including the lower-case "... i" or similar errors which indicate a lack of concern for quality.



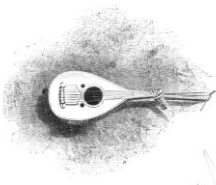
Activities: Most activities will be "open-book" or "open-document" in format (being similar to quizzes in that respect). However, the intention here is to provide a broader learning experience. Some of the activities will branch out, into map-work (matching, sorting, and quiz-like questions which allow you plenty of time to become acquainted with the world of coffee), seeking out sources on the internet, examining primary documents, and/or examining art from certain historical periods (e.g., images depicting coffee plantations, the associated activities of the slave trade, and more).

Pre-Final Prep & Review (to help you gather notes and prepare for the final exam): As we near the final days of the course, you will have the opportunity to do some preparatory work for your final exam.

Final Exam (in two parts): Your final exam will be taken in two parts in order to allow you to focus your efforts on studying certain themes, as well as allowing for more breaks. Although the exams will be open-document / open-book, you will need to dedicate significant time to studying and preparing your notes and materials, in order to ensure you can locate information quickly and answer questions thoughtfully and completely. Details (a check list, etc.) will be provided in advance, to help you organize your time and effort.

Grading Scale

Grade	Percentage	
A+ 	99.5+	<p>A+ = Truly above and beyond. Like the “heart” a world-class barista has sketched on your macchiato, you have truly risen to the top. You have also earned the right to drop caffeinated knowledge while <i>not</i> being called an insufferable coffee snob...we hope!</p> <p>Your celebration of this darkly beautiful achievement should be roughly equal to the enthusiasm of a herd of dancing Ethiopian goats hundreds of years ago (yes, we’ll learn about that!)”</p>
A 	93-99.49	<p>A = Excellent on all counts! You have processed and produced work that is engaging, interesting, and a pleasure to see.</p> <p>In a professional workplace, this effort would show you truly care: you can produce great work under espresso-level pressure. And you might be counted on to do a great deal more in the future---you might be the best pick for a promotion or to lead an exciting project that has been brewing.</p>
A- 	90-92.9	<p>Hey, this is great mocha! There is artistry in your espresso, my friend.</p> <p>Perhaps you forgot to add enough soy or oat milk, or maybe you let the world’s best smoothie spill over the side, just a bit. But you have the capacity and the skills needed for greatness.</p>
B+ 	88-89.9	<p>It's a "B" but it was very close to an "A-"! (You worked it from 9 to 5, hey h-- you’ve paid the price, but this is still a might painfully liminal --- so close yet so far.) Like a smooth soy macchiato the B+ is enticing and perhaps a little quirky ... so you can still be quite proud of this effort!</p>
B 	83-87.9	<p>B = Good, solid cup of joe. Maybe we won’t admit that it couldn’t be “perfect” – yes, maybe it even came from a gas station, but at least the beans were ground recently, and the non-dairy creamer was good, no frills but good. Yes, this effort has a little of what makes Tracy Morgan an OG.</p> <p>In a workplace, this effort shows you are a solid professional, hinting that you could be a dependable team member and a person who can get things done and meet future challenges. This is actually better than "B-list"; it means you are truly good to have around.</p>
B- 	80-82.9	<p>Well... it’s a good effort, of course ... but maybe you left it “out-the-fridge” for a few moments too long? And is that a <i>bougie</i> aftertaste I detect? Still, you earned a “B” (of sorts), and you know how much caffeine that took!</p>
C+ 	78-79.9	<p>Oh! Almost a “B”! Maybe you were knocked off your balance a few times. As Marlon Brando and Robert DeNiro said, “I coulda been a contender.”</p> <p>This coffee was okay+ but it was <i>almost</i> so very good! In the coffee world, maybe it was left out, cooling on the counter too long.</p>

<p>C</p>  <p>This is... not Sparta. And is it not a coffee plantation?</p>	70-77.9	<p>While a C might “get the degree” it’s not going to encourage bragging rights. And “Cs” beware: If you aim for “only a C” in your work you might not hit the mark, and you might earn a “D” or an “E” instead. In a workplace, this kind of effort could make colleagues or a boss want to avoid working with you on future projects, since average “C” efforts don’t land many kudos or promotions.</p> <p>If this were coffee, maybe it would be a cup of instant – broadly and economically obtainable but not enormously satisfying or inspiring.</p>
D	60-69.9	<p>D = poor performance. If this were a coffee, would you actually want to try a cup of this stuff instead of your favorite cup-o’-java?</p> <p>In a workplace this kind of effort might get you ignored in the future, as well as demoted or fired. Don’t let your boss see you, or your grades, slip into “D” territory when that is NOT the REAL you! Shine on! Show ‘em you’ve got what it takes to aim higher!</p>
<p>E</p> 	0-59.9	<p>E = failing. (If it were coffee, the shipment got “Rio” moldy, maybe.) But it’s not the end of the world! There’s still hope for the next season, so don’t give up --- and just TRY AGAIN in a subsequent semester.</p> <p>Please note: On individual assignments sometimes I place an extremely low (e.g., 1/40) or “zero” grade in the gradebook: If so, look at the feedback / comments accompanying the grade to see if I am allowing you to resubmit the work for partial credit, to get you back on track.)</p>
<p>W “The general who advances without coveting fame and retreats without fearing disgrace...is the jewel of the kingdom.” --Sun Tzu</p>	--?--	<p>In all sincerity, this can be a wise choice sometimes. There is no shame in withdrawing from a course if “life happens” and stresses mount. Just know you can return another day.</p> <p>But don’t quit if you earn one low or “zero” grade on a quiz or assignment. You can overcome that --- or you can wait and just return another day.</p>
EU	E with “U”	Failure but in an odd way: Completed some assignments but normal evaluation of academic performance was not possible. (EU also means “European Union.” Go figure.)
EN	No attendance	This means you weren’t here at all. But if you weren’t here, how could you read this? Are you Schrödinger’s Coffee? Are you not?
<p>XE</p> 	Failure owing to Academic Dishonesty	<p>Yes, there is significant work in this course, but it is designed <u>for</u> you---to be completed by you in order to help you develop---if you are truly willing to <u>invest time and effort in yourself</u>. Do not be fooled by “friends” who push plagiarism.</p> <p>The world’s best coffees have an integrity that is all their own.</p>

Course Outline & Calendar

Attendance Policy: Online class attendance (via logging into the course Canvas page, viewing all the pages within each module, participating in all discussion boards and group/team communications, reading and being responsible for all the course announcements, and completing assignments) is required in the course. If you are unable to participate or submit required assignments for any reason, please contact me as soon as possible.

Note that due dates are on different days of the week---not merely at the end of a week.

Module 1 – Coffee Origins, and the “Enemy of Sleep” Spreads from the Islamic World to Christendom

Harvesting Coffee Cherries, Reading, & Viewing:

- (1) READ *Coffee Obsession*: (by Anette Moldvaer; published in 2014 by Dorling Kindersley):

Introduction: Café Culture; Journey of Coffee; Species and Varieties;

The Family Tree; Growing and Harvest; Processing (pp. 8-23);

Coffees of the World (using some of the pages, from page 58 onward...)

E.g, maps and data describing Brazil, Vietnam, Indonesia, and Colombia.

- (2) READ the course syllabus (to help you *pore over* -- and *pour over* -- the knowledge!)

- (3) Additional readings and materials are provided in the module:

(e.g., readings on the mythology of coffee vs. the history of coffee).

(e.g., coffee in Ethiopia and Yemen in the 1400s and 1500s).

Processing: Academic Integrity Agreement and Syllabus Quiz.....due Friday, August 20

Processing: Quiz(zes): Open-book Reading Quiz(zes) due **Sun., August 22**

Roasting: Perusal//Discussion Main post **Sun., August 22**
Plus 3 peer responses due **Tues., August 24**

Brewing (Activities): (Details will display within the module)..... due **Tues., August 24**

Reusing the Grounds*: Miscellaneous fun with coffee art, caffeinated treasures, the “ad” world, and more.

***On the final page (“Reusing the Grounds”) of each module we’ll have some fun** (yet it will still be “required viewing”) to balance out the serious material; i.e., your prof. will share additional magic from the world of coffee.

Just as we’d rather not throw out the “used grounds” of coffee --- because we should use them for gardening (enriching the soil), natural pest control (keeping ants and others away from certain plants), composting, and cleaning/filtering. So here we’ll have some miscellaneous fun with coffee art, caffeinated treasures, literary voices, the “ad” world, and more.

Harvesting, Reading, Viewing:

(1) **Coffee Obsession:** (by Anette Moldvaer; published in 2014 by Dorling Kindersley):
Coffee Know-How: Indicators of Quality, Choosing and Storing (pp. 30-35);
The Recipes: Kopi Jahe (Indonesian), Madha Alay, Calcutta Coffee (pp. 170-173);
Coffees of the World (using some of the maps and data) --- see the module for guidance.

(2) Additional readings and materials will be provided in the module:
(e.g., excerpts from plays and poems on **coffeehouses and the plotters of revolution**).
(e.g., readings on **coffee and slavery**).
(e.g., glimpses of coffee vs. chicory in the U.S. Civil War).
(e.g., readings on the end of slavery and **“innovations” in indentured servitude**).

Processing: Quiz(zes): Open-book Reading Quiz(zes) due **Sun., Sept. 5**

Roasting: Perusal//Discussion (Note: Some boards may be changed into “Activities” instead): Main post **Sun., Sept. 5**
Plus 3 peer responses due **Tues., Sept. 7**

Brewing (Activities): (Details will display within the module)..... due **Tues., Sept. 7**

Reusing the Grounds: Miscellaneous fun with coffee art, caffeinated treasures, the “ad” world, and more.

Module 4 – Coffee in the Globalizing Age: Early 20th Century (through the 1940s)

Harvesting, Reading, Viewing:

- (1) *Coffee Obsession*: (by Anette Moldvaer; published in 2014 by Dorling Kindersley):
Coffee Know-How: Grinding, Testing the Water (pp. 36-41);
Coffee Know-How: Brewing Espresso (pp. 42-47);
Equipment: Espresso, French Press, Filter Pour-Over, etc. (pp. 126-137);
The Recipes: Americano (pp. 160-161);
Coffees of the World (using some of the maps / data) --- see the module.
- (2) Excerpts from 1920s *Good Housekeeping* magazines --- coffee ads & more!
- (3) Additional readings and materials provided in the module
(e.g., readings on New York City and **Wall Street -- coffee speculation**).
(e.g., readings on **caffeinating U.S. and British troops**).

Processing: Quiz(zes): Open-book Reading Quiz(zes) due **Sun., Sept. 12**

Roasting the Beans: Discussion (Note: Some boards may become “Activities” instead): Main post due **Sun., Sept. 12**
Plus 3 peer responses due **Tues., Sept. 14**

Brewing (Activities): (Details will display within the module)..... due **Tues., Sept. 14**

Reusing the Grounds: Miscellaneous fun with coffee art, caffeinated treasures, the “ad” world, and more.

Module 5 – A Caffeinated Cold War (1949-early 2000s), Changing Landscapes, and the Information Age

Harvesting, Reading, Viewing:

- (1) Video clips of humorous TV ads for coffee, as well as “Juan Valdez” commercials.
- (2) *Coffee Obsession*: (by Anette Moldvaer; published in 2014 by Dorling Kindersley):
The Recipes: Ca Phe Sua Nong (Vietnamese Coffee) (p. 181);

The Recipes: Cappuccino, Flat White, Breve, Macchiato, etc. (pp. 138-161);
Features: Flavor Appreciation (pp. 26-27); and **Flavor Pairings** (pp. 118-119);
Coffees of the World (using some of the maps and data) --- see the module for guidance.
- (3) Additional readings and materials provided in the module
(e.g., readings on **coffee as a “weapon” against revolutionaries** in Latin America).
(e.g., documents on **the “coffee cartel” and its demise**).
(e.g., perspectives on Vietnam and the rise of ROBUSTA).

Processing: Quiz(zes): Open-book Reading Quiz(zes) due **Sun., Sept. 19**

Roasting: Perusal//Discussion (Note: Some boards may be changed into “Activities” instead): Main post **Sun., Sept. 19**
Plus 3 peer responses due **Tues., Sept. 21**

Brewing (Activities): (Details will display within the module)..... due **Tues., Sept. 21**

Reusing the Grounds: Miscellaneous fun with coffee art, caffeinated treasures, the “ad” world, and more.

Module 6 – Climate Change, Fair Trade (maybe?), and Humans Pouring Over the Earth

Harvesting, Reading, Viewing:

- (1)
- Coffee Obsession***
- : (by Anette Moldvaer; published in 2014 by Dorling Kindersley):

Introduction: Cupping (pp. 24-25);**Features: Decaffeinated Coffee** (pp. 100-101);**Features: Serving Vessels** (pp. 138-139);**The Recipes**: Soy Eggnog Latte (p. 175); Cherry Almond Latte (p. 176);

Mochi Affogato (p. 177); Almond Affogato (p. 178); Pot of Gold (p. 182).

Coffees of the World (using **some of the maps** / data) --- see the module for details.

- (2) Additional readings and materials provided in the module

(e.g., readings on **fair trade and organic brands**).

(e.g., readings on the importance of plant-based milks for our planet).

(e.g., **readings on health & coffee**).Processing: Quiz(zes): Open-book Reading Quiz(zes) due **Sun., Sept. 26**Roasting: Perusal//Discussion (Note: Some boards may be changed into “Activities” instead): Main post **Sun., Sept. 26**Plus 3 peer responses due **Tues., Sept. 28**Brewing (Activities): (Details will display within the module)..... due **Tues., Sept. 28**

Reusing the Grounds: Miscellaneous fun with coffee art, caffeinated treasures, the “ad” world, and more.

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Module 7 – Future ‘Coffeetroversies’ and Final Exams

Harvesting, Reading, Viewing:

- (1)
- Coffee Obsession***
- : (by Anette Moldvaer; published in 2014 by Dorling Kindersley):

Features: Coffee Q & A (pp. 82-83);**Coffees of the World** (using some of the maps and data) --- see the module for guidance.

- (2) Additional readings and materials provided in the module

(e.g., readings on **climate change and the future of coffee**).

(e.g., Predicting the future of coffee... and the world).

Processing Quiz(zes): Open-book / Open Resource Quiz(zes) due **Fri., Oct. 1****Prep Activity (Pre-Final Exam Organizing / Prep)**..... due **Sun., Oct. 3****FINAL EXAM (in Two Parts)** **Part 1 is due Wed., Oct. 6: 100 pts**..... **Part 2 is due Fri., Oct. 8: 100 pts**

Submitting Assignments: For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

All assignments, unless otherwise announced by the instructor, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in time zones. Note: Arizona does not observe daylight savings time.

Late or Missed Assignments: Communication is key --- so let me know how you are doing! The college recommends: “Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. Follow the appropriate University policies to request an [accommodation for religious practices](#), or to request accommodation for missed assignments [due to University-sanctioned activities](#) or [active military service](#).”

Late work is not always accepted, so contact your prof if more than a day or two has elapsed, in order to explain the situation and ask permission. If you submit a late quiz or activity, the Canvas system will automatically deduct 10 percent of the grade per day late. This 10-percent per day late penalty will usually apply to other work as well, including late discussion board posts. If your entire schedule has been disrupted owing to a personal or family emergency, please reach out to your prof via email as soon as you can. In unusual circumstances some additional extensions might be allowed, but sometimes only partial credit can be posted to the grade book.

Course Time Commitment: Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to: 1 credit hour = 45 total hours; 2 credit hours = 90 total hours;

3 credit hours = 135 total hours; 4 credit hours = 180 total hours; 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course length:	Time on Coursework per week for a 3-credit course:	Total Time Requirement for a 3-credit course:
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

Please note: These are minimum time requirements as established by the Board of Regents. Since your education is ultimately your responsibility, you may dedicate even more time to your coursework each week.

Drop and Add Dates/Withdrawals: If you are unable to take this course for any reason, be aware that 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](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals: Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Details are available in the [CISA Grade Appeals policy](#).

Academic Integrity: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a

grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see 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 questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](http://asu.edu/studentresourcesforacademicintegrity) or provost.asu.edu/academicintegrity for more information.

Communicating with your Instructor and Classmates

Classroom Community: To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.



Community Forum: This course uses a Canvas discussion topic called "Community Forum" for general questions and comments among the students themselves. Check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. You are encouraged to respond to the questions of your classmates, but please note that the prof will not normally check this forum, so send an email if you wish for the prof's perspective.

You might also wish to avoid posting questions of a personal or more confidential nature on this forum. Email questions of a personal nature to your instructor. You can usually expect a response within 24 hours (see below).

Email: 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.*

Communicating with the Instructor: I am always happy to receive emails from students. I really enjoy communicating with you all! Be sure to email questions of a personal nature (e.g., questions about grades, etc.) to: spdavis1@asu.edu or Stephen.P.Davis@asu.edu and include "IDS 313" in the subject line of your email. Emails without "IDS 313" in the subject line may be deleted, ignored, or sent to the Spam folder inadvertently. Use a salutation (e.g., "Hi Dr. Davis,") and a sign-off (e.g., "Sincerely, Beth" or "All the best, Sam"). I can usually reply within 24 hours; after 48 hours please feel welcome to send a reminder email.

BUT NOTE: If you have a TECH issue, anytime of day or night just call the ASU Help Desk at (855) 278-5080.

 <p>BE SCHOLARLY</p> <p>Do: Use proper language, grammar, and spelling. Be explanatory. Justify your opinions. Credit ideas of others; cite and link to scholarly resources.</p> <p>Avoid: Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not have all of the information.</p>	 <p>BE POLITE</p> <p>Do: Address others by name or appropriate title, and be mindful of your tone. Be polite as you would in a face-to-face situation.</p> <p>Avoid: Using sarcasm, being rude, or writing in all capital letters (shouting). Written words can be easily misinterpreted, as they lack facial expression, body language, and tone of voice.</p>
 <p>BE PROFESSIONAL</p> <p>Do: Represent yourself well at all times. Be truthful, accurate, and run a final spell check. Write in a legible, black font, and limit the use of emoticons.</p> <p>Avoid: Using profanity or participating in hostile interactions (flaming).</p>	 <p>BE RESPECTFUL</p> <p>Do: Respect privacy. Respect diversity and opinions that differ from your own. Communicate tactfully, and base disagreements on scholarly ideas or research evidence.</p> <p>Avoid: Sharing another person's professional or personal information.</p>

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. Students are encouraged to report harassment to instructors and the Dean of Students Office.

Student Conduct: ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), 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](#). 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.

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 (including "fair use" copyright exemptions if the instructor permits, for individual assignments); faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Title IX: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have

been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Student Accessibility and Inclusive Learning Services (SAILS): Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the SAILS is required. Disability information is confidential.

Student Accessibility and Inclusive Learning Services (eoss.asu.edu/drc)

Email: DRC@asu.edu

SAILS Phone: 480-965-1234

SAILS FAX: 480-965-0441

Tutoring: Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

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.

Mental Health: As a student, like anyone else, 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 website: 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.

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.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Prohibition of Commercial Notetaking Services: In accordance with [ACD 304-06 Commercial Note Taking Services](#), recordings, documents, and/or notes from our class should not be sold or distributed outside of our class. 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 note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation: Please help your prof by doing this! Course evaluations help me know "what works well" in the course and "what might work better." The numbers you select on the evaluations will also factor into future decisions regarding raises and promotions. Our college states: "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. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted."

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 Stephen.P.Davis@asu.edu, or the faculty head, Dr. Kevin Ellsworth.

Academic Affairs Manual: For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

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. Remember to check your ASU email and the course site often.



At any time, you are welcome to send your professor an email at: Stephen.P.Davis@asu.edu