

Spring 2022
D Anthony Clark, PhD
(USMC Veteran)

SYLLABUS PSY 304



Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves (ASU Office of the President, 2019).



Revised on January 5, 2022

COURSE DESCRIPTION

Psychology 304 Effective Thinking focuses on "[u]nderstanding and improving intellectual and behavioral skills: information analysis, inference, logic, problem solving, and decision making," according to ASU's online course catalog. How does this official-sounding and generic description translate into what you will experience in this class? First things first. The dominant narrative structuring the research that informs this class on "effective thinking" and other classes like it across the country all tend to integrate so-called Greek philosophy (and Aristotelean thinking in particular) and the psychological and brain sciences since the 1890s and thus privileges a history – a backstory – that centers the same white men scientists in the "story" of how humans today think and reason. What we know from the academic interventions of white women, working-class white men, and researchers of color since the 1970s, though, complicates this "white-man" story that centers the individual white straight male subject as universal, raises serious questions about uncritical philosophies of science and objectivity, and calls us to rethink who and

what science serves and why. Why emphasize this racialized and gendered story? Because people whose identities, fixed to their bodies by centuries of law and bureaucracy and custom, make them vastly more likely today to be poor or raped, or killed by the police, or deep in debt also think and reason and, as such, also make substantive contributions to knowledge communities.

Thus, while delivering the normative ("white-man philosopher and psychologist") narrative of "critical thinking" for ASU Polytechnic campus (a) psychology majors and (b) counseling and applied psychological science majors, as well as those of you here from other ASU majors and campuses, this course features additional approaches to critical thinking that have travelled (or still could travel) into the psychological sciences from postcolonial or subaltern literary studies, women's studies of science and sociology, and critical ethnic studies. It does so for the explicit purpose of asking you to think and reason from key concepts rooted in experiences you may not

share about intellectual puzzles and social problems you may have been conditioned to ignore or frame as irrelevant.

Learning Outcomes

Demonstrating an accurate understanding of subject matter in five quizzes is important in this class. Also important is your willingness:

1. To evidence basic professionalism in your behavior (see Clark 2022a), such as taking initiative to get your questions answered, meeting deadlines, actively speaking to and writing in response to the ideas introduced in course materials, and correctly formatting references to sources of information.
2. To demonstrate both individual involvement and community building in your participation (see Clark, 2022b).
3. To show your ability to draw meaning from and synthesize concepts and evidence taken from multiple sources to solve problems, make decisions, and think hypothetically.

Required Course Materials

1. ASU email account (you@asu.edu) & high-speed Internet access
2. Microsoft Office 365
3. Jonathan Evans' (2017) *Thinking & Reasoning*
4. Jennifer Eberhardt's (2020) *Biased*

Est. Cost

Free
Free
Free
\$13.50

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COURSE OUTLINE AND SCHEDULE

Unit 1.0 Laying Foundations

Tuesday, January 11: Introducing the Course, Part 1

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. *Meet Your Professor* (Clark, 2022h) exercise (15 min.).
2. "Syllabus" (Clark, 2022j) exercise (2.25 hr.).
3. *Critical Thinking* (University of Leeds, 2014) exercise (15 min.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete the *ABOUT ME!* assignment (1.5 hr.).

Total estimated time: 4 hours and 30 minutes.

Thursday, January 13: Introducing the Course, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. **REQUIRED TEXTBOOK** "Introduction & History" (Chapter 1 in Evans, 2017, pp. 1-16) exercise (1.5 hr.).
2. *The Science of Thinking* (Muller in Veritasium, 2017) exercise (75 min.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Things That Are Due at 11:59pm

Complete *Quiz 1.0* (1.5 hr.).

Total estimated time: 4 hours and 30 minutes.

Monday, January 17: Acknowledging MLK Day

Classes excused/university closed.

What to Expect

This class asks you to learn what may be a new language and ways of thinking through reading advanced academic publications, taking notes from information-rich videos, doing "hands-on" assignments, taking quizzes, exchanging ideas, and engaging ideas with colleagues.

Thus, please approach the work one task at a time! Use the estimated times for guidance on how to plan ahead for what work you will tackle at specific times and places. Starting with what you see for Wednesday, June 30, your work for this class always will fall into two categories:

1. **Things to do** (i.e., what we will call *lone-wolf exercises*).
2. **Things that are due** (e.g., what we will refer to as *crowdsourcing assignments*).

Best practice is to start with #1 of the "things to do" and complete each task in numerical order before attending class and before doing things that are due.

Unit 2.0 Surveying the Psychology of Thinking: Keywords & Their Applications

Tuesday, January 18: Solving Problems

Heuristics & When, Why, and How We Use Them

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. **REQUIRED TEXTBOOK** "Problem Solving" (Chapter 2 in Evans, 2017, pp. 17-31) exercise (2 hr.).
2. "Judgment Under Uncertainty" (Tversky & Kahneman, 1974) exercise (3 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete the *DISPATCHES ON HEURISTICS!* assignment (1.5 hr.).

Total estimated time: 6 hours and 30 minutes.



Thursday, January 20: Solving Problems, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the [See What You Think](#) (Sylvester in TEDx Talks, 2018) exercise (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Tuesday, January 25: Thinking Hypothetically, Part 1

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. **REQUIRED TEXTBOOK** "Thinking Hypothetically" (Chapter 3 in Evans, 2017, pp. 32-47) exercise (3 hr.).
2. [Why We Are Wrong When We Think We are Right](#) (So in TEDx Talks, 2015) exercise (2 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete the:

1. [DISPATCHES ON CONFIRMATION BIAS!](#) assignment (1.5 hr.).
2. Optional participation self-assessment (**PSA 1.0**) for a one-time opportunity to bank 200 extra participation points.

Total estimated time: 6 hours and 30 minutes.

Thursday, January 27: Thinking Hypothetically, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the [Why Do We Believe Things That Aren't True?](#) (Fernbach in TEDx Talks, 2017) exercise (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Tuesday, February 1: Making Decisions, Part 1

Omission Bias in a Racialized Social System

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. **REQUIRED** "Decision Making" (Chapter 4 in Evans, 2017, pp. 48-63) exercise (2 hr.).
2. "The Moral Psychology of Raceless, Genderless Strangers" (Hester & Gray, 2020) exercise (3 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow directions in Canvas® for how to complete the

[DISPATCHES ON OMISSION BIAS!](#) assignment (1.5 hr.).

Total estimated time: 6 hours and 30 minutes.

Thursday, February 3: Making Decisions, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete [The Urgency of Intersectionality](#) (Crenshaw in TED, 2016) exercise (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Tuesday, February 8: Reasoning, Part 1

Understanding Culture as Context & Frame

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. **REQUIRED TEXTBOOK** "Reasoning" (Chapter 5 in Evans (2017, pp. 64-81) exercise (2 hr.).
2. "Cultural Theory" (Williams, 1977) exercise (3 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions for how to complete the:

1. **DISPATCHES ON HEGEMONY!** assignment (1.5 hr.).
2. Optional participation self-assessment (**PSA 2.0**) for a one-time opportunity to bank 200 extra participation points.

Total estimated time: 6 hours and 30 minutes.

Thursday, February 10: Reasoning, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the "Culture" and "Hegemony" (Williams, 1983) exercise (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Tuesday, February 15: Rationalizing, Part 1

To Satisfice or Maximize Is the Question

Things to Do Before 11:59am

Follow the directions in Canvas® for how and what to take from the:

1. **REQUIRED TEXTBOOK** "Are We Rational?" (Chapter 6 in Evans, 2017, pp. 82-98) exercise (2.5 hr.).
2. "Maximizing versus Satisficing" (Schwartz et al., 2002) (3 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how and what to post in the

DISPATCHES ON BOUNDED RATIONALITY! assignment (1.5 hr.).

Total estimated time: 9 hours.

Thursday, February 10: Rationalizing, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete *The Paradox of Choice* (Schwartz in TED, 2007) exercise (2 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Tuesday, February 22: Exploring Dual-Process Theory, Part 1

An Introduction

Things to Do Before 11:59am

Follow the directions in Canvas® for how and what to take from the:

1. **REQUIRED TEXTBOOK** Chapter 7 "From Dual Processes to Two Minds" (in Evans (2017, pp. 99-115) exercise (2.5 hr.).
2. Bodenhausen et al. (1999) "On the Dialectics of Discrimination" exercise (3 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete the

DISPATCHES ON TWO MINDS! assignment (1.5 hr.).

Total estimated time: 9 hours.

Thursday, February 24: Dual-Process Theory, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete *The Science of Thinking* (Muller in Veritasium, 2017), *Redux* exercise (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Tuesday, March 1: Exploring Dual-Process Theory, Part 3 Satisficing & Its Social Consequences

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the *Biased* (Eberhardt, 2020) exercise (5 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete the:

1. *Quiz 2.0* (1.5 hr.).
2. Optional participation self-assessment (*PSA 3.0*) for a one-time opportunity to bank 200 extra participation points.

Total estimated time: 6 hours and 30 minutes.

Thursday, March 3: Dual-Process Theory, Part 4

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. "Gender Stereotypes Explain Disparities" (Lloyd et al., 2020) exercise (45 min.).
2. "Race/Ethnicity Disparities in Pain Treatment" (Burgess et al., 2006) exercise (30 min.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Sunday, March 6–Sunday, March 13: Taking Spring Break!

Classes excused/university closed.

Units 3.0 Framing the Art & Science of Effective Thinking as Social Justice

Tuesday, March 15: Theorizing Social Justice in Psychology, Part 1 An Introduction

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. "Psychology & Social Justice" (Vasquez, 2012) exercise (3 hr.).
2. "Multicultural Competence, Social Justice, and Counseling Psychology" (Vera & Speight, 2003) exercise (3.5 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete the *DISPATCHES ON SOCIAL JUSTICE!* assignment (1.5 hr.).

Total estimated time: 6 hours and 30 minutes.

Thursday, March 17: Social Justice, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the *Psychology & Social Justice* (Fine in Psychology's Feminist Voices, 2013) exercise (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Tuesday, March 22: Gendering Simon's Bounded Rationality, Part 1

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. (a) Glick & Fiske (1997) "Hostile and Benevolent Sexism" exercise (2 hr.) & (b) Glick & Fiske (2011) "Ambivalent Sexism Revisited" (1 hr.).
2. Scott (2010) "Gender" exercise (2 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete the

DISPATCHES ON REFRAMING SIMON! assignment (1.5 hr.).

Total estimated time: 6 hours and 30 minutes.

Thursday, March 24: Gendering Simon, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the *Psychology & Social Justice* (Fine in Psychology's Feminist Voices, 2013) exercise (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Tuesday, March 29: Racializing Wason's Confirmation Bias

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. (a) "Offensive Mechanisms" (Pierce, 1970) exercise (2 hr.) & (b) Essed (2002) "Everyday Racism" (Essed, 2002) exercise (2 hr.).
2. Neptune & Ury (in Help Me Find My Parents, 2013) *What Kind of Asian Are You?* exercise (1 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete Quiz 3.0 (1.5 hr.).

Total estimated time: 6 hours and 30 minutes.

Thursday, March 31: Racializing Wason, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the "Rationalizing the Racial Order" (Neville, 2009) exercise (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Unit 4.0 Migrating Social Science to Social Life Effective Thinking as Social Practice in a Socially Just World

Tuesday, April 5: Engaging Communities, Challenging Inequality, Promoting Democracy, Part 1

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. "The Scholarship of Engagement" (Boyer, 1996; reprint, 2016) exercise (1 hr.).
2. (a) Souto-Manning (2014) "Critical Narrative Analysis" exercise (2 hr.) & (b) Chioneso et al. (2020) "Community Healing & Resistance Through Storytelling" exercise (2 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete the

DISPATCHES ON ENGAGING COMMUNITIES! assignment (1.5 hr.).

Total estimated time: 6 hours and 30 minutes.

Thursday, April 7: Engaging Communities, Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the *Participatory Action Research* (Hassan in Vera Institute of Justice, 2016) exercise (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Tuesday, April 12: Worlding "George Floyd," Part 1

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the:

1. "Taking White Racial Emotions Seriously in Racial Justice" (Spanierman & Clark, 2021) exercise (3 hr.).
2. (a) *Body Camera Footage of George Floyd's Death Released* (ABC News, 2020) exercise (1 hr.) & (b) *George Floyd* (Frazier in Seo, 2020) exercise (1 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Complete *Quiz 4.0* (1.5 hr.).

Total estimated time: 6 hours and 30 minutes.

Thursday, April 14: Worlding "George Floyd," Part 2

Things to Do Before 11:59am

Follow the directions in Canvas® for how to complete the "Justice for George Floyd" (Weine et al., 2020) exercise (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Unit 5.0 Creating a Capstone Project

Tuesday, April 19: Getting Started

Things to Do Before 11:59am

Follow the directions in Canvas® for doing the "Capstone Project" (Clark, 2022g) exercise (6 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete the *HELP! THROW ME A LIFE PRESERVER* assignment (30 min.).

Total estimated time: 9 hours.

Thursday, April 21: Developing a Capstone, Part 1

Things to Do Before 11:59am

Continue to develop your capstone project (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Tuesday, April 26: Developing a Capstone, Part 2

Things to Do Before You Do the Things That Are Due

Continue to develop your capstone project (4.5 hr.).

Reading, Writing, Testing Day! NO CLASS MEETING

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to complete the:

1. *Quiz 5.0* (1.5 hr.).
2. *PEER-TO-PEER* assignment (30 min.).

Total estimated time: 6 hours and 30 minutes.

Thursday, 28: Developing a Capstone, Part 3

Things to Do Before 11:59am

Continue to develop your capstone project (1.25 hr.).

Class Meeting from 12-1:15pm in 255 Simulator Building (75 min.).

Total estimated time: 2 hours and 30 minutes.

Friday, May 6: Ending a Course of Study

Things That Are Due at 11:59pm

Follow the directions in Canvas® for how to submit a capstone project.

COURSE REQUIREMENTS

Overview

Learning is a process that unfolds through ongoing, purposeful interactions with new ideas, new people, and new ways of doing things. Thus, this participation-intensive course calls you to collaborate, compose, and create. It asks you to read, listen and watch, keep a written record of your work, circle back through your earlier work, and reflect on what you are learning.

This course is 15 weeks. Each week will consume at least 9 hours of your time for a total workload of 135 hours.

Preparation Points (1000 points)

Quizzes

Preparation is a measure of basic professionalism. The effort you put into task-specific exercises that call you to analyze, interpret, read, and/or watch and listen (those "things to do" in the course schedule) set the stage for doing five quizzes worth 200 preparation points each. Each quiz includes 10 true/false, multiple-choice, and/or multiple answer recall and comprehension problems, one short-answer problem, and one essay problem.

Presence Points (2000 points)

Crowdsourcing Assignments

Your presence matters in Canvas®, ASU's learning management system. "Presence" links preparation (i.e., "things to do") to participation (see Clark, 2022b; 2022d). You acquire points for presence by doing work from the beginning to end of the course in 12 Canvas-based crowdsourcing assignments.

Each Canvas-based crowdsourcing assignment is worth 200 presence points (see Clark, 2022c). Total presence points over 2000 count as extra-credit.

You'll know with 100% certainty you bank 150 of the 200 presence points in each crowdsourcing assignment when your work in them shows you:

1. Followed directions.
2. Met the 11:59pm deadline.

The other 50 presence points is tied to three additional criteria that gauge the scholarly quality of your work (see Clark, 2022c).

Should your work not evidence the requirements for picking up all 200 points, you may revise and resubmit it for another opportunity at doing so (see Clark, 2022e for directions on how).

At the moment you bank 1500 presence points, you automatically bank 2800 of the 4000 participation points (see Clark, 2022d).

For more information on the relationship between presence and participation, see "Appendix D" (Clark, 2022d).

Participation Points (4000 points)

Crowdsourcing Assignments

A sense of belonging is key to happiness and optimal effectiveness in professional settings. Empirical research shows that students who consistently engage with their peers and professors learn more and earn higher grades than those who do not.

Thus, through its crowdsourcing assignments, you will publish your work for peer review (i.e., meaning we all informally will judge its quality) and build your case for participation in those assignments. Your goals, over the entire course, should be focused on sharpening skills employers say they want, such as leading by example, managing your time, keeping calm while

under stress, having confidence in your colleagues, and taking initiative to solve problems (Hart Research Associates, 2015; National Association of Colleges & Employers, 2021). See "Appendix A" (Clark, 2022a) for direction on the behaviors necessary to achieve these things in this class.

You are responsible for making an affirmative case for your participation (a) in each crowdsourcing assignment (see items 1-5 in Clark, 2022b) and (b) over time (see items 6-10) through the end of the course. At course's end, Professor Clark will use the stuff published in all 12 crowdsourcing assignments as "raw" data" and items 6-10 in "Appendix B" (Clark, 2022b) as an analytical framework to grade your contributions to community building (worth 1200 participation points).

Along the way in the course, you will have a total of 3 different opportunities to pick up 200 extra-credit participation points one time by completing a participation self-assessment (see Clark, 2022i for directions).

Proficiency Points (3000 points)

Capstone Project

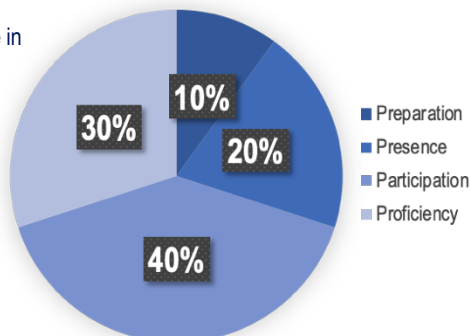
Using images, text, audio, and video, a capstone project takes form as a podcast, series of interactive Vox-like articles, or weblog to share your work on civic engagement from a location in the academy (in "here"; e.g., an academic discipline and its research) with a subject "out there" (e.g., pregnancy penalty in the workforce) that interests you. It must include a reference list as part of the project itself or as a separate Microsoft Word document.

GRADES

There is a total of 10,000 points available in this course that break down as follows:

Breakdown

Preparation	
Quizzes (x5)	1000 points
Presence	2000
Participation	4000
Proficiency	3000
TOTAL	10000 points



Grading Scale

A+	9900 or more points
A	9500
A-	9000
B+	8800
B	8000
C	7000
D	6000
F	5999 or less points

COURSE POLICES AND CAMPUS RESOURCES

Policy on Attendance

About 70 percent of your time doing work for this course happens at times and locations of your choosing. Attending every class – the other 30 percent of your time – is a mark of basic professionalism.

As such, when you're unable to attend a class meeting in person (e.g., you test positive for Covid-19 and/or are exposed to the virus or you're just not feeling well) you have options. Simply follow the direction detailed in "Appendix G" (Clark, 2022g).

Policy on Classroom Behavior

Turn off all sounds on your cell phones during class time. You may snap pictures of lecture slides if you wish. Digitally recording lectures remotely or in person is strictly prohibited.

Wearing face coverings in physical classrooms is a public health best practice (see Clark, 2022g).

Use good professional judgment when posting in Canvas. If you're not 100% certain something you want to post evidences good professional judgment, ask your professor to review it before you post.

Policy on Late Work

"Late" means you (a) don't meet a published 11:59pm deadline for "things that are due" in Canvas® and (b) fail to exercise your right to a conflict. There is no guaranteed credit available for work that is late.

Policy on Conflicts & Sufficient Notice¹

"Conflict" means you need more time to finish "things that are due" so that you're not late turning them in. No "excuse" is necessary. One conflict covers everything due at the 11:59pm deadline for which it is exercised.

With sufficient notice, no questions asked, you may exercise 10 conflicts.

To exercise this right and avoid being "late" with your work for quizzes and/or crowdsourcing assignments, you must notify Professor Clark by email before the deadline in question with the word **Conflict** in the subject line. Because conflicts are a right, exercising them automatically extends 11:59pm deadlines an additional 24 hours.

¹Reasons for exercising your right to conflicts does not require the professor's approval; thus, you may use them for any reason including for religious observances/practices (see [ACD 304-04 Accommodation for Religious Practices](#)) and university-sanctioned events/activities that are in accord with [ACD 304-02, Missed Classes Due to University-Sanctioned Activities](#).

Policy on Plagiarism & Academic Integrity

Academic dishonesty includes cheating on a quiz or assignment, plagiarizing, academic deceit (e.g., fabricating data or information), aiding academic integrity policy violations, inappropriately collaborating with others, and falsifying academic records.

Make certain you are familiar with the Student Obligations section of [ASU's Student Academic Integrity Policy](#). Ignorance is neither an explanation nor an excuse.

If you are not sure something in your work may be interpreted as academic dishonesty, ask your professor before you go forward.

Policy on Using APA Style

To appropriately and correctly credit sources of information and other people's ideas as well as make clear for Professor Clark where your ideas are coming from, you must use APA style (2020) in all written work for this class.

Please don't rely only on free or pay-for services like BibMe, Citation Machine, and Easy Bib for help. They may steer you wrong.

Policies on Individual Misconduct

Don't misbehave! And do not act criminally.

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 online at [ASU's Sexual Violence Awareness, Prevention and Response FAQs](#) page.

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](#) and [CISA's Counseling Training Center](#) are available free of charge if you wish to discuss any concerns confidentially and privately.

Don't violate copyright laws or make yourself vulnerable to claims you did (see [ACD 304-06](#) for direction). This means you may not post anywhere online and/or use anything from this class elsewhere that is not your original work without advanced written permission from the professor.

Campus Assets

Each of us learns in different ways. For instance, you might process information best by speaking and listening, which may make written materials difficult to absorb on your own. Because your success in this course is important to me, we certainly can tailor the requirements of the course to your needs (e.g., negotiate different deadlines). Should you need assistance beyond what I alone can offer, please work through [ASU's Student Accessibility & Inclusive Learning Services](#).

Students requesting accommodation for a disability will need to register with any Student Accessibility office and submit documentation.

ASU provides various professional services. For instance, [ASU Library](#) employs information professionals. The [University Student Success Programs](#) offer writing tutors. [ASU Health Services](#) offer mental and physical health and wellness resources, including 24/7 confidential counseling and crisis services. [CISA's Counseling Training Center](#) offer a full range of free services including those that help students adjust to the university and make academic and career decisions.



ASU's learning management system, Canvas, is the primary information hub and site for submitting work for this class. You will find detailed directions at Canvas for (a) things to do before doing the things that are due and (b) things that are due at 11:59pm. You will be able to download most readings (with the exceptions of the required materials) and find options for streaming the films/videos.

You also can keep track in Canvas of the points you've banked from individual assignments and your total points earned.

REFERENCES

- ABC News. (2020, August 10). *Body camera footage of George Floyd's death released* [Video]. YouTube. https://youtu.be/Pzjln_SCxY8.
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