ASB 316: Money & Culture

M W   1:30 PM   2:45 PM   Tempe - Discovery 250

Course and Instructor Information

Instructor: Dr. Abigail York (she/her)

ASB 316: Money & Culture
MW: 1:30 - 2:45 Coor 170

Contact Info: abigail.york@asu.edu, 480-727-6889
Office Hours: By appointment (see Calendly link on Canvas)

Co-Instructor: Yiran Wang
Contact Info: ywang477@asu.edu
Office Hours: By appointment

Course Description: Using the fundamentals of economic anthropology and the social sciences, students investigate how culture, social, and economic factors shape our relationship to money and decision making. Provides a foundation for thinking about how production, exchange and consumption can be explained by looking at human behavior, thought and culture, and encourages students to apply social scientific knowledge to real-world situations. The class emphasizes critical writing skills and science communication.

Credits: 3

Prerequisites or enrollment requirements: ENG 101, ENG 105, or ENG 107 with C or better

Help

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For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at 1+(855) 278-5080. Support representatives employed at ASU are available to assist you 24 hours a day, 7 days a week.

Course Learning Outcomes

At the completion of this course, students will be able to:

- Utilize theories of decision-making to explore economic choices.
- Write concise and compelling analyses of economic decision-making.
- Use diverse scientific communication methods to convey topics from the class to general audiences.

Textbooks and required purchases

No textbooks required. Bring paper and pen/pencil to class as there are in-class activities.

Course Access

Your ASU courses can be accessed in Canvas via canvas.asu.edu, my.asu.edu, and myasucourses.asu.edu; bookmark all in the event that one site is down.

List of Assignments

Be sure to include your full name and student identification number with every assignment, especially in-class assignments. You must upload assignments in the formats indicated on the website (using file formats that are not allowed/readable may result in zero on the assignment).

Meaning of money and culture in your life (graded) *

Short essay on the meaning of money and culture in your life (350-450 words). Reflect on what role money and wealth (or limited access to it) has played in your life, and other factors that influence your economic decision-making. You will reflect on how culture(s) affect your choices. AI generative text technology is allowed, but must be cited and significantly revised.

Local Coffee Culture (graded)

Students will observe local coffee culture. Spend time conducting participant observation whether publicly, e.g. in a local coffee shop, grocery store, or some other local space where people are interacting with coffee; or alternatively, with friends and family over coffee at home or in a private space.

1) Field notes, at least 500 words of your observations and details about the time you spent. Include information about the location, observations of the types of individuals, and any details about conversations you had with people. *If you talk with people or make observations in a place that is not public, be sure to conduct ethical research by explaining what you are doing and asking if it is ok with the potential participant. *AI generative technology is not allowed.*

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2) Local coffee culture reflection essay, 500-750 words, inclusion of 3 peer-reviewed sources. Should include a thesis statement and positionality statement, as well as brief description of the location and participant observation. *AI generative technology is allowed, but must be properly cited and must be significantly revised.*

Most Interesting, Thought Provoking or Frustrating Money & Culture Topic - Science Communication Assignment - Podcast, Art/Design Object, or Zine (graded)

Students will select the most interesting, thought provoking or frustrating topic covered in class for their zine, podcast, or art/design object assignment. *AI generative technology is allowed, but must be properly cited and must be significantly revised.* There are three parts to the assignment:

1) brainstorm of topic, 200-400 words, inclusion of 3 peer-reviewed sources (at least 1 from class) . *AI generative technology is allowed, but must be properly cited and must be significantly revised*

2) rough cut/draft

 Option a) Podcast rough cut of more than 2 minutes and text submission of references, 3 peer-reviewed sources (at least one from class) *AI generative technology is allowed, but must be properly cited and must be significantly revised*

Option b) zine draft at least 4 pages, include references, 3 peer-reviewed sources (at least one from class) *AI generative technology is allowed, but must be properly cited and must be significantly revised*

Option c) Art/design object conceptual sketch or submission plus one page describing design, inclusion of references, 3 peer-reviewed sources (at least one from class) *AI generative technology is allowed, but must be properly cited and must be significantly revised*

3) Final podcast, Art/Design Object, or Zine

 Option a) Podcast of less than 2 minutes and word document submission of references, 3 peer-reviewed sources (at least one from class) *AI generative technology is allowed, but must be properly cited and must be significantly revised*

Option b) zine draft at least 4 pages, include references as final page (or supplemental page), 3 peer-reviewed sources (at least one from class) *AI generative technology is allowed, but must be properly cited and must be significantly revised*

Option c) Art/design object submission (upload/take photo) plus 300-400 words explaining design, include references, peer-reviewed sources (at least one from class) *AI generative technology is allowed, but must be properly cited and must be significantly revised*

Interview Assignment

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Interviews are a fundamental method for social science research. Semi-structured interviewing uses a set of interview questions, but provides interviewees some latitude in bringing in new information and topics that the interviewer may not have anticipated. This method is frequently used when exploring complex issues such as individuals' worldviews and the narratives that shape their choices. This assignment includes a 30 minute to 1 hour interview with someone with a different background than your own; the assignment has multiple parts:

1) Draft of interview questions; set of 7-12 questions on the most challenging "economic" decision. Interview questions should ask the interviewee about their background, challenging economic choices, explore reasons for this choice, and provide space for the interviewee to reflect on why the choice was made versus alternatives. (No references required; AI generative text technology not allowed).

2) Interviewer positionality reflection essay. This is a short essay that provides context for your experiences, identities, and worldviews (250-300 words). (No references required; AI generative text technology not allowed). Positionality describes how your background influences how you see and experience the world. It is critical for social scientists to reflect on their positionality when engaging in research.

3) Interview field notes including questions, transcribed or paraphrased responses, observations about the interview and interviewee, and a shortened positionality statement (shortened positionality statement to ~100 words) tailored to the interview topic/responses/interviewee. (No references required; AI generative text technology not allowed). No word count, but the document should be several pages and include your questions, interviewee responses, positionality statement and any additional observations.

4) Interview paper brainstorm - write 200-300 words explaining the topic, literature, and thesis with at least 2 peer-reviewed sources from class. For the final writing assignment, you will analyze your interviewee's difficult economic choice using theoretical and empirical literature or sources from the class. Generative text technology is allowed, but must be properly cited. Include APA in-text citations and an APA bibliography.

5) Rough draft - write 1500-2000 words with at least 4 peer-reviewed sources (at least 2 from class). Include a shortened version of your positionality statement. Generative text technology is allowed, but must be properly cited and significantly revised.

6) Final draft - write 2500-3000 words with at least 5 peer-reviewed sources (at least 2 from class); you must include APA in-text citations and an APA bibliography. The paper must include a clear thesis statement about the factors that influenced the interviewee's choice, as well as supporting arguments from the literature. You are encouraged to use peer-reviewed sources from outside the class, too. Generative text technology is allowed, but must be properly cited and significantly revised.

Final Reflection (complete/partial/incomplete) *

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You are required to write 900-1200 word reflection paper. You should reflect what you learned in the class and how your views about your own economic choices or others' choices may have changed from when you first joined the class. Include specific examples related to course work, lectures, discussions, and course materials. Generative text technology is not allowed.

In-class Participation (graded)**

Student participation is expected in this class. Each class, students will be asked to engage with that day's topic in small and large group discussions or class polls. The engagement may include activities, such as drafting thesis statements or outlining your podcast. At the end of some classes (unannounced) you will provide a grade for your participation, including justification for that grade, that you turn in on notebook paper. Please bring paper and pen/pencil to class. Include your full name and student identification number with every assignment. Note, you must attend most of the classes to receive full credit, BUT quarantining, sickness (do not need doctor's note), or any other absences that are excused before the start of class do not count against your grade.

*These class activities have been adapted from Terri S. Wilson (U of Colorado, Boulder) School and Society syllabus.

**These class activities have been adapted from Alissa Ruth (ASU)

***These class activities have been adapted from C. Thi Nguyen (Utah)

Class Materials & Schedule

Grid including notes available [here.](#)

DATE	Topic	Learning materials to read/watch before class	Assignment Due
8/26/2024	Introduction to class		
8/28/2024	Interviewing and Cognitive Empathy	Read: Small, M. L., & Calarco, J. M. (2022) and Brinkmann, S. (2013).	
9/2/2024	Labor Day		

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Date	Topic	Reading	Assignment
9/4/2024	Positionality	Read: Holmes, A. G. D. (2020) and Watch: "Positionality & Research: How our Identities Shape Inquiry" UCLA Libraries. (2021).	Meaning of money short essay (350-450 words) reflect on what role money and wealth (or limited access to it) has played in your life, and other factors that influence your economic decision-making. You will reflect on how culture(s) affect your choices. AI generative text technology is allowed, but must be cited and significantly revised.
9/9/2024	Introduction to Economic Anthropology	Wilk, R. R., & Cliggett, L. (2018). Economies and cultures: Foundations of economic anthropology. Routledge. Chapter 1.	
9/11/2024	Integrating Social Science Theory to Understand Economic Choices	Wilk, R. R., & Cliggett, L. (2018). Economies and cultures: Foundations of economic anthropology. Routledge. Chapter 7.	Draft of interview questions; set of 7-12 questions on the most challenging "economic" decision. Interview questions should ask the interviewee about their background, challenging economic choices, explore reasons for this choice, and provide space for the interviewee to reflect on why the choice was made versus alternatives. (No references required; AI generative text technology not allowed).
9/16/2024	Anthropology of convenience	Oka, Rahul. (2021). Introducing an anthropology of convenience. Economic Anthropology. 8: 188-207.	
9/18/2024	Money & the Pandemic	Jones, H. E., Manze, M., Ngo, V., Lamberson, P., & Freudenberg, N. (2021). The impact of the COVID-19 pandemic on college students' health and financial stability in New York City: Findings from a population-based sample of City University of New York (CUNY) students.	Interviewer positionality reflection essay. This is a short essay that provides context for your experiences, identities, and worldviews (250-300 words). (No references required; AI generative text technology not

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		Journal of Urban Health, 98(2), 187-196.	allowed). Positionality describes how your background influences how you see and experience the world. It is critical for social scientists to reflect on their positionality when engaging in research.
9/23/2024	Pandemic and Intergenerational Relations	Gallegos, M. I., Zaring-Hinkle, B., & Bray, J. H. (2022). COVID-19 pandemic stresses and relationships in college students. Family Relations, 71(1), 29-45.	
9/25/2024	Animal Spirits	Akerlof, G. A., & Shiller, R. J. (2010). Animal spirits: How human psychology drives the economy, and why it matters for global capitalism. Princeton University Press. Animal Spirits. Introduction and Ch 1.	Interview field notes including questions, transcribed or paraphrased responses, observations about the interview and interviewee, and a shortened positionality statement (shortened positionality statement to ~100 words) tailored to the interview topic/responses/interviewee. (No references required; AI generative text technology not allowed). No word count, but the document should be several pages and include your questions, interviewee responses, positionality statement and any additional observations.
9/30/2024	Poverty and decision making	de Bruijn, E.J., & Antonides, G. (2021). Poverty and economic decision making: a review of scarcity theory. Theory and Decision, pp.1-33.	

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Date	Topic	Reading	Assignment
10/2/2024	Psychology of poverty	Haushofer, J., & Fehr, E. (2014). On the psychology of poverty. Science, 344(6186), 862-867. On the Psychology of Poverty	Interview paper brainstorm - write 200-300 words explaining the topic, literature, and thesis with at least 2 peer-reviewed sources from class. For the final writing assignment, you will analyze your interviewee's difficult economic choice using theoretical and empirical literature or sources from the class. Generative text technology is allowed, but must be properly cited. Include APA in-text citations and an APA bibliography
10/7/2024	Coffee Culture	Tucker (2017) Coffee culture: Local experiences, global connections, Chapters 1 & 7, Taylor & Francis.	
10/9/2024	Coffee Certification	Beuchelt, T.D., & Zeller, M. (2011) Profits and poverty: Certification's troubled link for Nicaragua's organic and fairtrade coffee producers. Ecological Economics, 70(7), 1316-1324.	Field Notes on Local Coffee Culture. Field notes, at least 500 words of your observations and details about the time you spent. Include information about the location, observations of the types of individuals, and any details about conversations you had with people. *If you talk with people or make observations in a place that is not public, be sure to conduct ethical research by explaining what you are doing and asking if it is ok with the potential participant. AI generative technology is not allowed.
10/14/2024	FALL BREAK - No Class		
10/16/2024	Local experiences with Coffee Culture	Tucker (2017) Coffee culture: Local experiences, global connections, Chapters 19, Taylor & Francis.	Interview Analysis Rough Draft - write 1500-2000 words with at least 4 peer-reviewed sources (at least 2 from class). Include a shortened version of your positionality statement. Generative text technology is allowed, but must be properly cited and significantly revised.

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10/21/2024	Indigenizing Climate Futures	Whyte, K. (2017). Indigenous climate change studies: Indigenizing futures, decolonizing the Anthropocene. English Language Notes, 55(1), 153-162.	
10/23/2024	Multi-level Collective Action	York, A. M., Otten, C. D., BurnSilver, S., Neuberg, S. L., & Anderies, J. M. (2021). Integrating institutional approaches and decision science to address climate change: a multi-level collective action research agenda. Current Opinion in Environmental Sustainability, 52, 19-26.	Local coffee culture reflection essay (500-750 words) inclusion of 3 peer-reviewed sources. Should include a thesis statement and positionality statement, as well as brief description of the location and participant observation. AI generative technology is allowed, but must be properly cited and must be significantly revised.
10/28/2024	Multi-level Whaling Governance	York, A. M., Zdor, E., BurnSilver, S., Degai, T., Monakhova, M., Isakova, S., ... & Kempf, M. (2022). Institutional navigation of oceans governance: Lessons from Russia and the United States Indigenous multi-level whaling governance in the Arctic. Earth System Governance, 14, 100154.	
10/30/2024	Guest lecture (Yiran Wang)	READ TBD	Podcast/zine/Art Object Brainstorm (200-400 words), inclusion of 3 peer-reviewed sources (at least 1 from class) . AI generative technology is allowed, but must be properly cited and must be significantly revised.
11/4/2024	Defining "career"	Bakke, Ingrid Bårdsdatter, and Tristram Hooley. "I don't think anyone here has thought about career really: What the concept of "career" means to Norwegian teenagers and school counsellors." Scandinavian Journal of Educational Research 66, no. 1 (2022): 73-87.	
11/6/2024	Pursuing passion as a career	O'Keefe, P. A., Horberg, E. J., Chen, P., & Savani, K. (2022). Should you pursue your passion as a career? Cultural differences in the emphasis on passion in	Podcast/Zine/Art Object Rough Cut/Draft Option a) Podcast rough cut of more than 2 minutes and text submission of

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| | | career decisions. Journal of Organizational Behavior, 43(9), 1475-1495. | references, 3 peer-reviewed sources (at least one from class) AI generative technology is allowed, but must be properly cited and must be significantly revised

Option b) zine draft at least 4 pages, include references, 3 peer-reviewed sources (at least one from class) AI generative technology is allowed, but must be properly cited and must be significantly revised

Option c) Art/design object conceptual sketch or submission plus one page describing design, inclusion of references, 3 peer-reviewed sources (at least one from class) AI generative technology is allowed, but must be properly cited and must be significantly revised |
|---|---|---|---|
| 11/11/2024 | **Veteran's Day - NO CLASS** | | |
| 11/13/2024 | Career resilience | Jogulu, U., & Franken, E. (2023). The career resilience of senior women managers: A cross-cultural perspective. | |

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		Gender, Work & Organization, 30(1), 280-300.	
11/18/2024	Intimate Economies	Zelizer, V. A. (2010). Economic Lives: How culture shapes the economy	
11/20/2024	Divorce and Economics	Wilkinson-Ryan, T., & Small, D. (2008). Negotiating divorce: Gender and the behavioral economics of divorce bargaining. Law & Inequality: A Journal of Theory and Practice, 26(1), 109-132.	
11/25/2024	Gender, Marriage and Careers	Folke, O., & Rickne, J. (2020). All the single ladies: Job promotions and the durability of marriage. American Economic Journal: Applied Economics, 12(1), 260-87.	Final podcast, Art/Design Object, or Zine. - Option a) Podcast of less than 2 minutes and word document submission of references, 3 peer-reviewed sources (at least one from class) AI generative technology is allowed, but must be properly cited and must be significantly revised Option b) zine draft at least 4 pages, include references as final page (or supplemental page), 3 peer-reviewed sources (at least one from class) AI generative technology is allowed, but must be properly cited and must be significantly revised Option c) Art/design object submission (upload/take photo) plus 300-400 words explaining design, include references, peer-reviewed sources (at least one from class) AI generative technology is allowed, but must be properly cited and must be significantly revised

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11/27/2024	Virtual Study Day - No Class - Appointments with Dr. York and TA Wang		
12/2/2024	Virtual Project Fair (Optional)		Interview Analysis Final Paper - 2500-3000 words with at least 5 peer-reviewed sources (at least 2 from class); you must include APA in-text citations and an APA bibliography. The paper must include a clear thesis statement about the factors that influenced the interviewee's choice, as well as supporting arguments from the literature.
12/4/2024	Virtual Project Fair (Optional)		Final Reflection Essay (900-1200 words). You should reflect what you learned in the class and how your views about your own economic choices or others' choices may have changed from when you first joined the class. Include specific examples related to course work, lectures, discussions, and course materials

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within one week of the due date via the Gradebook

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Communicating With the Instructor and TA

Prior to posting a question, please check the syllabus, announcements, and existing posts. Please connect with your co-learning group when possible.

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. You can expect a response within 48 hours M-F. Email communication sent during holidays, breaks, or weekends will be answered the next business day.

All instructor correspondence will be sent to your ASU email account.

Office Hours

Office hours are virtual and by appointment.

Course Time Commitment

This three-credit course requires approximately 135 hours of work over the course of sixteen weeks. Please expect to spend around **8.5 hours each week** preparing for and actively participating in this course.

Late or Missed Assignments

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

Submitting Assignments

Assignments, unless otherwise prearranged with your instructor or indicated within the syllabus, MUST be submitted via the associated assignment submission feature in Canvas. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

Consult with your advisor and notify your instructor to add or drop this course [drop or add the course](#). If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

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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](#).

Academic Integrity

Academic honesty is expected of all students in any materials intended to be used for an academic evaluation, including, but not limited to: all examinations, papers, presentations, laboratory work, academic transactions and records.

Copyrighted Materials

All content in this course, including but not limited to video lectures, presentations, assignments, discussions, quizzes and exams, is protected by copyright and may not be shared, uploaded, sold, or distributed. Students must refrain from uploading, submitting or distributing any course content or material to any website or to any persons for any reason unless given written permission by the copyright holder. Violations of copyright may result in the sanctions listed below.

Plagiarism and Academic Dishonesty

[Plagiarism](#) is strictly prohibited. Students must refrain from obtaining, uploading or submitting material that is not the student's original work to any course assignment or discussion used in this course or any other course unless the students first comply with all applicable citation guidelines and copyright laws; faculty members reserve the right to delete materials on the grounds of suspected plagiarism and 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 Distributing or Selling Class Notes

Students may not share outside the class, upload, sell, or distribute course content or notes taken during 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.

Use of Artificial Intelligence ([Adapted from Kristy Kelly at Oregon State University](#))

Social science writing and research weave together evidence (from various data sources or reliable literature) with theory to demonstrate, or counter, a thesis. Ethical scientific writing requires attribution

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of the sources of information, including written text. Tools including ChatGPT, Grammarly, Chegg, and Google's autocomplete function that are increasingly embedded in students' writing and study practices. As a college student, it is necessary to learn about digital literacy and the ethical and appropriate attribution of sources. In this class tools, like ChatGPT are only allowed on assignments that specifically encourage their use, require proper attribution in the brainstorming and rough draft stage, and must be clearly rewritten in the student's voice and with appropriate sources and citations for the final draft.

Since the ASU Student Conduct Code defines Academic Deceit as "any deceptive or fraudulent act that creates or attempts to create an advantage or disadvantage for any member of the academic community." Claiming the "work or effort" of a machine or AI, as well as another person, as our own fails into academic deceit, or possibly plagiarism, and are academic integrity violations. The baseline expectation for our class is that all of the work you submit is your own original writing with the exception of when I invite you to use other tools as a part of the assignment (and in those cases proper identification and attribution are required)..

Contract cheating Contract cheating is a type of academic dishonesty where a student asks another person to complete all or part of their work for them. The student may ask someone they know to write a paper for them, as a favor, or they may pay someone to do it. Regardless of whether money changes hands or not, presenting someone else's work as your own is always cheating.

What are some of the ways contract cheating negatively impacts you and the ASU community? There are numerous ways in which contract cheating negatively impacts you, your fellow students, and the ASU community. Here are a few:

You do not acquire any of the knowledge that your instructor intended for you to learn when you have someone else do your work. By doing so, you are taking away your opportunity to grow as a student and professional contract cheating is a very serious academic integrity violation which could result in suspension or expulsion permanently from the University. Students who complete their work on their own are disadvantaged by students who are cheating. When you ask someone to do work for you, you are asking them to cheat on your behalf. Your request for their help will lead to negative consequences for them as well.

What are some things I can do if I am overwhelmed and notice that I am becoming tempted by contract cheating?

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Part of the learning process as a college student is to work your way through challenging times in an honest and ethical manner. Spending time prioritizing your assignments and engaging in good time management practices is ideal. However, you may still experience times where you feel overwhelmed by multiple deadlines and projects.

There are resources to support you:Communicate and/or meet with your instructor.

- Schedule an appointment to talk to your advisor.
- Meet with the Academic Integrity Officer in your college/school.
- Utilize your college/school tutoring resources.
- Utilize the ASU resources offered from the Dean of students' office.
- Contact the ASU First Year Success Center.
- Contact the International Students and Scholars Center.

Remember, it is better to do poorly on an assignment or even fail an examination than it would be to commit an academic integrity violation. The skills you develop working through challenging situations, enhances your resiliency and makes you an even more effective college graduate.

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.

Student Conduct and Appropriate Behavior

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.

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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.

Prohibition Against Discrimination, Harassment, and Retaliation (Title VII and Title IX)

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 VII and 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

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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.

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.

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 Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request accommodation for a disability should contact the DRC 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	**Polytechnic Campus**
University Center Building, Suite 160	480-727-1165 (Voice)
602-496-4321 (Voice)	

West Campus	**Tempe Campus**
University Center Building (UCB), Room 130	480-965-1234 (Voice)
602-543-8145 (Voice)	

Computer Requirements

This course requires a computer with Internet access and the following:
- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)

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- [Adobe Flash Player](#) (free)
- 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.

Student Success

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

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.

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Additional Resources for Writing and Communication

 Building Digital Libraries and Social Science Writing Practice
Reading - Zotero Quick Start Guide https://www.zotero.org/support/quick_start_guide

Create Zotero Account https://www.zotero.org/   (See more info:
https://libguides.asu.edu/c.php?g=263985&p=6102345)

Installation tutorial - http://app.sidecarlearning.com/tutorials/downloading-and-installing-zotero-y6x6

Resources for Using and Mastering Zotero (Two different online courses - use as needed)

Option 1 - Boutet, Mish (2019). How to Use Zotero. University of Ottawa.

Watch https://uottawa.libguides.com/how_to_use_zotero/install_zotero

https://uottawa.libguides.com/how_to_use_zotero/create_collections

https://uottawa.libguides.com/how_to_use_zotero/google_scholar

https://uottawa.libguides.com/how_to_use_zotero/bibliography_and_citations_in_word

Option 2 - Joseph, Kris (2020). Mastering Zotero. York University

Watch - Mastering Zotero: Course Intro and Setup

Mastering Zotero - Unit 2, Module 1: Fundamentals of Zotero Notes Also see
https://pressbooks.library.yorku.ca/masteringzotero/chapter/the-fundamentals-of-zotero-notes/

Resource - Joseph, Kris. (2020) Mastering Zotero. https://pressbooks.library.yorku.ca/masteringzotero/

https://uottawa.libguides.com/how_to_use_zotero/google_scholar

Additional Resources

Using Zotero with google scholar - https://youtu.be/uo6b8CPoZCU

Using Zotero with google docs - https://www.zotero.org/support/google_docs

Exercise - Start searching and building a library for podcast/zine assignment

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Here are some resources on summarizing (which also may be useful as you work on your final paper, one-page summary of interview analysis, and your social media/tweet assignment).

https://www.youtube.com/watch?v=6nkChtK-kCM

https://www.lib.sfu.ca/about/branches-depts/slc/writing/sources/summarizing

https://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Guidelines-for-Writing-a-Summary

Also for those that struggled with thesis statements:

https://writingcenter.uagc.edu/thesis-generator

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