

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.



HST 280: HST 280: History of Science, Technology, and Innovation

Semester: Fall 2024, Session C (August 22nd – December 10th, 2024)

Credits: 3 Credits

Instructor: Kathryn D. Lankford, Ph.D. (she/her) **Email:** kathryn.lankford@asu.edu

Office Hours: Tuesdays and Thursdays from 11AM to 12:30PM over Zoom or in-office; By appointment as necessary

Zoom: <https://asu.zoom.us/j/9134450833>

Office Location: Room 251C, Santa Catalina Hall, 7271 E Sonoran Arroyo Mall, Mesa, AZ 85212

Course Description: Fast-paced introduction to the intertwined histories of science, technology and innovation as they shape the globe from the ancients to the present.

Course Overview: This class equips students with a framework for understanding the histories of technology, science, and medicine that will benefit them in many interdisciplinary endeavors from engineering & science to historical inquiry. Students will experience many of the highlights and key moments in this history to illustrate the role of science and technology in human civilizations. This course considers how human societies have regarded the pursuit and transmission of knowledge throughout history.

In today's world of STEM (Science, Technology, Engineering, and Medicine) education, many assume that these concepts have been connected and overlapping since time immemorial. Popular renderings frequently suggest that these fields develop in specific times and places, as well as "look" the same across the globe. HST 280 seeks to complicate this linear narrative by introducing students to case studies of science, technology, medicine, and their attendant innovations since ancient times and across the globe.

Global Communities, Societies and Individuals

Course Objectives

This course fulfills the ASU Global Communities, Societies and Individuals General Studies requirement. Students completing a Global Communities, Societies and Individuals course will be able to:

1. Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.
2. Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.
3. Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.
4. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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Expected Learning Outcomes

Students completing this course will be able to:

1. Describe major trends in the intertwined histories of science, technology, medicine, and their attendant innovations from ancient times through the twentieth century from macro- and micro-levels.
2. Understand how human ideas and values about knowledge have formed and changed over time.
3. Articulate how science, technology, and medicine shape, and are shaped by, dimensions of difference such as race, gender, socio-economic status, religion, language, or place.
4. Communicate to the class and others key elements of the complex process by which scientific ideas are transmitted to, and transformed by, society.
5. Synthesize major trends in the histories of science, technology, and medicine within specific case studies to make interpretive arguments.
6. Analyze research that focuses on the effects of scientific, technical, and medical knowledge on human interactions affecting societies.
7. Present individual student's interpretations through written work, discussion, and exams.

Student Success

To be successful:

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

Communicating with your Instructor and Classmates

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.

Email questions to me at kathryn.lankford@asu.edu. I aim to keep abreast of email, but also think it is important to model a work-life balance for you all. I aim to respond to emails within 24 hours during the weekdays. Emails received during the weekend (starting at 3PM on Fridays) will be responded to by the following Monday. Do not use Canvas messenger (or any other non-email messenger) to contact me.

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

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

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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.

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 computes to 3 credit hours = 135 total hours for HST 280. 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 Commitment per week	Total Time Requirement
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

Required Materials

There are two assigned textbooks that you must acquire for this class. Students will need their own copy (be it a physical, eBook, or audio) of the books by Module 8. Please see the schedule below for specific dates

Christina Ramos, *Bedlam in the New World: A Mexican Madhouse in the Age of Enlightenment* (Chapel Hill: University of North Carolina Press, 2022). [Module 8-9]

Gabriela Soto Laveaga, *Jungle Laboratories: Mexican Peasants, National Projects, and the Making of the Pill* (Durham, NC: Duke University Press, 2008). [Module 14-15]

All other required learning materials (textbooks, films, podcasts, websites, etc.) are posted to Canvas.

I encourage students to download [ASU's Virtual Private Network \(VPN\)](#), especially if students are traveling internationally during this course. Almost all assigned materials are uploaded directly to Canvas. However, some learning materials may only be accessible via the web rather than embedded directly in Canvas, thus making a VPN useful to ensure students can access that material.

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.

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- (Encouraged, but not required) [ASU's Virtual Private Network \(VPN\)](#)

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.

Course Access

Your ASU courses can be accessed by both [MyASU](#) and [ASU Instructure](#); bookmark both in the event that one site is down.

Campus Network Outage and Technical Support

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59 pm).

To monitor the status of campus networks and services, please visit the System Health Portal [ASU System Health](#).

Technical Support

This course uses Canvas to deliver content. You can access Canvas through your [MyASU](#) portal.

To contact the help desk you have two options:

- For immediate assistance, call ASU at 1-855-278-5080.
- Visit the [ASU Experience Center](#) to get personalized support through 24/7 live chat or submit your request online [MyASU Service](#).

Assignments Details

Assignments for this course are a mix of exams, weekly engagement/participation via Yellowdig, short-papers on assigned textbooks, and History Conversations.

Exams

There are **three exams** in the course. Exams assess engagement with, and comprehension of, the content presented in the specified modules. This includes guiding lectures and learning materials. Students take the exam through the quiz interface on Canvas. Students may use their own personal notes, assigned course materials, and other media posted by the instructor during the quiz. Quizzes are due on Sundays by 11:59PM Arizona time. Students have unlimited time, but one attempt, for each exam.

Students may not use group notes, internet sources, external texts, or any form of AI (including ChatGPT, Bard, etc.) for assistance on the exam. Use of generative AI for completion of a quiz will result in a zero for the exam.

Exam for Modules 1-4: due by Sunday, September 29th at 11:59PM Arizona Time

Exam for Modules 5-7: due by Sunday, October 20th at 11:59PM Arizona Time

Exam for Modules 10-13: due by Tuesday, December 10th at 11:59PM Arizona Time

History Conversations

There are History Conversation assignments for Modules 3-7 and Modules 10-13, meaning there are nine opportunities to complete this requirement. You **should ONLY DO THREE History**

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Conversations to fulfill this requirement. I do not care which three History Conversations you complete. I will only grade three assignments, so submitting more than three will not boost your grade.

The goal is to get students to use their knowledge from class to have an extended interaction with others in discussing and explaining historical topics. Conversations may take the form of in-person discussion, zoom/video chats, or extended blogging/social media posts about a historical topic. For conversations to be credited, students must type of a one-page report/reflection on the conversation that demonstrates specific content and engagement. These conversations should be substantive and represent about 20-30 minutes of discussion. If one chose an online blogging or social media conversation option, then screen shots or digital copies of the post should be provided. There are a few requirements as listed below:

- Each discussion should focus on a different topic/module.
- Students may have no more than two discussions with fellow classmates.
- I am willing to do a discussion (or preferably a group discussion), but students may only submit one discussion with me for credit.

Submissions must adhere to the following technical guidelines: An original document that is NOT AI generated. Acceptable formats of submission are Word Documents or PDFs. Students must reference course material. A fuller description is provided in Module 3.

Your submissions are evaluated on the following criteria:

- a) Does the submission illustrate understanding of the class material?
- b) Does the submission engage a variety of course themes from the module (assigned materials and/or guiding lecture)?
- c) Does the submission offer a thoughtful, detailed reflection, interpretation, and/or argument upon the conversation?
- d) Does the submission focus upon the course material, subjects, and themes? Comparisons or thoughts on connected issues are welcome, but they should **not** comprise most of the assignment. I must be able to assess your engagement/understanding of the material.
- e) Does the submission narrate and analyze individual examples from the course, and in turn, connect the examples to the overarching answer/theme/argument of the post?
- f) Does the submission meet page/word count requirements and reference course materials?
- h) Does the submission have a clear structure and flow and is free of grammatical and spelling errors?

Textbook Reaction Papers

Students will write two, three-page essays over the course of the term. These reaction papers will respond to the assigned textbooks and evaluate how they relate to the broader course themes. No additional research will be necessary beyond course materials to complete these papers. Further paper guidelines and evaluation rubrics will be provided during the semester.

Yellowdig

Yellowdig is a social media platform designed for higher education. Yellowdig integrates with Canvas, allowing students and instructors to interact and easily share and reflect upon each module's content and methods. It serves as the class discussion and participation forum for HST 280. Posts should connect to the course material, and responses should be respectful and engaging to the original poster. Students can expect the instructor to be an active participant in the community: posting, responding,

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and learning alongside the whole class. This platform encourages reflection on the material, connections of the material to contemporary considerations, and the like. Tags for specific modules and “connections” are provided to help students engage; utilize them.

Students are required to post to Yellowdig for each module. Yellowdig divides submission times into “periods,” and HST 280 has seven earning periods for Fall 2024, Session A. These periods roughly correlate to one week per module, and periods end at 11:59PM on Sundays. Participation is expected for Modules 1-15, but not earning full credit during a single period will not tank students’ grades.

Students earn points based on their level of participation. There are six earning periods corresponding to the six modules/weeks of our course. The requirement (target) per week is 1,000 points, for a total of 15,000 possible Yellowdig points for the term. This is translated into the Canvas gradebook where it is given a weight of 30% of the total course grade.

A buffer per week/module (“period buffer”) is set to allow you to earn up to 1,250 points per week. That’s 250 (25%) above the target required. So, if your participation level falls short some week, you can try to partially make up for it in future weeks by making extra posts, etc. Everything you write on the Yellowdig discussion board **MUST** be in your own words except for when you are quoting someone else (all quotations must have an informal citation). Plagiarism will not be tolerated and instances of plagiarism will be reported to the University.

Yellowdig Earning System

Making a post: 290 points

Receiving a comment: 60 points

Commenting on a post: 200 points

Receiving a reaction: 50 points

Posts must be at least 100 words, and comments must be at least 20 words, to earn full points.

Please see the “Yellowdig: Overview and Getting Started” Page in Module Zero for technical guidance on setting up Yellowdig. Students **should activate their Yellowdig and engage in the community starting Module 0/Welcome to the Course** of the course.

Assignment Weighting

All assignments and final grades are calculated on a 0-100 scale. A weighted average is taken at the end of the semester based on the following grade components:

Assignment	Number to Be Completed Over Term	Weight of Each Submission	Total Weight
Exams	3	10%	30%
History Conversations	3	5%	15%
Textbook Reaction Papers	2	12.5%	25%
Yellowdig Engagement	15 earning periods with buffers	*One grade calculated at end of term*	30%
Total			100%

Grading Scale

Letter grade	Percentage
A+	97% +
A	<97-94%
A-	<94-90%
B+	< 90-87%
B	<87-84%
B-	<84-80%
C+	<80-77%
C	<77-70%
D	<70-60%
E	<60-0%

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.

Grading Policies

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

I understand that we all have competing schedules as we navigate school, work, family, and other commitments. Life does not stop just because students enter college. All due dates for all History Conversations, Exams, Textbook Papers, and Yellowdig participation are set, and I will not generally accept late work. However, I have built flexibility into course assignments.

Exams: The exams have unlimited time, but one attempt. Students will have about a week to complete the exam.

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History Conversations: There are History Conversation opportunities for Modules 3-7 and Modules 10-13, meaning there are nine opportunities to complete this requirement. You **should ONLY DO THREE module assignments** to fulfill this requirement. I do not care which three you complete. I will only grade three assignments, so submitting more than three will not boost your grade.

Yellowdig: A buffer per week/module (“period buffer”) is set to allow you to earn up to 1,250 points per week. That’s 250 (25%) above the target required. So, if your participation level falls short some weeks, you can try to partially make up for it in future weeks by making extra posts, etc.

Though I will not generally accept late work given the flexible assignment options, please notify me if something urgent is occurring in your life. If an urgent situation arises and you are unable to submit the assignment on time, please let me know BEFORE the assignment is due (if possible).

Classroom Use of Generative AI (i.e. Chat GPT, Bard, etc.)

In this course, all assignments must be completed by the student. Artificial Intelligence (AI), including ChatGPT and other related tools used for creating text, images, computer code, audio, or other media, are not permitted for use in any work in this class. Use of these generative AI tools will be considered a violation of the [ASU Academic Integrity Policy](#), and students may be sanctioned for confirmed, non-allowable use in this course.

Use of generative AI for exam completion or for generating the composition of any written assignment may result in earning a 0 for the respective assignment.

Recordings of Course

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the SAILS Office.

Content 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 kathryn.lankford@asu.edu, or the faculty head, David Burel.

Course Itinerary

Introduction Week: Welcome to the Course

Thursday, August 22nd -Sunday, August 25th, 2024

Learning Materials:

Welcome Pages, Videos, and Information (Syllabus, Home Page, Etc.)

Yellowdig: Overview and Getting Started

Assignments:

Read Syllabus and Ask Questions if they Arise!

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Academic Integrity Agreement, due Thursday, August 29th by 11:59PM Arizona Time
Set up Yellowdig

Introduce yourself on Yellowdig and Use the Label “Module 0: Welcome to HST 280”

Module One: What Are Science, Technology, and Medicine?

Monday, August 26th -Sunday, September 1st, 2024

In today’s world of STEM (Science, Technology, Engineering, and Medicine) education, many assume that these concepts have been connected and overlapping since time immemorial. Popular renderings frequently suggest that these fields develop in specific times and places, as well as “look” the same across the globe. HST 280 seeks to complicate this linear narrative by introducing students to case studies of science, technology, medicine, and their attendant innovations since ancient times and across the globe. To complicate our ideas, however, we must first establish what are science, technology, and medicine. Module One invites students to interrogate their understandings of science, technology, and medicine as we popularly understand them. This will serve as a springboard for the case studies that follow over the rest of the term.

Learning Materials:

Guiding Lecture

Assigned Reading Materials Posted to Canvas

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, September 1st at 11:59PM Arizona Time

Use the Label “Module 1: What are SciTechMe?” and Suggested Question(s) for your engagement

Module Two: Technology and Health in the Urban Revolution, 3500 BCE – 200BCE

Monday, September 2nd – Sunday, September 8th, 2024

Module 2 begins the historical case studies of the course with the earliest civilizations. Students will first learn what is meant by the term “civilization,” then turn to examine how technological innovations fomented the creation and growth of sedentary, urban (for the period) civilizations in Mesopotamia* and Egypt. Within these societies, efforts to address health and illness also existed, and students will evaluate to what extent medicine, religion, and magic overlapped in these ancient civilizations.

*Ancient Mesopotamia as a term identifies a region, not a single civilization. Multiple civilizations arose in this region in ancient times.

Learning Materials:

Guiding Lecture: The Urban Revolution and Technology in Ancient Mesopotamia and Egypt

Assigned Material #1: *Decoding the Great Pyramids*

Assigned Material #2: Krisztian Simko, "Ancient Healthcare Fit for a King," *British Museum Blog*, The British Museum, November 30,

2021. <https://www.britishmuseum.org/blog/ancient-healthcare-fit-king>.

Assigned Material #3/Primary Source: Excerpts from Winston Black, “Part 1: The Earliest Medical Writings of the Near East and Mediterranean (ca. 2000-700 BCE),” in *Medicine and Healing in the Premodern West: A History in Documents* (Ontario, Can.: Broadview Press, 2020): 11-18.

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, September 8th at 11:59PM Arizona Time

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Use the Label “Module 2: Urban Revolution” and Suggested Question(s) for your engagement on Yellow Dig

Module Three: Comparing Natural Philosophy and Technology in the Ancient Greco-Roman World and China

Monday, September 9th – Sunday, September 15th, 2024

Module 3 juxtaposes the cultures of science, technology, and medicine of the Ancient Greco-Roman world and China. Students will first differentiate “natural philosophy” from the modern term “science,” then compare the cultures of science and technology in Ancient Greece and Rome. Students will evaluate how each civilization differentially “valued” innovation in natural philosophy versus innovation in technology. For issues of health, students will examine the connections and divergences on views of health and natural philosophy in Ancient Greece and China.

Learning Materials:

Guiding Lecture: Contours of Natural Philosophy, Medicine, and Technology in Ancient Greece and Rome

Assigned Material #1: Selections from Vivian Nutton, *Ancient Medicine*, second edition (London: Routledge, 2013).

Assigned Material #2: Selections from Geoffrey Lloyd and Nathan Sivin, *The Way and the Word: Science and Medicine in Early China and Greece* (New Haven, Conn.: Yale University Press, 2002).

Assigned Material #3/Primary Source: To Be Announced

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, 15th at 11:59PM Arizona Time

Use the Label “Module 3: Ancient Greece, Rome, and China” and Suggested Question(s) for your engagement on Yellow Dig

Module 3 History Conversation, due by Sunday, September 15th at 11:59PM Arizona Time (First Opportunity)

Module Four: The Dark Ages? Traditions of Science, Medicine, and Technology in the Medieval Islamic Kingdoms

Monday, September 16th – Sunday, September 22nd, 2024

Module 4 encourages students to tackle the question, “Were there Dark Ages?” Identifying the Middle Ages or Medieval Era as “the Dark Ages” centers secular studies of natural philosophy, technological pursuits, and the practice of medicine within the Ancient Greco-Roman world. Hence, these pursuits “went dark” in 476 CE with the fall of the Western Roman Empire. Students will evaluate this framework through a deep dive into medical practices, innovations, and institutions in Medieval Islamic Kingdoms.

Learning Materials:

Guiding Lecture: Secular Pursuits in the Islamic Kingdoms of the Middle Ages

Assigned Material #1: Chris Gratien. “Islamic Hospitals in Medieval Egypt and the Levant.” *Ottoman History Podcast*, Episode 213, July 2,

2015. <https://www.ottomanhistorypodcast.com/2015/07/islamic-hospitals-in-medieval-egypt-and.html>. 51 mins.

Assigned Material #2: Paul D. Buell, “How did Persian and Other Western Medical Knowledge Move East and Chinese West? A Look at the Role of Rashīd al-Dīn and Others,” *Asian Medicine: Tradition and Modernity*, 3.2 (2007): 279-95.

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Assigned Material #3/Primary Source: Excerpts from Max Meyerhof. "Thirty-three clinical observations by Rhazes (circa 900 AD)." *Isis* 23, no. 2. 1935. 332-349.

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, September 22nd at 11:59PM Arizona Time

Use the Label "Module 4: The Dark Ages?" and Suggested Question(s) for your engagement on Yellow Dig

Module 4 History Conversation, due by Sunday, September 22nd at 11:59PM Arizona Time

Module Five: Crisis and Innovation in the European (?) Renaissance

Monday, September 23rd – Sunday, September 29th, 2024

Module 5 continues to address the question of whether innovation and secular knowledges "went dark" for centuries by tackling the Renaissance in Europe. For there to be Dark Ages, there must have been a "return" and growth of innovation after a period of quiescence. The Renaissance, literally "rebirth" in French, has often been identified as this return and expansion of knowledge. Students will first learn of the traditional rendering of the Renaissance, specifically how epidemiological and environmental crisis spurred transformations in Europe during the late 1300s and early 1400s. Developments in the arts, politics, agriculture, and the famous printing press will also be addressed. With this foundation, students will then evaluate if the Renaissance was limited to Europe by examining the impact of epidemiological crises in Africa.

Learning Materials:

Guiding Lecture: Crisis As Generative: Traditional Histories of the European Renaissance

Assigned Material #1: Stephen A. Dueppen and Daphne Gallagher, "Collectivism and New Identities after the Black Death Pandemic: Merchant Diasporas and Incorporative Local Communities in West Africa," *Journal of Anthropological Archaeology* 73 (2024):

101567, <https://doi.org/10.1016/j.jaa.2023.101567>. OR Monica H. Green, "Putting Africa on the Black Death Map: Narratives from Genetics and History," *Afriques*, no. 9 (2018), published online December 24, 2018, <http://journals.openedition.org/afriques/2125>; <https://doi.org/10.4000/afriques.2125>.

Assigned Material #2/Primary Source: Selections from Ibn Battuta, *Ibn Battuta in Black Africa*, translated and edited by Said Hamdun and Noël Q. King (Princeton: Markus Wiener Publishers, 2005).

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, September 29th at 11:59PM Arizona Time

Use the Label "Module 5: Crisis and Innovation" and Suggested Question(s) for your engagement on Yellow Dig

Module 5 History Conversation, due by Sunday, September 29th at 11:59PM Arizona Time

Exam for Modules 1-4: due by Sunday, September 29th at 11:59PM Arizona Time

Module Six: Environment, Technology, and Budding Empires: The Age of Exploration and Conquest in the Americas

Monday, September 30th – Sunday, October 6th, 2024

Module 6 posits the question, "Why did Iberian powers venture beyond the Mediterranean Sea in the 1400s?" Students will learn of the political and religious histories of the Iberian Peninsula as driving

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forces in the path into open waters, as well as how advances in navigational technology supported these aims for the kingdoms of Portugal and Spain. A significant portion of the module will focus on points of contact and conquest in the Americas between Spanish conquistadores and indigenous communities. Within this theme, students will once again consider the role of the environment and epidemiology in shaping colonialism and future innovations of the budding empires.

Learning Materials:

Guiding Lecture: Navigational Technology, Religious Tensions, and the Birth of Transatlantic Empires

Assigned Material #1: Selections from Alfred W. Crosby, Jr., *The Columbian Exchange: Biological and Cultural Consequences of 1492*, 30th Anniversary Edition (Westport, Conn: Praeger, 2003). **OR** Nathan Nunn and Nancy Qian, "The Columbian Exchange: A History of Disease, Food, and Ideas," *Journal of Economic Perspectives* 24, no. 2 (Spring 2010): 163–88, <https://doi.org/10.1257/jep.24.2.163>.

Assigned Material #2: Selections from Rinke, Stefan, 'War and Destruction', *Conquistadors and Aztecs: A History of the Fall of Tenochtitlan* (New York, 2023; online edn, Oxford Academic, 22 June 2023), <https://doi-org.ezproxy1.lib.asu.edu/10.1093/oso/9780197552469.003.0008>.

OR Schiebinger, Londa L. *Plants and Empire : Colonial Bioprospecting in the Atlantic World*. 1st ed., Harvard University Press, 2004, <https://doi.org/10.4159/9780674043275>.

Assigned Material #3/Primary Source: Selections from “Demographic Catastrophe — What Happened to the Native Population After 1492?,” in *Digital History Reader*, editors from Virginia Tech, https://www.dhr.history.vt.edu/modules/us/mod01_pop/evidence.html#2virgin.

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, October 6th at 11:59PM Arizona Time

Use the Label “Module 6: Age of Exploration” and Suggested Question(s) for your engagement on Yellow Dig

Module 6 History Conversation due by Sunday, October 6th at 11:59PM Arizona Time

Module Seven: Canonical Scientific Revolution and Enlightenment: A Primer

Monday, October 7th – Sunday, October 13th, 2024

Module 7 introduces the canonical interpretations of two pivotal intellectual movements, the Scientific Revolution (1500s-1600s) and the Enlightenment (1600s-1800s) in Europe. Modern science, innovation as it is known today, and modern biomedicine all trace their roots back to these consequential intellectual epochs in particular parts of Europe. Unlike previous modules, students will not “complicate” the inherited narratives of the Scientific Revolution and Enlightenment. This module serves as a deep dive into the thinkers and shifts of the era in Europe. Students will question to what extent these movements represented a “paradigm shift” and to what extent these ideals percolated in popular society of Europe. The themes and ideas of the canonical histories of the Scientific Revolution and Enlightenment will be elaborated upon, and complicated, in Modules 8 and 9.

Learning Materials:

Guiding Lecture: Foundations of Scientific Revolution and the Enlightenment

Assigned Material #1: Steven Shapin, interview by Marshall Poe, “The Scientific Revolution,” *New Books Network*, podcast audio, July 26, 2018, <https://newbooksnetwork.com/steven-shapin-the-scientific-revolution-u-chicago-press-2018>.

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Assigned Material #2: TBD

Assigned Material/Primary Source #3: Immanuel Kant, "An Answer to the Question: What is Enlightenment?" (1784), trans. by Mary C. Smith, *Internet Modern History Sourcebook*, <https://sourcebooks.fordham.edu/mod/kant-what-is.asp>.

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, October 13th at 11:59PM Arizona Time

Use the Label "Module 7: Sci. and Enlightenment" and Suggested Question(s) for your engagement on Yellow Dig

Module 7 History Conversation due by Sunday, October 13th at 11:59PM Arizona Time

Module Eight: The Enlightenment in the Americas? The Case of Mental Hospitals in Colonial Mexico City, Part I

Wednesday, October 16th – Sunday, October 20th, 2024

Module 8 is a mini-module due to Fall Break. It picks up the themes and ideas presented in Module 7 to examine them in practice in an unexpected space, an early mental hospital in Colonial Mexico. Students will be instructed on how to read a historical monograph, then begin consuming the assigned material.

Learning Materials:

Guiding Lecture: Reading a Historical Monograph

Assigned Material: **Begin** Christina Ramos, *Bedlam in the New World: A Mexican Madhouse in the Age of Enlightenment* (Chapel Hill: University of North Carolina Press, 2022).

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, October 20th at 11:59PM Arizona Time

Use the Label "Module 8: First Thoughts on Bedlam" and Suggested Question(s) for your engagement on Yellow Dig

Exam for Modules 5-7 due by Sunday, October 20th at 11:59PM Arizona Time

Module Nine: The Enlightenment in the Americas? The Case of Mental Hospitals in Colonial Mexico City, Part II

Monday, October 21st – Sunday, October 27th, 2024

Module 9 elaborates the themes and ideas presented in Module 7 to examine them in practice in an unexpected space, an early mental hospital in Colonial Mexico. Students will deeply consider and evaluate Ramos' *Bedlam in the New World* and evaluate the canonical framework of the Enlightenment and Scientific Revolution.

Learning Materials:

Guiding Lecture: Re-interpreting the Enlightenment from the Periphery and from Medicine

Assigned Material: **Finish** Christina Ramos, *Bedlam in the New World: A Mexican Madhouse in the Age of Enlightenment* (Chapel Hill: University of North Carolina Press, 2022).

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, October 27th at 11:59PM Arizona Time

Use the Label "Module 9: Second Thoughts on Bedlam" and Suggested Question(s) for your engagement on Yellow Dig

Textbook Reaction Paper #1 due by Sunday, October 27th at 11:59PM Arizona

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Module Ten: Industrial Revolutions and Empire

Monday, October 28th – Sunday, November 3rd, 2024

Module 10 examines the Industrial Revolutions of the 1700s and 1800s as both a framework, canonical historical period, and a time of rapid change in everyday life and innovation. The module introduces students to the foundational themes of industrialization and innovation in the Global North, then prompts students to consider how industrialization impacted innovation and development in the Global South.

Learning Materials:

Guiding Lecture: Industrial Revolution from Films on Demand,

<https://login.ezproxy1.lib.asu.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?seriesID=132220&wID=11854>

Assigned Material #1: Selections from Jeff Horn, Leonard N. Rosenband, and Merritt Roe Smith, eds., *Reconceptualizing the Industrial Revolution* (Cambridge, MA: MIT Press, 2010).

Assigned Material #2: Selections from Fordham's Modern History Sourcebook,
<https://sourcebooks.fordham.edu/mod/modsbook14.asp>

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, November 3rd at 11:59PM Arizona Time

Use the Label "Module 10: Industrial Rev." and Suggested Question(s) for your engagement on Yellow Dig

Module 10 History Conversation due by Sunday, November 3rd at 11:59PM Arizona Time

Module Eleven: Debates on Life and the "Genius" in 19th century Science and Innovation

Monday, November 4th – November 10th, 2024

Module 11 overlaps in time with the Industrial Revolutions of the 1800s, yet pivots to look at biological debates of the 19th century over the origins of life. Often heralded as the forefather of modern biology, Charles Darwin and his *On the Origins of Species* did not occur in a vacuum. This module contextualizes the insights of Darwin within the larger debates of the era, then encourages students to evaluate what a single life, or biography, can tell us about the history of innovation and science.

Learning Materials:

Guiding Lecture: Contextualizing Charles Darwin and *On the Origins of Species*

Assigned Material #1: Selections from Janet Browne, *Charles Darwin: The Power of Place* (Princeton: Princeton University Press, 2003).

Assigned Material/Primary Source #2: Primary Sources from Darwin and his contemporaries

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, November 10th at 11:59PM Arizona Time

Use the Label "Module 11: Debates on Life in 19th c." and Suggested Question(s) for your engagement on Yellow Dig

Module 11 History Conversation due by Sunday, November 10th at 11:59PM Arizona Time

Module Twelve: Animal Rights Before Human Rights in Experimentation?: Medical Experimentation, Patient Rights, and Ethics in the United States before World War II

Tuesday, November 12th – Sunday, November 17th, 2024

Module 12 invites students to consider some likely-held beliefs as they relate to issues of "rights," protection, and experimentation. First, many might presume that the societal value of protecting

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humans in experiments predated the development of the notion of animal rights. Second, the horrors of the Holocaust and their influence in shaping bioethics cannot be understated; the modern framework of bioethics is inextricably tied to these atrocities. Yet, did the disclosures at the Nuremberg Trials really “start” the conversation that individuals needed protection as they engaged science, technology, and medicine? Both issues will be addressed through a deep-dive into the practices of medical experimentation in the United States prior to World War II.

Learning Materials:

Guiding Lecture: TBD

Assigned Material #1: Selections from Susan E. Lederer, *Subjected to Science: Human Experimentation in America before the Second World War* (Baltimore: Johns Hopkins University Press, 1995).

Assigned Material #2: TBD

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, November 17th at 11:59PM Arizona Time

Use the Label “Module 12: Medical Experimentation” and Suggested Question(s) for your engagement on Yellow Dig

Module 12 History Conversation due by Sunday, November 17th at 11:59PM Arizona Time

Module Thirteen: A New Ethos in World War II and Postwar Eras, The Birth of Big Science **Monday, November 18th – Sunday, November 24th, 2024**

Module 13 touches down in the midst of World War II to examine the cultural, economic, and systemic changes to the locations, practices, influences, and social valuing of science and innovation in the mid-twentieth century. The case studies shall center upon the United States in wartime and after as it was at the center of this grand re-ordering, yet the final two modules shall call in to question *if* the United States is the exclusive domain and agent of these shifts.

Learning Materials:

Guiding Lecture: TBD, posted to Canvas

Assigned Materials: TBD, posted to Canvas

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, November 24th at 11:59PM Arizona Time

Use the Label “Module 13: New Ethos” and Suggested Question(s) for your engagement on Yellow Dig

Module 13 History Conversation due by Sunday, November 24th at 11:59PM Arizona Time
(Last Opportunity to Complete)

Module Fourteen: Evaluating the New Ethos in Mexico: *Jungle Laboratories*, Part I **Monday, November 25th – Wednesday, November 27th, 2024**

Module 14 is a mini-module due to Thanksgiving. It picks up the themes and ideas presented in Modules 12 and 13 to examine them in practice in an unexpected space, rural Mexico. Students will be instructed on how to read a historical monograph, then begin consuming the assigned material.

Note: Thanksgiving Break 11/28 – 11/29

Learning Materials:

Guiding Lecture: TBD

Assigned Material: **Begin** Gabriela Soto Laveaga, *Jungle Laboratories: Mexican Peasants, National Projects, and the Making of the Pill* (Durham, NC: Duke University Press, 2008).

Assignments:

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Yellow Dig Weekly Engagement, period closes Sunday, December 1st at 11:59PM Arizona Time

Use the Label “Module 14: First Thoughts on Jungle Laboratories” and Suggested Question(s) for your engagement on Yellow Dig

Module Fifteen: Evaluating the New Ethos in Mexico: *Jungle Laboratories*, Part II

Monday, December 2nd – Sunday, December 7th, 2024 (Last Day of Class)

Learning Materials:

Guiding Lecture: TBD

Assigned Material: **FINISH** Gabriela Soto Laveaga, *Jungle Laboratories: Mexican Peasants, National Projects, and the Making of the Pill* (Durham, NC: Duke University Press, 2008).

Assignments:

Yellow Dig Weekly Engagement, period closes Sunday, December 7th at 11:59PM Arizona Time

Use the Label “Module 15: Second Thoughts on Jungle Laboratories” and Suggested Question(s) for your engagement on Yellow Dig

Finals Week

Final Submissions: Tuesday, December 10th at 11:59PM Arizona Time

-Textbook Reaction Paper #2

-Exam for Modules 10-13

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If this discussion does not result in a satisfactory resolution, the student may appeal in writing providing documentation to the faculty head or professor in charge of the instructor’s area who will employ the area’s procedures to resolve the grievance. For faculty head contact information, please reach out to CISA@asu.edu. 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 of whether the student is enrolled at the university. Complete details are available in [Student Grade Appeals](#).

ASU POLICIES

ASU Online Course Policies

View the [ASU Online Course Policies](#).

Academic Affairs Manual

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

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](#).

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Disability Accommodation

ASU is responsible for providing reasonable accommodations to qualified students with disabilities to ensure courses and course materials are readily accessible. Approved accommodations are determined on an individual student and course-by-course basis with priority given to a student's preferred accommodation. Accommodations may include, but

are not limited to, alternative testing, alternative formatted materials, Interpreting, CART services, captioning, note-taking, classroom laboratory aides, and/or assistive technology.

Interpreting and CART services through the Student Accessibility and Inclusive Learning Services are not available for public activities or employment on or off campus. Public, self-supporting university units (e.g., Grady Gammage Memorial Auditorium) are responsible for providing their own interpreting or CART services. This includes nonacademic credit and/or fee-based programs, lectures, classes, workshops, conferences, and activities.

Student Accessibility and Inclusive Learning Services (SAILS) Disability Accommodations

Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability [SSM 701-02](#). Students with disabilities who require accommodations must register with the [Student Accessibility and Inclusive Learning Services](#) and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor. 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.

Email: [Student Accessibility Email](#)

Phone: (480) 965-1234

FAX: (480) 965-0441

Academic Integrity and Student Code of Conduct

Academic Integrity

ASU 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](#), the [Computer, Internet, and Electronic Communications Policy](#), the [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

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.

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

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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

The [ASU Student Academic Integrity Policy](#) lists violations in detail. These violations fall into five broad areas that include, but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Student Code of Conduct

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The [Office of Student Rights and Responsibilities](#) reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

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; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement

Disruptive, Threatening, or Violent Behavior

In the classroom and out, students are required to conduct themselves in a manner that promotes a safe environment that is conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual, available at [SSM 104-02](#). Be advised that 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 SSM 201-10](#).

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

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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.

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.

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.
- Graduate academic tutoring is available for writing and statistics.
- 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 [ASU Tutoring](#) or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

Prohibition Against Discrimination, Harassment, & Retaliation

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 [Sexual Violence Prevention FAQ](#).

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](#) is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, [ASU 360 Life Services](#).

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. For more information, see the Computer, Internet, & Electronic Communications Policy at [ACD 125](#).

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The course syllabus and all other class materials (slide presentations, handouts, assignments, digital recordings, exams, quizzes, etc.) are intellectual property of Arizona State University and are not to be publicly distributed or otherwise commercialized since these materials are copyright protected. Such materials are for sole use in that designated semester. It cannot be used in any other form unless via a written statement of approval from the instructor. Commercial note taking services are prohibited in accordance with ACD 304-06 available at [ACD 304-06](#).

Instructor's Copyrighted Materials

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 note taker's name as well as the instructor's name, the course number, and the date.

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: [ASU Counseling Services](#). After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

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. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

College Contact

This course is offered by the [College of Integrative Sciences and Arts](#) (CISA). For more information about the college, visit our website: [College of Integrative Sciences and Arts](#). If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to CISA@asu.edu.