

The Southwest before the U.S.

(The notes related to the General Studies Designations are indicated as (HUAD))

SPA194 MW, Fall 2024

Professor Juan Pablo Gil-Osle



1701. Eusebio Francisco Kino. *Passage by land to California. Discover'd by Father Eusebius Francis Kino, a Jesuit; Between the Years 1698 & 1701: Containing Likewise the New Missions of the Jesuits.* E. Bowen Sc., London, 1762. Map 24 x 21 cm. Scale ca. 1:5,100,000. From Jesuits, *Letters from Missions, Travels of the Jesuits*, by John Lockman. 2d ed. corr. London, 1762, vol. 1, opposite page 395. [G4301 S1 1762 K5].

(From Maps of the Pimeria Early Cartography of the Southwest by Jack Mount. On-line)

Instructor

Name: Professor Juan Pablo Gil-Oslé

Email: jgilosle@asu.edu

Research profile and publications: <https://asu.academia.edu/JuanOsle>

Office: **DH 403C**

Office hours: MW 9:00-10:00am DH 403C, or by appointment or by appointment If the instructor's regular office hours are not convenient for the student, an appointment outside those times can be set up. The student should contact the instructor via email for an appointment or for other questions and problems. The instructor will try to return the email within 24 hours.

Course Description

We will study the development of our knowledge of the cultural area of the Southwest from pre-history to 1800. The class will be conducted in English. Spanish majors and minors COULD do the readings and the papers in Spanish. This course will focus on using information from:

1. Visit to exhibits (in person or online)
2. Geography and cartography
3. Explorers and missionaries accounts and history
4. Native American ethno-folklore, history

Course Objectives (HUAD)

This course fulfills the ASU Humanities, Arts and Design General Studies requirement. Students completing a Humanities, Arts and Design course will be able to:

- Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context. (HUAD #1) The students will make presentations of the readings for the class where the value of the cultural, political or social practices as presented in the texts, movies, maps, etc. are explained. Using the information introduced by the students, further cultural and historical contextualization will be introduced by the teacher
- Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources. (HUAD#2) In order to achieve a more complete understanding of the cultural and literary richness of early modern culture, history and society, the students will present one article addressing meaningful concepts and key historical moments.
- Identify perspectives or values as manifested in given philosophical or religious framework or a given historical or cultural context. (HUAD #3) Through the discussion about texts, visualizations of engravings, paintings, and films we will explore various interpretations of the Southwest from pre-history up to the 1800s.

Learning Outcomes

This course fulfills the ASU Humanities, Arts and Design General Studies requirement. Students completing a Humanities, Arts and Design course will be able to:

- Knowledge of some key concepts related to the cultural area of the southwest. **(HUAD #1)** .
(HUAD#2)

- Identify, analyze, evaluate, and compare themes, ideas, and perspectives related to the cultural, political, social, and historical developments in the Southwest area before 1800s. . **(HUAD#2) (HUAD #3)**

Course Assignments

Visit to the Simon Burrow Map Collection		10%
Participation in class	1	5%
Reaction paper to the movie (2 pgs., via Canvas) (HUAD#2) (HUAD #3)		5%
Presentation in Class (HUAD #1)		20%
Midterm paper (6 pages, via Canvas) (HUAD#2) (HUAD #3)		20%
Final paper (6 pages, via Canvas) (HUAD #1) (HUAD#2) (HUAD #3)		20%
1 midterm exam + 1 final exam (10% each)		20%

Reaction Paper **(HUAD#2) (HUAD #3)**

See the rubric in Canvas. Extension 2 pages. The prompt is the video about the statue of De Oñate in El Paso. As expressed in the rubric I will be look for critical thinking in the content of your short response.

Presentation in Class **(HUAD #1)**

You will present one reading during the semester, either individually or in small groups (depending on the size of the class). I will focus on how you analyze cultural, political, or social practices, texts, or discourses in the historical or critical reading and convey it to your peers. Starting from the ideas of the presentation, I will deepen and complete the analyses by opening the discussion to the rest of the students based on the questions about the reading.

Midterm Paper **(HUAD#2) (HUAD #3)**

See the rubric in Canvas. Extension 6 pages, plus bibliography. As indicated in the rubric I will looking at form as well as the content. Format MLA, double space, 12 point Times New Roman. The incorporation of bibliography in your essay is extremely important. The topic will have to do with the lectures in class.

Final Paper **(HUAD #1) (HUAD#2) (HUAD #3)**

See the rubric in Canvas. Extension 6 pages, plus bibliography. As indicated in the rubric I will looking at form as well as the content. Format MLA, double space, 12 point Times New Roman. The incorporation of bibliography in your essay is extremely important. The topic will have to do with the lectures in class.

Midterm Exam and Final Exam

The exams will have 20 questions each. The will completed in Canvas. All the questions in the exams are related to the questions about the readings for class. Every reading has a set of questions either in a separate document in Canvas, or in the Pdf of the reading itself.

GRADING SCALE:

A+ 97% - 100%

A	94% - <97%
A-	90% - <94%
B+	87% - <90%
B	84% - <87%
B-	80% - <84%
C+	76% - <80%
C	70% - <76%
D	60% - <70%
E	0% - <60%

Course Schedule (NB: Presentations are indicated on a separated list bellow)

Module 1. The land and the time before Spanish contact

Week 1, Aug 26, 28

Monday. Introduction to the course

Wed

Reading before coming to class: "1 Southwestern United States" (IN CANVAS > Files > Readings)

Week 2, Sept 2, 4

Monday, Class Excused, Labor Day

Wed, McNamee. *The Ancient Southwest: A Guide to Archeological Sites* (IN CANVAS > Readings)

Week 3 Sept 9, 11

M, Visit Simon Burrow Map Collection, School of Transborder Studies, ASU Campus, Tempe

W,

Wilcox, David R., Phil C. Wiegand, J. Scott Wood and Jerry Howard. "Ancient Cultural Interplay of the American Southwest in the Mexican Northwest." *Journal of the Southwest* 50.2 (2008): 103-206. (IN CANVAS > Files > Readings)
Available in Jstor: <https://www-jstor-org.ezproxy1.lib.asu.edu/stable/40170446>

Week 4 Sept 16, 18

Models and concepts

M,

Concepts. (Lecture)
Tepima Corridor / Tepiman Connection (Wilcox) (IN CANVAS > Files > Readings)
Burrus. *Gran Chichimeca* by Charles C. Di Peso (book review) (IN CANVAS > Files > Readings)

Return to Aztlan: Indians Spaniards and the Invention of New Mexico. By Rojo. Chap2
(IN CANVAS > Files > Readings)

Concept of “Oasisameria” and “Aridamerica” applied to early cartography of the Sonora/Arizona area. (IN CANVAS > Files > Readings)

W,

POPOL VUH

(Visualization in class while taking notes about the characteristics of Creation Myths.)

<https://www.youtube.com/watch?v=vOEQNo5m4rg>

Module 2. Transformations & Spanish contact

Week 5 Sept 23, 25

Before the Spanish Contact

M, The mystery of Chaco Canyon
(Visualization in class)

<https://www.youtube.com/watch?v=K6dEQ0QMdus>

W, BREAKING THE MAYA CODE (Film in CANVAS)
Breaking the Maya Code #4: Excerpt “The Maya Calendar”
<https://www.youtube.com/watch?v=qhWItvjk9Yg>

Pictorial work art in South Mountain: “Hohokam Rock Art at South Mountain Park” (IN CANVAS > Files > Readings)

Week 6. Sept 30, Oct 2

After the Spanish Contact

M, The arrival to Mexico and the expansion to the north (Lecture)

W, Crosby, Alfred W. “The Contrasts” and “The Columbian Exchange Continuous”. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport: Praeger, 2003. pp. 3- 34, 208-221. (IN CANVAS > Files > Readings)

Week 7 Oct 7, 9

The weather factor, and the cultural wars

M, Koch, Alexder, et al. “Earth System Impacts of the European Arrival and Great Dying in the Americas after 1492.” *Quaternary Science Reviews* 207 (2019): 13-36. (READ ONLY THE FIRST TWO PAGES)

[https://www.sciencedirect-com.ezproxy1.lib.asu.edu/science/article/pii/S0277379118307261](https://www.sciencedirect.com.ezproxy1.lib.asu.edu/science/article/pii/S0277379118307261)

W, Gruzinski, Serge. "The clash of cultures," *Painting the conquest: The Mexican Indians and the European Renaissance*. Paris: Flammarion, 1992. (IN CANVAS > Files > Readings)

Turn in midterm paper (6 pages)

Week 8, oct 12-15 BREAK

Week 9 Oct 21, 23

The Hohokam in oral literature and archeology/ Reconstruction of the CASA GRANDE Myth

M,– THE HOHOKAM CHRONICLES." Ed. Donald Bahr. pp. 45-74 (Parts1&2)

In 1935, Juan Smith and William Smith Allison, tradition bearers of the Pima tribe of Arizona, narrated and translated their telling of the Pima creation narration. Recorded by anthropologist Julian Hayden and published as *The Hohokam Chronicles*, the document was re-published in its entirety by ASU anthropologist Donald Bahr, with extensive notes and commentary to clarify the contexts of history and culture that informed the work.

We will explore the earliest of the 36 stories that comprise the *Chronicles*, beginning with the creation of the cosmos and ending with the coming of corn, a crop integral to the life of the Pima people. I will begin with a brief discussion of the dynamics of Native American oral traditions and contextual material on Pima culture and Smith and Allison's performance and translation. Afterwards, we will look at the specifics of stories we will be reading.

W- Curtis M. Hinsley, David R. Wilcox. "Arizona's First Sacred Site: The Mystique of the Casa Grande, 1848-1889." *Bilingual Review / La Revista Bilingüe* 25.2 (2000): 129-45.

<https://www-jstor-org.ezproxy1.lib.asu.edu/stable/25745699>

Exam in class

Week 10 Oct 29, 30

Spanish Colonial period in the Northern Frontier & Texas Coast

M

Chapter 1, "New Mexico and the Pimería Alta: A Brief Introduction to the Colonial Period in the American Southwest", by John G. Douglass and William M. Grave, pp. 3-46. In *New Mexico and the Pimería Alta: The Colonial Period in the American Southwest*. John G. Douglass and William Graves. University Press of Colorado, 2017.

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=4820389>

W Living in the Texas Coast

Núñez Cabeza de Vaca, Álvaro. The 1542 Relación (Account) of Álvaro Núñez Cabeza de Vaca p. 1-281. **Chap 13-20**

Week 11 Nov 4, 6

From Texas to the West

M Núñez Cabeza de Vaca, Álvar. The 1542 Relación (Account) of Álvar Núñez Cabeza de Vaca p. 1-281. **Chap 21-30**

<http://hdl.handle.net.ezproxy1.lib.asu.edu/2027/heb.03503>

W Sonora in Cabeza de Vaca

Núñez Cabeza de Vaca, Álvar. The 1542 Relación (Account) of Álvar Núñez Cabeza de Vaca p. 1-281. **Chap 31 to the end**

<http://hdl.handle.net.ezproxy1.lib.asu.edu/2027/heb.03503>

Week 12 Nov **11**, 13

Next *Entradas* in the Southwest: Niza, Alarcon, Coronado, De Oñate

M Next *Entradas* in the Southwest: Niza

Document 6. Fray Marcos de Niza. *Documents of the Coronado Expedition 1539-1542*,

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=1104390>

W Next *Entradas* in the Southwest: Alarcon

Document 15. *Narrative of Alarcon's Voyage, 1540*. In *Documents of the Coronado Expedition 1539-1542*,

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=1104390>

Week 13 Nov 18, 20

M Next *Entradas* in the Southwest: Coronado

Document 13. Record of Mexican Indians Participating in the Expedition, 1576. In *Documents of the Coronado Expedition 1539-1542*,

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=1104390>

W Next *Entradas* in the Southwest and Southeast: Coronado and others Duval. *The Native Ground*. Introduction, chapter 1 & chapter 2

<https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=3441510>

Week 14 Nov 25, 27

Next *Entradas* in the Southwest: De Oñate

M

The Last Conquistador. 2008. Directed by John J. Valadez, Cristina Ibarra. (Film in CANVAS> Assignments)

Juan de Oñate. Letter, on March 2, 1599. In *The Norton Anthology of Latino Literature*, pp. 77-89
(IN CANVAS > Files > Readings)

W The Missions in the Pimeria

Turn in reaction paper to the movie *The last conquistador*.

Fray Eusebio Francisco Kino, In *The Norton Anthology of Latino Literature*, pp. 116-128
(IN CANVAS > Files > Readings)

Week 15 Dec 2, 4

M The Comanche and the border Presidios

Juan Bautista de Anza. In *the Norton Anthology of Latino Literature*, pp. 147-158
(IN CANVAS > Files > Readings)

W Exam in class

Classes end Dec 6

Week 16 Dec 9

M Turn in Final Paper

Final Grades Dec 16

List of Presentations in Class (HUAD #1)

(25 groups)

Week 2, Sept 2, 4

Monday, Class Excused, Labor Day

Wed, McNamee. *The Ancient Southwest: A Guide to Archeological Sites* (IN CANVAS > Readings)

Group 1. _ _____

Week 3 Sept 9, 11

M, Visit Simon Burrow Map Collection, School of Transborder Studies, ASU Campus, Tempe

Group 2. _ _____

W,

Wilcox, David R., Phil C. Wiegand, J. Scott Wood and Jerry Howard. "Ancient Cultural Interplay of the American Southwest in the Mexican Northwest." *Journal of the Southwest* 50.2 (2008): 103-206. (IN CANVAS > Files > Readings)

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Group 3. _ _____

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Group 4. _ _____

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POPOL VUH

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Group 5. _ _____

Module 2. Transformations & Spanish contact

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Before the Spanish Contact

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Group 6. _ _____

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Group 8. _ _____

Week 7 Oct 7, 9

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Group 9. _ _____

W, Gruzinski, Serge. “The clash of cultures,” *Painting the conquest: The Mexican Indians and the European Renaissance*. Paris: Flammarion, 1992. (IN CANVAS > Files > Readings)

Group 10. _ _____

Turn in midterm paper (6 pages)

Week 8, oct 12-15 BREAK

Week 9 Oct 21, 23

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Group 11. _ _____

W- Curtis M. Hinsley, David R. Wilcox. “Arizona’s First Sacred Site: The Mystique of the Casa Grande, 1848-1889.” *Bilingual Review / La Revista Bilingüe* 25.2 (2000): 129-45.

<https://www-jstor-org.ezproxy1.lib.asu.edu/stable/25745699>

Group 12. _ _____

Exam in class

Week 10 Oct 29, 30

Spanish Colonial period in the Northern Frontier & Texas Coast

M

Chapter 1, “New Mexico and the Pimería Alta: A Brief Introduction to the Colonial Period in the American Southwest”, by John G. Douglass and William M. Grave, pp. 3-46. In *New Mexico and the Pimería Alta: The Colonial Period in the American Southwest*. John G. Douglass and William Graves. University Press of Colorado, 2017.

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=4820389>

Group 13. _ _____

W Living in the Texas Coast

Núñez Cabeza de Vaca, Álvaro. The 1542 Relación (Account) of Álvaro Núñez Cabeza de Vaca p. 1-281. **Chap 13-20**

Group 14. _ _____

Week 11 Nov 4, 6

From Texas to the West

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<http://hdl.handle.net.ezproxy1.lib.asu.edu/2027/heb.03503>

Group 15. _ _____

W Sonora in Cabeza de Vaca

Núñez Cabeza de Vaca, Álvar. The 1542 Relación (Account) of Álvar Núñez Cabeza de Vaca p. 1-281. **Chap 31 to the end**

<http://hdl.handle.net.ezproxy1.lib.asu.edu/2027/heb.03503>

Group 16. _ _____

Week 12 Nov **11**, 13

Next *Entradas* in the Southwest: Niza, Alarcon, Coronado, De Oñate

M Next *Entradas* in the Southwest: Niza

Document 6. Fray Marcos de Niza. *Documents of the Coronado Expedition 1539-1542*,

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=1104390>

Group 17. _ _____

W Next *Entradas* in the Southwest: Alarcon

Document 15. *Narrative of Alarcon's Voyage, 1540*. In *Documents of the Coronado Expedition 1539-1542*,

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=1104390>

Group 18. _ _____

Week 13 Nov 18, 20

M Next *Entradas* in the Southwest: Coronado

Document 13. Record of Mexican Indians Participating in the Expedition, 1576. In *Documents of the Coronado Expedition 1539-1542*,

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=1104390>

Group 19. _ _____

W Next *Entradas* in the Southwest and Southeast: Coronado and others

Duval. *The Native Ground*. Introduction, chapter 1 & chapter 2

<https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=3441510>

Group 20. _ _____

Week 14 Nov 25, 27

Next *Entradas* in the Southwest: De Oñate

M

The Last Conquistador. 2008. Directed by John J. Valadez, Cristina Ibarra. (Film in CANVAS > Assignments)

Group 21. _ _____

Juan de Oñate. Letter, on March 2, 1599. In *The Norton Anthology of Latino Literature*, pp. 77-89

(IN CANVAS > Files > Readings)

Group 22. _ _____

W The Missions in the Pimeria

Turn in reaction paper to the movie *The last conquistador*.

Fray Eusebio Francisco Kino, In *The Norton Anthology of Latino Literature*, pp. 116-128

(IN CANVAS > Files > Readings)

Group 23. _ _____

Week 15 Dec 2, 4

M The Comanche and the border Presidios

Group 24. _ _____

Juan Bautista de Anza. In *the Norton Anthology of Latino Literature*, pp. 147-158

(IN CANVAS > Files > Readings)

Group 25. _ _____

University Policies

Technical Support

This course uses Canvas to deliver content. It can be accessed through the MyASU portal at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. For technology support or other services, go to your MyASU portal and click on the HELP tab—or contact the ASU Experience Center. Go to <https://tech.asu.edu/services/ec> for email and live chat options. Phone: 1-855-278-5080 or +1-480-965-6500.

Communication and Technology Requirements

Canvas Email/Messages 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. *All instructor correspondence will be sent to students via their ASU email account.*

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

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

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing work in ASU courses. While students will be able to access course content with mobile devices, students must use a computer for all assignments, quizzes and exams, and virtual labs.

Other Campus Resources

- [SILC Learning Support Services](#)
- [ASU Academic Success Program](#) (tutoring)
- [Counseling Services](#)
- [Financial Aid](#)
- [Student Accessibility and Inclusive Learning Services](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

Absence Policy

Excessive unexcused absences can and will adversely affect students' final grades in the course. Students are allowed 3 unexcused absences with no penalties. After that, absences will be excused on a case by case basis. Extenuating circumstances should be discussed with the instructor. However, that does not guarantee that an exception will be made. Each unexcused absence will result in a loss of 5 pts off the top of the overall grade.

Expected Course Behavior

Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Any disruptive behavior, which includes ringing cell phones, listening to music, text messaging, constant talking, eating food noisily, will not be tolerated. The use of laptops (unless for note taking) are strictly prohibited during class.

Students are expected to follow Netiquette, the expected behavior for any course with online elements, to include discussion forums, video responses, peer reviews, peer meetings, and any other interactions with instructor or peers via writing, audio, or video. Any student not meeting these expectations will be reminded of the academic nature of the course, and if the inappropriate behavior continues will result in administrative action. "An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor." (Student Affairs Manual 602-10).

Accommodation for Religious Practices

The university community should, in all its activities, be sensitive to the religious practices of the various religious faiths represented in its student body and employees. Faculty are asked to recognize the obligations of their students who may be participating in the observance of religious holidays. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances. For more information, visit <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Missed Classes Due to University-Sanctioned Activities

Students who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. Normally, the made-up work will be due on the class day immediately after the absence. Absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. For more information, visit <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academic-integrity>

Plagiarism of any kind will not be tolerated. Students must take the exams independently without assistance from other students. Students may not submit papers written by persons other than themselves. Students must submit original work for this course and may not submit papers previously submitted to (an) other class (es). 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. See <https://provost.asu.edu/academic-integrity>

In this course, all assignments must be completed by the student. Artificial Intelligence (AI), including ChatGPT and other related tools used for creating of 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.

Disruptive, Threatening, or Violent Behavior

In the classroom and out, students are required to conduct themselves in a manner that promotes an environment that is safe and 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 <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Content Warning

Please note that some course content or linked materials may be deemed offensive by some students. Please notify the instructor or department if any materials are considered offensive or warrant additional warnings or context.

Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Student Accessibility and Inclusive Learning Services office should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthews Center Building. SAILS staff can also be reached at (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: <https://eoss.asu.edu/accessibility>.

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 <http://www.asu.edu/aad/manuals/acd/acd125.html>

Prohibition Against Discrimination, Harassment, and 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 <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

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.

Land Acknowledgement

ASU acknowledges the twenty-two Native Nations that have inhabited this land for centuries. Arizona State University's four campuses are located in the Salt River Valley on ancestral territories of Indigenous peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) native communities. We acknowledge the sovereignty of these nations and seek to foster an environment of success and possibility for Native American students and patrons.

Mental Health

Students 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 academic performance and/or reduce the 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. ASU's dedicated crisis line is available 24/7 for crisis consultation by calling 480-921-1006. The new telehealth counseling system MySSP provides "Open Call and Open Chat," allowing students to talk to counselors immediately, 24/7 and 365 days a year. Students can also schedule continued counseling through MySSP. Counseling is available in 50 languages and services are available anywhere in the world.

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.

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.