



CHI 343: Daoism

Fall 2024, Session C: Aug 22–Dec 26, 2024

Meeting Times and Location

Tuesday and Thursday 10:30–11:45 am

Instructor's Contact Information

Instructor: Pui See Wong

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Office Hours: By appointment

Course Description

Daoism (also spelled “Taoism”), a living organized religion that is part and parcel of the cultural landscape of the greater China region, is one of the less studied religions in East Asian culture. Since its inception in the second century CE, Daoism has evolved through a complex history into multiple traditions. Many of the concerns faced by the various historical Daoist communities—socio-politics, community formation, gender issues, technologies in the form of rituals—are something that humanities share.

In this course, we shall learn about Daoism from the Daoists themselves: In the first half of the semester, we shall learn about modern Daoism through the experience and thoughts of an ordained Daoist priest, who was also a scholar of Daoism. The modules are organized according to conception of Daoism as three kinds of body: Daoism is a social body through which members of the community gather, connect and sustain each other through rituals. Daoism imagines the human body in terms of inner landscape, dwelled by multiple spirits. Daoists not only revere a host of pantheon but also aspire to gain everlasting life like the gods. After gaining an understanding of how Daoism is practiced today, in the second half of the course, we will explore the inner core of Daoism by delving into Daoist scriptures written since the second century C.E. We will read texts from three early Daoist traditions, the Celestial Masters, the Highest Purity/Clarity (or Shangqing), and the Numinous Treasure (or Lingbao) to discern their history, literature, philosophy, art history that remains in the inner fabric of Daoism today.

Learning Outcomes

With the successful completion of this course, you will be able to:

- Demonstrate general knowledge about various Daoist traditions
- Perform close reading and analysis on both primary and secondary sources
- Develop broader awareness of culturally specific knowledge and concepts and reflect on your own personal cultural context
- Communicate complex ideas in both spoken and written form
- Compose short analytical papers in clear, analytical English prose
- Revise and improve your written work, drawing on feedback from others
- Offer constructive feedback to improve written work in aspects such as grammar, structure, sentence construction, argumentation, and others
- Exchange ideas in a respectful and open-minded manner with peers from different backgrounds and experiences
- Gather, analyze, and distill information to effectively present to a larger audience

Course Materials

Required

To purchase/rent:

- Stephen Bokenkamp, *Early Daoist Scriptures*, 1999 (EDS) (Available at ASU library in ebook format)
- Kristofer Schipper, *The Taoist Body*, 1994 (TTB) (Available at ASU library. Held at Reserve)

Website: <https://www.davidjmozina.com/chapters.html>

All other course materials available on Canvas

Course Assignments

Attendance and Class Participation

Students are expected to attend class prepared to discuss the assigned materials and participate in planned activities.

Blog Postings

Students are expected to read all the assigned readings before each lecture and to post a summary stating the main thesis, the supporting evidence, and one question related to the reading with 150–200 words. This is due by 11:59 pm every Monday and Wednesday prior to class.

Choice between Two Exams OR Two Papers

Students are given the choice of taking two exams or writing two papers, which are due at the conclusion of Topic 1 and Topic 2 of the semester as shown in the Course Schedule. Students must adhere to their choices once the first exam or paper is written and they are required to inform the instructor of their choices by taking a survey before the end of the first week.

Exams 1 and 2

The two exams will be taken on Canvas with Lockdown Browser. They must be completed by 11:59 pm on the respective due dates. Students are responsible to download Lockdown Browser and ensure the testing environment is functional the day before each exam.

Papers 1 and 2

Students who choose to write papers will answer specific prompts with 500-600 words and in no more than 2 pages. The papers are to be completed in a 3-step process. First, students will compose a draft, submit it for peer review. Once the draft has been submitted, each student will receive two of their peers' papers that are randomly distributed through the Canvas (see below). They will review these papers and provide feedback following a guideline. Then students will revise their own first draft based on the peer reviews they receive before submitting the final copy. The first drafts aren't expected to be perfect, but it should be edited, coherent, and with limited grammatical mistakes. Students will only be graded on the peer reviews they provide and final versions of their papers, not the first draft. However, to be able to receive papers to review, one has to submit their first drafts on time.

Final Paper/Creative Project:

As the concluding assignment, students will submit either (1) a 4- to 5-page academic paper (1500 words max) addressing specific prompts or (2) a creative project that must include a 2-3-page manifesto (1000 words max) explaining the project.

Students who are interested in working on a creative project are required to inform the instructor of their intention (non-binding) in by the end the first week by filling out the survey and to meet with the instructor by Sep 26 to discuss the plan for their project. They will also have to set up two more meetings to keep the instructor updated about their projects.

Some potential ideas for creative projects (not an exhaustive list):

- Writing/rewriting lyrics of a song
- Creative composition of a poem or short novel
- An artistic creation drawing
- A podcast or video on a reconstructed ritual
- Knitting, crocheting, or sewing project
- Woodwork
- Baking
- Creation of a video game

Either option will require students to complete the following steps, each of which is graded separately:

- a) Submit a written outline for your paper project (up to 2 pages). The instructors will review the outline and provide feedback.
- b) Write the first draft and include all the feedback given by the instructor. Once the draft has been submitted, each student will be responsible for reading and reviewing two of their peers' papers that are randomly distributed through the Canvas.

- c) Edit the first draft based on constructive feedback from your peers and upload the final version to Canvas.

Presentation & Feedback

Every student will prepare and present a 10–15-minute presentation that introduce their final paper/creative project to the class. Students who are not presenting will provide feedback to the presenter.

Peer Review

The **peer review** is to promote intellectual exchange and to build a supportive learning environment by having students to engage with their colleagues’ ideas and provide feedback. For Papers 1, 2 and the Final Paper/Project, you will receive credit for providing **two** peer-reviews according to the requirements. Find the peer review guidelines here: [Peer Review Guidelines](#).

Peer reviews will only be generated if you submit your first drafts by the deadline. Otherwise, you will not receive essays for giving peer reviews and hence the credit for the assignment will be lost.

Assessment and Grade Percentages

Grade Breakdown

Option 1: Exams

Attendance & Participation	10%
Blog Postings	15%
Exams (15% X 2)	30%
Final’s Outline	5%
Presentation	10%
Final Paper/Project	20%
Final’s Peer Reviews	10%
First draft (5%)	
Presentation (5%)	
Total	100%

Option 2: Papers

Attendance & Participation	10%
Summary Postings	15%
Papers	30%
Final version (10% X 2)	
Peer review (5% X 2)	
Final's Outline	5%
Presentation	10%
Final Paper/Project	20%
Final's Peer Reviews	10%
First draft (5%)	
Presentation (5%)	
Total	100%

Student will be required to complete all readings, assignments, papers, and exams. Your final grade will be computed mathematically, with proper proportional weight given to the results you have achieved in the areas noted in the table above. Your grade will be determined entirely based on your participation, writing assignments, peer reviews and exams, final project.

Final Grade Conversion

A+ = 98-100 A=94-97 A-=90-93

B+ = 87-89 B=84-86 B-=80-83

C+= 77-79 C=76-70 D = 60-69 F=below 60

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>

Course Schedule

COURSE SCHEDULE	
Thu., Aug. 22	Course Introduction Assignment: Complete Self-introduction on Canvas
Sat., Aug 24	Complete Self-Introduction, Academic Integrity Agreement, and Assignment Survey
Topic 1. Introduction: What is Daoism?	
Module 1. Daoism in the West vs. East	
Tue., Aug. 27	Daoism as A Subject of Interest in the West Readings: Tim Barrett, "Chinese Religion in English Guise," pp. 509–517, 525–526, 530, 531–533 and Goossaert & Palmer, <i>The Religious Question in Modern China</i> , pp. 19–27. Media: Taoism, A Question of Balance, 1977
Wed., Aug. 28	<u>Last Day to Drop/Add ASU Courses Without College Approval</u>
Thu., Aug. 29	History of Daoism and Some Key Concepts Readings: Bokenkamp, EDS, 10–23, Sivin, "State, Cosmos, and Body in China," Robinet, <i>Taoism: Growth of a Religion</i> , 7–19. Optional: Raz, <i>The Emergence of Daoism</i> : 1–26
Topic 2. Modern Daoism through the Lens of An Insider	
Module 2. Daoism as Social Body	
Tue., Sep. 3	Temple as the Center of Community Readings: Schipper, TTB, Author's Note & Ch.1 Optional: Tam, Wai Lun. "Communal Worship and Festivals in Chinese Villages"
Thu., Sep. 5	Link and Lineage Readings: Schipper, TTB, Ch. 4, Mozina, <i>Knotting the Banner</i> , Preclude (pp. 1–5) Media: Mozina's Ch. 1 video Optional: Mozina, <i>Knotting the Banner</i> , Ch. 1

Tue., Sep. 10	<p>Rituals</p> <p>Readings: Schipper, TTB, Ch. 5</p> <p>Media: Mozina’s video clips on talisman (Ch. 4)</p> <p>Optional: Mozina, <i>Knotting the Banner</i>, Ch. 3</p>
Module 3. Daoism and the Human Body	
Thu., Sep. 12	<p>Inner Landscape and Multi-spirit Residents</p> <p>Readings: Schipper, TTB, Ch. 6, Robinet, <i>Taoism: Growth of a Religion</i>, 110–113, Susan Huang, <i>Picturing of the True Form</i>, 65–73, 78–83, mostly pictures)</p> <p>Optional: Kroll, “Body Gods and Inner Vision: The Scripture of the Yellow Court,” Robinet, <i>Taoist Meditation</i>, Ch. 7.</p>
Tue., Sep. 17	<p>Meditation to Return to the One</p> <p>Readings: Schipper, TTB, Ch. 8</p> <p>Optional: Robinet, <i>Taoist Meditation</i>, Ch. 4</p>
Thu., Sep. 19	<p>Cosmological Power</p> <p>Readings: Boltz, “Opening the Gates of Purgatory”</p> <p>Optional: Mozina, <i>Knotting the Banner</i>, Ch. 4</p>
Module 4. Daoism and the Divine Body	
Tue., Sep. 24	<p>Divine Body</p> <p>Readings: Schipper, TTB, Ch. 8</p> <p>Media: “Hanxin’s Revenge”</p> <p>Optional: Boretz, <i>Gods, Ghosts, and Gangsters</i>, Ch. 2</p>
Thu., Sep. 26	<p>Deification of Laozi</p> <p>Readings: Schipper, TTB, Ch. 7, Company, <i>To Live As Long As Heaven and Earth</i>, pp. 194–211</p> <p>Optional: Csikszentmihalyi, “Laozi.”</p>
Sun., Sep. 29	PAPER 1 First Draft due by 11:59 pm (Canvas)

Tue., Oct. 1	<p>Transcendents or <i>xian</i></p> <p>Readings: Campany, <i>Making Transcendents</i>, xiii–xvii, Schipper, TTB, Ch. 9</p> <p>Optional: Campany, <i>Making Transcendents</i>, Chapter 2, <i>To Live As Long As Heaven and Earth</i>, pp. 172–188, 259–268, 274–275 for hagiographies of Wang Yuan and Magu, Jian Keng/Peng Zu, Jiao Xian, and Yin Changsheng.</p>
Tue., Oct. 1	PAPER 1 Peer Reviews due by 11:59 pm (Canvas)
Thu., Oct. 3	EXAM 1/PAPER 1 final version due by 11:59 pm (Canvas)
Topic 3. Early Daoism through the Witness of Daoist Scriptures	
Module 5. Celestial Master Daoism	
Tue., Oct. 8	<p>Introduction to the Celestial Masters</p> <p>Readings: Bokenkamp, EDS, pp. 29–58</p> <p>Optional: Kleeman, “Daoism in the Third Century.”</p>
Thu., Oct. 10	<p>Regulation of the Body and the Perfect Society</p> <p>Readings: Bokenkamp, EDS, pp. 78–83, 91–113</p> <p>Optional: Kleeman, <i>Celestial Masters</i>, 79–104</p>
Tue., Oct. 15	FALL BREAK (NO CLASS)
Thu., Oct. 17	<p>Sex and Reunification with the One</p> <p>Readings: Bokenkamp, EDS, pp. 83–91, 113–126</p> <p>Optional: Raz, “The Way of the Yellow and the Red: Re-examining the Sexual Initiation Rite of Celestial Master Daoism”</p>
Tue., Oct. 22	<p>Celestial Master Community</p> <p>Readings: Kleeman, “Community and Daily Life in the Early Daoist Church,” 395–399, 410–430</p> <p>Optional: Kleeman, <i>Celestial Masters</i>, 221–272</p>
Module 6. The Highest Purity (Shangqing) Daoism	
Thu., Oct. 24	<p>Introduction to Shangqing Daoism</p> <p>Readings: Bokenkamp, EDS, pp. 275–289, 295–302</p> <p>Optional: Strickmann, “The Mao Shan Revelations,” 1-64.</p>

Tue., Oct. 29	<p>Hierogamy</p> <p>Readings: Bokenkamp, "Declarations of the Perfected"</p> <p>Optional: Bokenkamp, <i>A Fourth-Century Daoist Family</i>, Vol 1, pp. 1–17</p>
Thu., Oct. 31	<p>Shangqing Meditation</p> <p>Readings: Bokenkamp, EDS, 307–331</p> <p>Optional: Robinet, <i>Taoist Meditation</i>, Ch. 8.</p>
Tue., Nov. 5	<p>Daoism and Women</p> <p>Readings: Raz, "Birthing the Self," Jia, "The Identity of Tang Daoist Priestesses"</p> <p>Optional: Valussi, "Blood, Tigers, Dragons"</p>
Module 7. The Numinous Treasure (Lingbao) Daoism	
Thu., Nov. 7	<p>Introduction to Lingbao Daoism</p> <p>Readings: Bokenkamp, "Daoism and Buddhism," 197–199, EDS, 373–392</p> <p>Optional: Robinet, <i>Taoism: Growth of a Religion</i>, Ch. 6.</p>
Tue., Nov. 12	<p>Daoism's Interactions with Buddhism</p> <p>Readings: Bokenkamp, EDS, 405–432.</p> <p>Optional: Bokenkamp, <i>Ancestors and Anxiety</i>, pp. 1–7 and Ch. 5</p>
Thu., Nov. 14	<p>Universal Salvation through Ritual</p> <p>Readings: Bokenkamp, "The Purification Ritual of Luminous Perfected"</p> <p>Optional: Bokenkamp, "Silkworm and the Bodhi Tree."</p>
Tue., Nov. 19	<p>Ritualization</p> <p>Readings: Bell, "Ritualization of Texts and Textualization of Ritual"</p> <p>Optional: Company, "On the Very Idea of Religions"</p>
Topic 4. Winding Down	
Thu., Nov. 21	Final Paper/Project Workshop
Fri., Nov. 22	PAPER 2 First Draft due by 11:59 pm (Canvas)
Sun., Nov. 24	PAPER 2 Peer Reviews due by 11:59 pm (Canvas)
Tue., Nov. 26	EXAM 2/PAPER 2 Final Version due by 11:59 pm (Canvas)

Wed., Nov. 27	FINAL'S Outline due by 11:59 pm (upload to Canvas)
Thu., Nov. 28	THANKSGIVING BREAK (NO CLASS)
Tue., Dec. 3	Presentation
Thu., Dec. 5	Presentation
Fri., Dec 6	FINAL First Draft due by 11:59 pm (Canvas)
Sun., Dec 8	FINAL Peer Reviews due by 11:59 pm (Canvas)
Tue., Dec 10	FINAL PAPER/PROJECT due by 11:59 pm (Canvas)

Please note that the reading schedule is subject to change.

Bibliography

Catherine Bell, "Ritualization of Texts and Textualization of Ritual in the Codification of Taoist Liturgy," *History of Religions*, 27, vol. 4 (1998): 366–392.

Stephen Bokenkamp. *A Fourth-Century Daoist Family: The Zhen'gao, or Declarations of the Perfected, Volume 1*. Berkeley: University of California Press, 2021.

Stephen Bokenkamp. *Ancestors and Anxiety: Daoism and the Birth and Rebirth in China*. Berkeley: University of California Press, 2007

Stephen Bokenkamp, "Daoism and Buddhism" in *Encyclopedia of Buddhism*, 197–199.

Stephen Bokenkamp. "Declarations of the Perfected," in *Religions of China in Practice*, by Donald S. Lopez, 166-179. Princeton: Princeton University Press, 1996

Stephen Bokenkamp. *Early Daoist Scriptures*. Berkeley: University of California Press, 1999.

Stephen Bokenkamp. "The Purification Ritual of the Luminous Perfected," in *Religions of China in Practice*, ed. Donald S. Lopez, Jr. 268–277. Princeton: Princeton University Press, 1996.

Stephen Bokenkamp, "The Silkworm and the Bodhi Tree: The Lingbao Attempt to Replace Buddhism in China and Our Attempt to Place Lingbao Taoism" in *Religion and Chinese Society Vol 1*, (2004), 317–339.

Judith M Boltz. "Opening the Gates of Purgatory: A Twelfth-Century Taoist Mediation Technique for the Salvation of Souls." In *Tantric and Taoist Studies: In honor of R.A. Stein: Volume Two*, ed. Michel Strickmann, 487–511. Brussels: Institut Belge des Hautes Études Chinoises, 1983.

Avron Boretz. *Gods, Ghosts, and Gangsters: Ritual Violence, Martial Arts, and Masculinity on the Margins of Chinese Society*. Honolulu: University of Hawaii Press, 2010.

- Robert F. Campany. *Making Transcendents: Ascetics and Social Memory in Early Medieval China*. Honolulu: University of Hawai'i Press, 2009.
- Robert F. Campany. "On the Very Idea of Religions" *History of Religions*, 42, no 4 (May 2003), 287-319.
- Robert F. Campany. *To Live As Long As Heaven and Earth*. Berkeley: University of California Press, 2002.
- Mark Csikszentmihalyi. "Laozi," in *Readings in Han Chinese Thought*, ed. Mark Csikszentmihalyi. 96–115 Indianapolis: Hackett Publishing, 2006.
- Susan Huang. *Picturing the True Form*. Cambridge: Harvard University Asia Center, 2015.
- Jia Jianhua. "The Identity of Tang Daoist Priestesses," in *Gendering Chinese Religion: Subject, Identity, and Body*, eds. Jia Jinhua, Kang Xiaofei, and Yao Ping, 103–132. Albany, NY: SUNY Press, 2014.
- Terry Kleeman. *Celestial Masters: History and Ritual in Early Daoist Communities*. Cambridge: Harvard University Asia Center, 2016.
- Terry Kleeman, "Community and Daily Life in the Early Daoist Church," In *Early Chinese Religion, Part Two: The Period of Division (220-589 AD)*, 395–436. Leiden, The Netherlands: Brill, 2009
- Terry Kleeman. "Daoism in the Third Century" in *Purposes, Means and Convictions in Daoism: A Berlin Symposium*, ed. Florian Reiter, 10–28. Wiesbaden: Harrassowitz, 2007.
- Paul Kroll. "'Body Gods and Inner Vision: The Scripture of the Yellow Court,'" in *Religions of China in Practice*, ed. Donald S. Lopez, Jr., 149–155. Princeton: Princeton University Press, 1996.
- Christine Mollier. *Buddhism and Taoism Face to Face: Scripture, Ritual, and Iconographic Exchange in Medieval China* (Honolulu: University of Hawaii Press, 2008), 55-99
- David Mozina. *Knotting the Banner: Ritual and Relationship in Daoist Practice*. 2021.
- Gil Raz. "Birthing the Self: Metaphor and Transformation in Medieval Daoism," in *Gendering Chinese Religion: Subject, Identity, and Body*, eds. Jia Jinhua, Kang Xiaofei, and Yao Ping, 183–200. Albany, NY: SUNY Press, 2014.
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- Gil Raz. "The Way of the Yellow and the Red: Re-examining the Sexual Initiation Rite of Celestial Master Daoism," *Nan Nü* 10 (2008): 86–120.
- Isabelle Robinet. *Taoism: Growth of a Religion*, trans. Phyllis Brooks. Stanford: Stanford University Press, 1997.

Isabelle Robinet. *Taoist Meditation: The Mao-shan Tradition of Great Purity*, trans. Julian Pas and Norman Girardot. Albany: State University of New York, 1993.

Kristofer Schipper. *The Taoist Body*. Berkeley: University of California Press, 1993.

Michel Strickmann. "The Mao Shan Revelations: Taoism and the Aristocracy." *T'oung Pao* 63, no. 1 (1977): 1-64

Tam, Wai Lun. "Communal Worship and Festivals in Chinese Villages," in *Chinese Religious Life*, eds. David A. Palmer, Glenn Shive, and Philip Wickeri, 30–49. Oxford: Oxford University Press, 2011.

Elena Valussi, "Blood, Tigers, Dragons: The Physiology of Transcendence for Women," *Asian Medicine* 4.1 (2008): 46–85

Grading Policies

No Generative AI Use Permitted:

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. All works that are suspected of being the product of Generative AI will not receive any credit unless they can be proven otherwise.

Absences

Students must attend all lectures and complete the online activities and assignments. You are entitled to one unexcused absence over the semester. Besides that, unless you have a serious excuse, such as a medical issue or a family emergency, each absence will lower your overall attendance grade by 2%.

Submitting Assignments

All online assignments must be submitted via the associated assignment submission feature in Canvas. Do not submit an assignment via email unless instructed otherwise.

Late or Missed Assignments

The due dates for all assignments are marked on the syllabus. Unless you have a serious excuse, such as a medical issue or a personal/family emergency, late submissions of all non-discussion post assignments will be penalized by 5% for every 24 hours past the deadline up to two weeks. Late submission for discussion post before class is not accepted.

Grade Appeals

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](#).

Communication

Your 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 your ASU email account.

Honors Contracts

Honors Contracts will be offered with this course. If you are interested in setting up an Honors Contract, please visit barretthonors.asu.edu for detailed information such as how to get started. You need also to discuss your interest with your instructor before the end of Module 1 to design an agreement tailored to help you specifically.

Add/Drop/Withdrawal

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

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 from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

A student may be found to have engaged in academic dishonesty if, in connection with any academic evaluation or academic or research assignment (including a paid research position), he or she engages in any form of academic deceit, refers to materials/sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages) not authorized by the instructor for use during the evaluation or assignment; possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an evaluation or assignment in advance of its administration; acts as a substitute for another person in any academic evaluation or assignment; uses a substitute in any academic evaluation or assignment; depends on the aid of others, including other students or tutors, in connection with any evaluation or assignment to the extent that the work is not representative of the student's abilities; engages in plagiarism; uses materials from the Internet or any other source without full and appropriate attribution; permits his or her work to be submitted by another person in connection with any academic evaluation or assignment, without authorization; claims credit for or submits work done by another; signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending.

Accessibility Accommodations

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

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.

Learning Support Services (LSS) provides access to specialized software, media, computer classrooms, consulting on technology projects, access to specialized equipment, and training for students enrolled in SILC courses. LSS also supports proficiency and placement testing for those courses in SILC that require it. Students have access to LSS physical spaces, including informal study areas, computer classrooms, active learning classrooms, and studio spaces 65 hours per week – from 7:30am – 9:30pm Monday through Thursday, 7:30am – 5:00pm on Friday. LSS staff are available onsite to support faculty and students within the School 55 hours per week, and regularly respond to requests for support outside of working hours. Students can contact Learning Support Services at silclss@asu.edu; for support for online courses, we encourage faculty to contact us at silclss_ois@asu.edu. Students are required to comply with ACD 125: Computer, Internet, and Electronic Communications policy <http://www.asu.edu/aad/manuals/acd/acd125.htm>

Other Campus Resources

Please refer to the following additional resources available to ASU students:

[ASU Academic Success Program \(tutoring\)](#)

[Counseling Services](#)

[Financial Aid](#)

[Student Accessibility and Inclusive Learning Services](#)

[Major & Career Exploration](#)

[Career Services](#)

[Student Organizations](#)

Expected Classroom Behavior

Netiquette is defined as appropriate online behavior. For this course, netiquette includes keeping course discussion posts focused on the assigned topics, maintaining a positive and polite atmosphere, and using tact in expressing differences of opinion. Inappropriate discussion posts may be deleted by the instructor.

Policy Against Threatening Behavior

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

Reporting Title IX Violations

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.

Policy on Sexual 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. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement.

Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the **Student Accessibility and Inclusive Learning Services**.

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.