Syllabus

ASU STUDY ABROAD ANTARCTICA

5 credits, 2 classes

FIS 394: Antarctica: Humans and the Environment

Fall 2020

**When:** Weds 3:05 PM – 5:50 PM

**Where:** TBD

**Instructor:** Andrew Maynard (andrew.maynard@asu.edu)
Interdisciplinary B, room B366D

**Co-Instructor:** Nicole Mayberry (nkmayber@asu.edu)

**Office Hours:** Maynard: Wednesdays 10:00 AM – 12:00 PM (or by appointment)

FIS 394: Antarctica: Humans and the Environment

Study Abroad, Winter Break 2020

**When:** December 17 – 29 2020

**Where:** Argentina, Antarctica

**Instructor:** Andrew Maynard (Andrew; andrew.maynard@asu.edu)
Interdisciplinary B, room B366D

**Co-Instructor:** Nicole Mayberry (nkmayber@asu.edu)

Course meets 2 credits of ASU’s Literacy (L) requirement, and 2 credits of the CLAS “Sciuence & Society” requirement

# COURSE DESCRIPTION

Antarctica is truly unique. It’s the coldest, windiest, driest, highest, quietest, most remote, and least understood continent on earth. It’s massive ice sheets account for over 60% of the world’s fresh water. It is the only continent to not have an indigenous population, and to be populated mainly by scientists. And it has a mystique that continues to draw explorers, scientists, hunters, tourists, and others to it as they search for knowledge, inspiration, resources, and enlightenment.

The course provides a rare opportunity to explore and experience first-hand the physical, ecological, social, and political landscape that Antarctica represents. By weaving together perspectives on the continent’s environment and ecosystems with it’s unique position in todays incresasingly complex social, political and technological world, participants will gain new insights into how Antarctica impacts all of our lives. Particular attention is given in the course to Antarctica’s physical and ecological systems, as well as human activity in the region, sustainable tourism, the use of south polar resources, and the broader social value and importance of the continent.

**ASU’s Study Abroad Antarctica** includes a fall hybrid course and a two week field excursion to Ushuaia Argentina, and Antarctica. The course is a collaboration between The Ohio State University, University of California Davis, and Arizona State University as well as American Universities International Programs (AUIP), University of Canterbury, New Zealand, and Gateway Antarctica: Centre for Antarctic Studies and Research.

During the fall, you will need to enroll in two courses. The first is a hybrid course entitled “FIS 394 – Antarctica: Humans and the Environment” that will run from August to December. The semester will be organized around a series of weekly 90 minute online lectures webcast in real-time on Wednesday afternoons.These lectures are being arranged not just for us, but for the other universities involved. We will watch all lectures together in class. Lectures will be interactive and you will have the opportunity to ask questions and discuss some of the ideas with our fellow students at the other universities.

The second course you need to register for is “FIS 394: Antarctica: The Frozen Continent.” This will be the study abroad section of the program and will run from December 16 – 30, although flights to and from the experience may leave earlier or arrive later than those exact dates. You must register for this winter term course as part of their fall course load.

During the fall semester, you will write and rewrite a short essay and prepare an independent research paper in your area of interest. During the two-week Antarctic excursion, you will work on one of three group field studies (with a presentation in on the boat and post-trip group paper submission), and submit journal entries (during the trip) and a media outreach assignment. When you return from the trip, you will submit a revised (final) version of the research paper, a Group Field Study Report, their Field Journal and a Retrospective Media Outreach Project.

# COURSE OBJECTIVES

Students will:

1. Develop, through lectures and assigned readings, an interdisciplinary and integrated understanding of Antarctica’s history, the continent’s physical/biological/human ecosystems, social, scientific/technological and political factors surrounding the continent, and Antarctica’s potential future.
2. Develop specialized knowledge, through independent study, of the issues in a specific, chosen area of Antarctic inquiry (e.g., history of science/exploration, environmental ethics, geology and global climate change, marine bird or southern forest conservation, etc.).
3. Develop, through field study, a critical appreciation of issues in exploration, exploitation, conservation, and sustainable tourism in the Antarctic region.
4. Enhance intellectual maturity and confidence through teamwork, cross-cultural engagement, and self-reflection.

# FALL ONLINE LECTURE ATTENDANCE

Viewing all online lectures and active participation in online discussions is required. Students will be expected to do complete all readings and come prepared with three questions each week for the presenter.

# FIELD COURSE ATTENDANCE

Punctual attendance and active engagement is required for all scheduled, program–related activities e.g., group meetings, field excursions, lectures and student presentations) unless student receives course instructor approval. 20% of your grade of the second course will be based on participation and engagement not only because the field research projects will be done in teams, but because the travel and field component of the course as a whole will require teamwork. Participation in voluntary field activities is at the discretion of the student (with consultation of course instructors). **Please note:** students must not leave the group without consent of faculty leaders.

# COURSE MANAGEMENT SOFTWARE

All students participating in the course will have access to the course Canvas site. This site will include all of the readings for the course and may be used to coordinate submitting assignments.

# COURSE ASSIGNMENTS

This program is divided into two courses. Half of the activities are done on the ground in the United States. The second half of the activities will take place in Ushuaia, on the boat, and in Antarctica during the two week study abroad program. Students will take two courses. The first roughly corresponds with the fall semester. The second corresponds with the time abroad.

# GRADING BREAKDOWN

**Part A: Fall Course**

Participation 30%

Research paper proposal September [x] 5%

First essay September [x] 5%

Revised essay October [x] 15%

Research paper outline November [x] 5%

Research paper November [x] 20%

Final Research Paper January [x] 20%

**Part B: Field Course (Winter)**

Participation 40%

Student field journal January [x] 15%

Group Assignment January [x] 35%

Retrospective media

 outreach project January [x] 10%

# DESCRIPTION OF COURSE ASSIGNMENTS

**Part A: Fall Course**

**Participation (30%)**

To successfully complete this course you must complete a series of assignments and exams. But most importantly, this course is based on discussion and shared experiences. Thus it is imperative that you not only complete the readings before class and attend all of the lectures and activities, but that you also engage and participate in them well. If you cannot watch the lectures in real time, please contact the professor to make arrangements for watching the lectures asynchronously. Students who do not watch the lectures live will submit a small additional assignment (write 4 to 6 sentences about two things you found most surprising in the lecture) and will submit that before the next course meeting.

Students who attend all of the lectures and activities will receive a base “B+” grade. Students’ base grade will be reduced by the percentage of classes they missed. Grades above a B+ will be given to students who ask questions and engage with other students in class time.

**Independent research project (50%)**

Based on literature published in peer-reviewed journals, you will develop a ~1500 word research paper exploring a topic related to an area of interest or your major.

The first step of this project is to submit a **Research paper proposal** to the Canvas *research proposal dropbox* using filename *“student lastname research proposal”* on **[date]** The proposal includes a one paragraph summary statement and a bibliography containing at least 5 sources from the published literature on a topic of your own choosing. You will get feedback from the faculty on the relevance and feasibility of your proposed project. (*5% of total grade*)

Second you will create a **Research paper outline** submitted to the Canvas *research outline dropbox* using filename *“student lastname research outline”* on **[date]**. The outline includes a proposed title, topic and thesis, short sentence summary of each paragraph, and updated bibliography. You will again get feedback on your outline. (*5% of total grade*)

Before we leave for Antarctica you will write a **Research paper** submitted to the Canvas *research paper dropbox* using filename *“student lastname research paper”* on **[date]** You will get written feedback on your paper to help them refine and focus your ideas and arguments. (*20% of total grade*)

The approximately 1500 word paper should use Times New Roman 12-point font, single-spaced, and one inch margins, and follow American Psychological Association (APA) citation guidelines (references and optional appendices not included in word limit). Grades will be penalized for incorrect filenames and for late submission (10% loss/day late).

APA citation guideline example (author. (date). article title. *journal title*, volume #: pages.) e.g:

Spiller, J. and Kissek, L. (2016). Traveling With Students to Antarctica. *Journal of Off-the-Wall Academics*, 30:692-703.

After we return from the trip you will write a **Revised research paper** submitted to the Canvas *revised research paper dropbox* using filename *“student lastname research paper”* on **January 15, 2021**. This final research paper will be informed not only by the comments of the faculty, but also by the your own experience on the continent. (*20% of total grade*)

**Short essay (20%)**

You will write and rewrite a 500 word essay based on topics posted in Canvas that draw on course lectures, course readings and at least two external sources (essays <450 words or >550 words will be returned for author revision).

The **first** **essay** should be submitted via the Canvas *Essay #1 dropbox* using filename *“student lastname essay #1”* by **[date]** (*5% of grade*).

You will receive feedback on the form, writing, and argument of your first essay and use this input to recraft your essay. This **revised essay** should be submitted via the Canvas *Essay #2 dropbox* using filename *“student lastname essay #2”* by **[date]** (*15% of grade*).

**Format of Essay:** Your essay should be structured into four main parts.

*Introduction*: Outline background to the question and set out your framework for discussion (~ 100 words).

*Discussion*: Address a key issue from the readings you find important. The discussion should thoughtful, well-written, and persuasive, supported by evidence from the course readings and at least two external readings you gather. Be sure to clearly separate main discussion points (~ 300 words).

*Conclusion*: Sum up discussion and provide clear set of concluding points (~ 100 words).

*References*: These are not included in your word limit. You should use class readings and lectures, and cite these in the body of the essay and reference list, using the American Psychological Association citation guidelines mentioned above. You should also use at least one additional reference from the peer-reviewed literature, which you have found yourself. Please cite this/these and add to references at the end of the essay.

**Part B: Field Course (Winter Break- December 2020)**

**Participation (40%)**

The travel portion of this program will be incredibly rewarding, but also arduous. In order to get the most out of the experience we will be working together, learning from each other, and leaning on one another at times. Thus it is imperative that you not only attend all of the lectures and activities, but that you also engage and participate in them, and that you work to make the trip a beneficial experience for all. To emphasize this, a significant part of your overall grade will be based on your engagement. Participation points are also given to students who are good citizens on the trip. Each of us engaged in the program can have a large impact on the ability of others to learn from and enjoy the experience. Students who make life difficult for others and detract from the ability of others to learn will have points from their participation grade deducted. Those who go out of their way to build community and support others will have points added. **Students who show up for official program activities drunk or suffering the effects of alcohol or other substances will not be allowed to participate and their grade will be reduced accordingly.**

**Group Assignment / Field module (35%)**

Students choose one of three field modules, depending on their area of interest. These in-depth group projects are based on field observations in Antarctica. Module descriptions, readings, and support materials are posted in Canvas. The field course readings, course instructors, and ship-board field staff are resources to help you complete the modules–but not to provide you with the answers.

Final group module/research project paper submitted via the Canvas *field module dropbox* using filename *“Student group name field module paper”* is due by **[date]**

**Student field journal (15%)**

One of the objectives of this course is to enhance intellectual maturity and confidence through team work, cross-cultural interaction, and self-reflection. The field journal assignment includes directed reflection on the course as well as student experiences, observations, and interactions with the Antarctic environment and other ship passengers. You will submit your journal entries for review during the excursion to course instructors.

**Retrospective Media Outreach project (10%)**

Produce a media story (e.g., newspaper article, blog, video, public presentation, poster) or an educational outreach activity (~500 words) that describes how you benefited from the course, raises awareness of this study abroad course, or educates others about Antarctica. It must include details on BOTH your academic and personal experience related to both the online and field course components. The final product should (a) sufficiently professional so you could submit it to your college newspaper or study abroad office and (b) explain how you plan on using your project for outreach.

Retrospective Media Outreach project submitted via the Canvas *media paper dropbox* using filename *“student lastname media paper”* is due by **January 15, 2019**.

# READINGS, LECTURES AND OTHER CLASS MATERIAL

**Online Course:** Fall semester lectures (60-75 minutes each) are coordinated by American Universities International Programs (AUIP) and delivered by experts from the Christchurch, New Zealand region.

The course syllabus, assignments, and weekly readings (listed in the schedule below) are posted in the course Canvas site, as are the dropboxes for all assignments.

**Field Course:**  **PLEASE NOTE**- before departing for the Antarctic excursion, you need to assemble and bring (in print or electronic form) all readings and materials posted on Canvas that are associated with the field module assignment and field journal assignment. You can (a) print the documents and compile them in a notebook or (b) organize them in digital form on a notebook or laptop to bring on the field course. **You must have these documents in Antarctica**!

***Recommended***: Antarctic wildlife field guides are very helpful for students conducting the seabird field project. You may want to bring one of these to assist:

Carey, P. and Franklin, C. (2009). *Antarctica Cruising Guide*. Wellington, New Zealand: Awa Press.

Shirihai, H. (2008). *The Complete Guide to Antarctic Wildlife*. Princeton, NJ: Princeton University Press.

# GRADE ASSESSMENT

Final grades for all credits will be assessed together and as follows:

A 93.0 - 100 % B- 80.0 - 82.99 %

A- 90.0 - 92.99 % C+ 77.0 - 79.99 %

B+ 87.0 - 89.99 % C 73.0 - 76.99 %

B 83.0 - 86.99 % C- 70.0 - 72.99 %

# FALL COURSE SCHEDULE

**Week 1 – Welcome and Course Introduction, [date]**

Presenter: Larry Krissek (The Ohio State University)

Readings: *None*

**Week 2 – Antarctic Psychology, [date]**

Presenter: Gary Steel (Lincoln University)

Readings:

Norris, K. et al. (2010). Future directions in Antarctic psychology research. *Antarctic Science*, 22(4), 335-342.

Steel, G.D. (2015). Chapter 17: Extreme and Unusual: Psychology in Antarctica. In Liggett, D., et al (eds.) *Exploring the Last Continent*. Springer International: DOI 10.1007/978-3-319-18947-5\_17; 361-377.

**Week 3 – History of Antarctic Exploration [date]**

Presenter: Peter Carey (SubAntarctic Foundation)

Reading:

Martin, S. (1996). *A History of Antarctica*. Sydney: State Library of New South Wales Press. 17-31.

**ASSIGNMENT due:** Research Paper Proposal [date]

**Week 4 – Antarctic Marine Ecosystems, [date]**

Presenter: Peter Carey (SubAntarctic Foundation)

Reading:

Barnes, D. and Clarke, A. (2011). Antarctic marine biology. *Current Biology*, 12(12), 451-457.

**Week 5 – Antarctic Birds, [date]**

**Presenter**: Peter Carey (SubAntarctic Foundation)

Readings:

Birdlife International, “Seabird-Safe Fisheries”

Review list of birds at following website as well:

 <https://en.wikipedia.org/wiki/List_of_birds_of_Antarctica>

**ASSIGNMENT due:** First Essay due

**Week 6 – Ushuaia and the Antarctic Peninsula, [date]**

**Presenter**: Gabriela Roldan (Gateway Antarctica)

Readings:

Bertram, E., Muir, S., & Stonehouse, B. (2007). Gateway ports in the development of Antarctic tourism. *Prospects for Polar Tourism*, 123-146.

Elzinga, A. (2013). Punta Arenas and Ushuaia: early explorers and the politics of memory in constructing Antarctic gateway cities. *The Polar Journal*, *3*(1), 227-256.

**Week 7 – Ushuaia: Tourism destination or frontier town? The impacts of tourism at the end of the world, [date]**

Presenter: Gabriela Roldan (Gateway Antarctica)

Readings: None!

**Week 8 – Glaciology and Ice, [date]**

Presenter: Oliver Marsh (Gateway Antarctica)

Readings:

Jouthin, I., Smith, B.E., and Medley, B. (2014). Marine ice sheet collapse potentially underway for the Thwaites Glacier Basin, West Antarctica. *Science*, 344(6185): DOI 10.1126/science.1249055, 735-738.

Scams et al. (2017). How much, how fast? A scientific review and outlook for research on instability of Antarctica’s Thwaites Glacier in the 21st Century.

**Week 9 – Terrestrial Ecosystems in Antarctica [date]**

Presenter: Paul Broady (University of Canterbury)

Readings:

Broady, P. (2015). Chapter 10: Life on Land: Aquatic Ecosystems. In Liggett, D., et al (eds.) *Exploring the Last Continent*. Springer International: DOI 10.1007/978-3-319-18947-5\_10; 175-200.

Broady, P. (2015). Chapter 11: Life on Land: Non-aqueous Ecosystems. In Liggett, D., et al (eds.) *Exploring the Last Continent*. Springer International: DOI 10.1007/978-3-319-18947-5\_11; 201-228.

**ASSIGNMENT due:** Revised Essay due

**Week 10 – Antarctic Territorial Claims and Intro to Antarctic Treaty System, [date]**

Presenter: Neil Gilbert (Gateway Antarctica)

Readings:

Dodds, K.J. (2010). Amongst the palm trees: ruminations on the 1959 Antarctic Treaty. *Polar Record*, 46(1), 1-2.

Baker, F.W.G. (2010). Some reflections on the Antarctic Treaty. *Polar Record*, 46(1), 2-4.

Beck, P.J. (2010). Fifty years on: putting the Antarctic Treaty into the history books. *Polar Record*, 46(1), 4-7.

Berkman, P.A. (2010). Common interests in the international space of Antarctica. *Polar Record*, 46(1), 7-9.

Bulkeley, R. (2010). The political origins of the Antarctic Treaty. *Polar Record*, 46(1), 9-11.

Rothwell, D.R. (2010). Sovereignty and the Antarctic Treaty. *Polar Record*, 46(1), 17-20.

**Week 11 – Antarctic Geology, [date]**

Presenter: Bryan Storey (Gateway Antarctica)

Readings:

Cook, Y. and Storey, B. (2015). Chapter 2: A Continent Under Ice: The Geological Setting of Antarctica. In Liggett, D., et al (eds.) *Exploring the Last Continent*. Springer International: DOI 10.1007/978-3-319-18947-5\_2; 9-27.

Storey, B., and Cook, Y. (2015). Chapter 3: A Long Journey South: Unravelling Antarctica’s Geological History. In Liggett, D., et al (eds.) *Exploring the Last Continent*. Springer International: DOI 10.1007/978-3-319-18947-5\_3; 29-49.

Atkins, C. (2015). Chapter 4: Looking Back to the Future: Palaeoclimate Studies in Antarctica. In Liggett, D., et al (eds.) *Exploring the Last Continent*. Springer International: DOI 10.1007/978-3-319-18947-5\_4; 51-65.

**ASSIGNMENT due:** Research Paper Outline

**Week 12 – Environmental Management, Environmental Protocol, and the CEP, [date]**

**Presenter**: Neil Gilbert (Gateway Antarctica)

Readings:

Chown, S. et al. (2012). Challenges to the Future Conservation of the Antarctic. *Science*, 337, 158-59.

Tin, T. et al. (2009). Impacts of local human activities on the Antarctic environment. *Antarctic Science*, 21(1), 3-33.

**Week 13 – THANKSGIVING BREAK – NO CLASS**

**ASSIGNMENT due:** Research Paper

**Week 14 – Antarctic Research: Exploring the BIG questions, [date]**

**Presenter**: Bryan Storey (Gateway Antarctica)

Readings:

Bentley, M. (2015). Recent Climate Change: Causes and Impacts of Climate Change in Antarctica. *Exploring the Last Continent*. Switzerland: Springer Int. Pub., 505-520

International Association Antarctica Tour Operators (IAATO). *Climate Change in Antarctica: Understanding the Facts*.

Week 15 – Antarctic Field Excursion Orientation, [date]

Presenter: Larry Krissek (The Ohio State University)

**ASSIGNMENTS DUE: January 2021**

Final Research Paper

Group Field Study Report

Retrospective Media Outreach Project

# IMPORTANT ADDITIONAL INFORMATION – PLEASE READ

*This syllabus is subject to change. It is your responsibility to read e-mail updates from the instructor as well as check the blackboard site for alterations made as events occur. Communication will be through your @ASU.EDU email only – please make sure you check it daily. E-mail questions and concerns from students are encouraged. The Instructor will try to respond to e-mailed questions within 48 hours.*

## Read the syllabus!

I know it’s pointless including this, because of you’re here, you’re reading the syllabus! But do read the syllabus carefully and frequently—it contains everything you need to pass the course, and excel in it. If you lose points because of a dumb mistake, the chances are, you didn’t read the syllabus, and I’m not likely to be sympathetic.

## Canvas

All course materials, and assignments — including rubrics and assignment submissions — will be handled through Canvas. The course Canvas site will go live at least a week before the course starts — if you’re having trouble accessing it, please email the course instructor.

## Academic Integrity

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.  For more information, see <https://provost.asu.edu/academic-integrity>.

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, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date, and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may discuss assignments with other students, however, all writing that you turn in must be done independently.  If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students. 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 and would like to use the work from previous assignments should contact the instructor for permission to do so.

## Incompletes

A mark of "I" (incomplete) can be given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded using the form at <https://students.asu.edu/forms/incomplete-grade-request>. Students should be proactive and discuss this with their instructor and TA before the end of the semester. Students who do not complete this form before the end of the semester cannot be given an incomplete and will be awarded a grade based on the work they have completed. Students have one calendar year to make up the work. After that the “I” grade becomes a permanent “E” (failing) grade.

## Late Assignments

Late assignments may be graded low or not at all, unless prior permission has been sought for late submission. Advanced written or e-mailed notice that you will miss a class or have to turn in an assignment late could help your cause.

## Grade Appeals

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

## Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including: The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://eoss.asu.edu/dos/srr/codeofconduct>.

## Electronic Devices in the Classroom

**Laptops, tablets and phones**
Use of laptops, tablets and phones during class is allowed for notetaking or in-class research and exercises. However, the repeated disruptive and inappropriate use of laptops, tablets or phones (for instance, for checking emails, surfing the web for non-class purposes, taking non-essential calls, or keeping up to date with social media) may lead to a loss of grade points.

## Professionalism in the Classroom

While learning happens throughout ASU, the classroom is a particularly important focal point. Students are asked to contribute to a collegial atmosphere where ideas can be exchanged, discussed, and debated freely by avoiding disruptions through their own behavior and the distractions of their technology. Disruptive, threatening or violent behavior will be dealt with according to the policies in the Student Services Manual, [SSM 104–02](https://www.asu.edu/aad/manuals/ssm/ssm104-02.html). Students wishing to record lectures electronically must first get permission from the instructor.

## Absences

It is impossible to learn from your fellow students when you or they are not there. As such attendance is required in this course. Should you have to miss a class, contact your instructor as far in advance as possible. Depending on the nature of the absence the instructor may elect to deduct points from your overall grade. Absences can be excused for religious observances or practices that are in accord with [ACD 304–04](https://www.asu.edu/aad/manuals/acd/acd304-04.html) or university sanctioned events/activities that are in accord with [ACD 304–02](https://www.asu.edu/aad/manuals/acd/acd304-02.html).

## Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](https://www.asu.edu/aad/manuals/acd/acd304-06.html), 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.

## Student Support and Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. [Qualified students with disabilities may be eligible to receive academic support services and accommodations](https://www.asu.edu/aad/manuals/ssm/ssm701-01.html). Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: [**https://eoss.asu.edu/drc**](https://eoss.asu.edu/drc)**.** If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

## Sexual Violence and Harassment

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/>.

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 discuss any concerns confidentially and privately.

## Student Uploads to Online Course Shells

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, any material that is not the student's original work, unless the students first complies with all applicable copyright laws. Faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

## Drop and Add Dates/Withdrawals

Please refer to the [academic calendar](https://students.asu.edu/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 policies: [Withdrawal from Classes](https://www.asu.edu/aad/manuals/ssm/ssm201-08.html), [Medical/Compassionate Withdrawal](https://www.asu.edu/aad/manuals/ssm/ssm201-09.html).

## Email Communications

All email communication for this class will be done through your ASU email account and the blackboard site. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email log into your MyASU account and under the Service tab you can file a “new ticket” to get assistance.

## Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

 Tutoring: <https://tutoring.asu.edu/tutoring>

 Counseling Services: <https://eoss.asu.edu/counseling>

 Financial Aid: <https://students.asu.edu/financialaid>

 Major/Career Exploration: [https:/students.asu.edu/programs](https://students.asu.edu/programs)

 Career Services: <https://eoss.asu.edu/cs>

 Student Organizations: <https://eoss.asu.edu/clubs>