ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 05/03/11

1. ACADEMIC UNIT: The Design School

2. COURSE PROPOSED: APH 212 Culture of Place 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Associate Professor Kimberly Steele Phone: 964-5853
   Mail Code: 1606 E-Mail: kimberly.steele@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry-L □
   Mathematical Studies–MA □ CS □
   Humanities, Fine Arts and Design–HU □
   Social and Behavioral Sciences–SB □
   Natural Sciences–SQ □ SG □

   Awareness Areas
   Global Awareness–G □
   Historical Awareness–H □
   Cultural Diversity in the United States–C □

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: ____________________________

   Is this an a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? ________

   Joseph Ewan, Assistant Director
   Chair/Director (Print or Type)

   Date: 5-3-11

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU-[C] CRITERIA

**CULTURAL DIVERSITY IN THE UNITED STATES**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
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1. A Cultural Diversity course must meet the following general criteria:
   - The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.
   - Syllabus
   - Bibliography

2. A Cultural Diversity course must then meet **at least one** of the following specific criteria:
   a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.
   - Syllabus
   - Bibliography

   b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
   - Syllabus
   - Bibliography

   c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.
   - Syllabus
   - Bibliography

   *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.
   **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example - See 2b. Compares 2 U.S. cultures</td>
<td>Example - Compares Latino &amp; African American Music</td>
<td>Example - See Syllabus Pg. 5</td>
</tr>
<tr>
<td>See Criteria #1. Analyzes &quot;place&quot; as a spatial construction dependent on diverse cultural influences.</td>
<td>Examines how ethnicity, race, gender and class have shaped the American landscape.</td>
<td>See syllabus, lessons 1-15, pages 4-6</td>
</tr>
<tr>
<td>See Criteria #2b, c.</td>
<td>Compares concept of &quot;place&quot; as culturally contingent; compares agricultural landscapes from perspectives of owner vs. worker; assesses shifting ethnic landscapes of U.S. cities; contributions of ethnic/racial groups to urban spatial form, compares power relations as manifested through zoning, graffiti, suburban demographics, legally sanctioned definitions of family, domestic spatial configurations.</td>
<td>See syllabus: Lesson 2&amp;3: Culture, Place &amp; Landscape Lesson 4: The Look of the Place Lesson 5: In the Fields Lesson 6-9: Where We Live Lesson 11: Enclaves &amp; Fortresses Lesson 12: Ethnic Enclaves Lesson 13: Home Lesson 14: Family Lesson 15: Domiciles</td>
</tr>
</tbody>
</table>
APH 212: Culture of Place

Professor: Kim Steele
Email: kim.steele@asu.edu
Office: CDS 311
Office Hours: By Appointment

COURSE OUTLINE
Culture of Place explores contemporary conditions in the built environment as they are shaped by cultural phenomena. In particular, this course investigates aspects of the built environment that often are not recognized as designed or intentional. The shape and character of our built environment plays a significant role in orienting and directing the course of our lives and that of the society in which we live: looking beneath the surface at how the form of our everyday environments came into being is the central concern of this course. We will analyze aspects of landscapes, cities, communities, and homes to understand the complex cultural forces that helped determine their forms. You will be required to assess actual sites through writing and photo documentation.

Although this course is web delivered, it is neither automated nor self-paced. You are expected to engage in all learning tasks and attend threaded discussions on the eBoard. To access the class website and eBoard, you can use your personal computer, one in the library, and/or computer labs at ASU. Check the class website for a list of these labs and their hours of operation.

Reading: You do not have to purchase any books or reading packets. Instead, all of the readings are posted online within the class website. To access an article, go to the Learning Task section and enter the correct password (a password should have been sent to you before the first day of class). The articles are linked to the article titles under each lesson on the timeline. To honor copyright law, we ask that you do not share nor distribute these documents. Read the articles carefully and on time, as they form the basis of both electronic bulletin board (eBoard) discussions and graded work.

Academic Dishonesty: You are expected to turn in original work for this course. Quotations or ideas paraphrased from other work must be properly cited. Taking credit for another’s ideas or writing is plagiarism, which is a serious violation of the University’s Code of Academic Integrity.
In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” [as] using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately.” Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

GRADED WORK
We expect every student to leave this course with a better – more insightful – understanding of the built environment and the forces that underlie its form. Along the way, we ask that you
complete several interactive reading reviews, and answer and ask questions on our electronic bulletin board (eBoard).

**Participation (100 Points):** You are responsible for participating in the threaded discussions that take place on the electronic bulletin board (eBoard). You should post two substantive comments or questions per Lesson. A "substantive" post is one that is thoughtful, developed and connected to the lesson topic; typically, substantive posts are more than three sentences long. These posts must keep up with the progress of the course. You cannot, for example, go back to the eBoard and post to a Lesson after it has been completed and expect for the posts to be counted toward your participation grade. The teaching team will keep track of your participation, including assessing the value of what you bring to this interactivity. Refrain from flaming or ad hominem comments. Please be rigorous but constructive.

**Critical Review #1 (100 Points):** Since one of the main objectives of this class is to help you think critically about the world around you this assignment asks you to critically analyze a specific site using the readings as the foundation for your analysis. Check the website or email your TA for a list of the sites you may analyze. You must analyze one of these sites. You will need to take photographs of your site and include the photos as additional pages in your essay. The photographs should be your work not downloaded from the web or scanned from another source. Your grade will be based on the clarity and relevance of your thesis, clear and concise writing, and adherence to the assignment guidelines listed on the class website. Your paper should be double-spaced, one-inch margins all-around, 12 point New Times Roman font: no less than three (3) full pages long (excluding images), and include:

1) A clear thesis statement. Your thesis statement should be placed in the first paragraph of the paper. It should closely follow this format: "In this paper I will show how (particular site) demonstrates (underlying cultural forces in its formal construction) in the following ways: ______, ______ and ________.

2) The ways you identify (list way) should form the structure of your essay and, hence, function as evidence in support of your thesis.

3) Use the reading from Lessons 1 through 5. Make sure to incorporate the many definitions/concepts we have covered in lecture and the readings. Take care to footnote your sources.

4) The photographs should follow the review. The photos should form a visual narrative of the selected site: use a critical eye when taking the photos and again when selecting which photos to include in the review.

**Critical Review #2 (100 Points):** Learning from our evaluation of your first paper, this assignment also asks you to critically analyze a second site for the way it does or does not demonstrate. Check the website or email your TA for a list of sites you may analyze. You must analyze one of these sites. Again, you are required to photograph your site and include the photos as additional pages in your review. The photographs should be your work not downloaded from the web or scanned from another source. Your grade will be based on the clarity and relevance of your thesis, clear and concise writing, and
adherence to the assignment guidelines. Your paper should be double-spaced, one-inch margins all-around, 12 point New Times Roman font: no less than three (3) full pages long (excluding images), and include:

1) A clear thesis statement. Your thesis statement should be placed in the first paragraph of the paper. It should closely follow this format: "In this paper I will show how (particular site) demonstrates (underlying cultural forces in its formal construction) in the following ways: _______, _______, and _________."

2) The ways you identify (list way) should form the structure of your essay and, hence, function as evidence in support of your thesis.

3) Use the reading from Lessons 6 through 10. Make sure to incorporate the many definitions/concepts we have covered in lecture and the readings. Take care to footnote your sources.

4) The photographs should follow the review. The photos should form a visual narrative of the selected site: use a critical eye when taking the photos and again when selecting which photos to include in the review.

**Final Exam 100 Points:** The final exam is cumulative, covering material from the first lesson to the last lesson. Pay particular attention to the readings, and lectures. The exam consists of two essay questions as well as true/false and short answer questions. See the Schedule for the date & time of the exam. Go to Students/Assignment Hints in the Virtual Classroom to read a sample essay question.

**Grading Scale: 0 to 400 Points**
- A+ ..... 400+ Points
- A ..... 372 - 399 Points
- A- ..... 360 - 371 Points
- B+ ..... 352 - 359 Points
- B ..... 332 - 351 Points
- B- ..... 320 - 331 Points
- C+ ..... 312 - 319 Points
- C ..... 300 - 311 Points
- D ..... 240 - 279 Points
- E ..... 000 - 239 Points

**LEARNING TASKS**
This course is comprised of 15 lessons. Each lesson includes all or some of the following tasks:
- **1.** Reading: Read an article or book chapter
- **2.** Reading Review: Reconsider Key Concepts from the Readings
- **3.** Website: Surf Relevant Websites
- **4.** Lecture: Listen to Streaming Audio Lectures with PowerPoint Slides
- **5.** Media Clips: Review Relevant Film and Media Clips
- **6.** iModules: Engage Interactive Learning Modules
- **7.** eBoard: Pose and Answer Questions on the Electronic Bulletin Board
<table>
<thead>
<tr>
<th>Lesson 01</th>
<th>What is <em>culture</em>? What is <em>place</em>? (Tuesday, 8/26)</th>
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</thead>
<tbody>
<tr>
<td>Reading:</td>
<td>“Outside Lies Magic” selections (Stilgoe, 1998)</td>
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<tr>
<td>Lecture:</td>
<td>Looking Around – Course Introduction</td>
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<tr>
<td>eBoard:</td>
<td>Discuss with Classmates</td>
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<tr>
<th>Lesson 02</th>
<th>Culture, Place and Landscape - part2 (Thursday, 8/28)</th>
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</thead>
<tbody>
<tr>
<td>Reading:</td>
<td>“Place Basics: concepts, research and literature” (Beatley, 2004)</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.storyofstuff.com/">http://www.storyofstuff.com/</a></td>
</tr>
<tr>
<td>Lecture:</td>
<td>Defining concepts</td>
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<tr>
<td>eBoard:</td>
<td>Discuss with Classmates</td>
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</table>

**Comment [K1]:** The length of this reading has been scaled back from 81 pages to 52 pages.

<table>
<thead>
<tr>
<th>Lesson 03</th>
<th>Culture, Place and Landscape– part3 (Tuesday, 9/2)</th>
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<tbody>
<tr>
<td>Reading:</td>
<td>“Lure of the Local” (Lippard, 1997)</td>
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<tr>
<td>Lecture:</td>
<td>Finding your Critical Eye</td>
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<tr>
<td>eBoard:</td>
<td>Discuss with Classmates</td>
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<tr>
<th>Lesson 04</th>
<th>The Look of the Place (Thursday, 9/4)</th>
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<tr>
<td>Reading:</td>
<td>“California: the beautiful and the damned” (Mitchell, 1996)</td>
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<td></td>
<td>“The Unsettling of America” (Berry, 2002)</td>
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<tr>
<td>Website:</td>
<td><a href="http://www.invisibleamerica.com/whycybraceros.shtml">http://www.invisibleamerica.com/whycybraceros.shtml</a></td>
</tr>
<tr>
<td>Lecture:</td>
<td>Bucolic Landscapes?</td>
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<tr>
<td>eBoard:</td>
<td>Discuss with Classmates</td>
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<tr>
<th>Lesson 05</th>
<th>In the Fields (Tuesday, 9/9)</th>
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<tr>
<td>Reading:</td>
<td>“Don’t let them make you feel you did a crime’: Immigration law, labor rights and farmworker testimony” (Shea, 2003)</td>
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<td></td>
<td>“Nobodies: Does slavery exist in America?” (Bowe, 2003)</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.invisibleamerica.com/whycybraceros.shtml">http://www.invisibleamerica.com/whycybraceros.shtml</a></td>
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<tr>
<td>Lecture:</td>
<td>In the Fields</td>
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<tr>
<td>eBoard:</td>
<td>Discuss with Classmates</td>
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<tr>
<th>Lesson 06</th>
<th>Food (Thursday, 9/11)</th>
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<tbody>
<tr>
<td>Screening:</td>
<td><em>Life and Debt</em> (Black, 2001)</td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://wordforward.publicradio.org/programs/2008/06/27/">http://wordforward.publicradio.org/programs/2008/06/27/</a></td>
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<tr>
<td></td>
<td><a href="http://www.mediathatmattersfest.org/mtm_good_food/">http://www.mediathatmattersfest.org/mtm_good_food/</a></td>
</tr>
<tr>
<td>Lecture:</td>
<td>Folly of Agribusiness</td>
</tr>
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</table>
Assignment 1: Due to you instructor as an email attachment on Saturday, September 13, by 9:00am MST

Lesson 07: Where we live: Cities (Tuesday, 9/16)
Reading: “Spicing the City” “Buscando America” “Latino Metropolis” (Davis, 2000)
“Racial origins of zoning in American Cities” (Silver, 1997)
Reading Review
Lecture: Cities Now
eBoard: Discuss with Classmates

Lesson 08: Cities - 2 (Thursday, 9/18)
Reading: “Individual Spaces and Collective Places” (Rowe, 1997)
Reading Review
Lecture: Who’s Neighborhood?
eBoard: Discuss with Classmates

Lesson 09: Cities - 3 (Tuesday, 9/23)
Reading: “Contesting the Public Realm: Struggles over Public Space in Los Angeles” (Crawford, 1995)
“Urban Graffiti on the City Landscape” (Alonso, 1998)
“The Erosion of Public Space and the Public Realm: paranoia, surveillance and privatization in New York City” (Low, 2006)
Reading Review
Screening: Harlan County USA (Koppel, 1976)
Website: http://www.rebargroup.org/projects/commonspace/podcast.html
Lecture: Space, Place, Power
eBoard: Discuss with Classmates

Lesson 10: Suburbia (Thursday, 9/25)
Reading: “No Place Like Home: On the manicured streets of a master-planned community” (Guterson, 1992)
Reading Review
Website: http://www.urbanplough.com/
Screening: The End of Suburbia: Oil Depletion and the Collapse of the American Dream (Greene, 2004)
Lecture: Separate Lives
eBoard: Discuss with Classmates

Assignment 2: Due to you instructor as an email attachment on Saturday, September 27, by 9:00am MST

Lesson 11: Enclaves and Fortresses (Tuesday, 9/30)
Reading: “Divided We Fall: Gated and Walled Communities in the United States” (Blakely & Snyder, 1997)
“The Edge and the Center: Gated Communities and the Discourse of Urban Fear” (Low, 2001)  
Reading Review  
Lecture: Inside or Out?  
eBoard: Discuss with Classmates  

Lesson 12: Ethnic Enclaves (Thursday, 10/2)  
Reading: “The future of the city: a geography of connection and disconnection” (McGuirk, 2003)  
“From Ethnic Enclave to Multi-Ethnic Translocal Community: Contested Identities and Urban Design in Seattle’s Chinatown-International District” (Abramson, et al., 2006)  
Reading Review  
Screening: The Sixth Section (Rivera, 2003)  
Lecture: Beyond the Tourist Trap  
eBoard: Discuss with Classmates  

Lesson 13: Home (Tuesday, 10/7)  
Reading: “Home & Homelessness” (Dovey, 1985)  
Reading Review  
Lecture: Where We Live  
eBoard: Discuss with Classmates  

Lesson 14: Family (Thursday, 10/9)  
Reading: HUD definition of family  
“The Way We Live Now: A Family or a Crowd?” (Caldwell, 2006)  
“Manassas Changes Definition Of Family: Activists Criticize New Housing Limits As Anti-Immigrant” (McCrummen, 2005)  
Reading Review  
Lecture: Push for Homogeneity  
eBoard: Discuss with Classmates  

Lesson 15: Domiciles (Tuesday, 10/14)  
Reading: “Spatial relations and housing policy: regulations that discriminate against Mexican origin households” (Pader, 1994)  
“Boundaries and the meaning of social space: a study of Japanese house plans” (Ozaki & Lewis, 2006)  
Reading Review  
Lecture: Hidden Agendas  
eBoard: Discuss with Classmates  

Final Exam: Due to you instructor as an email attachment on Thursday, October 16, by 9:00am MST
Hello Class,

Welcome to Culture of Place. Please visit the course website (http://www.asu.edu/courses/aph294/aph294-index.html) and familiarize yourself with the various aspects of the site. The password for the course is "learn." You can download the syllabus as well as all of the class readings from the website. I suggest you look over the syllabus and plan for the various films that you will be required to watch. You can get the films from the library, Netflix, Blockbuster and possibly online.

The eBoard, which is where you'll engage each other in threaded discussions, can be found by clicking on "Interactivity" in the virtual classroom. You need to register for the discussion board by following the link. **Use your name as your userid so that I can keep track and grade your participation.** Please complete the discussion board registration process as soon as possible (on the first day of class). Additionally, please be advised that after you register, you should receive a confirmation e-mail and you **MUST** click on the link in that e-mail to activate your account.

You will receive participation credit for posting at least TWO comments directly related to the readings, lecture, or other lesson material. You may also posit substantive questions and these will count towards your participation grade. Additionally, I expect the eBoard to be a space for rigorous debate and discussion between you and your fellow classmates. Participation credit will be given for any substantive comments you make in regards to a topic/question/comment posted by myself or any of your classmates. Remember, a substantive comment is AT LEAST three sentences long, thoughtful, connected to the lesson topic, and original (your idea). In addition, two posts of 3 sentences is the minimum requirement: this does not automatically equate to earning all possible points. To earn all of the points, you will need to exceed the minimum. **494 students:** To receive all of the points for each posting you will need to critically engage the texts as well as your classmates demonstrating depth of understanding of the course material. Often successful posts will draw parallels to other texts, etc, you have encountered in your studies. To adequately address the issues discussed, an 'A' level post will typically be at least a full paragraph. Use citations where appropriate.

Consistent participation on the e-board is vital to your success in this class. You may post your comments for credit beginning on the day of the lesson until the end of the day after the lesson is due. For example, lesson 1 is assigned for December 30 so both eboard postings will be due by midnight on December 31. Since this is an on-line course, and thus we do not meet at a specific time, I will consider the day to "end" at midnight – Arizona time.

Make sure to stay on-top of your posting requirements as **there is no opportunity to “go-back” and make-up posts.** Even though the eBoard allows postings throughout the semester, credit for the post will be given only if the post is completed on-time and is substantive. Feel free to email me if you have any questions.

In addition, it is very important to use **proper grammar, capital letters where appropriate, and correct spelling** in your postings. Poorly written work, whether online or in a paper, is distracting and reflects poorly on you. So take a minute and proof-read your work before hitting the submit button! I am a bit maniacal about writing well so if you have difficulty writing please seek assistance from the ASU Writing Center (link is on the website).

I just want to remind everyone that the first paper is due at 9:00am AZ time on Wednesday, January 7. Its a bit out there, but since this is a 5-week class, I wanted to encourage everyone to at least look at the assignment guidelines earlier rather than later. I will be sending out an email with paper and photo essay topics early next week.
The second paper is due at 9:00am AZ time Saturday, January 10.

The final exam will be emailed to you Thursday, January 15 and will be due at noon, AZ time on Saturday, January 17.

One additional note: this class is not about regurgitating mundane facts. In the spirit of true learning, I aspire to present you all with alternative perspectives to issues that are often taken for granted, misunderstood, or simply not discussed. I am excited to be a part of your learning experience and look forward to your comments and any feedback you might have.

Again, do not hesitate to contact me if you have any questions.

Again, the URL to our virtual classroom for Culture of Place is http://www.asu.edu/courses/aph294/aph294-index.html

The Lesson for the first day of class is listed under Learning Tasks in the Virtual Classroom. Remember, that portion of the site is password protected to control for copyright.

The password is: learn

The timeline at the bottom of the webpage indicates the lecture number. If you roll-over the number, you'll see the date the lecture is due. If you click on the number, it'll take you to the respective lesson -- and all of the relevant learning content. You are expected to complete each learning task on schedule and then post questions and comments to the eBoard (Interactivity) under the relevant Lesson conference.

The eBoard, which is where you'll engage each other in threaded discussions, can be found by clicking on Interactivity in the virtual classroom. Please use your name when posting messages; that's how I will keep track and grade your participation.

Important: information, updates and so forth that I email you takes precedent over information on the course website.

I look forward to having you all in class!

Addendum to the Syllabus:

The following is the grading criteria established by the School of Architecture and Landscape Architecture:

**Grading of Assignments and Oral/Written Exams in History and Theory Courses:**

A+/-: An excellent or distinguished response to the assignment or exam. The work is: well written, thoughtful, shows rigorous and independent thinking, critical inquiry and reconsideration, illustrates a wholeness and multiplicity of depth, synthesizes the material into a precise investigation, imaginative, and develops a personal language. This student is a great communicator. Very motivated.
B+/-: A good response to the assignment. The work is well written, thoughtful, shows clear
and independent thinking, and begins to illustrate critical inquiry. The language is somewhat
creative, but a bit derivative, a bit fragmented, good communicator, but not great.
Motivated.

C+/-: A somewhat acceptable response to the assignment: basically getting work done,
but without a clarity of thought or any critical inquiry, no personal voice, unfocused and
fragmented work, material not really synthesized, normative. Somewhat motivated.

D-F: An unacceptable response to the assignment: barely meets the requirements, without
any clarity of thought or any critical inquiry. No personal voice, may plagiarize, unfocused
and fragmented work, material not synthesized, cynicism, lack of taking responsibility for
the work. No motivation.

Final Grades in History and Theory Courses

“A” “+” “-”
Exceeds expectations Well Just
A final grade of “A” in this course exceeds the expectations of the course and the curricular
requirements. An A+ well exceeds the expectations and an A- just exceeds the
expectations.

The A range student’s exam scores are consistently among the highest within the peer
group. The written work is consistently insightful, imaginative, well constructed, and
proofread. The student employs critical thinking skills using argument and support,
synthesis, and precise language while developing a clear and identifiable personal voice.
This student is an excellent researcher and demonstrates clear knowledge of research skills
and proper documentation of sources. This student is very motivated to succeed in the
class, participates often, and (in the appropriate setting: seminars or smaller classes) takes
measures to connect with their instructors and their peers in a mature and reasoned
manner. The work stands out as exemplary among their peers.

“B” “+” “-”
Fulfills expectations Well Just
A final grade of “B” in this course fulfills the expectations of the course and the curricular
requirements. A B+ well exceeds the expectations and a B- just exceeds the
expectations.

The B range student’s exam scores consistently meet the average in the peer group. The
written work is usually a good response to the assignment and is well written, thoughtful
and shows clear and independent thinking. This student begins to illustrate competence in
critical thinking skills such as argument and support, but their work is not consistently
proofread, nor clearly demonstrates complete mastery of your chosen subject matter. This
student is a good communicator, but could work a bit harder on clarity, argument, research,
and documentation of sources. They are motivated to succeed in the class and
occasionally participate in class discussions (where applicable), or attempt to meet with
their instructor. Their work shows promise of development and synthesis.

“C” “+” “-”
Under-achieves expectations Just Significantly
A final grade of “C” in this course illustrates that the student fulfilled most of the
requirements of the course. A C+ almost fulfilled all and met most of the expectations of the
course, and a C- significantly did not fulfill all or meet most of the expectations of the course.

The C range student is basically getting work done in this course, but without clarity of thought and little or no critical inquiry. The exam scores are either just below or well below (depending upon the +/-) the average for the class. This student shows little or no personal voice and is somewhat (or completely) unfocused. This student is somewhat competent in their written work, but it is often fragmented and the material is either not (or more often than not) synthesized. In the appropriate size class, this student rarely participates in class discussions and does not make (or rarely makes) an attempt to meet with their instructor to go over their work. Often you are unfocused in your written and oral presentations. Few critical thinking skills such as argument and support are exhibited in their work, and they often resort to opinion instead of reason. This student occasionally shows motivation to succeed, but it is not on a consistent basis. With consistent dedication to improving in those areas where the work and skills are insufficient (and by using the resources provided by their instructor and the university centers for writing and learning) this student could improve.

Note: C- is not a grade that can be given in the official final or midterm grade for courses at ASU, but may be used as a marker for projects and exams within the course to distinguish between C and D work.

"D"

Does not meet most expectations

A final grade of a "D" in this course illustrates that the student did not meet most of the expectations or requirements of the course or the curriculum.

This student is barely meeting the requirements of this course. They may have missed assignments, classes, and exams. Their work is without any clarity of thought and shows no critical inquiry. Their exam grades may have been in the lowest percentage of the classes, and their written work shows no personal voice, no research skills, or research documentation skills. This student may be using research resources without proper documentation. Their work on the whole is unfocused, fragmented not synthesized, potentially cynical, or opinionated. The student did not take responsibility for the quality of the work, and made little or no effort to contact their instructor to find out how to do better within the course. When applicable, this student does not participate in class discussions and may be disrespectful to their peers or instructor. They illustrate no motivation.

"E", "F"

Fails all expectations

A final grade of an "E" or "F" fails all expectations of the requirements and expectations of this course. This student may have missed all or most of their assignments, exams, or classes. They show no interest in their work. They made no attempt to improve their situation.

Student Guide for Basic Writing Skills:

Quality of Ideas

Range of depth and argument; logic or argument; quality of research or original thought; appropriate sense of complexity of the topic; appropriate awareness of opposing views.
Organization and Development

Effective title; clarity of thesis statement; logical and clear arrangement of ideas; effective use of transitions; unity and coherence of paragraphs; good development of ideas through supporting details and evidence.

Clarity and Style

Ease of readability; appropriate voice, tone, and style for assignment; clarity of sentence structure; gracefulness of sentence structure; appropriate variety and maturity of sentence structure.

Sentence Structure and Mechanics

Grammatically correct sentences; absence of comma splices, run-ons, fragments; absence of usage and grammatical errors; accurate spelling; careful proofreading; attractive and appropriate manuscript form.

(From: Prof. John Bean, Engaging Ideas)
APH 212: Culture of Place

Bibliography


