Memorandum

To: Chouki El Hamel, General Studies Council Chair
Phyllis Lucie, General Studies Council Program Coordinator

From: Ron Dorn, School of Geographical Sciences and Urban Planning

Re: Review of GCU114/HST114, Pending Approval of Permanent Course Number

Date: October 3, 2011

The Teaching Foundations Project is a part of a large federal grant to develop new lower division courses to host rich content material for aspiring elementary educators. The intent is to replace a potpourri of random courses now taken with rich content that is targeted towards what elementary educators need to learn.

The course:

GCU 114: World Social Studies
& cross listed
HST 114: World Arizona Social Studies

is one of two lower division courses being developed to integrate the core areas of “social studies” taught in elementary classrooms: economics; geography; government (political science), and history.

This course is now under review for a permanent number, since it is on the major map of for Elementary Education majors starting in the Spring of 2013.

I understand that this course review is pending approval of a permanent number. I also understand that the Teaching Foundations Project consortia leadership will review the syllabi for any changes. If they identify any changes, the new syllabus will be sent to the subcommittee chairs. In this case, the subcommittees will be SB and H.
Luc Anselin
Luc Anselin, Director, School of Geographical Sciences and Urban Planning
October 3, 2011
## ASU—[G] CRITERIA

### GLOBAL AWARENESS [G]

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. The course must match at least one of the following descriptions: (check all which may apply):

   a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. **The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.**

   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.

   c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

   d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCU</td>
<td>114</td>
<td>World Social Studies</td>
<td>G</td>
</tr>
</tbody>
</table>
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</th>
<th>How course meets spirit</th>
<th>Evidence of how course meets criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>The core of this course is a study of world geography. World geography breaks up the world into different regions, and the focus rests on an understanding of the contemporary world.</td>
<td>45 contact hours of lectures advances student understanding about the world outside of the United States. See the yellow annotated sections in the syllabus.</td>
</tr>
<tr>
<td>2a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group outside of the United States</td>
<td>World geography has a strong focus on how culture varies from region to region. This is the major theme that defines a world geography focus.</td>
<td>All of the grade is based on understanding world regions and cultures in different world regions. See the green annotated material in the syllabus</td>
</tr>
<tr>
<td>2c. The course is a comparative cultural study in which most (more than half) of the material is devoted to non-US areas.</td>
<td>The discussion and analysis of lectures is comparative by nature. The study of different world regions leads to comparative analysis in the assignments.</td>
<td>See the blue annotated material in the syllabus</td>
</tr>
</tbody>
</table>
SYLLABUS

GCU 114: World Social Studies
& cross listed
HST 114: World Social Studies
College of Liberal Arts and Sciences
Arizona State University
Fall Semester 2012
Course line # Insert here

1. Instructor Information:

Dates of classes: Fall Semester 2012
Instructor: Dr. Ronald Dorn
Email: ronald.dorn@asu.edu
Work Phone: 480-965-7533
Office Hours: MWF 10 to 11 am
Office Location: Coor 5580
Background: Ron Dorn has been a Professor of Geography (now Geographical Sciences and Urban Planning) since 1988. He has been working with K-12 teachers since 1995 in his role as co-coordinator of the Arizona Geographic Alliance. He is the co-leader of the social studies consortia in the Teaching Foundations Project.

2. Course Information:

Catalog Description: Introduction to the United States and Arizona from the integrated social science perspectives of history, geography, and government.

General Studies: Will be submitted for SB and G

This course meets the Social and Behavioral Sciences (SB) criteria, because it requires students to learn about social scientists’ observations about human behavior and how social science perspectives on human events contribute to civic dialogue. To accomplish this, students learn social science theories and principles in government, geography, and the social science side of history. Students learn about methods used to acquire social science knowledge. Students also learn about the impact of social scientific understanding.

This course also meets the Global Awareness (G) criteria, because this course focuses more than half of the grade on enhancing the awareness of students on the importance of different cultures found in the world today.
These two general studies requirements interweave with one another in a way that promotes both social science understanding and global awareness through transdisciplinary perspectives.

**Course Format:** This course is designed to be taught in multiple formats: face-to-face, hybrid, and online. This particular syllabus is designed for the hybrid format.

**Required Course Texts, Materials and Resources:** There are no required expensive textbooks for this course.

1. Lectures, reading and other resources are available through hyperlinks in the course schedule.

2. ASU Blackboard Course Management Website at [http://myasucourses.asu.edu](http://myasucourses.asu.edu) (All ASU students have FREE access to this web resource). The blackboard website will be used to facilitate assignments and instructor feedback for the history and government components of the course.

3. A specially designed grading program ([http://socialstudies.courseassign.com/](http://socialstudies.courseassign.com/)) will facilitate student engagement in the geography component of this class, modeling the integration of technology into the learning process.

**Student Learning Outcomes Linked to Educational Standards**

The intended audience for this course are ASU students who aspire to become certified teachers and any student interested in an integrated understanding of the social studies of the United States and Arizona.

This is not a course in how to teach. It is a content-rich course about the social studies (government, history, geography) of the United States and Arizona. This content does, however, relate to a number of different educational standards that must be mastered by aspiring elementary teachers. The content of this course is part of a sequence of two courses, cross-listed in history (HST) and geography (GCU) that will prepare you to master these standards:

- **GCU 113 or HST 113:** United States and Arizona Social Studies (SB, H)
- **GCU 114 or HST 114:** World Social Studies (SB, G)

<table>
<thead>
<tr>
<th>Educational Standard</th>
<th>How this course connects</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The AEPA Test for Middle School Grades Social Studies.</td>
<td>This course helps prepare students for the <a href="http://www.azeducation.gov/Assessments/AEPA/">AEPA Field 40: Middle Grades Social Studies Test</a> in government, history and geography.</td>
<td>Those elementary students interested in taking the AEPA Middle Grades Social Studies Test.</td>
</tr>
<tr>
<td><strong>World Geography:</strong> Objective 0020: Understand the world in spatial terms. Objective 0021: Understand places and regions. Objective 0022: Understand physical systems. Objective 0023: Understand human systems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
plan to teach in middle school, having deeper knowledge of what is taught in slightly higher grade levels is important in helping you make connections for your students.

**Objective 0024: Understand environment and society**

**World History:**

Objective 0008 Understand important features of early world civilizations
Objective 0009 Understand major developments in world history through the Renaissance and Reformation.
Objective 0010 Understand major developments related to the encounters and exchanges of the Age of Discovery, the Scientific Revolution, and the European Enlightenment
Objective 0011 Understand major developments related to the Age of Revolution.
Objective 0012 Understand major developments related to the Age of Imperialism and World War I.
Objective 0025 Understand the Civil War and Reconstruction.
Objective 0013 Understand major developments in world history from World War I to 1950.
Objective 0014 Understand major developments in world history from 1950 to the present.

**World Government:**

Objective 0018: Understand the rights, responsibilities, and roles of citizenship.
Objective 0019: Understand government systems of the world and international relations.

**Economics:** Objective 0027 Understand global economics.

This is a course rich in academic knowledge and does not have any focus on pedagogy. Thus, the standards addressed are 7 and 8:

Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor’s degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards

Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning

**Arizona State Teacher Standards**

Elementary teachers completing this course and subsequent courses in the social studies sequence will master these standards.

**Arizona Student Content Standards Addressed in this Course.**

This course uses explicit examples from Strand 2: World History: (https://www.ade.az.gov/standards/sstudies/articulated/strand2.pdf)

This course uses explicit examples from Strand 3: Civics/Government of the Social Studies Standard: (https://www.ade.state.az.us/standards/sstudies/articulated/strand3.pdf)

This course uses explicit examples from Strand 4: Geography of the Social Studies Standard: (https://www.ade.state.az.us/standards/sstudies/articulated/strand4.pdf)

The course does not provide material at the level of elementary school students. Rather, different performance objectives in Grades K-8 are
Instructor-Student Trust: Trust is an important aspect of any successful educational setting.

In this class, the instructor anticipates that students come into this class: (a) trusting that the course developers of the Teaching Foundations Project have compiled class material highly relevant to aspiring elementary educators; (b) trusting that your course instructor greatly desires you to do well in the class and will not employ such “tricks” as “gotcha” tests that assess material that has never been presented; (c) trusting that grading will be done fairly with useful feedback; and (d) trusting that the workload of the class accurately reflects Arizona Board of Regents guidelines for three credit semester courses.

Commensurately, in this class, the instructor trusts that the students truly want to learn the material as opposed to just meet a requirement. The instructor trusts that the students will let the instructor know when any learning problems arise. The instructor also understands that students do sometimes have problems in their everyday life that can interfere with learning, and that the instructor wants to learn of these problems as soon as possible to come up with mutually beneficial solutions that promote learning.

3. Tentative Course Calendar, Lectures and Readings

Weeks 1-5 Promoting Disciplinary Thinking about Geography of the World [20 hours of lectures]

NOTE: Each standard lecture covers case studies of different world regions

<table>
<thead>
<tr>
<th>Course Topics</th>
<th>Standards</th>
<th>Lectures and Readings</th>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the structure of geography</td>
<td></td>
<td>Each link below opens a new webpage that links to online lectures and PDF files of readings</td>
<td></td>
</tr>
<tr>
<td>Online presentations explaining national geography standards</td>
<td></td>
<td>Readings are hyperlinked on class websites presented in a way that is more compatible with the nature of our freshman studies</td>
<td>Week 1</td>
</tr>
</tbody>
</table>
and Arizona social studies standard and the Arizona geography strand.

<table>
<thead>
<tr>
<th>Topic</th>
<th>National Standard</th>
<th>Online presentations and reading link</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps of the US and Arizona</td>
<td>National Standard 1</td>
<td></td>
<td>Week 1</td>
</tr>
<tr>
<td>Mental Mapping of the US and Arizona</td>
<td>National Standard 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spatial Organization of the US and Arizona</td>
<td>National Standard 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical and Human Characteristics of the US and Arizona</td>
<td>National Standard 4</td>
<td></td>
<td>Week 2</td>
</tr>
<tr>
<td>People create regions in the US and Arizona</td>
<td>National Standard 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Culture and Experience influences perceptions of the US and Arizona</td>
<td>National Standard 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Processes and Patterns of the US and Arizona</td>
<td>National Standard 7</td>
<td></td>
<td>Week 2</td>
</tr>
<tr>
<td>Characteristics and Distribution of Ecosystems in the US and Arizona</td>
<td>National Standard 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population Distribution, Characteristics and Migration in the US and Arizona</td>
<td>National Standard 9</td>
<td></td>
<td>Week 3</td>
</tr>
<tr>
<td>Cultural Mosaics in the US and Arizona</td>
<td>National Standard 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic interdependence in the US and Arizona</td>
<td>National Standard 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Settlement patterns and functions in the</td>
<td>National Standard 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>National Standard 13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### US and Arizona
- Cooperation and conflict in the US and Arizona
- Human Modification of Earth's Surface in the US and Arizona
- How Nature Affects People in the US and Arizona
- Natural Resources in the US and Arizona
- Applying Geography to Interpret The Past in the US and Arizona
- Applying US and Arizona Geography to Plan for the Future
- Overview of World geography Regions

<table>
<thead>
<tr>
<th>Course Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>US and Arizona</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Standard 14</td>
</tr>
<tr>
<td>National Standard 15</td>
</tr>
<tr>
<td>National Standard 16</td>
</tr>
<tr>
<td>National Standard 17</td>
</tr>
<tr>
<td>National Standard 18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lectures and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online presentations and reading link</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>Week 4</td>
</tr>
<tr>
<td>Week 5</td>
</tr>
</tbody>
</table>

---

**Weeks 6-10: Promoting Disciplinary Thinking about the History of the World** [10 hours of lectures]

<table>
<thead>
<tr>
<th>Course Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>The beginnings of human society</td>
</tr>
<tr>
<td>Early Civilizations and the emergence of pastoral peoples, 4000-1000 BCE</td>
</tr>
<tr>
<td>Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300CE)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Era 1</td>
</tr>
<tr>
<td>Era 2</td>
</tr>
<tr>
<td>Era 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lectures and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online presentations and reading link</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>Week 6</td>
</tr>
<tr>
<td>Week 7</td>
</tr>
</tbody>
</table>
### Expanding Zones of Exchange and Encounter (300-1000 CE)

**Era 4**

Online presentations and reading link  
Week 7

### Intensified Hemispheric Interactions (1000-1500 CE)

**Era 5**

Online presentations and reading link  
Week 8

### The Emergence of the First Global Age, 1540-1770

**Era 6**

Online presentations and reading link  
Week 8

### An Age of Revolutions, 1750-1914

**Era 7**

Online presentations and reading link  
Week 9

### A half-century of crisis and achievement (1900-1945)

**Era 8**

Online presentations and reading link  
Week 9

### The 20th Century since 1945: Promises and Paradoxes

**Era 9**

Online presentations and reading link  
Week 10

### World History Across the Eras

**Recurring Patterns**

Online presentations and reading link  
Week 10

## Weeks 11-14: Promoting Disciplinary Thinking about Comparative Governments [10 hours of lectures]

<table>
<thead>
<tr>
<th>Course Topic</th>
<th>Lectures and Readings</th>
<th>Date of Class Discussing Material in Person for Hybrid Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1 Great Britain and France</td>
<td></td>
<td>Week 11</td>
</tr>
<tr>
<td>Topic 2 Germany and Japan</td>
<td></td>
<td>Week 12</td>
</tr>
<tr>
<td>Topic 3 China</td>
<td></td>
<td>Week 13</td>
</tr>
<tr>
<td>Topic 4 Mideast</td>
<td></td>
<td>Week 14</td>
</tr>
</tbody>
</table>

## Weeks 15 Integrating disciplinary perspectives of social studies [5 contact hours]

**GENERAL STUDIES NOTES:** The focus of the discussion rests in analyzing comparative cultures in the context of how best to integrate the material across the elementary curriculum.
Course Topics

Lectures and Readings
Each link below opens a new webpage that links to online lectures and PDF files of readings

Date of Class Discussing Material in Person for Hybrid Class

Integrative Assignment: Student Presentations

Readings are hyperlinked on class websites presented in a way that is more compatible with the nature of our freshman studies

Week 15

Retrospective on Integrating Perspectives: Linking learned materials on Social Studies to Reading, Writing, Mathematics, Science, Fine Arts and Diverse Learners

Readings are hyperlinked on class websites

Week 15

GCU 114 Reading List for Students

Introduction: The readings are all linked in connection to assignments. The students will not see this lengthy reading list. The readings will be parsed out slowly, a few hyperlinks at a time. Our observation is that lengthy linear reading lists can discourage students. In contrast, this hyperlinked generation will read if the sections are bite-sized and they relate directly to the task at hand – whether it be an assignment, a quiz, or studying for a test.

GENERALS STUDIES NOTES: These readings are a mix of the different general studies criteria. Several mix multiple criteria. These are hyperlinks, such that the reviewer can click on a link and evaluate the content.

Readings in the Geography Section of the Course

The lectures provide a broad overview of different world regions. The following articles are intended to provide geographical perspectives on different topics in different regions. Many of the following are Regional Geography Blogs by Professor Donald Rallis, University of Mary Washington. Some are written by Tim Oakes. There are other articles, also, written by non-geographers for a United Nations website.

East Asia
- CIA Factbook China
- Do you speak English?
- My students, meet your competitors
- The changing life of a village in Yunnan Province, China.
On privacy and the use of public space
This blog is no longer censored in China (Update: …but Facebook is)
Made in China: Buttons, socks, sofas, and electric scooters
Dujiangyan, Sichuan Province: In the wake of the earthquake
A Fascinating And Unusual Part Of Guangzhou, China.
The Wrinkles of the City
The case for contamination: McWeddings in Hong Kong
China is Number Two
The value of garbage: converting plastic back into oil
The Sock Capital of the World

Europe & Russia
Equal Opportunity In Education: Eliminating Discrimination Against Roma
Racism in Football – Football against Racism: The FARE Experience
In the Wake of Xenophobia: The New Racism in Europe
CIA Factbook
Fear of contamination – Italy’s Lega Nord
L’Affair Foulard continues in France
L’Affair Foulard part 2 – “Le regard”
London and the 2011 Riots
The Royal Wedding: a reflection on nationalism and identity
Mobility, migration, multiculturalism, the monarchy, and me
Cotton, the Industrial Revolution, and Manchester
The tale of a small town in Lithuania
Changing landscapes of Europe
Of cake, geography, and Belgium
Why are the Caucuses so conflict-prone?

Middle East and North Africa
Turkey’s 2011 General Election – Who really “won”?
Pyramids in the Middle East
Archaeology and history as “tools of dispossession”: Jerusalem’s Silwan neighborhood
A Very Strange Society
Change in Egypt, and why it matters
A tiny glimpse of life under occupation: Israel’s Qalansiyah checkpoint
A Snapshot of Doha
Women’s Rights in Saudi Arabia
The fight for space in Bahrain
The fight for space in Cairo

Middle America & South America & The Caribbean
In Haiti... The World From Her Mother's Side
U.N. Urges Chile to Halt Evictions of Indigenous Protesters
Borderlands: “uncontacted” tribes and resource extraction
Waste Land
The Haiti Earthquake: January 12, 2010.
Visitors to Haiti: “Having fun and enjoying themselves.”

Oceania & Pacific
Small Islands, Rising Seas
Native Title and the Meaning of Land – the struggle over James Price Point in Australia
(The Tyranny of Distance): A visit to the Friendly Islands

South and Southeast Asia
Pakistan Needs Our Help, Now
Gender Disparity in Primary Education: The Experience in India
CIA Factbook India
The maid trade deserts Malaysia: “Now, I have to do it all by myself”
The Mekong as Border
Mr. Duong, Translator
Tea and Poverty
Fishmarkets and Nativity Scenes
Of Refrigerators, Western Union, and Migrants
A street corner in Phnom Penh
Singapore: Helicopter parent autocracy
An urban lament
Notes from a real city
Confessions of a troubled traveler
Visit to a Strange Land: Burma June 2010
Burma or Myanmar?
Of Indian food, Chinese temples, and Jewish graves… in Malaysia
Bangkok: Protest in a Primate City
The Miracle of Phnom Penh traffic
The Beauty and Hideousness of Bali
The Cambodian Genocide
The Sultanate of Brunei, and its Sultan
Singapore: Geopolitical Utopia

Subsaharan Africa
Scaling Up Development Efforts for Africa: A Global Partnership for Development is Vital for the Region
Towards Universal Primary Education: The Experience of Tanzania
The Abyei Region of Sudan
Coming soon, the world’s newest country
A most remarkable creature
Mapping Urban Inequality
Leo Africanus
Landscapes and mindscapes of fear and (in)security: South Africa 2010
Little England on the Veld
Strangers in a strange land
Readings in the World History Section of the Course, used in Quizzes and History Project

The lectures provide a broad overview of world history. The following materials contain supplementary readings. Specific sections will be employed as hyperlinks to stimulate discussions.


David Buck, "Was It Pluck or Luck that Made the West Grow Rich?" Journal of World History 10, no. 2 (Fall 1999): 413–30.


A comprehensive outline of world history – with a regional geography organization by Jack E. Maxfield

Readings in the Comparative Government Section of the Course

Understanding current events is central to the study of comparative politics. The online lectures will provide the basic backbone of student information. Then, class discussion will draw from posted readings in online papers, such as the Times, China Daily, Moscow Times, Egypt Daily News, the Guardian Nigeria, the Times of India, as well as articles in other newspapers. The
exact readings do not yet exist, because the idea is employ current events to link to the general concepts presented in lectures.

In addition, students will be hyperlinked to the following selected readings.

How does the European Union work?
Former Soviet Union system.
Russia government. 1
Russia government 2 (click on government)
China government 1.
China Government 2.
India government.
Iran government 1.
Iran government 2.
Nigeria government.
Mexico government.
Chile government.
4. Student Assessment

Class Grading Scale

- A+ 100%
- A 92-99.99%
- A- 90-91.99%
- B+ 88-89.99%
- B 82-87.99%
- B- 80-81.99%
- C+ 76-79.99%
- C 65-75.99
- D 50-64.99%
- E < 50

Course Assignments:

**Class participation** — attendance and discussion (10% of the grade)

**Lecture Quizzes** (30% of the grade)

- Geography (10% of the grade)
- History (10% of the grade)
- Government (10% of the grade)

**Disciplinary Projects** (30% of the grade)

Guidelines and scoring rubrics for disciplinary projects will be provided online to students during the second week of each disciplinary section of the class.

- Geography (10% of grade) — Disappearing global cultures (due end of week 5)
- History (10% of grade) — Origin of culture regions (due end week 10)
- Government (10% of grade) — “Balkanization” (due end week 14)

**Social Studies Final Integrative Project** (30% of grade) — Global cultural diversity and globalization (due first day of finals). The guidelines for the integrative project will be provided online to students during the 7th week of the semester, along with scoring rubric guides.

**Course/Instructor Evaluation**: The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an
important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://www.asu.edu/emailssignup.

5. Course Policies

- **Professional Behavior**  Your instructor expects that students will exhibit professional behavior inside the classroom and in working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU’s campus. For students in the Mary Lou Fulton Teacher’s college, if the instructor determines that your behavior at any time your behavior is ‘unprofessional’, the instructor may refer the student to the Director of the Advising, Recruitment, and Retention Office (ARRO) for the development of a Professional Improvement Plan (PIP).

- **Attendance**  Attendance is required, unless a valid reason is provided to the instructor – such as a school function or a documented illness. An attendance sheet will be used to document student attendance.

- **Late and Missing Assignments; Incompletes**  
  Late assignments will be graded on the same scale as assignments turned in on time, if the assignment is not more than 7 days late. However, late assignments pose a burden to the grading process. Someone turning in an assignment late should not expect that assignment to be graded in a timeline fashion. The instructor’s first grading and feedback priority is to provide a response first to those students who do not turn in late assignments; basically – a late assignment is always put at the bottom of the grading pile. **The instructor may lower the grade when a student turning in a late assignment if it is more than a week late.**

  Missing assignments will be treated as a “zero” in the grading process.

  Incompletes are only allowed for reasons presented in this Arizona Board of Regents Policy.

- **Academic Integrity/Plagiarism**  
  The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication,
tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units.”

The rest of the code, which consists of several pages, is available at the following URL. 
http://provost.asu.edu/academicintegrity

• Disability Accommodations for Students
Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC.

• Religious Accommodations for Students
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

• Military Personnel Statement
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usi/usi201-18.html.

• Harassment Prohibited
ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.
Classroom etiquette: In order to enhance productivity and ensure that everyone is treated with respect, the following standards for classroom decorum are expected.

- Cell phone ringers turned off.
- No side conversations, text messaging, note passing, etc.
- Arriving on time and, if unavoidably late, making an inconspicuous entry as possible.
- If you disagree with remarks made by the instructor or fellow students, do so politely (we will do our utmost to operate on a non-partisan basis).
- Keeping the instructor informed of reasons for absences or delays in submitting work.
- Using laptops in class only for taking notes and looking up course-related material.

Grade Appeals
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at http://www.asu.edu/catalog

Electronic Communication
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/usi104-01.html) and in the University’s Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

Technological Services and Support
The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some PDS sites. The following support services are available to support student computing needs.

Student Purchases:
Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://gomobile.asu.edu/)
The John Babb Scholarship provides $500 financial reimbursement for qualified students. (http://gomobile.asu.edu/content/scholarship-info)

ASU Campus Classroom Connectivity:
In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google
docs, spreadsheets, presentations, forms, and sites.  
(https://docs.google.com/a/asu.edu/#all)

**Hardware and Software Support:**
ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software and operating systems, security, networking, etc.  
(http://help.asu.edu/ASU_1to1_Technology_Studio) Virus scan software downloads are available free for students. (https://webapp3.asu.edu/myapps/)  
MyApps provides free software tools, online applications, and information about discounted software for purchase. (https://webapp3.asu.edu/myapps/)