

*“True education is the habitual contemplation of greatness.”*

Alfred North Whitehead, *Dialogues* 1953.

**ARC 534/434: Great Cities I** (3 credits) modality: iCourse

“Historical survey of Great cities from antiquity to the present. Prerequisites: ENG 101, 105, or 107 with C or better; minimum 56 hours; Credit is allowed for only ARC 434 or MUD 598 (Great Cities); OR Visiting University Student. Satisfies General Studies Requirements: L (Literacy and Critical Inquiry), HU (Humanities, Arts and Design), H (Historical awareness).”



Eminönü, Istanbul

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*“Cities are amalgams of buildings and people. They are inhabited settings from which daily rituals – the mundane and the extraordinary, the random and the staged – derive their validity. In the urban artifact and its mutations are condensed continuities of time and place. The city is the ultimate memorial of our struggles and glories; it is where the pride of the past is set on display.”*

Michael Aston *The Landscape of Towns* 1976.

## Great Cities

*"Cities are live, changing things – not hard artifacts in need of prettification and calculated revision. Cities are never still; they resist efforts to make neat sense of them. We need to respect their rhythms and to recognize that the life of city form must lie loosely somewhere between total control and total freedom of action. Between conservation and process, process must be the final word. In the end, urban truth is about flow."*

Spiro Kostof *The City Assembled* 1992.

In this course, we will investigate the rich history of great cities and urban design; as we collectively seek answers to the following questions: What is the city? How are individual and community values generated and materialized within the city? How do political, social, economic and technological changes affect the city? What are the essential urban design elements of a city? How do citizens, designers, architects, developers, planners, and politicians effectively plan and change their city's future? And, How do local, regional, national and international networks affect one specific city within our ever-changing contemporary global community?

Historically, a great city unites people (citizens) and place, within a large incorporated municipality, whose boundaries and powers of self-government are defined by a charter from the state or country in which it is located. It is comprised of a public realm, with several financial, commercial, and residential districts, supplemented by a series of major public and private institutions (i.e. churches, schools, museums, farmer's markets, parks, hospitals, homes, etc.), which together enhance and sustain a quality individual, family and collective life. Each city is unique and reflects the aspirations, ideals and values of a specific portion of society in a particular place, context, and moment in time. Daily, the city requires social, economic, intellectual and psychological connections and support for its value, accomplishment, growth and prosperity. It is a true expression of a sustainable enterprise.

Today, speed, movement, flux, connectivity and virtuality, characterize our daily lives. We live within a new global political, social and economic order, where a network of globally linked cities and individuals have replaced single countries and corporations, with their physical and virtual networked systems intertwined. As Alex Wall observes, *"The traditional notion of the city, as a historical and institutional core surrounded by post war suburbs and then the open countryside has been largely replaced by a more polycentric and web like sprawl: a regional metropolis. Here multiple centers are served by overlapping networks of transportation, electronic communication, production, and consumption. Operationally, if not experientially, the infrastructures and flows of material have become more significant than static political and special boundaries. The influx of people, vehicles, goods, and information constitute what urban geographers call the "daily urban system," painting picture of urbanism that is dynamic and temporal. The emphasis shifts from forms of urban space to processes of urbanization, processes that network across vast regional – if not global surfaces."* (Alex Wall, "Programming the Urban Surface" 1999).

So, it is not surprising that like our great cities, contemporary urban design practice is undergoing radical change, as we think and live differently - transforming public space and our inherited cultural institutions in totally new and innovative ways. There has been a shift from an excessive adherence to prescribed forms of fixed urban space and master plans of authority and power, to new modes of systems thinking about open networked processes of emergent ecology and adaptive urbanism. True living breathing cities.

It is my goal to provide you with a model of urban inquiry and action that they fully understand and can strive to emulate in their future professional careers and urban lives.

*"Strategy is a key word today. No more master plans, no more locating in a fixed place, but a new heterotopia that is what our cities are striving towards, and here we architects must help them in intensifying the rich collision of events and spaces. Tokyo and New York only appear chaotic; in reality they mark the appearance of a new urban structure, a new urbanity. Their confrontations and combinations of elements may provide us with the event, the shock, that I hope will make the architecture of our cities a turning point in culture and society. "*

Bernard Tschumi *Event Cities* 1994.

## Course objectives

*"If we still believe that cities are the most complicated artifact we have created, if we believe that they are cumulative, generational artifacts that harbor our values as a community and provide us with the setting where we can learn to live together then it is our collective responsibility to guide their design."*

Spiro Kostof *The City Shaped* 1991.

The objectives and learning outcomes of this course are three-fold:

1. ***Understanding the historic evolution of great cities and the generative elements of their urban design***  
The first objective of the course is to have you understand the historic evolution of great cities and the generative elements of their urban design.
2. ***Understanding the historic evolution of great urban design practice***  
The second objective of this course is to have you understand the historic evolution of great urban design practice, and the specific cultural, social, political, economic, and technical forces which shaped its evolution.
3. ***Understanding the creators of great cities and public space in great cities today***  
The third objective of this course is to have you understand the creators of great cities and public space in great cities today.

## Learning outcomes

By the end of our course you will be able to:

1. Develop an understanding of the key moments in urban history and the specific forces that have shaped the evolution and growth of great cities. This will be achieved through a series of lectures, films and supplemental readings. You will develop a first-hand understanding and appreciation for WHY great cities happen, HOW they are brought about, and WHAT generative urban elements comprise them, as they continually evolve and resiliently rejuvenate themselves with each new generation of inhabitants.
2. Develop an understanding of the key urban designers and their practices throughout history. This will be achieved through lectures and supplemental readings focusing upon their philosophy of practice, urban design processes, and innovative urban design projects.
3. Develop an understanding of who are the creators of great cities, and how they have built upon and continue to extend the historical legacy of great cities to solve our pressing urban problems today. This will be achieved by you going out and interviewing, on-camera, a living creator of their own city about their background, design process and resultant trans-disciplinary work, which bridges known disciplines to create new innovative solutions and our future great cities.
4. Develop an understanding public space in great cities today. This will be achieved by you experiencing and documenting the key public spaces of your city, and interviewing, on-camera, the people using these spaces.



Brooklyn, New York

*"Education is the ability to perceive the hidden connections between phenomena."*

Vaclav Havel

## Course requirements

You will need to complete the following:

1. **Familiarize yourself with our course website**

Go to <https://greatcities.hol.asu.edu>

2. **Review the class syllabus, assignments, schedule and deadlines**

Posted on our course website.

3. **Lectures and quizzes**

To succeed you will need to watch each lecture and complete the quiz, to insure you develop an understanding of the key ideas and gain full benefits from this course. A list of supplemental readings (not required) has also been provided for your further enrichment and research.

4. **Creators of Great Cities interview** – YouTube video, summary, discussion and peer grading

To give you the opportunity to witness first-hand how various creators of great cities work today, you will be required to go out in your local community, arrange, meet and interview, on-camera, a living creator of your Great City about their background, design process and resultant trans-disciplinarily work, which bridges known professional disciplines to create new innovative solutions to our pressing urban problems. You will create a 5:00 minute YouTube video and summary, followed by a group discussion and peer grading. More details for this field assignment can be found on our course web site.

5. **Public Space in Great Cities Today interview** – YouTube video, summary, discussion and peer grading

To give you the opportunity to build upon the work of Jan Gehl, the renown Danish public space architect and urban designer, you will be required to go experience and document, on-camera, 2 key public spaces in the city in which you are living, and interview, on-camera, 2 generations of the public space's key users. You will create a 5:00 minute YouTube video and summary, followed by a group discussion and peer grading. More details for this field assignment can be found on our course web site.

## Feedback, evaluation and grading

Within this course your work will be carefully examined, evaluated and graded. You should not confuse feedback or evaluation with grading. **Feedback** is a process of discussion in which your ideas and observations are themselves modified, corrected, and strengthened. **Evaluation** is a critic of a performance to appraise and mentor a future trajectory of intellectual growth (Mastery). **Grading** on the other hand is an index of a relative standing against a grading standard or norm for a particular peer group. Within this course all feedback, evaluation and grading will be done collectively by both your Group, Teaching Assistant and Professor.

We want to be sure that all grading is fair and equitable. We only discuss grades FACE-TO-FACE (in person or on Zoom) not by email, text or phone. You should confer with your Professor and/or Teaching Assistant several times during the semester, during office hours, to assure that you are meeting the scope, requirements and your own grading expectations. Remember you are responsible for demonstrating through the physicality of your work, what you learn each day. If you have a grading issue, please contact your professor and set up a meeting. Next write out the reason for your proposed grade change, print it out and bring all the supporting materials with you to our meeting. Understand that your grade may go up or down based on our re-examination.

### Grade breakdown

Online Quizzes on Lectures (80 questions, 1/2 point each)	40 %
Creators of Great Cities Interview (video, summary, discussion + peer grading)	30 %
Public Space in Great Cities Today Interview (video, summary, discussion + peer grading)	30 %
	100 %

A+	97% and above	B	84-86.99 %	D	70-73.99%
A	94-96.99 %	B-	80-83.99 %	E	69.99% and below
A-	90-93.99 %	C+	77-79.99 %		
B+	87-89.99 %	C	74-76.99 %		

### Important reminders

- o Remember late work is never accepted and no extra credit will be given for missing assignments.
- o To ensure equity and fairness for every student, we do not round up or down the cumulative final percentage you earn.



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Week 6

**DUE W 27 Sep**

**SUBMIT online - Public Spaces of Great Cities interview**  
post your YouTube hyperlink and summary before 23:59 PM

**DUE Th 28 Sep**

**GROUP DISCUSSION online - Public Spaces of Great Cities interview**  
participate in your **GROUP ON-LINE DISCUSSION ALL DAY**

**DUE F 29 Sep**

**PEER GRADING online - Public Spaces of Great Cities interview**  
post your grades for your group member's work before 23:59 PM

watch lecture 12 Contemporary City - New Urbanism  
watch lecture 13 Contemporary City - Combinatory Urbanism  
complete supplemental readings  
complete quiz 12 + 13 before Sunday 1 October

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Week 7

watch lecture 14 Contemporary City - Landscape Urbanism  
watch lecture 15 Contemporary City - Ecological Urbanism  
complete supplemental readings  
complete quiz 14 + 15 before Friday 6 October

complete your online course evaluation before Friday 6 October

Note – Friday 6 October is our last day of class.



Market, Lagos, Nigeria

**Textbook**  
None required

**Supplemental readings for your further enrichment and research (not required reading)**

**Week 1**

**Introduction**

- Carmona, Matthew "Urban Design Today," "Urban Change," "Contexts for Urban Design," and "Holistic Urban Design" in *Public Places Urban Spaces: The Dimensions of Urban Design* (London: Architectural Press, 2010) pp. 3-76 + 359-368.
- Mumford, Lewis "What is a City?"  
in LeGates, Richard *The City Reader* (New York: Routledge, 1996) pp. 92-96.
- Andrews, Taylor "What makes a City Great?" *Mayor's Institute on City Design*, Spring 2007 p. 6.
- Morris, A.E.J. "Early Cities" *History of Urban Form* (Essex: Longman, 1994) pp. 1-34.

**Greek City**

- Morris, A.E.J. "Greek City States" *History of Urban Form* (Essex: Longman, 1994) pp. 35-54.

**Roman City**

- Morris, A.E.J. "Rome and the Empire" *History of Urban Form* (Essex: Longman, 1994) pp. 55-91.

**Week 2**

**Medieval City**

- Morris, A.E.J. "Medieval Towns" *History of Urban Form* (Essex: Longman, 1994) pp. 92-156.
- Benevolo, Leonardo "Venice" *History of the City* (Cambridge: MIT, 1980) pp. 331-365.
- Benevolo, Leonardo "Florence" *History of the City* (Cambridge: MIT, 1980) pp. 436-475.

**Renaissance City**

- Morris, A.E.J. "The Renaissance" *History of Urban Form* (Essex: Longman, 1994) pp. 157-190.

**Week 3**

**Baroque City**

- Morris, A.E.J. "France" + "European Survey" + "Spain" *History of Urban Form* pp. 191-247 + 292-320.
- Giedion, Siegfried "Sixtus and the Planning of Rome" *Space, Time + Architecture* (Harvard, 1971) pp. 75-109.

**Enlightenment City**

- Morris, A.E.J. "Britain" + "Urban USA" *History of Urban Form* (Essex: Longman, 1994) pp. 248-291 + 321-364.
- Rosenau, Helen "The Enlightenment" *The Ideal City* (New York: Harper Row, 1972) pp. 87-141.
- Hegemann, Werner "Plan of Washington" *The American Vitruvius* (NY: Arch Book Pub. Co., 1922) pp. 284-293.

**Week 4**

**The Industrial Revolution and the City**

- Benevolo, Leonardo *Origins of Modern Town Planning* (Cambridge: MIT, 1971) pp. 1-147.
- Saalman, Howard *Hausmann: Paris Transformed* (New York: Braziller, 1969) pp. 8-117.

**City Beautiful**

- Manieri-Elia, M. "Toward an Imperial City" in Ciucci *The American City* (Cambridge: MIT, 1973) pp. 1-121.
- Burnham, Dan *Plan of Chicago* (Chicago: Chicago Plan Com., 1909) pp. 1-8 + 31-124.

## Week 5

### **Garden City**

- Howard, Ebenezer      *The Garden Cities of Tomorrow* (London: Swan Sonnenschein 1902) pp. 9-27.  
Ciucci, Giorgio      "The City in Agrarian Ideology and FL Wright" in *The American City* pp. 293-388.  
Birch, Eugenie      "Radburn and the American Planning Movement." *Journal of the American Planning Association*.  
Volume 46, Issue 4, October 1980, pp. 122-151

### **Modern City**

- Benevolo, Leonardo      "The Modern City" *History of the City* (Cambridge: MIT, 1980) pp. 840-895.  
Frampton, Kenneth      *Modern Architecture: A Critical History* (Oxford: Oxford Univ 1980) pp. 178-185 + 269-279.

## Week 6

### **Contemporary City - New Urbanism**

- Katz, Peter      *The New Urbanism: Toward an Architecture of Continuity* (NY: McGraw Hill, 1993) pp. xi-xxiv.  
Duany, Andres      "Charter of the New Urbanism" Congress of the New Urbanism, 1992.  
Mohney, David ed.      *Seaside* (New York: Princeton Arch Press, 1991) pp. 42-105.

### **Contemporary City - Combinatory Urbanism**

- Mayne, Thom      *Combinatory Urbanism* (Culver City: Stray Dog Press, 2011) pp. 27-64.  
Castells, Manuel      "European Cities, the Information Society and the Global Economy"  
in LeGates, Richard *The City Reader* (New York: Routledge, 1996) pp. 475-485.  
Sassen, Saskia      "The Impact of the New Technologies and Globalization on Cities"  
in LeGates, Richard *The City Reader* pp. 212-220.  
Koolhaas, Rem      *S, M, L, XL* (New York: Monacelli, 1996) pp. 958-971, 1156-1209 and 1238-1264.

## Week 7

### **Contemporary City - Landscape Urbanism**

- Corner, James      "Landscape Urbanism" in *Landscape Urbanism: A Manual for the Machinic  
Landscape* (London: Architectural Association, 2003) pp. 58-63.  
Waldheim, Charles      "Landscape Urbanism a Genealogy" *Praxis* Number 4, 2006, pp. 10-16.  
Shane, Grahame      "The Emergence of Landscape Urbanism" *Harvard Design Magazine*, Fall 2003/Winter 2004,  
Number 19, pp. 1-8.  
Oudolf, Piet      "The Highline" *Landscapes in Landscapes* (NY: Monacelli Press, 2010) pp. 8-9 + 188-215.  
Allen, Stan      "Infrastructural Urbanism" in in Almy, Dean "On Landscape Urbanism" in *Center*  
Volume #14 (Austin: Univ of Texas, 2007) pp. 174-179.

### **Contemporary City - Ecological Urbanism**

- Mostafavi, Mohsen      "Why Ecological Urbanism? Why now?" in  
*Ecological Urbanism* (Baden: Lars Muller, 2010) pp. 12-51.  
Lister, Nina-Marie      "Insurgent Ecologies" in Mostafavi, *Ecological Urbanism* pp. 536-547.  
Lister, Nina-Marie      "Sustainable Large Parks" in Hargreaves, *Large Parks* (NY: Princeton Arch 2007) pp. 31-51.  
Wheeler, Stephen      "Planning Sustainable and Livable Cities" in LeGates, Richard *The City Reader* pp. 486-498.  
Ouroussoff, Nicolai      "Competing Visions for Governors Island" *New York Times* June 20, 2007.



## Course Policies and Responsibilities

It is assumed that every student in this course will take an active role in ensuring its quality. All ASU rules and regulations including attendance, withdrawals, drop-adds, incompletes and grading are followed in this class.

### 1. Student Rights and Responsibilities

Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their [Rights and Responsibilities](#) at Arizona State University and abide by the [ASU Student Honor Code](#).

### 3. Time Management and your Student Success

Time management is a well-known problem for all college students today. Purchase a calendar and use it – put all our course deadlines and your study times on it today. Keep ahead of the deadlines by working on this class for one-hour every day (the rule of thumb is for each 3 credit course = 6 hours a week of homework), rather than waiting until the last minute to complete poor quizzes, weak interview videos, or the last-minute writing of unprepared discussion posts.

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Student Resources](#)

### 3. Course Access

Your ASU courses can be accessed by both [my.asu.edu](#) and [myasucourses.asu.edu](#); bookmark both in the event that one site is down.

This course requires the following technologies

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.
- Classroom Technology (Your specific Technology Usage policy)

It is encouraged that you bring technology (cell phones, tablets and laptops) to class to help you take notes and do research, however please turn off cell phone ringers and do not use your phone to make personal calls in class or use any technology to use social media in class. Do not answer your phone in class. If you believe you are receiving an emergency call, please step outside to take it. No image, voice or video recording of our website, lectures or discussions is allowed.

### 4. Computer, Internet, and Electronic Communications Policy

It is your responsibility to be in compliance with the ASU Computer, Internet, and Electronic Communications Policy at all times. For more information see <http://www.asu.edu/aad/manuals/acd/acd125.html>

ASU Online classes can be streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps.

This course requires the following technologies:

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

### 5. HIDA Online Technical Support

Please do not contact your instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course. Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work. The

Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime at:

- [holsupport@asu.edu](mailto:holsupport@asu.edu)
- 1-888-298-4117 (local) or 480-965-3057 (International)  
When contacting support, please provide:
  - The full name of this course (ARC 534/434 Great Cities I)
  - The title(s) of any assignment(s) you're having trouble with
  - A brief description of the problem
  - Detailed, step-by-step instructions to reproduce the problem

#### 6. **Required Email Communication**

In this class, you are required to use only your asu.edu email for all communications. It is essential that you check your asu.edu email every day for any announcements and updates.

#### 7. **Netiquette - Online Etiquette**

Also, known as Netiquette, is set of rules that defines "good" online behavior and is something to keep in mind during all your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Please review the ASU Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>) and follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed both academically and professionally.

##### *Be Scholarly*

- Do: Use proper language, grammar, and spelling. Be explanatory. Justify your opinions. Credit the ideas of others; cite and link to scholarly resources.
- Avoid: Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not have all of the information.

##### *Be Respectful*

- Do: Respect privacy. Respect diversity and opinions that differ from your own. Communicate tactfully, and base disagreements on scholarly ideas or research evidence.
- Avoid: Sharing another person's professional or personal information.

##### *Be Professional*

- Do: Represent yourself well at all times. Be truthful, accurate, and run a final spell check. Write in a legible, black font, and limit the use of emoticons.
- Avoid: Using profanity or participating in hostile interactions (flaming).

##### *Be Polite*

- Do: Address others by name or appropriate title, and be mindful of your tone. Be polite as you would in a face-to-face situation.
- Avoid: Using sarcasm, being rude, or writing in all capital letters (shouting). Written words can be easily misinterpreted, as they lack facial expression, body language, and tone of voice.

#### 8. **Academic Integrity and Student Honor Code**

The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states,

*"We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU's Honor Code, and in light of that duty, we promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University."*

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), "each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." This policy also defines academic dishonesty and sets a

process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any questions about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

#### 9. **Student Learning Community Conduct**

ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states, The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University.

#### 10. **Herberger Institute Professionalism Standard**

Further, Herberger Institute students are expected to adhere to the Herberger Institute Professionalism standards. Professionalism entails a set of skills critical for workplace and creative successes, and professional behavior creates an atmosphere promoting safe and high-quality spaces for constructive learning as well as individual and community well-being. The institute expects students to show professional behavior with clients, members of the community, and others in the university environment (e.g., classrooms, clinics, labs, studios) including members of the faculty and administration, other students and staff. Students are expected to conduct themselves in a professional manner, including arriving on time with an open attitude to learning, engaging in ethical behavior, resolving conflicts in an appropriate manner at all times, holding partnership information confidential, and using prudence in written and verbal communications. Professionalism includes:

- self-control
- respectful communication
- following all university and studio safety protocols and behavioral expectations
- attendance and punctuality
- honesty and integrity.

#### 11. **Policy Against Disruptive, Threatening, or Violent behavior**

Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Any Disruptive, Threatening, or Violent behavior is also a violation of the ASU Student Code of Conduct and ASU Student Academic Integrity Policy will not be tolerated. Please review the ASU Disruptive, Threatening, or Violent Behavior Policy (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>).

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

#### 12. **Policy on Prohibition Against Discrimination, Harassment, and Retaliation**

The [Herberger Institute of Design and the Arts](#) at [Arizona State University](#) upholds, values, and cherishes student and faculty diversity, no matter the circumstance. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all

Herberger Institute of Design and the Arts staff, faculty and students. The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large. This course and [Arizona State University welcomes all students](#) regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all of my students abide by the following community agreements:

- to bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors
- to help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world
- to demonstrate a curious and eager inquiry into how others make sense of the world

Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative-thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged to discuss your concerns directly with me. I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:

- Unsure of whether the concern you experience or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at [herbergerinstitute.asu.edu/caring](http://herbergerinstitute.asu.edu/caring) describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.
- Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the [Office of University Rights and Responsibilities or the Dean of Students office](#) or directly fill out an [incident report](#).
- Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that [sexual harassment](#) has occurred, shall immediately [report](#) all information regarding the occurrence(s) to the Office of University Rights and Responsibilities or the Title IX Coordinator or the Dean of Students office.
- More reporting pathways are available to students on the [University's Prohibition Against Discrimination, Harassment, and Retaliation](#) policy page.

### 13. Copyright and Plagiarism

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06](#), "Commercial Note Taking Services" for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

Plagiarism is a violation of the Student Code of Conduct and ASU Student Academic Integrity Policy will not be tolerated. Please review (<https://provost.asu.edu/academic-integrity>). Plagiarism is the act of using images, designs, words and the ideas of others as if they are your own. By citing sources correctly, you give credit to the originator of the words and ideas you are using, you give your readers the information they need to consult those sources directly, and build their own credibility. Young college students sometime get into trouble because they mistakenly assume that plagiarizing and mashing up is ok, it is not. Please note this includes, uploading onto any course shell, discussion board, course forum, or course website images, video, music and/or text materials that are not the student's original work. ASU and its faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. Be sure all your work complies with all applicable copyright laws. If you have any doubts, ask your professor.

14. **AI Code of Conduct**  
The purpose of this code of conduct is to establish guidelines and principles for the ethical and responsible use of Artificial Intelligence (AI) technologies by students for producing ideas, outlines, or content in educational assignments within the Herberger Institute for Design and the Arts. Academic Integrity is a fundamental value at ASU and the Herberger Institute. In keeping with the high standards of Academic Integrity set by ASU's Student Honor Code, all material(s) included in assignment submissions must be properly attributed to sources utilizing appropriate citation techniques. Students must acknowledge all instances in which generative AI tools were used in an assignment. Generative AI tools may be used for preliminary or exploratory elements of the coursework, including inspiration, ideation, brainstorming, "feedback," summarizing, outlining, etc., but may not be used in the production of final deliverables, such as essays or reports. All submitted work must be solely produced by the student. Anyone with a good faith basis for believing that a student has engaged in Academic Dishonesty may report the alleged violation to the Instructor or Herberger Institute Academic Integrity Officer and an investigation will occur. After the investigation a sanction will be recommended and imposed, which may include an XE grade for the assignment or course, or expulsion from the University.
15. **Statement on ASU's Community of Care standards**  
The Herberger Institute for Design and the Arts complies with the spirit and the letter of ASU's community of care standards with regard to social distancing, masking, and student, faculty, and staff safety and well being.  
<https://eoss.asu.edu/communityofcare>
16. **Threatening or Disruptive Behavior**  
Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02).  
For more information please visit:  
<https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and <https://eoss.asu.edu/dos/safety/ThreateningBehavior>.
17. **Attendance and absence policy**  
Attendance and participation for the duration of the class period is mandatory. If you have more than 3 absences (unexcused), your final grade will be lowered 1/3 grade for each subsequent absence (i.e. B to B-). You should notify me by email prior to absence if possible and provide doctor's note where applicable. Repeated tardiness and leaving class early will be recorded, and as a result, your final grade will be lowered. It is the student's responsibility to keep track of his/her absences.
- Excused absences related to religious observances/practices in accord with [ACD 304-04](#), "Accommodation for Religious Practices." Students may be excused for the observance of religious holidays. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.
- Excused absences related to university sanctioned activities in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities." Students required to miss classes due to university sanctioned activities will not be counted absent. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor BEFORE the absence to arrange for this accommodation.
- Line-of-duty absence and missed assignment policy  
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities shall have the opportunity to make up the coursework in accordance with [SSM 201-18 Accommodating Active Duty Military Personnel](#). This accommodation also applies to spouses who are the guardian of minor children during line-of-duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the Pat Tillman Veterans Center of their activation and then the instructor to discuss options.
18. **Drop, Add, and Withdrawal**  
If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final

grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit <https://students.asu.edu/drop-add>

**19. Special Accommodations**

Your instructor will make any reasonable adaptations for limitations due to any disability documented with the Student Accessibility and Inclusive Learning Services (SAILS), including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the SAILS to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the SAILS (<https://eoss.asu.edu/drc>); Phone (480) 965-1234; TDD (480) 965-9000). Students who feel they will need disability accommodations in this class but have not registered SAILS should contact SAILS immediately. Students should contact the Center on the campus that your class is being held. Campus-specific location and contact information can be found on the SAILS website. SAILS offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the above website for eligibility and documentation policies (<https://eoss.asu.edu/drc>). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

**20. Title IX and Mandated Reporter Policy**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

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

**21. Policy on Sexual Discrimination**

Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

**22. Student Services and Resources**

You will find a list of student resources at: <https://eoss.asu.edu/resources> Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

**23. Counseling and Consultation**

ASU Counseling Services offers confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect your ability to achieve your academic and personal goals. <https://eoss.asu.edu/counseling>, Tempe: 480-965-6146 (M-F 8am-5pm), 24-hour crisis hotline: 480-921-1006 (after-hours/weekends)

**24. Health and Wellness**

ASU Wellness helps students adopt and maintain a healthy lifestyle by providing wellness education, involvement and resources for students. Find strategies to help manage stress, develop healthy sleep and nutritional habits, and more. <https://eoss.asu.edu/wellness>

**25. Non-emergency Student Care process**

If you are concerned for a your own or a fellow student's well-being, please review the information and complete the form at [herbergerinstitute.asu.edu/caring](http://herbergerinstitute.asu.edu/caring) and the HIDA Care Team will reach out. FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

26. **Novel Coronavirus Information and Updates**

You will find information and Frequently Asked Questions here: <https://eoss.asu.edu/communityofcare>  
You will find Novel Coronavirus updates and announcements here:  
<https://eoss.asu.edu/health/announcements/coronavirus>

27. **Course and Syllabus are subject to change**

The Professor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal or written instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

28. **Academic Calendar and Important Dates**

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>



*"Do stuff. Be clenched, curious. Not waiting for inspiration's shove or society's kiss on your forehead . . . .  
Pay attention. It's all about paying attention. It's all about taking in as much of what's out there as you can,  
and not letting the excuses and the dreariness of obligations narrow our lives. Attention is vitality.  
It connects you with others. It makes you eager. Stay eager."*

Susan Sontag