HSD 601 / POS 671 – Syllabus

Professor: Erik Fisher
Time: Fridays, 12:15-3:45
Location: EDB L1-26 (Payne Hall)

Course Description:

HSD 601 and 602 (and their POS 671/672 cross-lists) form an integrated, yearlong seminar that provides theoretical and methodological foundations for PhD research in the humanistic and social study of science and technology, across a wide range of disciplinary and interdisciplinary perspectives. Readings focus on the interdisciplinary integration of four key fields of study of science and technology: conceptual and philosophical; historical; social and institutional; and policy and political. Additional emphasis will be placed on research design and methods in the humanistic and social study of science and technology. HSD 601 tends to focus more closely on the historical, philosophical, and social foundations of this field of inquiry, while HSD 602 tends to focus more on the political and policy foundations, but there is considerable overlap.

Course Objectives:

Upon successful completion of this class, students will have acquired understanding of:

1. The basic conceptual and theoretical foundations for research and analysis in the humanistic and social studies of science and technology, including:
   - *Conceptual and philosophical foundations*: Problems of epistemology, ontology and normativity in science; logics and grammars of reasoning and classification; problems of ethics, evidence, objectivity, credibility, and rationality.
   - *Historical foundations*: Emergence and formation of scientific ideas, practices, institutions, and technological systems; historical contexts of science and technology and their social uptake.
   - *Social and institutional foundations*: Social and institutional arrangements of contemporary science, e.g., the research university, the laboratory, the field; social and institutional dimensions of technological systems.
   - *Political and policy foundations*: Relationships among science, technology, and the state; relationships among science, technology, and democracy; the basic features of science and technology policy processes and the role of experts in policy and politics.

2. The skills required to successfully integrate ideas, concepts, theories, data, and analyses from the foundational disciplines into comprehensive understandings of the human and social dimensions of science and technology.

3. Research strategies and techniques for humanistic and social studies of science and technology, including:
    - The variety of research techniques and methods common to the humanistic and social studies of science and technology.
    - The ethical dilemmas of humanistic and social science research in science and technology including the responsible conduct of engaged research.
    - The importance of research design and the strategies involved in justifying, collecting, interpreting, and representing research materials and findings.

Course Readings:

Course readings will be provided on-line or through the course blackboard site, available through my.asu.edu.

Course Requirements:

Class Discussions and Leadership (20%): Students will co-lead one seminar discussion and come to class prepared to participate in every class meeting (we will sort out who will lead which class on the first day). When leading a discussion, students will be expected to prepare an outline for the class that lays out the key questions and main argument found in each of the assigned readings. The discussion should focus on a synthetic critique that puts the papers into dialogue with one another around the core theme for the class session. To assist in this process, student leaders should work with me to develop a set of questions and/or activities that are intended to help guide the discussion.

Short Theoretical Expositions (20%): Students will write and post a one-page, single-spaced exposition for each of the following class sessions: Sept. 1, 8, 15, 22, 29; Oct. 13; Nov. 3, 17; Dec. 1. Each exposition will be based on one of the day's readings, chosen by the student. It should be submitted as a word, PDF, or similar document electronically via Blackboard, allowing all members of the class to download and read it at least 24 hours in advance of our meeting. It must situate, elucidate, and begin to critically engage with the reading chosen. At a minimum, you must include: (1) a short paragraph identifying the intellectual question (and ideally, the broader scholarly conversation) to which the selected paper seeks to contribute; (2) 1-2 paragraphs elucidating the main argument that the paper advances (also known as the paper's contribution to the conversation); this could include logical claims, rhetorical techniques, steps in the process or narrative through which the paper moves, and evidence used by the author to support their argument; (3) a critical reflection on the article's argument, either in whole or in part, and/or its contribution to the scholarly discussion. There are a number of ways you can try to do this. For instance, you could identify opportunities for criticizing, refining, or extending the paper's argument; you could identify ways for bringing the selected paper into closer conversation with one or more other scholarly papers; or you could identify an

application of the paper's argument in order to understand an aspect of the world not addressed in the original paper. In short, this third part suggests what your own contribution to the intellectual conversation addressed by the paper could be.

Research Paper (60%): Students will develop a substantial, interdisciplinary research paper. This will include preliminary 2-page and 4-page discussions of your theoretical contribution and research (10%), an 8-page draft research paper (15%), and the final research paper (35%). The research paper must be 12 pages (double-spaced) in length, discuss a specific topic, and follow a specific format, each of which will be described in class. All drafts must be double-spaced with 1.25 inch margins and 12 pt. Times New Roman font. Additional instructions will be forthcoming in class. Instructions can also be found on blackboard.

The 8-page draft paper will be due **Nov. 22th** and will be reviewed by your HSD student peers during our final class on Dec. 1st.

The research paper will be due on **Dec. 8th**.

Section I: Introduction to Human and Social Dimensions of Science and Technology

Aug. 18 – What Do We Care About?

Today's focus will include an introduction and overview to the course and to the program and also an overview of what the program means by "the human and social dimensions of science and technology." The readings are designed to display some of the many topics that might be explored within this emerging field.

Required Readings:

Knowledge systems:

- Oliver Milman, "EPA removes half of scientific board, seeking industry-aligned replacements," The Guardian, May 18, 2017. https://www.theguardian.com/us-news/2017/may/08/epa-board-scientific-scott-pruitt-climate-change
- Anna Maria Barry-Jester, Ben Casselman, and Dana Goldstein, "Should Prison Sentences Be Based on Crimes That Haven't Been Committed Yet," 538.com, August 4, 2015. http://fivethirtyeight.com/features/prison-reform-risk-assessment/
- Julia Angwin, et al. "AT&T Helped U.S. Spy on Internet on a Vast Scale." NY Times, Aug. 15, 2015. http://www.nytimes.com/2015/08/16/us/politics/att-helped-nsa-spy-on-an-array-of-internet-traffic.html?hp&action=click&pgtype=Homepage&module=first-column-region&region=top-news&WT.nav=top-news&_r=0

Socio-technological systems:

- Patrick J. McDonnell, "What does it take to secure a border? Lessons from the wall dividing San Diego and Tijuana," Los Angeles Times, August 13, 2017. http://www.latimes.com/world/mexico-americas/la-fg-mexico-tijuana-border-20170813-story.html
- Michael Hudson, "Refugees of Development," Huffington Post, June 19, 2015. http://projects.huffingtonpost.com/worldbank-evicted-abandoned/kosovo-war-torn-village-coal-burning-power-plant?ncid=tweetlnkushpmg00000067.
- Vince Beiser, "The Deadly Global War for Sand," WIRED, March 26, 2015. http://www.wired.com/2015/03/illegal-sand-mining/
- Ernesto Londoño, "Chile's Energy Transformation Is Powered by Wind, Sun and Volcanoes," New York Times August 13, 2017. https://www.nytimes.com/2017/08/12/world/americas/chile-green-energy-geothermal.html?emc=edit_th_20170813&nl=todaysheadlines&nlid=64529378

Innovation systems:

- Mark O'Connell, "'Your Animal Life is Over. Machine Life Has Begun.' The Road to Immortality," The Guardian, March 25, 2017. https://www.theguardian.com/science/2017/mar/25/animal-life-is-over-machine-life-has-begun-road-to-immortality
- Hannah Devlin, "AI programs exhibit racial and gender biases, research reveals," The Guardian, April 13, 2017. https://www.theguardian.com/technology/2017/apr/13/ai-programs-exhibit-racist-and-sexist-biases-research-reveals
- Amy Mehlman, "The Genesis Engine," WIRED, August 2015. http://www.wired.com/2015/07/crispr-dna-editing-2/
- Caroline Fairchild, "Will AI's impact on jobs finally force Silicon Valley to grow up?," LinkedIn, May 2, 2017. https://www.linkedin.com/pulse/ais-impact-jobs-finally-force-silicon-valley-grow-up-fairchild?trk=eml-email_feed_ecosystem_digest_01-hero-0-null&midToken=AQFxQNeJSWjvvA&fromEmail=fromEmail&ut=0Lc-JU7oovW7I1

Aug. 25 – What Kind of Research Do We Do?

In today's session, we will discuss the broad range of intellectual perspectives that comprise the field of HSD, which overlaps closely with STS, and provide a brief intellectual history of the developments.

Readings:

- Skim through the Second, Third, or Fourth volume of the *Handbook of Science & Technology Studies* (all are available on-line through Google Books).

- Clark A. Miller, “Knowledge and Democracy: The Epistemics of Self-Governance,” in S. Hilgartner, C. A. Miller, and R. Hagendijk, eds. *Science and Democracy: Making Knowledge and Making Power in the Biosciences and Beyond*. London: Routledge. 2015. Pp. 198-219.

We will also spend part of the day talking about what it means to do research in this field, to make a research contribution, and to collect and analyze data. To explore that, please prepare a 1-page version of the research article by Miller. This should include: (1) a short summary of the conversation to which the article seeks to contribute; (2) a short summary of the contribution made by the article; (3) a short summary of the paper’s data; (4) a short summary of the analysis of that data as it applies to the article’s intellectual contribution; and (5) a short summary of its conclusion. Please bring copies of this document to class for everyone, and we will workshop it.

Section II: Disciplinary Ways of Knowing

Sept. 1 – Anthropological Perspectives on Science and Technology
Visitor: Gaymon Bennett, Assistant Professor, School of Historical, Philosophical, and Religious Studies

Today’s session will focus specifically on anthropological perspectives on the study of science and technology. We will begin with a discussion of the readings and then will have a visitor who will provide us with a personal view of this topic.

Readings:
- Sarah Franklin, “Origins,” in Dolly Mixtures (Durham: Duke), 2007.
- Hugh Gusterson, “Nuclear Weapons and the Other in the Western Imagination,” Cultural Anthropology 14(1): 111-143, 1999.
- Steven Epstein, “Drugs into Bodies,” Impure Science: AIDS, Activism, and the Politics of Knowledge (Berkeley: UC Press), 1996.
- Kaushik Sunder Rajan, “Genomic Capital: Public Cultures and Market Logics of Corporate Biotechnology,” Science as Culture 12(1): 87-121, 2003.
- Christopher Kelty, "Geeks, social imaginaries, and recursive publics." Cultural Anthropology 20(2): 185-214. 2005.

Sept. 8 – Historical Perspectives on Science and Technology
Visitor: Chris Jones, Assistant Professor, School of Historical, Philosophical, and Religious Studies

Today’s session will focus specifically on historical perspectives on the study of science and technology. We will begin with a discussion of the readings and then will have a visitor who will provide us with a personal view of this topic.

Readings:

- Edmund P. Russell III, "'Speaking of Annihilation': Mobilizing for War Against Human and Insect Enemies, 1914-1945," *The Journal of American History* 82(4): 1505-1529, 1996.
- Jane Maienschein, "Epistemic Styles in German and American Embryology," Science in Context 4(2): 407-427.
- Michael Dennis, "'Our First Line of Defense': Two University Laboratories in the Postwar American State," Isis 85: 427-455. 1994.
- Gregg Mitman, "In Search of Health: Landscape and Disease in American Environmental History," Environmental History 10(2): 184-210. 2005.
- Paul Erickson, "Mathematical Models, Rational Choice, and the Search for Cold War Culture," Isis 101:386-392. 2010.

Sept. 15 – Sociological Perspectives on Science and Technology
Visitor: John Parker

Today's session will focus specifically on sociological perspectives on the study of science and technology. We will begin with a discussion of the readings and then will have a visitor who will provide us with a personal view of this topic.

Readings:

- Thomas K. Merton, "Science and the Social Order" and "The Normative Structure of Science." *The sociology of science: Theoretical and empirical investigations* 254-278. 1973.
- Thomas Gieryn, "Boundary Work and the Demarcation of Science from Non-Science," American Sociological Review 48: 781-95. 1983.
- Wiebe Bijker and Trevor Pinch, "The Social Construction of Facts and Artefacts," Social Studies of Science 14(3): 399-441. 1984.
- Edward Hackett, "Essential Tensions: Identity, Control, and Risk in Research," Social Studies of Science 35(5): 787-826. 2005.
- John Parker and Beatrice Crona, "On being all things to all people: Boundary organizations and the contemporary research university," Social Studies of Science 42(2): 262–289. 2012.

Sept. 22 – Philosophical Perspectives on Science and Technology
Visitor: Beckett Sterner, Assistant Professor, School of Life Sciences

Today's session will focus specifically on philosophical perspectives on the study of science and technology. We will begin with a discussion of the readings and then will have a visitor who will provide us with a personal view of this topic.

Readings:

- Ian Hacking, “Making Up People,” in Historical Ontology (Cambridge: Harvard University Press). 2002.
- Andrew Feenberg, "Subversive rationalization: Technology, power, and democracy 1." *Inquiry* 35(3-4): 301-322. 1992.
- Peter-Paul Verbeek, “Materializing Morality: Design Ethics and Technological Mediation,” Science, Technology, & Human Values 31(3): 361-380. 2006.
- Tsjalling Swierstra and Arie Rip, "Nano-ethics as NEST-ethics: Patterns of moral argumentation about new and emerging science and technology.” Nanoethics 1(1): 3-20. 2007.
- Beckett Sterner and Nico M. Franz. "Taxonomy for Humans or Computers? Cognitive Pragmatics for Big Data." *Biological Theory* (2017): 1-13.

Sept. 29 – Political and Policy Perspectives on Science and Technology
Visitor: Ben Hurlbut, Assistant Professor, School of Life Sciences

Today’s session will focus specifically on political and policy perspectives on the study of science and technology. We will begin with a discussion of the readings and then will have a visitor who will provide us with a personal view of this topic.

Readings:

- Langdon Winner, “Do Artifacts Have Politics?” in L. Winner, The Whale and the Reactor: The Search for Limits in an Age of High Technology (Chicago Univ Press, 1986).
- Yaron Ezrahi, The Descent of Icarus: Science and the Transformation of Contemporary Society (Cambridge: Harvard University Press), 1990. Chapters 1-3.
- Sheila Jasanoff, “Technologies of Humility: Citizen Participation in Governing Science,” *Minerva* 41: 223-244. 2003.
- Daniel Sarewitz, “Does Science Policy Matter?” *Issues in Science and Technology* Summer 2007.

Oct. 6 – Feminist Perspectives on Science and Technology
Visitor: Jacqueline Wernimont, Assistant Professor, Department of English

Today’s session will focus specifically on feminist perspectives on the study of science and technology. We will begin with a discussion of the readings and then will have a visitor who will provide us with a personal view of this topic.

Readings:

- Charis Thompson Cussins, “Confessions of a Bioterrorist: Subject Position and Reproductive Technologies,” in E. A. Caplan and S. M. Squier, eds., Playing Dolly: Technocultural Formations, Fantasies, and Fictions (Rutgers, 1999).
- Carol Cohn, “Sex and Death in the Rational World of Defense Intellectuals,” Signs: Journal of Women in Culture and Society 12 (4): 687-718, 1987.
- Ruth Cowan, “The ‘Industrial Revolution’ in the Home: Household Technology and Social Change in the 20th Century,” Technology and Culture 17(1): 1-23. 1976.
- Nancy D. Campbell and Mary Margaret Fonow, “Introduction: Introducing Knowledge that Matters,” Frontiers 30(1). 2009.
- Nancy D. Campbell. "Reconstructing science and technology studies: Views from feminist standpoint theory." Frontiers: A Journal of Women Studies 30(1): 1-29. 2009.

Section III: Introduction to Research

Oct. 13 – Research Article Writing Workshop I. For this session, we will workshop your research project. You should prepare and bring copies of a 2-page (double-spaced) version of your research paper, detailing: (1) a short summary of the conversation to which the article seeks to contribute; (2) a short summary of the contribution made by the article; (3) a short summary of the paper’s data; (4) a short summary of the analysis of that data as it applies to the article’s intellectual contribution; and (5) a short summary of its conclusion. Please bring copies of this document to class for everyone, and we will workshop it.

Oct. 20 – Research Article Writing Workshop II. For this session, please bring copies of a 4-page (double-spaced) version of your research paper to workshop in class.

Section IV: Major Research Themes

Oct. 27 – Knowledge Systems: Categories, Credibility, and Expertise

Readings:

- Steven Shapin, “Cordelia’s Love: Credibility and the Social Studies of Science,” Perspectives on Science 3(3): 255-275, 1995.
- Michel Callon, “Some Elements of a Sociology of Translation: Domestication of the Scallops and the Fishermen of St. Brieuc Bay,” In J. Law, ed., Power, Action, Belief: A New Sociology of Knowledge (London: Routledge), 1986.
- Sheila Jasanoff, “American Exceptionalism and the Political Acknowledgement of Risk,” Daedulus 119(4): 61-81, 1990.

- Theodore Porter, "US Army Engineers and the Rise of Cost-Benefit Analysis," Trust in Numbers: The Pursuit of Objectivity in Science and Public Life (Princeton: Princeton University Press), 1995.
- Sheila Jasanoff, "The Eye of Everyman: Witnessing DNA in the Simpson Trial," Social Studies of Science 28(5/6): 713-740, 1999.

Nov. 3 – Socio-Technological Systems: Determinism, Construction, and Progress

Readings:

- Leo Marx, "Does Improved Technology Mean Progress?" Technology Review 90, 1987.
- Bruno Latour, "Where are the Missing Masses? The Sociology of a Few Mundane Artifacts," in W. Bijker and J. Law, eds., Shaping Society / Building Technology (Cambridge: MIT Press), 1994.
- **Merrit Roe Smith, "Technological Determinism in American Culture," in M. R. Smith and L. Marx, eds., Does Technology Drive History? (MIT Press, 1994).**
- Charles Perrow, Normal Accidents: Living with High Risk Technologies (Princeton: Princeton University Press), 1984. Chapter 1.
- Gabrielle Hecht, "Political Designs: Nuclear Reactors and National Policy in Postwar France," Technology and Culture 35(3): 657-685, 1994.

Nov. 10 – Veteran's Day

Nov. 17 – Innovation Systems: Emergence, Governance, and Futures

Readings:

- Selin, Cynthia. 2008. "The Sociology of the Future: Tracing Stories of Technology and Time." *Sociology Compass*, 2(60): 1875-1895.
- **Borup, Mads, Nik Brown, Kornelia Konrad, and Harro Van Lente. 2006. The sociology of expectations in science and technology. *Technology analysis & strategic management*, 18(3-4): 285-298.**
- Irwin, Alan. 2006. "The politics of talk: coming to terms with the 'new' scientific governance." *Social studies of science* 36.2: 299-320.
- Fisher, Erik, Roop L. Mahajan, and Carl Mitcham. "Midstream modulation of technology: governance from within." *Bulletin of Science, Technology & Society* 26.6 (2006): 485-496.
- Jack Stilgoe, Richard Owen, and Phil Macnaghten. "Developing a framework for responsible innovation." *Research Policy* 42.9 (2013): 1568-1580.

Nov. 24 – No Class: Thanksgiving.

Dec. 1 – Research Article Workshop Panels. For this session, HSD peers will comment on an 8-page version of your research paper that was submitted on Nov 22nd.

Important Due Dates:

- **Draft research papers (8 pages, double-spaced) due by noon, Nov. 22nd**
- **Research papers (12 pages, double-spaced) due by noon, Dec. 8th**

Contractual Material:

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

Late Assignments: Late assignments will have 1/3rd of a letter grade deducted each day they are late. Advanced written or e-mailed notice that you will miss a class or have to turn in an assignment late could help your cause.

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

Student Standards: Students are required to read and act in accordance with university and Arizona Board of Regents policies, including: The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: https://www.azregents.edu/board-committees/policy-manual

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

It is impossible to learn from your fellow students when you or they are not there. As such attendance is required in this course. Should you have to miss a class, contact your instructor as far in advance as possible. Depending on the nature of the absence the

instructor may elect to deduct points from your overall grade. Absences can be excused for religious observances or practices that are in accord with ACD 304–04 or university sanctioned events/activities that are in accord with ACD 304–02.

Academic Integrity: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date, and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may discuss assignments with other students, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services: In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations: In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive

academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: http://www.asu.edu/studentaffairs/ed/drc/ If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

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

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

Email Communications
All email communication for this class will be done through your ASU email account and the blackboard site. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

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

Tutoring: https://tutoring.asu.edu/tutoring
Counseling Services: http://students.asu.edu/counseling
Financial Aid: http://students.asu.edu/financialaid

Major/Career Exploration: https://cls.asu.edu/majorexploration
Career Services: http://students.asu.edu/career
Student Organizations: http://www.asu.edu/studentaffairs/mu/clubs/