

Course designator & number: CI 1902

Couse Title: Democracy, Schools, & Power

Number of credits: 3

Day, time of class meetings: Tuesdays and Thursdays (75 minute course)

Students in this class are expected to comply with all University public health policies, including the [wearing of face coverings](#) when in any enclosed or indoor space, including our classroom.

[FAQ about the mask policy](#)

Course Instructor: Ryan Oto

Office: Peik Hall 170

Office Hours: By appointment

E-mail: ryanoto@umn.edu

TA Information (if applicable): TBD

Course Pre-requisites: 001475 - *Freshman and FRFY for Freshman Seminar Courses*

CLE Designation: LE, Social Sciences, Civic Life and Ethics Theme

Course Texts/Materials:

Collins, P.H. (2009). *Another Kind of Public Education: Race, Schools, the Media, and Democratic Possibilities*. Beacon Press.

Required Reading: See above, additional required readings will be available on Canvas Page.

Additional Readings: Available on Canvas Site

Course Website: Future Canvas Site

Course Description:

Schools have regularly been regarded as one of the most important sites of democratic education by educational philosophers, researchers, policymakers, and citizens. As such, schools are viewed as spaces that cultivate important qualities of democratic citizenship so that people can fit into democratic society and support the core values of democracy. However, the project of democratic education is more nuanced and complex than the conventional assimilationist civic model would have us believe, especially when we consider the histories of oppression that schools reproduced throughout the history of the United States. Thus, this course explores the taken-for-granted question: What is the relationship between schools, democracy, and power in the United States in cultivating citizens committed to democratic living? Is the U.S. project of democratic education one that aims to reproduce historical legacies of violence and oppression, or one that works toward a radical vision of shared living for all people? Is citizenship something that is within reach for all people or is it an exclusionary concept designed to maintain the status quo? To answer these questions, we will explore the following topics:

- 1) Theories of democracy and education from formative 20th and 21st century scholars
- 2) The histories of schools in maintaining and disrupting oppression as a feature of U.S. democracy
- 3) Theoretical and applied interventions (e.g., multicultural citizenship, youth leadership)
- 4) The lessons to learn from young people of all ages about freedom and democracy in schools

5) The possibilities of democratic education as a vehicle for liberation

Course Designations: What, Why, and How

This section outlines that this course is a **Liberal Education** course with a specific emphasis on **social sciences** and thematically **civic life and ethics**. Below you will find more detail on what these mean with respect to the course, why it is important, and how these are core elements to this course. The creation of this course views these designations as interrelated and so you might see some redundant language, which indicates the way that these elements work to reinforce each other when woven together consistently throughout the course.

Liberal Education: What is it?

The general purpose of a liberal education is to examine the world critically from multiple perspectives and consider how that produces new ways of thinking and knowing the world. As part of the civic mission of education, it is imperative for citizens to know how to hold and understand nuanced issues such as public education.

How does this course enact a Liberal Education with a specific focus on social science?

This course specifically supports this endeavor by examining the histories, policies, curricula, and pedagogies that promote citizenship through civic education. By examining the ideals of schools as sites of democratic life and learning and contrasting that with the roles that schools played in upholding social inequality, this course demands students wrestle with the interdisciplinary relationship between the past, present, and possible futures of public education. Each day, the relationships between history, policy, and social sciences will be wrestled with to better understand the nuanced narratives of what public education for democratic life has meant. To accomplish this broader task, we will be engaging the social sciences in their interdisciplinary form and doing the work of social science by examining how individuals, communities, systems, and structures are all interconnected. Through critical examinations of historical accounts, primary and secondary data sets, and visits from local educators and organizers, we will seek to make sense of the state of democratic education in our current society and what might need to change to make it better. Moreover, you will be asked to take this learning and *apply* it to envision better futures for democratic education than what has and currently exists. This construction of new ways of knowing and being in schools is central to the importance of social sciences in improving our world.

Small group opportunities

Class attendance and participation is required. This is because we will foster daily discussions in small group settings for students to wrestle with the readings and support one another's understanding of the texts as they relate to course objectives. Importantly, this model *is* a form of democratic education, prioritizing shared understanding through deliberation rather than the conventional right and wrong binary.

Lastly, the stated approach to social sciences is built into the course through all facets. This includes, course objectives, readings, classroom activities and discussions, and course assignments.

How does this course address the theme of Civic Life and Ethics?

Given the course content of examining democratic education in its ideological, as well as historical and contemporary forms, understanding the relationship of ethics and civic life are critical to deepening our understanding of the relationship between schools and democracy. This course specifically examines the ways that schools promote certain ways to understand the foundation of democratic life of shared living through the question, *what lessons does schooling teach people about living together through and amongst difference?* Through investigations and reflections on ideologies of democratic education in schools, the historical formulation of public education in the 20th century, and contemporary educational research on citizenship education, you will be immersed in the ethical issues of shared living and engaging in civic life in and beyond schools.

Additionally, we will be *practicing* democratic education in our class time together. My pedagogies are deeply rooted in cultivating spaces where students practice disagreeing productively with one another and navigating the tensions of collective sense-making *through* disagreements. Grounded in my thirteen years as an educator in high school settings, this begins on the first day as we start the process of building community and interrogate the ways that our time together *is* a practice in democratic education. In that sense, while we are studying the formations and ethical issues of civic education in public schools, we are also re-imagining it as we work through the material together. In doing so, we will be expected to regularly question our assumptions about what it means to be together and how that informs democratic life and educational experiences.

Course Goals:

- Assess the tension between the ideals of democratic education and its material applications in the past and present
- Evaluate assimilationist models of democratic education alongside democratic education for liberation
- Understand the value of young people as agents of change in democratic societies
- Imagine more just futures for democratic education in the United States and beyond

Student Learning Outcomes:

(A minimum of one should be selected and briefly explain how you will address and assess each individual outcome selected)

1. Understand diverse philosophies and cultures within and across societies
2. Can communicate effectively
3. Have acquired skills for effective citizenship and life-long learning

The proposed course addresses the following student learning outcomes: **Understanding diverse philosophies and culture within and across societies, effective communication, and acquiring skills for effective citizenship and lifelong learning.** As a course built on the need to interrogate the relationship between U.S. democracy and public education, you will practice foundational skills to shared living: Understanding multiple perspectives, communicating clearly and with care for others' humanity to build strong senses of community, learning to disagree with respect for one another, and being open to changing their viewpoints. As such, you will engage with an array of philosophical approaches to schooling and democratic education and engage in the skills required to participate actively in democratic life in and beyond the classroom.

How the learning outcomes will be assessed

These learning outcomes will be assessed in *all* of the assigned assessments that make up the grade for this course. Through the reading reflection journal and guest speaker reflections, you will have opportunities to demonstrate abilities to communicate effectively in written work and their growing understanding of different perspectives with respect to democratic education and its historical and contemporary formation. Doing so, also allows for me to see how you are formulating habits of mind that align with engaged civic engagement and lifelong learning. Class participation will specifically focus on the ways that we are communicating effectively and practicing the skills for democratic life as an engaged citizen in the public space of the classroom. This will specifically focus on engaging productively with their peers in small and large groups, grappling with ideas, and preserving the dignity every person deserves. Lastly, this course will assess their ability to synthesize diverse philosophies on democratic education and communicate effectively in the final project where they describe their vision of democratic education. While not assessed formally, it is worth noting that this final project is also an opportunity to practice a skill that is vital for engaged citizenship and lifelong learning in their imagining of a better future and naming it.

Course Assignments and Rubrics:

Assignment overview

This table provides an overview of course work expectations, including estimated time for each aspect of the course throughout the term. More detailed information about the assignments is below.

Assignment	Weight	Due Date	Expected time during the term
Participation	30%	Daily in class	Class Time: 2.5 hours/wk = 37.5 hours Readings: 5 hours/wk = 75 hours
Reading Reflection Journal	15%	Three Times throughout the term - Dates TBD	1 hour/wk = 15 hours
Guest Speaker/Event Reflection	10%	Last Day of Class	1 hour
Educational Autobiography	10%	End of first month	2 hours
Final Project	35%	Last Day of Class	5 hours
			135.5 hours Total

Assignment Details and Grading Criteria

Class Participation (30%)

Exploring the ideas and issues of democratic education requires that we also practice what it means to be in community. As such, your participation in class is of great importance. This means being present, engaged, and prepared by doing the readings and coming to make sense of the texts and our experiences in schools collectively. There may be instances throughout the term

that you're unable to attend class for various reasons. Please refer to the class attendance policy in the policy section.

GRADING CRITERIA

Because class participation is highly subjective, the grading criteria are based on building and sustaining our learning community. This includes the following:

1. Being respectful of peers (we critique and explore ideas, not peoples' humanity).
2. Enter from a place of curiosity (posing questions, rather than making declarations)
3. Deepening lines of inquiry (build on a point rather than introducing new ones)

Educational Autobiography (10%)

This paper is aimed at connecting your own experiences with schooling to the content of the course. We will also use these papers to build a classroom community based on the knowledge and experience we each bring to the class.

Choose a specific incident or experience during your K-12 schooling that shows how your home and community life connected with (or did not connect with) your schooling experiences. You can write about a specific incident or experience that affected how you thought about yourself as a learner/student, your family/community or the larger society. You are encouraged, but not required, to make connections to course readings we will have done by the due date.

GRADING CRITERIA:

4. Quality of writing: spelling, punctuation, word choice.
5. Organization of essay—clear introduction with a thesis; logical transitions between paragraphs; a clear conclusion.
6. Original voice and analysis
7. Proper citation of sources and a bibliography.

Reading Reflection Journal (15%)

Throughout the course, students will also be asked to keep reflective journals for two reasons: First, is to have ongoing discussions with the instructor so that I have formative feedback to see where students are successful in understanding material and where deeper discussions or revisiting materials is necessary. Second, the practice of daily writing is a useful pedagogical task that supports bolstering students' efficacy in writing and translating their ideas into prose. Together, this task will support students as they work toward a final project where they take their understandings of the materials in class and produce a final paper/project that demonstrates the depth and imagination of what it means to work toward a better version of democratic education.

The dates for the journals are (TBD)

GRADING CRITERIA

These journals can be informal in style. They must answer the following prompts:

1. Connect readings and class discussions before the deadlines to one another
2. How course readings and discussions are challenging previously held views and what new ways of thinking are coming up for you

Guest Speaker and Experiences Reflection (10%)

Throughout the term we will have # guest speakers visit class. You will submit two reflections about the different speakers in our class. These reflections are due on the final day of class (DATE). You may also check with the instructor about attending public events that speak to the topics of the course to write about as well (*Note* You need the instructor's approval before substituting this in for a guest speaker reflection). Your reflection papers should address the following questions:

- 1) Describe the event and/or provide some relevant information about the speaker or the trip.
What was the focus of the event?
- 2) Describe the audience. From what you could observe, what kinds of people were at the event? Were these the target audience (how do you know)? (for public events)
- 3) What were your reactions to the event/speaker? What surprised you? What previous beliefs were challenged or reinforced?
- 4) How did the speaker/event reinforce, challenge, or raise questions about ideas, concepts, or findings from at least two course readings?

You can choose from the following

Dr. Noah Sims, Director of Restorative Practices, Minnesota Department of Education

Dr. Lelani Sabzalian, Associate Professor University of Oregon

ARISE – MN

Minneapolis area youth organizers/researchers (BC YPAR, SLP SOAR)

GRADING CRITERIA:

1. Quality of writing: spelling, punctuation, word choice.
2. Organization of essay—clear introduction with a thesis; logical transitions between paragraphs; a clear conclusion.
3. Appropriate evidence cited for assertions made in the essay; each paragraph provides evidence for central thesis.
4. Original voice and analysis
5. Proper citation of sources and a bibliography.

Final Project (35%) DUE (LAST DAY OF CLASS)

The final project has three options. You must decide which of the options you'll be doing by MIDTERM. Below are the options.

Choice 1: Traditional Paper

Drawing on the readings from this course, you will synthesize a 12-15 page response to the question: What is the relationship between democracy, schools, and power in the U.S.? You must include in your narrative a nuanced response to the question as well as possibilities for the future of democratic education and how we might get there.

This paper will be graded on its academic tone and prowess. Please see the writing expectations above for more detail.

Choice 2: A self portrait

This project asks you to craft a self portrait of yourself in your experiences of democratic education in its oppressive and/or anti-oppressive forms. Specifically, inspired by the ethnographic approach of portraiture, illustrated in *Troublemakers*, this approach should be taken as a creative project where you will craft a narrative that aesthetically engages a wide audience that remains analytically situated in the scholarly materials of our course. The length of the portraits may vary given the various styles and approaches to writing about yourself.

Importantly, you must use at least 4 course texts to locate your portrait.

This paper will be graded on its ability to illustrate the impacts of democratic education on you while also weaving in the texts of the course into your analytic moments.

Choice 3: Design a Democratic School

This project has three parts: A problem statement, a school design, and a description of the school and how it would function. Your problem statement should explain *why* a new school model is needed to address the various ethical, historical, and material issues raised throughout the course with respect to democratic education. You should include at least 4 course texts in the problem statement.

The school design should include some aesthetic element, whether its a blueprint, 3-D model, slideshow, or anything that demonstrates the vision you have of what the school should be visually. Include at least one design element of a “classroom” (e.g., where students will be learning in your school).

The design should be accompanied by a description of the school and how it realizes the visions of democratic education that we have encountered in the school. This is your opportunity to justify *why* your vision of a school enacts a democratic education that we need today (hint: connect it back to your problem statement and incorporate course texts in your justification).

GRADING CRITERIA:

1. Quality of writing: spelling, punctuation, word choice.
2. Organization—clear introduction with a thesis; logical transitions between paragraphs; a clear conclusion.
3. Appropriate evidence cited for assertions made in the essay; each paragraph provides evidence for central thesis.
4. Original voice and analysis
5. Proper citation of sources and a bibliography.

The final grade is recorded according to U of MN definition of grades:

93-100%	A	For exceptional work, well above the minimum criteria
90-92%	A-	For outstanding work, well above the minimum criteria
87-89%	B+	For excellent work, significant above the minimum criteria
83-86%	B	For work above the minimum criteria
80-82%	B-	
77-79%	C+	
73-76%	C	For work which meets the course requirements in every respect
70-72%	C-	
67-69%	D+	
63-66%	D	Worthy of credit even though it fails to meet the course requirements

0-62% F

Failed to meet minimum course requirements

Tentative Units of Study Schedule

Unit 1: An overview of Theories of Democratic Education (Week 1-3)

Guiding Question: *What is the relationship between democracy and schools ideologically?*

(Week 1) Dewey, J. (1900/1943). *The school and society*. Chicago: The University of Chicago Press, pp. 30-62.

(Week 1) Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39-81.

(Week 2) Westheimer, J., & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy *American Educational Research Journal*, Vol. 41, No. 2, pp. 237-269

(Week 2-3) Collins, P.H. (2009). *Another Kind of Public Education: Race, Schools, the Media, and Democratic Possibilities*. Beacon Press.

Unit 2: Schooling as a system of harm (Week 4-8)

Guiding question: *What is the relationship between democracy and schools historically?*

(Week 4) Woodson, C.G. (1933). *Mis-Education of the Negro* excerpts.

(Week 4) Watkins, W. (2001). *The white architects of Black education. Ideology and Power in America, 1865-1954*. Excerpts.

(Week 5-6) Sojoyner, D. (2016). *First Strike: Educational Enclosures in Black Los Angeles*. University of Minnesota Press. Excerpts.

(Week 7-8) Sabzalian, L. (2019). *Indigenous Children's Survivance in Public Schools*. Routledge. Excerpts.

Unit 3: New Forms of Civic Education: A Case study of Multicultural Education (week 9-10)

Guiding Question: *How has democratic education responded to tensions between ideals and histories of harm?*

(Week 9) Kymlicka, W. (2003). Multicultural states and intercultural citizens. *Theory and Research in Education*, 1(2), 147-169.

(Week 9) Banks, J. (2001). Citizenship education and diversity: Implications for teacher education. *Journal of Teacher Education*, 52(1), 5-16.

(Week 10) Banks, J. (2017). Failed citizenship and transformative civic education. *Education Researcher*, 46(7), 366-377.

(Week 10) Sabzalian, L. (2019). The tensions between Indigenous sovereignty and multicultural citizenship education: Toward an anticolonial approach to civic education. *Theory & Research in Social Education*, 47(3), 311-346.

Unit 4: Lessons from youth in reimagining democratic education (Week 11-14)

Guiding Question: *What can young people teach us about freedom and democracy in schools?*

(Week 11) Love, B. (2019). “Abolitionist teaching, freedom dreaming, and Black joy” Chapter 5 in *We Want to do more than survive*.

(Week 11) [The James and Grace Lee Boggs School from Freedom Dreams Podcast](#)

(Week 12) “Our communities deserve justice! Social justice teaching and community building.” Chapter 3 in *Teaching Toward Democracy*.

(Week 12) Cortés Jr., E. (2010). Quality Education as a Civil Right. From *Quality Education as a Constitutional Right*. Book Chapter.

(Week 13-14) Gillen, J. (2019). *Power in the Room: Radical Education through Youth organizing and employment* Excerpts.

Course Schedule:

WEEK 1	<i>Activities and Readings</i> <i>What is the relationship between democracy and schools ideologically?</i> Readings: Dewey, J. (1900/1943). <i>The school and society</i>. Chicago: The University of Chicago Press, pp. 30-62 (excerpts) Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. <i>American Educational Research Journal</i>, 34(1), 39-81. Activities in class: - Review syllabus - Establishing classroom norms and expectations - In class: Primer on reading academic texts - Small discussion group assignments (Grouping 1) - Student survey on learning preferences and work habits
WEEK 2	<i>Activities and Readings</i> <i>What is the relationship between democracy and schools ideologically?</i> Readings: Westheimer, J., & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy <i>American Educational Research Journal</i>, Vol. 41, No. 2, pp. 237-269

	Collins, P.H. (2009). <i>Another Kind of Public Education: Race, Schools, the Media, and Democratic Possibilities</i>. Beacon Press. Foreward & Chapter 1. Activities in class: Small discussion group (Grouping 1) Defining a citizen (art activity in class) Collaborate with peers on Educational Autobiography
WEEK 3	<i>Activities and Readings</i> <i>What is the relationship between democracy and schools ideologically?</i> Readings: Collins, P.H. (2009). <i>Another Kind of Public Education: Race, Schools, the Media, and Democratic Possibilities</i>. Beacon Press. Chapter 2, & 3 (Tuesday) Chapter 4 & Afterword (Thursday) Activities in class: Small discussion group (Grouping 1) In class writing prompt: What does citizen education mean in the U.S.? Hand in Educational Autobiography
WEEK 4	<i>Activities and Readings</i> <i>What is the relationship between democracy and schools historically?</i> Readings: Woodson, C.G. (1933). <i>Mis-Education of the Negro</i> excerpts. Watkins, W. (2001). <i>The white architects of Black education. Ideology and Power in America, 1865-1954</i>. Excerpts. Activities in class: Small discussion group (Grouping 2) Primer on reading primary sources Lecture on Reconstruction and 20th century U.S. education Hand in Reading Reflection #1 (Thursday)
WEEK 5	<i>Activities and Readings</i> <i>What is the relationship between democracy and schools historically?</i> Readings: Sojoyner, D. (2016). <i>First Strike: Educational Enclosures in Black Los Angeles</i>. University of Minnesota Press. Introduction (Tuesday), Chapter 1 (Thursday) Activities in class: Small discussion group (Grouping 2)

	Guest Speaker: Dr. Noah Sims, Director of Restorative Practices, Minnesota Department of Education
WEEK 6	<i>Activities and Readings</i> <i>What is the relationship between democracy and schools historically?</i> Readings: Sojoyner, D. (2016). <i>First Strike: Educational Enclosures in Black Los Angeles</i>. University of Minnesota Press. Chapter 2 (Tuesday) & 3 (Thursday) Activities in class: Small discussion group (Grouping 2) Understanding enclosure – creative prompt in class
WEEK 7	<i>Activities and Readings</i> <i>What is the relationship between democracy and schools historically?</i> Readings: Sabzalian, L. (2019). <i>Indigenous Children's Survivance in Public Schools</i>. Routledge. Excerpts. Activities in class: Small discussion group (Grouping 3) Introduce Final Project
WEEK 8	<i>Activities and Readings</i> <i>What is the relationship between democracy and schools historically?</i> Readings: Sabzalian, L. (2019). <i>Indigenous Children's Survivance in Public Schools</i>. Routledge. Excerpts. Activities in class: Small discussion group (Grouping 3) Guest Speaker: Dr. Lelani Sabzalian (zoom) Hand in Reading Reflection #2
WEEK 9	<i>Activities and Readings</i> <i>How has democratic education responded to tensions between ideals and histories of harm?</i> Readings: Kymlicka, W. (2003). Multicultural states and intercultural citizens. <i>Theory and Research in Education</i>, 1(2), 147-169.

	Banks, J. (2001). Citizenship education and diversity: Implications for teacher education. <i>Journal of Teacher Education</i>, 52(1), 5-16. Activities in class: Small discussion group (Grouping 3) Design a citizen (revisit citizen drawings from week 2 and incorporate readings from week 9)
WEEK 10	<i>Activities and Readings</i> <i>How has democratic education responded to tensions between ideals and histories of harm?</i> Readings: Banks, J. (2017). Failed citizenship and transformative civic education. <i>Education Researcher</i>, 46(7), 366-377. Sabzalian, L. (2019). The tensions between Indigenous sovereignty and multicultural citizenship education: Toward an anticolonial approach to civic education. <i>Theory & Research in Social Education</i>, 47(3), 311-346. Activities in class: Small discussion group (Grouping 4)
WEEK 11	<i>Activities and Readings</i> <i>What can young people teach us about freedom and democracy in schools?</i> Readings: Love, B. (2019). “Abolitionist teaching, freedom dreaming, and Black joy” Chapter 5 in <i>We Want to do more than survive</i>. The James and Grace Lee Boggs School from Freedom Dreams Podcast Activities in class: Small discussion group (Grouping 4) Peer-to-peer workshop for Final Project
WEEK 12	<i>Activities and Readings</i> <i>What can young people teach us about freedom and democracy in schools?</i> Readings:

	Cortés Jr., E. (2010). Quality Education as a Civil Right. From <i>Quality Education as a Constitutional Right</i>. Book Chapter. “Our communities deserve justice! Social justice teaching and community building.” Chapter 3 in <i>Teaching Toward Democracy</i>. Activities in class: Small discussion group (Grouping 4) Hand in Reading Reflection #3
WEEK 13	<i>Activities and Readings</i> <i>What can young people teach us about freedom and democracy in schools?</i> Readings: Gillen, J. (2019). <i>Power in the Room: Radical Education through Youth organizing and employment</i> Excerpts. Activities in class: Small discussion group (Grouping 5) Guest Speaker Presentation (Tuesday): ARISE-MN (youth political organizing for Southeast Asian histories) Guest Speaker Presentation (Thursday): Amina Smaller, Brooklyn Center YPAR Coordinator
WEEK 14	<i>Activities and Readings</i> <i>What can young people teach us about freedom and democracy in schools?</i> Readings: Gillen, J. (2019). <i>Power in the Room: Radical Education through Youth organizing and employment</i> Excerpts. Activities in class: Small discussion group (Grouping 5) Guest Speakers: St. Louis Park – Students Organizing Against Racism (SOAR) Tuesday Submit Guest Speaker Reflections (Thursday)

Student Resources

- **Hardware and Software Information** - Computer and Device Support can connect you with discounted hardware, software, and cell phone options.

- U of M Support - Online specialists can be reached via email, phone, or chat: [Contact Us](#).
- [University Libraries](#) - Information about distance learning, as well as services to online students affiliated with each campus: [Duluth](#), [Crookston](#), [Morris](#), and the [Twin Cities](#).
- University of Minnesota Libraries - [Online tutorials](#) and [workshops](#).
- The U of M Learning Platform - Academic applications (e.g., Canvas, myLibrary, podcasts). Students access the Learning Platform via the [MyU Portal](#) (login required).

Tips and Training

- Free [training courseware](#) for MS Office products.
- Free [mini-course](#) (requires registration) on assessing and overcoming your tendency to procrastinate.
- [Online learning tips](#) from the University of Illinois.
- Information on [how to be a successful online learner](#).

REQUIRED POLICY STATEMENTS

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. To support this environment, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University, you are expected to adhere to Board of Regents Policy: [*Student Conduct Code*](#). Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please review the Administrative Policy: [*Teaching and Learning: Student Responsibilities*](#).

Scholastic Dishonesty

As students in a university community, you are expected to do your own academic work, and to cite sources of knowledge that you draw on in completing your assignments and other academic work. Failing to do so is scholastic dishonesty, which includes: plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty permission, including the posting of faculty-provided course materials on online learning support and testing platforms; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. When it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [*Teaching and Learning: Instructor and Unit Responsibilities*](#).

Additional resources pertaining to academic integrity can be found through the [*Office for Community Standards*](#) and the [*Center for Educational Innovation*](#).

Beware of websites that advertise themselves as being “tutoring websites.” It is not permissible to upload any instructor materials to these sites without their permission or copy material for your own homework assignments from these various sites. When you have additional questions and concerns, please speak with or email your instructor to clarify practices expected for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, for example, when and whether collaboration on assignments is permitted, when citing sources is required and what citation method to use, or when and which electronic aids are permitted or prohibited during an exam.

Excused Absences and Makeup Work

Students will not be penalized for absence during the semester due to excused circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see Administrative Policy: [Excused Absences and Makeup Work](#).

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information and more importantly of personally recording, integrating, and connecting information as part of your educational experience. However, broadly disseminating class notes beyond the current classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: Administrative Policy: *Teaching and Learning: Student Responsibilities*.

Sexual Harassment, Sexual Assault, Stalking and Relationship Violence

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential resource on your campus. If you want to report sexual misconduct, or have questions about the University’s policies and procedures related to sexual misconduct, please contact your campus [Title IX office or relevant policy contacts](#).

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

For more information, please see Administrative Policy: [Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#).

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [Diversity, Equity, Equal Opportunity, and Affirmative Action](#).

Disability Accommodations

The University of Minnesota is committed to creating learning environments that are inclusive and accessible to all students. If you are experiencing disability-related barriers to learning in your courses, the Disability Resource Center (DRC) is the office that collaborates with students to explore reasonable accommodations, tools, and resources.

- If you are registered with the DRC and have a current accommodation letter please share your letter with me as soon as possible so that we can discuss how your accommodations will be implemented in this course. The sooner I know about your disability access-needs, the more equipped I can be to facilitate accommodations. You may reach out to me or your (access consultant/disability specialist) if you have any questions or concerns about your accommodations.
- If you are not registered with the DRC and are experiencing or think you may be experiencing disability related to a mental health, attention, learning, chronic health, sensory, or physical condition, and would like to discuss accommodations and/or resources, please contact the DRC on our campus (e.g., Twin Cities campus - 612.626.1333).
- If you have a short-term medical condition, such as a broken arm, I may be able to assist in minimizing classroom barriers. In situations where additional assistance is needed, you should contact the DRC as noted above.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health Website](#). As an instructor/University community member, we care about the wellbeing of students. If health, safety, or mental health concerns are conveyed, we may consult with campus support offices to provide support and resources to a student.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve

judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."*