

American Studies AMST 2031: Chasing the American Dream

Instructor: David Karjanen

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Credits: 3

Course Prerequisites: None

Course Schedule: Asynchronous June 9, 2025-August 1, 2025

Office Hours: Monday and Wednesday noon-2:00pm, and by appointment

Course Description:

This course introduces students to the scholarly debates surrounding economic inequality, opportunity, and socioeconomic mobility in the United States, as it has changed historically over the years since the 1970s, through to the present, including a discussion of the racial and gendered differences in different types of socioeconomic stratification. We will look at a range of scholarly research across different fields, and follow debates about public policy, the economy, and politics.

Course Goals and Objectives:

The broad objective of this course is to provide students with an in-depth understanding of some of the basic features of the US economy, particularly the systems of economic opportunity, socioeconomic mobility, inequality, and changes to those systems over time. It focuses on the past 50 years of economic, demographic, and technological transformation of the US economy and society, to the present. Some specific goals of the course include:

- Students will learn how to identify and locate information regarding important topics related to the course—such as the poverty rate, how inequality is measured, and how to find out information about racial/ethnic or gender differences in economic achievement over time.

- Students will also learn about the policy debates which have shaped recent macroeconomic and state level legislation as part of the goal of understanding the practice of governance at the state and local levels. This allows students to develop a better understanding and appreciation of how difficult it is to tackle social and economic problems and the role of the public sector in addressing such problems.
- Students will learn about how policymakers think about and propose policies to address important topics discussed in the course.
- Students will learn about how different disciplinary perspectives use different types of data and information to understand important issues, and importantly, how those scholars do the research necessary to understand the problems being studied.
- By the end of the course students will be able to explain how different aspects of American society, socially, culturally, politically, economically, geographically, etc. all interact to produce the complex social and economic systems of opportunity and inequality in society.

Required Readings:

Readings are all available either on Canvas as PDF files, or free via hyperlinks in the syllabus.

Three texts are required, and are available via Canvas, or you may purchase them yourself: Robert Putnam, “Our Kids: The American Dream in Crisis” Simon and Schuster, 2016, and Robert Reich “The System: Who Rigged it, How We Fix it” Vintage Press, 2021, and Jennifer Pahlka, “Recoding America: Why Government Is Failing in the Digital Age and How We Can Do Better” MacMillan, 2023.

Required Assignments:

Reading Responses, Two, 10 points each (20% total grade)

Quizzes, Two, 10 points each, (20% total grade)

Discussion Board Participation, Two, 10 points each, (20% total grade)

Policy Brief, One, 10 points total, (10% of total grade)

Final exam, (30% total grade)

Assignment Descriptions

Reading Responses: Reading responses will be posted a week prior to being due. Three questions related to the readings will be posted. Students need to respond to at least two of the three questions in, at minimum, 1 page answers per question.

Quizzes: Ten questions, multiple choice, via Canvas.

Discussion Board Assignments: Discussion board assignments require students to participate in an online discussion of several questions which will be posted during the week that the discussion is due. Students should write three sentences, up to a full paragraph, for each discussion question that they want to respond to. There is a minimum of two questions to receive full credit for the discussion board assignment.

The Policy Brief: This assignment requires students to take an issue that is the topic of public policy in the United States (poverty, inequality, unemployment, underemployment, etc) and to look at different sources of information on the topic that are presented in class, and write a brief (1-3) page proposal for addressing the problem. This should include a summary of the problem and appropriate citation of sources.

Final Exam: The final exam is 30 multiple choice questions, cumulative and via Canvas.

Attendance Requirement: This course is online/asynchronous; there is no attendance requirement.

Statement on Extra Credit: There are no extra credit options. If you are unhappy with your grade on an assignment, contact the instructor to discuss the option to re-do the assignment. This is an available option for all students.

Instructional Time Statement: Each class has an approximately 1 hour and 15 minute lecture. Some weeks also have supplementary videos via youtube, with links on the

syllabus. The total amount of instructional time for the course, just with lectures, amounts to the total required instructional time for the credit hours: 45.

There are also online discussion board assignments where students have to participate in a conversation on the online message board regarding the readings for that week; this adds another hour of instructional time. Finally, there are external videos running, in total, about an hour and a half, for a total of over 50 hours of instructional time.

Independent Student Work Time Statement

Students will have 4 lecture videos each week, approximately one hour and 15 minutes long, for a total of five hours of video lectures each week. Total estimated student time for the course is 900 minutes per week with instructional time at 300+ minutes per week and student independent work time at 600+ minutes per week.

Exams and Missed Work Policy

Missed quizzes: Missed quizzes can be made up within one week, unless there are further accommodations necessary, in which case contact the instructor.

Late Work: Late work should be made up within one week, unless there are further accommodations necessary, in which case contact the instructor.

Final exam: There is a make up final exam if necessary, contact the instructor to take it.

Liberal Education Requirements and Student Learning Outcomes:

Liberal Education

This course provides an overview of American Studies as a field and the value of a liberal education as an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. Students will discuss how this broader, interdisciplinary education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication,

analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

Readings and assignments look at the evolution of the central themes of inequality, opportunity, empowerment, and marginality as they have unfolded in the United States, with a particular emphasis on more recent debates and the growth of inequality, particularly along economic lines, over the past 25 years. This course also includes an evaluation of the politics of public policy and an evaluation of the related issues of race and gender as well as class as they are linked to the complex forms of social stratification in American society. The course also looks more closely at issues related to contemporary policy debates, including globalization, the housing crisis, and consumer debt. As such, like the majority of American studies courses, the work in this course blends historical, cultural, and social analysis through a variety of theoretical and interdisciplinary lenses. As broader liberal educational outcomes, this course forces students to look at pressing social issues from a longer-historical context, to examine the cultural politics and debates around opportunity and “The American Dream,” and consider a variety of different perspectives, including those of global, racial, gendered, and class-based interpretations. Students in this course will have a much deeper understanding and appreciation of the complex and contradictory ideas of opportunity and success in American society, and in particular their relationship to current debates about economics, economic mobility, and forms of inequality.

This course demands that students engage with the material, apply it, critique it, and incorporate it into a broader understanding of American history, culture, and politics. Students are asked to do original research in answering key questions of American studies, such as the characteristics of American political thought, the history of American cultural and social critics, and are asked to analyze both original texts as well as secondary scholarly materials. Required texts like Robert Putnam's “Our Kids” and Robert Reich's “The System” are examples of how students will engage a scholarly work of cultural history and respond to its many criticisms and reflect on their own experience and those of others in the United States. Students are also required to do the work of American Studies as an interdisciplinary approach to understanding American society by integrating, through their assignments, including reading responses and discussion boards, their understanding of common problems (economic opportunity, the ideas of meritocracy, inequality, educational inequalities, etc) from different disciplinary perspectives given that multiple disciplines are represented in the course.

Race, Power, and Justice in the United States

This course examines the different operations of social power and privilege in American society over time, particularly those of race, class and gender and how they are related to the changes in the US economy, particularly socioeconomic stratification and mobility over time. The required readings include an analysis of these issues, from different perspectives. Reich and Putnam's work on inequality and opportunity both look at power and privilege from different analytical points of view, and provide the broad historical and social context within which race, class, and gender have been part and parcel of inequality and economic opportunity within the United States. Specific assignments and class discussion topics on how power and privilege operate in American society are present throughout the course, particularly in weeks on the racial stratification, gender discrimination, economic mobility, and the growth of the working poor.

The course advances students' understanding of how social differences in the U.S. have shaped social, political, economic, and cross-cultural relationships. There are a number of ways that this course examines these issues, most directly in the analysis of racial and gendered discrimination, but also class inequalities when we discuss the scholarship on economic opportunity and debates about meritocracy in American society.

Students examine the complex relationship between a particular form of diversity in the United States and its impact on historical and contemporary social dynamics, democratic practices, and institutional stratification. One of the key learning goals for this course is to have students understand that the outcomes for the course include an analysis of federal and local policy as a form of institutional stratification; e.g. institutional racism and forms of federal discrimination that favor some groups over others throughout the Jim Crow era and the New Jim Crow era. These are discussed in lectures and then examined by contemporary research in the readings.

The course enhances students' understanding of diversity as a social construct that has promoted the differential treatment of particular social groups and served as the basis for response to subsequent social inequities by these groups. This is most evident in the books, including Pahlka, who discusses everything from discrimination in hiring ex-felons to the ways that the unemployed are constituted as a disenfranchised class simply because they are unemployed!

Historical Perspectives

The course examines the human past, studying the beliefs, practices, and relationships that shaped human experience over time by looking at how the idea of the "American dream" and economic and social success and mobility in the United States

emerged, and has changed over time, and how it is linked to changes in America's economic and political landscape. The course begins with an exploration of the histories and meanings attached to different understandings of these central issues since the earliest days of American history from St John de Crevecoeur, and Jeffersonianism in early modern American history. Also included is a discussion of the classic work of de Tocqueville and Emerson regarding individualism and ideas of worth and merit in American society; these are outlined in the first lecture when I discuss what it means to have an 'American Dream,' and are connected to how those ideas changed in the post-civil rights era, and through the period of US deindustrialization since the 1970s. The course then moves to current debates on inequality and economic opportunity. Students also read texts in different historical time periods, covering both original texts and secondary texts as well as national and local media sources regarding specific topics. Throughout the semester students have to use primary sources regarding their investigation and learning about course topics. For instance, concepts such as poverty will be examined by looking at how the idea of poverty was discussed in the past and compared to the present and specific time periods like the post civil rights era when the issue became more charged with debates about race. To accomplish this, students will use original news/media coverage from media such as the New York Times and Washington Post, as well as other media sources and federal and academic publications to compare how these issues were understood and debated differently in different historical periods.

Students will also be required to consider the limits of their own analysis and the challenges of historical research, particularly through an analysis of the scholarship being read in the course. Students will have to discuss and question the different ways that historical data have been presented, the difficulties making uniform conclusions about certain types of data (the value of the minimum wage over time, the definition of poverty over time, what opportunity means in different periods of US history, etc).

Lastly, in our concluding weeks, we focus more on public policy and the evolution of governance, particularly at the Federal level, over time. Lectures and readings compare the Great Society programs of the past with the current period of economic restructuring and efforts to reverse public sector programs.

Student Learning Outcomes

Can locate and critically evaluate information

This SLO will be assessed by the ability of students to independently locate research on the course topics, evaluate their scholarly merits, lines of argument, data, analysis, and theoretical rigor, and then apply this work in their own understanding through written papers. On the reading response papers, students have to respond both to the reading, as well as provide one of their own supplementary readings that covers the same topic, from a scholarly source, or an exemplary media source that is either journalism or another publication (such as a policy brief from a think tank). Students will also have to draw on their own sources for the Policy Brief assignment, which asks them to provide solutions to a topic/problem that the course covers, while citing at least five scholarly sources to support their arguments. Students' grades on these assignments are in part based on their ability to locate, understand, and communicate about these sources of research and information.

Have mastered a body of knowledge and a mode of inquiry

As a highly interdisciplinary course, students are exposed to research and writing from Economics, Sociology, History, Cultural Studies, Public Policy... and other fields. Students will need to demonstrate that they understand what distinguishes these different approaches, and they must apply, critique, or modify them in their own analysis. For instance, Critical Race Theory, approaches in critical media studies, including feminist analysis, and structuralist analysis will be used to analyze cultural and policy debates about inequality in American society. Students will also have the opportunity to critique various approaches, and provide their own synthesis or alternative in reading responses and discussion board assignments.

Can communicate effectively

Students will complete this SLO through written assignments, primarily the Reading Response papers, the Policy Brief, and the Online Discussion Boards. Each of these assignments requires the student to present complex ideas in a clear and concise manner. Part of the grade for each assignment will be clarity and effective composition. Each of these assignments has a different structure and content. Reading response papers require several pages of essay writing, the Policy Brief requires a concise, 1-2 page document outlining specific policy recommendations, and the Discussion Board requires that students respond to specific questions posed to the entire class, as well as questions that the other students bring up. Thus, the diversity of assignments requires students to be adept at communicating in a range of writing and will be held accountable for their ability to communicate effectively in these different assignments.

Assignment Schedule:

Week 1: no assignments (6/3-6/7)

Week 2: Quiz 1 (6/10-6/14)

Week 3, Quiz 2(6/17-6/21)

Week 4, Reading response 1 (6/24-6/28)

Week 5, Discussion Board (7/1-7/5)

Week 6 Reading response 2 (7/8- 7/12) Due 7/17, covers REICH readings/lecture

Week 7 Discussion Board (7/15-7/19)

Week 8: Final Exam (7/22-7/26) Available all week and due by 8/2 This is cumulative!

Weekly Schedule

Week 1: What is the American Dream? What are the main features of the US Economy?

Lecture 1: Video: What is the American Dream and is it Dead?

Videos referenced in lecture:

https://www.youtube.com/watch?v=QC3rd-i__cE

<https://www.youtube.com/watch?v=KogCxJoUweE>

Videos to watch:

<https://www.pewtrusts.org/en/research-and-analysis/video/2011/economic-mobility-and-the-american-dream>

Readings:

The Bell Policy Center: What is Economic Mobility

<https://www.bellpolicy.org/what-is-economic-mobility/>

Economic Mobility, Raj Chetty et al. Stanford Center on Poverty and Inequality

https://inequality.stanford.edu/sites/default/files/SOTU_2015_economic-mobility.pdf

Upward Mobility Is Alive and Well in America

Studies show the vast majority of adults have higher income than their parents did.

January 6, 2023, John F. Early and Phil Gramm

<https://www.cato.org/commentary/upward-mobility-alive-well-america>

Lecture 2: Inequality in the US Economy

Readings:

The Guardian, Carol Graham, "Is the American Dream Really Dead?" Tue 20 Jun 2017

<https://www.theguardian.com/inequality/2017/jun/20/is-the-american-dream-really-dead>

An autopsy of the American dream: A conversation with Tailspin author Steven Brill.

Sean Illing, Updated Mar 12, 2019, 7:34 AM CDT

<https://www.vox.com/2018/6/28/17469080/american-dream-steven-brill-inequality-poverty-tailspin>

Lecture 3: American Capitalism and Comparisons

Readings: An introduction to Varieties of Capitalism, Peter Hall and David Soskice

Lecture 4: Dynamics and Contradictions in the US Economy and Economic Mobility

Readings:

2021. "Economic contradictions coming home to roost? Does the U.S. economy face a long-term aggregate demand generation problem?," Chapters, in: Neoliberalism and the Road to Inequality and Stagnation, chapter 2, pages 10-33, Edward Elgar Publishing.

Thinking about Mobility and Opportunity: Education and the Job Market

Readings:

Stuck on the ladder: Wealth mobility is low and decreases with age

Ember Smith, Ariel Gelrud Shiro, Christopher Pulliam, and Richard V. Reeves

June 29, 2022

<https://www.brookings.edu/articles/stuck-on-the-ladder-wealth-mobility-is-low-and-decreases-with-age/>

Week 2: Robert Putnam “Our Kids”

Lecture 1: Parenting, Schooling, and Social Connectedness

Readings: “Our Kids,” Chapters 1 and 2

Lecture 2: Schooling

Lecture 3: Communities, Capital, and Opportunity

Readings: “Our Kids,” Chapters 2 and 3

Lecture 4: Economic Mobility and Place and America in Transition

Readings: “Our Kids,” Chapter 5, Chapter 6

Assignment: QUIZ

Week 3: Communities, Public Policy, and Place

Lecture 1: Community and Place and Inequality in America

Readings:

The Geography of Opportunity: Race and Housing Choice in METropolitan America, Xavier de Souza Briggs, editor, Introduction and Conclusion.

https://www.brookings.edu/wp-content/uploads/2016/07/geographyofopportunity_chapter-1.pdf

Lecture 2: Economic Opportunity, Place and Race

Readings:

The Geography of Opportunity: Education, Work, and Intergenerational Mobility Across US Counties Institute Working Paper 47

<https://www.minneapolisfed.org/research/institute-working-papers/the-geography-of-opportunity-education-work-and-intergenerational-mobility-across-us-counties>

The changing landscape of economic opportunity by race and class in America
New data and policy implications. Quinn Sanderson and Gabriela Campos
August 8, 2024

<https://www.brookings.edu/articles/the-changing-landscape-of-economic-opportunity-by-race-and-class-in-america/>

Lecture 3: Politics and Public Policy

Readings:

Seven key takeaways from Chetty's new research on friendship and economic mobility
Richard V. Reeves and Coura Fall, August 2, 2022

<https://www.brookings.edu/articles/7-key-takeaways-from-chettys-new-research-on-friendship-and-economic-mobility/>

Lecture 4: Making Policy Matter

Other Media:

Podcast: Public policy, values, and politics: Why so much depends on getting them right, Harvard University Kennedy School, featuring Douglas Elmendorf.

<https://www.hks.harvard.edu/faculty-research/podcast/public-policy-values-and-politics-why-so-much-depends-getting-them-right>

Assignment: Quiz

Week 4: Racial Discrimination and Economic Opportunity

Lecture 1: Race, Segregation, and the US Economy

Readings:

Systematic Inequality and Economic Opportunity: Eliminating racial disparities in economic well-being requires long-term, targeted interventions to expand access to opportunity for people of color., Center for American Progress

<https://www.americanprogress.org/article/systematic-inequality-economic-opportunity/>

Race and underemployment in the US labor market, Ryan Nunn, Jana Parsons, and Jay Shambaugh August 1, 2019

<https://www.brookings.edu/articles/race-and-underemployment-in-the-u-s-labor-market/>

Desegregate the Job Market, National Employment Law Project

<https://www.nelp.org/explore-the-issues/anti-discrimination/occupational-segregation/>

Reversing Labor Laws Rooted in Slavery, Rebecca Dixon, National Employment Law Project, June 2022

<https://www.nelp.org/reversing-labor-laws-rooted-in-slavery/>

Lecture 2: Hiring, Firing, and Racial Preferences

Readings:

Deitch, E. A., Barsky, A., Butz, R. M., Chan, S., Brief, A. P., & Bradley, J. C. (2003). Subtle Yet Significant: The Existence and Impact of Everyday Racial Discrimination in the Workplace. *Human Relations*, 56(11), 1299-1324.

Swim, J.K., Cohen, L.L. & Hyers, L.L. Experiencing everyday prejudice and discrimination. In J.K. Swim & C. Stangor (Eds), *Prejudice: The target's perspective*. San Diego, CA: Academic Press, 1998, pp. 37–60.

Lecture 3: The Politics of Race and Economic Mobility

Readings:

Davidai, S., & Walker, J. (2022). Americans Misperceive Racial Disparities in Economic Mobility. *Personality and Social Psychology Bulletin*, 48(5), 793-806.

Lecture 4: Policy Options on Discrimination

Readings:

How to Promote Racial Equity in the Workplace: A five-step plan

by Robert Livingston, Harvard Business Review

<https://robertwlivingston.com/wp-content/uploads/2021/01/HBR-Livingston-Reprint.pdf>

Bielby, William T. "Minimizing Workplace Gender and Racial Bias." *Contemporary Sociology* 29, no. 1 (2000): 120–29.

Assignment: Reading Response

Week 5: Gender and Inequality in America

Lecture 1: Gender and Socioeconomic Stratification

Readings:

Davis, S. N., Jacobsen, S. K., & Anderson, J. (2012). From the Great Recession to Greater Gender Equality? Family Mobility and the Intersection of Race, Class, and Gender. *Marriage & Family Review*, 48(7), 601–620.

Edlund, Lena, and Wojciech Kopczuk. 2009. "Women, Wealth, and Mobility." *American Economic Review* 99 (1): 146–78.

Lecture 2: Marriage, Fertility, and Households and Economic Mobility

Readings:

Kearney, M. S. (2006). Intergenerational Mobility for Women and Minorities in the United States. *The Future of Children*, 16(2), 37–53

Nancy Folbre. 1993 "Who Pays for the Kids" Chapters 1 and 2.

Lecture 3: Fertility and Social Reproduction

Readings:

Claudia Goldin. Babies and the Macroeconomy, National Bureau of Economic Research, Working Paper 33311, Revision Date February 2025

<https://www.nber.org/papers/w33311>

A new era in the economics of fertility, CEPR. Michèle Tertilt Anne Hannusch Fabian Kindermann Matthias Doepke / 11 Jun 2022

<https://cepr.org/voxeu/columns/new-era-economics-fertility>

Lecture 4: Race, Gender and Economic Stratification

Readings:

Hogan, Richard. "Class, Race and Gender Inequality." *Race, Gender & Class* 8, no. 2 (2001): 61–93.

Brush, L. D. (2001). Poverty, Battering, Race, and Welfare Reform: Black-White Differences in Women's Welfare-to-Work Transitions. *Journal of Poverty*, 5(1), 67–89.

Ransby B. KATRINA, BLACK WOMEN, AND THE DEADLY DISCOURSE ON BLACK POVERTY IN AMERICA. Du Bois Review: Social Science Research on Race. 2006;3(1):215-222.

Assignment: Discussion Board

Week 6: Robert Reich: "The System: Who Rigged it, How We Fix it"

Lecture 1: Reich, "The System"

Readings:

Reich, "The System," Chapters 1 and 2.

Lecture 2: Reich, "The System"

Readings: Reich, Chapter 3

Lecture 3: Reich, "The System"

Readings: Reich, Chapters 4 and 5

Lecture 4: Reich, "The System"

Readings: Reich, Chapter 6

Assignment: Reading Response

Week 7: Politics, Money, and Billionaire Bonanzas

Lecture 1: Reich, Final discussion

Readings: Robert Reich, Conclusion

Lecture 2: Lobbying and Campaign Finance

Readings: Lewis Lapham, Tentacles of Rage, Harpers Magazine

GILENS M, PATTERSON S, HAINES P. Campaign Finance Regulations and Public Policy. American Political Science Review. 2021;115(3):1074-1081

Lecture 3: Politics and Public Policy

Lecture 3: Politics and Campaign Finance

Readings:

Peoples, C.D. (2013), Campaign Finance and Policy Making: PACs, Campaign Contributions, and Interest Group Influence in Congress. Sociology Compass, 7: 900-913.

Schnakenberg, K.E. and Turner, I.R. (2021), Helping Friends or Influencing Foes: Electoral and Policy Effects of Campaign Finance Contributions. American Journal of Political Science, 65: 88-100.

Lecture 4: Why Things Take So Long and Nothing Seems to Work!?

Readings: State of NH Rt 101 Highway Environmental Review

Assignment: Discussion Board

Week 8: Government and Economies that Work? And Final Exam and Review

Lecture 1: Jennifer Pahlka, Recoding America: Why Government Is Failing in the Digital Age and How We Can Do Better

Readings: Recoding America, Part 1

Lecture 2: Pahlka Part 2

Readings: Recoding America, Part 2

Lecture 3: Pahlka Part 3

Readings: Recoding America, Part 3

Lecture 4: Review and Final Exam!

Education & Student Life Policies

Please be familiar with these, as these are University Of Minnesota policies, and govern the conduct of the course. You are all responsible for being familiar with these policies. Enrollment in the course means that you agree to adhere to them.

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.

University Grading Scales

The University has two distinct grading scales: A-F and S-N.

A-F grading scale. The A-F grading scale allows the following grades and corresponding GPA points:

Grade GPA Points Definitions for undergraduate credit

A 4.000 Represents achievement that significantly exceeds expectations in the course.

A- 3.667

B+ 3.333

B 3.000 Represents achievement that is above the minimum expectations in the course.

B- 2.667

C+ 2.333

C 2.000 Represents achievement that meets the minimum expectations in the course.

C- 1.667

D+ 1.333

D 1.000 - Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.

F 0.000 Represents failure in the course and no credit is earned.

S-N grading scale. The S-N grading scale allows for the following grades and corresponding GPA points:

Grade GPA Points Definitions for undergraduate credit

S 0.00 Satisfactory (equivalent to a C- or better)

N 0.00 Not Satisfactory

For additional information, please refer to: Administrative Policy: Grading and Transcripts.

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, Inclusion, and Equal Opportunity

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: Equity, Diversity, Inclusion, and Equal Opportunity.

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.

Twin Cities - <https://disability.umn.edu/>, drc@umn.edu)

Equal Opportunity Statement

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Title IX, University of Minnesota, 274 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu. Website at www.eoaa.umn.edu.

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: for courses that do not involve students in research

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. [Customize with names and contact information as appropriate for the course/college/campus.]

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