

**Human Rights Analysis**  
GLOS 5900-002 / PA 5890-004, 3 credits  
Tuesdays 1:00-3:45 p.m.  
Room: Carlson School 1-143  
Spring 2015

(Updated syllabus)

*"It has long been recognized that an essential element in protecting human rights was a widespread knowledge among the population of what their rights are and how they can be defended." (Boutros Boutros-Ghali)*

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Office hours: Thursdays 1:00-3:00 p.m. (and by appointment)

**Course description and goals:**

In less than a hundred years, human rights have become the legal and normative standard by which we judge the respect and protection—or lack thereof—of human dignity for people all around the world. As human rights standards have been codified in international and national laws and human rights norms have become increasingly powerful, the measuring progress towards the actual realization of human rights emerged as a formidable challenge. Do human rights laws and norms have any real impact on human rights protections? Under what circumstances are human rights realized? In what cases are human rights particularly precarious, and under what circumstances are human rights violated? There is a strong need for empirical evidence to answer such questions, and both scholars and practitioners of human rights have developed diverse research methods and vibrant research agendas to study the successes and challenges of the human rights movement.

This graduate-level seminar is for students interested in research-policy linkages and research techniques in the field of human rights. Students will develop skills to be discerning consumers of human rights research and begin to design and conduct their own research on human rights policies, programs, organizations, and problems. The course is:

Interdisciplinary: We will draw upon multiple analytic traditions, such as from sociology, political science, public health, policy studies, anthropology, and development studies.

Mixed methods: We will cover a range of qualitative and quantitative research techniques, recognizing the unique and complementary strengths of each approach.

Globally-focused: We will analyze both domestic and international human rights concerns and the work of key human rights actors including international organizations and non-governmental organizations.

Engaged: We will focus on applied research strategies, class exercises will have practical applications, and we will engage directly with research conducted by human rights organizations.

Through this course, my goals are for you to:

1. Understand the relationship between research and human rights policy and practice and the scope of both academic and applied research on human rights.
2. Identify the tools and practices used to assess the impact of human rights actions and measure progress towards human rights goals.
3. Assess research quality by critically evaluating data and methodology used to support human rights claims and develop human rights policy and practice.
4. Develop a strong grasp of the range of qualitative and quantitative data collection and analysis techniques, including knowing what types of data are best suited to what types of questions or problems.
5. Recognize ethical considerations involved in research with human subjects, particularly vulnerable or marginalized populations.
6. Acquire basic skills in conceptualizing, designing, and carrying out a research project to address a significant human rights problem or question.

**Accessibility:**

I want to talk with you throughout the semester. Because this is a small seminar, there will be plenty of time for interaction during class meetings, but I am also available to you outside of class. Although I may be available if you drop by, it is best to make an appointment. I'll keep Thursday afternoons open for drop-in appointments. Please see me if you are having a problem with any aspect of the course, but also remember that office hours are not only a time to address problems. I am eager to address questions you have, explore your ideas, discuss topics of interest to you, or talk about your future academic and professional goals.

**Class format:**

Class sessions will usually be a mixture of discussion and other in-class activities. This mixed-methods approach will be designed to deeply engage with course material, focus on learning outcomes, and recognize the varied ways in which people learn. Lectures will be concise and relevant, helping to outline new content or clarify difficult concepts. Other tools designed to facilitate learning will include group discussions, active learning exercises, case studies, videos, written reactions, and guest speakers. Such opportunities will allow you to work with one another and grapple with the material on a deeper level, seeking practical applications of course concepts. I am open to dialogue and feedback about what best helps you learn.

**Texts:**

Please bring the readings with you to class sessions. Most weeks, we will have two different types of readings:

- 1) Core methods reading(s)  
The objective of these readings are to provide a methodological foundation. For those with greater exposure to research methods, this may involve some review. For those with less experience in these areas, these readings will be key and may require substantial investment to master the material.

- **Gray, David E. 2014. *Doing Research in the Real World*. 3<sup>rd</sup> edition. SAGE Publications. Paperback with interactive eBook ISBN: 9781446295311.** Available on Amazon for \$45-55. I will also put one copy on course reserve at Wilson Library. Depending on your previous research experience, you may find that it is possible to skim these chapters, but the textbook serves as a comprehensive reference for detailed methodological information.
- Various chapters from other methods text or articles that address methodological techniques or issues. I will provide these on the course website.

2) Empirical articles, book chapters, or reports

Most weeks, we will also read empirical research reports; some will be peer-reviewed scholarly pieces, others may be reports on research conducted by NGOs or others. Some will be exemplars of the methodology we are discussing, while others may highlight methodological problems. These readings will illustrate the complexities of carrying out human rights research, and will provide the material for your methodological critiques. It is not imperative that you read each of these in full detail. You should read with the goal to understand the central points of the research: the research problem, research question, key concepts, measurement, data collection, data analysis, and interpretation of key findings. The objective is to fully understand the research design and methods used, not necessarily the entire substantive discussion.

**Web content:**

We have a Moodle site for the course, where the course schedule and readings will be posted. I may periodically post update or changes to the schedule, readings, or assignments here, so please do check regularly. Let me know if you have trouble accessing the site.

**Overview of requirements:**

- 30% Participation
  - 15% Class engagement
  - 15% Handbook contributions
- 55% Writing
  - 20% Methodological critiques
  - 35% Research proposal
- 15% Exam

**Explanations of requirements:**

*Class engagement:* Come to class prepared, participate in various in-class activities, engage with the material, your classmates, and me. I understand people display their engagement differently, so this is not simply a measure of talking in class discussions. To do well on this component, you will also need to attend class regularly, although there is not a strict attendance policy. Please simply treat this class as a professional commitment and show that you are interested in what we are learning.

*Handbook contributions:* Throughout the semester, we will collectively compile a “Handbook of Human Rights Analysis.” The goal of this Wikipedia-style endeavor is to produce something that is a resource for you in this class (serving as notes for the exam, an aid in writing your proposals, and so on), but that also

will be beneficial to you (and me) after this semester. The Handbook will provide a comprehensive and accessible summary of **human rights concepts, theories, variables, actors, methods, data sources, and other topics**, which can be useful to you in future classes, professional, or service endeavors. For an example, see Oxford's [Encyclopedia of Human Rights](#).

You will need to make at least one contribution and one edit per week, for 13 total entries and 13 total edits. We will compile the Handbook on Google Drive. You can make these entries at any time throughout the week, with the topics being taken on a first-come, first-serve basis. The glossary-like entries should be short, about 1-4 paragraphs, but must include enough detail to summarize the concept and its relevance to human rights analysis. Entries should outline the key information about the topic and note at least one citation or resource for more information. Put your initials after your contribution: (SG). Your edit of a classmate's contribution may be a correction of an inaccuracy or an addition of useful information or a resource. Put your initials and "edit," such as: (SG, edit). You may certainly make more contributions and edits than the required 13. Please think of this as a collective enterprise, creating a product that will be useful to us all!

*Methodological critiques:* You will provide written critiques of human rights reports or articles. You choose when to do these, but you must complete **two critiques** throughout the semester, each one being **5-7 pages** long. Develop a thoughtful critique (*not* a summary) of one of the empirical readings for the day; the critique is due the day the reading is due. You can do this for any empirical reading, designated with \* in the schedule. You may not do both critiques in the same week, so plan ahead. I will distribute more detailed expectations for these papers in Week Two.

*Research proposal:* The major writing assignment for the semester is a 15-25 page proposal detailing a human rights research project. Comprehensive expectations for this project will be distributed in coming weeks. You may choose to work individually or with one partner. You may develop a proposal for a thesis research project, or a larger proposal designed to be carried out by a human rights organization, or another type of research proposal that fits your interests or professional goals. There are four cumulative steps of this assignment, prior to submitting the full written proposal at the end of the semester: brainstorming topic ideas (February 10<sup>th</sup>), writing a preliminary project plan (March 10<sup>th</sup>), participating in a group workshop/discussion of the preliminary plans (March 24<sup>th</sup>), and writing a first draft of the proposal (April 28<sup>th</sup>). The cumulative steps will be worth 5% (combined) of the course grade, an in-class presentation of your proposal will be worth 5%, and the final written proposal is 25%. The in-class presentations will be May 5<sup>th</sup> and the final written proposal is due May 13<sup>th</sup>.

*Exam:* The midterm exam will cover core course material, using a combination of multiple choice and essay questions. There is no final exam. The midterm exam is March 24<sup>th</sup>.

### **Classroom dialogue:**

The issues we deal with in this course are at times controversial and you may be exposed to arguments with which you do not agree in the readings, discussions, class activities, or lectures. You are encouraged to voice your opinions about these issues, but I also expect you to support your opinions with evidence. Together, we need to create a comfortable environment by sharing ideas, observations, and questions respectfully; such an environment is only possible when instructors and students treat each

other with mutual respect and listen without interruption. Therefore, we will not tolerate words or actions that result in hostility in the classroom. The following ideas help us create a positive atmosphere:

- We are all knowledgeable in different ways. We all have something to teach and something to learn.
- No one is to be blamed for the circumstances of their existence that have been beyond their control. We cannot be blamed for repeating misinformation we have learned in our social locations, but we can hold each other accountable to not repeat misinformation after we have learned otherwise.
- Learn to appreciate different personalities. Try to draw out those who are quieter than others, but respect people's comfort levels and learn to recognize active listening. Those who are more assertive should try to recognize and refrain from dominating the conversation.
- Everyone should be encouraged to rethink the assumptions and knowledge we bring into the classroom; approach learning with an open mind.
- Respect each person's experience, never demeaning or trivializing another's life experience.
- Each class is a learning community with a unique dynamic. We will welcome and thoughtfully consider critical feedback and constructive suggestions for change to enhance the classroom dynamic.

### **Policies:**

- You are responsible for meeting course requirements. Keep track of your assignments and attendance, and be aware of all deadlines listed on the syllabus.
- Please refrain from cell phone use in class. We will take a break halfway through each session, which is a great time to call or text.
- Late work (for components of the research proposal or the final proposal) will be graded down by five percent per day late.
- Late methodological critiques will not be accepted; they are due at the start of class on the day we discuss the reading.
- Plagiarism or academic dishonesty of any kind will not be tolerated. Please take care to always properly attribute the words and ideas in your written material. More information about what constitutes academic dishonesty is here: <http://www.oscai.umn.edu/integrity/student/index.html>. If you have any confusion about this, **please** come and talk to me.
- If you must miss the exam because of illness or some other severe circumstance, you must contact me, either by email or phone, *before the exam begins*.
- I will only give incompletes in extraordinary circumstances, and only with a written contract. Almost always, it will be better to submit a "work in progress" than to delay your academic progress by taking an incomplete.
- It is University policy to provide flexible and individualized accommodations to students who have disabilities that may affect their ability to participate in the course or meet requirements. Please contact me to discuss any individual needs. The sooner you do, the better.
- The syllabus can be understood as a contract between us. I do, however, reserve the right to make minor changes in the course as I see necessary for the good of the class. I will do my best to maintain this original syllabus, and will make sure everyone is made aware of *any changes* in a timely and appropriate manner.

## Course calendar:

### 1) January 20: The Global Human Rights Movement and Human Rights Research

#### *Understand*

- The human rights movement in global and historical context
- The landscape of human rights research and analysis

#### *Read*

- Donnelly, Jack. 2007. "Human Rights as an Issue in World Politics." Pp. 3-19 in *International Human Rights*. Boulder, CO: Westview Press. 3<sup>rd</sup> edition.

### 2) January 27: The Research Process

#### *Understand*

- A general overview of the empirical research process and its variations
- How to define human rights research topics, questions, and hypotheses
- How to fit methods to questions

#### *Read*

- Landman, Todd. 2009. "Social Science Methods and Human Rights." Pp. 19-44 in *Methods of Human Rights Research*. F. Coomans, F. Grünfeld, and M. T. Kamminga, eds. Antwerp: Intersentia.
- Textbook, Chapter 2, "Theoretical Perspectives and Research Methodologies"
- Textbook, Chapter 3, "Selecting and Planning Research Proposals and Projects"

### 3) February 3: Theories, Concepts, and Measurement

#### *Understand*

- Research as contributing to a conversation (integrating theory and previous research)
- How to measure human rights (conceptualization and operationalization)

#### *Read*

- Landman, Todd and Edzia Carvalho. 2010. "Measuring Human Rights." Pp. 31-44 in *Measuring Human Rights*. New York: Routledge.
- "Human Rights Research Methodology and Advocacy Practices." 2011. Pp. 97-126 in *Human Rights: From Practice to Policy*, Proceedings of a Research Workshop, 2010. Gerald R. Ford School of Public Policy, University of Michigan. C.B. Walling and S. Waltz, eds.
- Textbook, Chapter 5, "Searching, Critically Reviewing and Using the Literature" (*skim*)
- \*Grim, Brian J. and Roger Finke. 2007. "Religious Persecution in Cross-National Context: Clashing Civilizations or Regulated Religious Economies?" *American Sociological Review* 72(4):633-658. (*only need to read pages 633-647*)

### 4) February 10: Ethics in Human Rights Research

#### *Understand*

- Data collection with vulnerable and hidden populations
- Researching sensitive topics
- Relationships, positionality, and power dynamics in research

#### *Read*

- Liamputtong, Pranee. 2007. "Moral and Ethical Issues in Researching Vulnerable People," pp. 23-47 and "The Vulnerable Research Participants: Procedural Sensibilities," pp. 47-71

in *Researching the Vulnerable: A Guide to Sensitive Research Methods*. London: SAGE Publications. (Available online through U of M library, here: <http://srmo.sagepub.com.ezp1.lib.umn.edu/view/researching-the-vulnerable/SAGE.xml>)

- Clark, Janine Natalya. 2012. "Fieldwork and its Ethical Challenges: Reflections from Research in Bosnia." *Human Rights Quarterly* 34(3):823-839.

*Proposal: bring three human rights research topics and associated questions for our discussion*

#### 5) February 17: Qualitative Approaches and Ethnographic Methods

##### *Understand*

- Overview of qualitative approaches and orientation to human rights research
- Using ethnography to study human rights

##### *Read*

- Textbook, Chapter 17, "Ethnography and Participant Observation"
- Bruch, Elizabeth M. 2013. "Having the Last Word: Human Rights Reporting (Re)Imagined Through Critical Qualitative Methodology." *Qualitative Sociology* 36:209-225.
- \*Holzer, Elizabeth. 2013. "What Happens to Law in a Refugee Camp?" *Law & Society Review* 47(4):837-872.
- \*Scheper-Hughes, Nancy. 2004. "Parts Unknown: Undercover Ethnography of the Organ-Trafficking Underworld." *Ethnography* 5(1):29-73.

#### 6) February 24: Interviews and Focus Groups

##### *Understand*

- Designing interview studies
- Conducting interviews and focus groups

##### *Read*

- Textbook, Chapter 15, "Interviewing"
- Textbook, Chapter 18, "Focus Groups"
- Gandsman, Ari. 2013. "Narrative, Human Rights and the Ethnographic Reproduction of Conventional Knowledge." *Anthropologica* 55(1):127-140.
- Human Rights Watch. "Our Research Methodology." Webpage, available here: <http://www.hrw.org/node/75141>.
- One of these interview-based reports (*they're long, focus on methods*):
  - \*Amnesty International. 2014. "Rule by Law: Discriminatory Legislation and Legitimized Abuses in Uganda." London.
  - \*Human Rights Watch. 2014. "License to Harm: Violence and Harassment against LGBT People and Activists in Russia."
- \*Baer, Alejandro and Paula López. 2012. "The Blind Spots of Secularization: A Qualitative Approach to the Study of Antisemitism in Spain." *European Societies* 14(2):1-19.

*Guest Speaker: Alejandro Baer, Center for Holocaust and Genocide Studies (prepare two questions; email them to me before class)*

#### 7) March 3: Quantitative Approaches, Sampling, and Survey Design

##### *Understand*

- Overview of quantitative approaches and orientation to human rights research
- Determining populations, selecting samples, and making inferences
- Issues in measurement and design of survey methods

*Read*

- Textbook, Chapter 6, “Research Design: Quantitative Methods”
- Textbook, Chapter 9, “Sampling Strategies”
- \*Pham, Phuong and Patrick Vinck. 2010. “Transitioning to Peace: A Population-Based Survey on Attitudes about Social Reconstruction and Justice in Northern Uganda.” Human Rights Center, University of California-Berkeley.
- \*Ron, James and David Crow. 2015. “Who Trusts Local Human Rights Organizations? Evidence from Three World Regions.” *Human Rights Quarterly*, forthcoming.

8) March 10: Compiling Datasets and Statistical Analysis and Interpretation

*Understand*

- How secondary data is used in statistical analysis of human rights topics
- How to interpret quantitative results (univariate, bivariate, and multivariate)

*Read*

- Landman, Todd and Edzia Carvalho. 2010. “Standards-based Measures.” Pp. 64-90 in *Measuring Human Rights*. New York: Routledge.
- Miller, Steven V. 2014. “Reading a Regression Table: A Guide for Students.” Blog post. Available here: <http://svmiller.com/blog/2014/08/reading-a-regression-table-a-guide-for-students/>.
- Wagenaar, Theodore C. 1981. “Social Statistics without Formulas.” Pp. 281-300 in *Readings for Social Research*, T. Wagenaar, ed. Belmont, CA: Wadsworth.
- \*Hafner-Burton, Emilie M. Kiyoteru Tsutsui. 2005. “Human Rights in a Globalizing World: The Paradox of Empty Promises.” 110(5):1371-1411.
- \*Kim, Minzee, Wesley Longhofer, Elizabeth Heger Boyle, and Hollie Nyseth Brehm. 2013. “When Do Laws Matter? National Minimum-Age-of-Marriage Laws, Child Rights, and Adolescent Fertility, 1989-2007.” *Law & Society Review* 47(3):589-619.

*Proposal: preliminary project plan due*

*Guest Speaker: Liz Boyle, Department of Sociology (prepare two questions; email them to me before class)*

March 17: Spring Break

9) March 24: Midterm Exam and Proposal Workshop

*Midterm class feedback*

10) March 31: Archival/Content Analysis and Shadow Reporting

*Understand*

- Integrating document analysis into human rights research, identifying data sources, developing analysis strategies
- The system, structure, and content of stakeholder shadow reporting at the U.N.

*Read*

- Krippendorff, Klaus. “A Practical Guide.” 2013. Pp. 354-379 in *Content Analysis: An Introduction to Its Methodology*. Thousand Oaks, CA: Sage Publications.
- \*Tsutsui, Kiyoteru. 2009. “The Trajectory of Perpetrators’ Trauma: Mnemonic Politics around the Asia-Pacific War in Japan.” *Social Forces* 87(3):1389-1422.

- The Advocates for Human Rights. 2015. “Advocacy at the United Nations,” pp. 201-244 in *Human Rights Tools for a Changing World: A Step-by-Step Guide to Human Rights Fact-finding, Documentation, and Advocacy*. Minneapolis, MN.
- “Universal Periodic Review: Information and Guidelines for Relevant Stakeholders’ Written Submissions.” 2013. Available at: <http://www.ohchr.org/EN/HRBodies/UPR/Pages/NgosNhris.aspx>.
- *To write a methodological critique this week, you may want to analyze a combination (of some or all) of the following reports:*
  - \*US Human Rights Network. 2015. “Executive Summary of U.S. Stakeholders’ Reports: Submission to the United Nations Universal Periodic Review (UPR) of United States of America, Second Cycle.” Available at: [http://www.ushrnetwork.org/sites/ushrnetwork.org/files/upr\\_exec\\_summary\\_of\\_stakeholder\\_reports.pdf](http://www.ushrnetwork.org/sites/ushrnetwork.org/files/upr_exec_summary_of_stakeholder_reports.pdf).
  - \*National Consortium of Torture Treatment Programs (NCTTP). 2014. “Shadow Report, Article 14: The Right to Rehabilitation – Prepared for the United States’ Review before the United Nations Committee Against Torture – November 2014.” Available at: <http://www.cvt.org/sites/cvt.org/files/attachments/u10/downloads/NCTTP-CAT-Article14-ShadowReport-2014Nov.pdf>.
  - \*The Advocates for Human Rights and Mobilizing for Rights Associates (MRA). 2014. “Morocco’s Compliance with the Convention on the Rights of the Child.” 67<sup>th</sup> Session of the Committee on the Rights of the Child, Geneva, 3-7 February 2014. Available at: [http://www.theadvocatesforhumanrights.org/uploads/morocco\\_rights\\_of\\_the\\_child\\_article\\_475\\_december\\_2013.pdf](http://www.theadvocatesforhumanrights.org/uploads/morocco_rights_of_the_child_article_475_december_2013.pdf).

*Guest Speaker: Amy Bergquist, The Advocates for Human Rights (prepare two questions; email them to me before class)*

#### 11) April 7: Evaluations and Experiments

##### *Understand*

- Evaluating the effectiveness or impact of human rights programs, institutions, and laws
- Designing and interpreting experiments or quasi-experiments

##### *Read*

- Textbook, Chapter 12, “Designing Evaluations”
- \*Frank, David John, Tara Hardinge, and Kassia Wosick-Correa. 2009. “The Global Dimensions of Rape-Law Reform: A Cross-National Study of Policy Outcomes.” *American Sociological Review* 74:272-290.
- Additional reading from CVT, TBA

*Guest Speaker: Alyce Eaton, Center for Victims of Torture (prepare two questions; email them to me before class)*

#### 12) April 14: Budget Analysis and Satellite Technology

##### *Understand*

- How to analyze a budget according to human rights standards
- Utilizing video, satellites, and other new technology in human rights research

*Read*

- \*Fundar. 2004. “Dignity Counts: A Guide to Using Budget Analysis to Advance Human Rights.” *Fundar - Centro de Análisis e Investigación, International Budget Project, and International Human Rights Internship Program*.
  - *Focus on sections that describe the methods generally: Section 1, “Introduction,” pp. 1-8, Section 3, “Budget analysis – an overview,” pp. 29-41, and Section 4, “Putting it all together: some further thoughts on process,” pp. 42-46.*
  - *IF you want to do a methodological critique on this piece, you’ll focus on the full report – how the authors apply this method to the case of the right to health in Mexico.*
- Taillant, Jorge Daniel and Romina Picolotti. (n.d.) “The Uses of Satellite Imagery: Linking Human Rights and the Environment.” *Centro de Derechos Humanos y Medio Ambiente (CEDHA)*.
- *To do a methodological critique on satellite technology, you’ll likely need to consider both of the following sources, as they are brief and descriptive:*
  - \*Satellite Sentinel Project. 2012. “Match Battalion: Confirmation of the Razing of Um Bartumbu Village, South Kordofan, Sudan.”
  - \*Marx, Andrew J. 2013. “A New Approach to Detecting Mass Human Rights Violations Using Satellite Imagery.” *United States Holocaust Memorial Museum*.

13) April 21: Communicating Research Findings

*Understand*

- Analysis and interpretation standards in empirical research
- Writing research reports and designing compelling visuals
- Disseminating research results to the public, stakeholders, affected communities, and others

*Read*

- Textbook, Ch. 24, “Writing up the Research”
- Liamputtong, Pranee. 2007. “(Re)Presentation of Vulnerable Voices – Writing Research Findings,” pp. 164-189 in *Researching the Vulnerable: A Guide to Sensitive Research Methods*. London: SAGE Publications. (Available online through U of M library, here: <http://srmo.sagepub.com.ezp1.lib.umn.edu/view/researching-the-vulnerable/SAGE.xml>)
- Additional reading, TBA

14) April 28 Research for Social Change

*Understand*

- Participatory action approaches to research
- Integration of research with policy and practice

*Read*

- Readings, TBA

*Proposals: first draft due*

15) May 5: Presentations and Discussions of Research Proposals

Research Proposals Due by Wednesday, May 13<sup>th</sup>, 3:30 p.m.

## University of Minnesota Policies

### **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. Similarly, 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 adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

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 or student learning. 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 faculty member to determine if and how personal electronic devices are allowed to be used in the classroom.

For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; 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, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate 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: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the 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:  
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Grading and Transcripts:**

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **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, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

**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 of Minnesota 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: <http://www.mentalhealth.umn.edu>.

Remember that there are advisors in the Humphrey Student Services office who are trained and experienced counselors. They are available at very short notice to address any concerns you have and provide further resources within the University. **Humphrey Student Services, HHH 280, 612-624-3800**.

**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 and conduct relevant research. 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. When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

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.