Contemporary Issues through Service-Learning: The Social Dynamics of London

COURSE DESIGNATOR LNDN 3975
LANGUAGE OF INSTRUCTION English
NUMBER OF CREDITS 3

COURSE DESCRIPTION
This is a multidisciplinary course with a sociological focus. It is designed to engage students in critical thought and reflection on urban inequalities in London. It will explore the historical, sociological, and political context of community and service in the UK. It will examine in-depth certain groups’ exclusion from access to health care, education, finance, language, political representation, and combine classroom learning with practical exposure in placements to create knowledge and understanding of community service. Three key interrelated themes will be followed throughout the semester in order to provide a structured reflection on questions, which affect society today:

- Urban life – social landscapes and city issues
- Multiculturalism and Immigration - population, changing cultures, identities, alienation
- Inequalities and Welfare – marginalized groups, poverty, housing and homelessness

MISSION STATEMENT
CAPA is committed to experiential learning, intercultural comparison, diversity, community service and student development in our Community-Based Service Experience.

COURSE AND FIELD EXPERIENCE OVERVIEW
The Community-Based Service Experience, combining an academic course with experience in the field, is a semester long academic experience with a strong educational philosophy that utilizes community service, community-based research, and other civic engagement activities along with regular reflection to meet course goals and community needs. Students will be placed in groups of 2-4 students with non-governmental organizations and other community service organizations where they will fulfill their on-site service-learning requirement.

The course is made up of 3 hours of class time and 10-15 hours group placements per week (for 10 weeks). The class will meet for the first three weeks in 3 hour sessions for an intensive series of lectures, training and discussions. In week 3 the representatives from the sites will come together with students for training and discussion. After this introductory period, group placements will begin, and classes continue as 3 hour weekly seminars (or out-of-class visits and activities) with part of the class dedicated to reflection of the project work progression. The final week will consist of final site work and visits, and a 3 hour class meeting, for final presentations and reflection on the projects, attended by site representatives.

<table>
<thead>
<tr>
<th>Week 1-3</th>
<th>Weeks 4-7</th>
<th>Week 8</th>
<th>Weeks 9-13</th>
<th>Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class meetings once a week for 3 hours.</td>
<td>Class meetings of 3 hours each, and onsite service for 10-15 hours.</td>
<td>Mid-Term Break</td>
<td>Class meetings of 3 hours each, and onsite service for 10-15 hours.</td>
<td>Final site wrap-up 10-15 hours. Final class meeting of 3 hours for presentations</td>
</tr>
</tbody>
</table>

Unlike in an internship, where the focus may be on professional development, the primary focus in this program is for students to serve local communities and to develop the themes of the course whilst reflecting on the project goals in an academic setting. The service-learning placements will be assigned by CAPA and the projects will meet needs identified by the community, to be determined by the professor and the organization. Students will benefit both personally and academically from this experience in terms of reciprocity and co-learning. While there may be opportunities to gain professional skills at the placement, the primary focus must always be on the communities being served.
COURSE AIMS AND OBJECTIVES

- CAPA’s „The Social Dynamics of London“ course will prepare students with the critical, experiential and analytical tools to understand the history, context and organization of non-profit agencies in the UK.
- The aim of the project placements is to create a connection with the local community, its hierarchies and structures, in order to challenge students’ stereotypes of that culture, and also of their own culture.
- The course will enable students to look critically at issues of power and privilege.
- The course will allow students to address issues and questions relating to identity, citizenship, nation, class, gender, race, sexual orientation, age and disability.
- Students will significantly develop their abilities to reflect on their experiences, to relate to others in diverse settings and to communicate their knowledge of service and community in oral presentations and in writing efficiently and confidently.

LEARNING OUTCOMES

- Development of individual initiative and self-reliance in real world contexts as voluntary work and new experiences help to develop new skills and confidence.
- Development of generic key skills in communication, teamwork and co-operation as well as relevant higher order skills.
- Sharing and development of existing specific skill sets and interests related to the voluntary work they are undertaking, such as ICT, languages, numeracy or writing.
- Development of global competency and awareness of global citizenship: a sense of empathy towards others, responsibility for the social and natural environment and active engagement as potential catalysts for progressive change.
- Understanding of the self as part of a diverse community. Encouragement of aspirations for leadership amongst peers and the wider community.
- Critical analysis of social structures, power and inequalities in the UK. Enhanced understanding of how in London at the grassroots level regional, national or global issues have local outcomes, as well as the ways in which local decisions may be regional, national or global in scope.

METHODOLOGY

- Weekly seminars will examine British society to establish links to the context of global social realities using an academic framework which includes readings, discussion of current events and news items, visits to relevant local agencies and open dialogue.
- As a comparative course, the teaching aims to utilize London as the students' urban laboratory - the course, including the placements in group projects, will examine the structures that serve London, both in terms of successes but also in terms of failures and issues relevant to current affairs; the course focuses on issues in London and the UK, but uses this city as a lens through which to examine urban and wider social issues in the US and elsewhere.
- Seminars will create space and opportunity for students to reflect, individually and collectively, on how they personally relate to the issues being studied, including how their British experience affects their ideas about civil engagement in the US. Discussion time will be devoted to challenging students to re-examine and redefine their own values in the light of their classroom learning and service experiences, in the hope that students will return from Britain and continue to provide service, coupled with critical reflection, in their home communities.

SUPPLEMENTAL ACTIVITIES

Related to the My Education calendar which is open to all CAPA London students, community-based experience students will also be asked, as part of the course, to attend at least one My Education event, for example, a local market such as Southall, East End markets, Brick Lane, or Borough Market, to volunteer at a London soup kitchen, or to contribute to a volunteering session and workshop training other students on the program with the My Education coordinator. This activity will contribute towards your final participation grade and also form the basis of class discussion.

REQUIRED READING AND RESOURCES
Required readings will be provided each week, and will be supplemented with a wide range of reading suggestions. Students will be expected to comment on the readings both in class and in their writing. The readings below are suggestions to help with gaining a broad perspective on British culture and contemporary issues – extracts of these may be used. You are also encouraged to read at least one "quality" British newspaper each week, such as The Guardian, Daily Telegraph, Independent or Financial Times to keep abreast of current political and social affairs in the UK. The London Evening Standard is useful for London news and commentary.

**RECOMMENDED TEXT**

Aliibhai-Brown, Yasmin (2000) Who Do We Think We Are? Imagining the New Britain London: Allen Lane
Hall, Lesley A, (2000) Sex, Gender and Social Change in Britain Since 1880 (European Culture & Society) Macmillan
Winder, Robert (2004), Bloody Foreigners: The Story of Immigration to Britain, Little Brown

**SERVICE-LEARNING TEXTS**

Recommended to be read prior to beginning the Education Abroad experience.

How to Serve & Learn Abroad Effectively by Howard A. Berry & Linda A. Chisholm

**USEFUL WEBSITES**

Guardian Unlimited: What is Britain? http://www.guardian.co.uk/uk/britishidentity

The Women"s Library: http://www.londonmet.ac.uk/thewomenslibrary/
Community Service Volunteers (CSV): http://www.csv.org.uk/
British Political History: http://bubl.ac.uk/link/b/britishpoliticalhistory.htm
Moving Here (Migration to UK): http://www.movinghere.org.uk/
Who Do We Think We Are?: http://www.whodowethinkweare.org.uk/
Coram Foundling Museum http://www.foundlingmuseum.org.uk/

London – The World in One City, Guardian Unlimited Online:
http://www.guardian.co.uk/flash/0,5860,1398299,00.html (maps of the distribution of London"s religious and ethnic communities)

Belonging: Voices of London"s Refugees, Museum of London:
http://www.museumoflondon.org.uk/English/EventsExhibitions/Community/Belonging/


**GROUP SITES**

Baytree Centre, Brixton, South London http://www.baytreecentre.co.uk/home.html
Castlehaven Community Association, Camden, North London http://www.castlehaven.org.uk
Masbro Community Centre, Shepherd"s Bush, West London http://www.masbro.org.uk/index.htm
St Hilda"s East London Community Centre, Bethnal Green, East London http://www.sthildas.org.uk
GRADING
CAPA PROGRAM AND INSTRUCTOR POLICY
The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class,** including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

CLASS PARTICIPATION AND ATTENDANCE
Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA’s Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

CRITERIA FOR GRADING AND GRADING STANDARDS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93+</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
<td></td>
</tr>
</tbody>
</table>

GRADING FOR ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal - completed on a weekly basis via the Social Dynamics ‘Ning’</td>
<td>25%</td>
</tr>
<tr>
<td>3 Part Paper: (consisting of part 1 = 5%, part 2 = 10%, part 3 = 10%)</td>
<td>25%</td>
</tr>
<tr>
<td>Service-learning Evaluation</td>
<td>25%</td>
</tr>
<tr>
<td>Final Presentation Session</td>
<td>15%</td>
</tr>
</tbody>
</table>
You must complete all required components by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a grade of F for the course in question.

**SCHEDULE AND ASSIGNMENTS**

**Week 1**

**Section 1**

Dialogue: Changing Face of Britain Post 1945– From philanthropy to state intervention, from the “Cradle to the Grave”: The introductory focus will be contextual and historical, examining the British vision of the Welfare State and the 1942 Beveridge Report: the postwar idealism versus the failures in contemporary Britain. How „healthy” is the welfare state? What is the support system for someone who loses a job through illness, disability or for any other reason? How has the population of Britain changed so dramatically since 1945, especially in London?

Follow-up Reading: Cress, C.M. (2005): „What is Service Learning?”, in C.M. Cress, P.J. Collier et al., Learning through Serving: A Student Guidebook, Stylus, Stirling, VA, pps. 7-16

**Week 2**

**Section 2**
Focus: Strategies for being effective in your community placement. Training. Information about the agency, goals, connecting research to the project.

Dialogue: London, a Case Study in Extremes of Poverty and Wealth: Class in the UK
What is „class”, and how different is it from class in other countries? What is an “underclass”? What is the gap between the very rich and the very poor? Do you have a better understanding of the minimum daily salary, prices of staple foods, fuel, housing etc?
How do these affect the daily life of the British, especially those in poverty and need? How does Britain and the government feel about its homeless population? What other inequalities can you see immediately in London?

Screening & Discussion:
George Monbiot, London Pride (1999, BBC)


**Week 3**

**Section 3**
Focus: Ethical Considerations. Meeting your site representatives for presentations, discussion and training. Training in pertinent and effective research methods which can be utilized by the site. This will be mirrored at the end of the course in a session in which the relevant parties will gather to assess the project, when staff will attend the students’ presentation sessions.
<table>
<thead>
<tr>
<th>Dialogue &amp; Workshop: Ethics of being an agent of change in another culture. What are some of the ethical considerations for working with communities? Overview of questions and concepts. What are some of the tensions we encounter in working with communities? Discussion of the various &quot;isms&quot; and their relevance to community work.</th>
</tr>
</thead>
</table>

**Week 4**

**Focus:** Women and War: Work, Emancipation, Representation  
**Lecture:** The Imperial War Museum  
**Dialogue:** Bloody Foreigners': Urban Populations – Immigration and Diversity  
What are the barriers community members face, especially those from immigrant communities? What impact has immigration had on the social makeup of London in the last 30 years? Look at the contemporary issue of illegal immigration to see how politicians deal with this in rhetoric. Look at North, South, East and West London for the historical and contemporary makeup of its populations. Can a city ever be truly integrated and “multicultural”, or is this a dangerous utopian ideal? Is “multiculturalism” still a useful term?  

**Readings:**  
Screening & discussion: Dirty Pretty Things (Stephen Frears, 2002)  
Assignment: Research plan due in class

**Week 5**

**Section 5**  
**Focus:** What are you learning about the community you are interacting with? What are your first impressions, and how do these counter stereotypes that you may have had previously?  
**FIELD STUDY:** Camden Guided Walk (tbc)  

**Readings:** *article pack supplied*  

**Week 6**

**Section 6**  
**Focus:** How does your site and community you are working with regard you as a foreigner serving in the UK and what you are trying to achieve? Do they see this as beneficial, or detrimental?
Dialogue: Gender in Britain and the Role of Women. Are British women more or less liberated than women in the US? Do women still suffer greater poverty, abuse, and are the UK social services letting them down as carers, mothers, daughters, wives? What issues of health, personal safety, discrimination, do women in British society face today? What about the issues facing women from ethnic minorities in the UK? What about women in forced marriages, violent and abusive relationships, enforced prostitution, sweatshops, etc. Is enough being done in the UK to address these issues?

Field Study: Guided fieldwalk: the Unknown East End, class meets at 4pm at Aldgate East underground station, followed by visit to the Women’s Library, Whitechapel, and MsUnderstood: Women’s Liberation in 1970s Britain exhibition, http://www.londonmet.ac.uk/thewomenslibrary


***Southall Black Sisters (2004): Domestic Violence, Immigration and No Recourse to Public Funds: A Briefing to amend the Domestic Violence, Crime and Victims Bill, April

---

**Week 7**

**Section 7**

Dialogue: Age and Youth, Disability and Mental Health. How are certain groups treated in communities, in regards to access to power, health, education, work, everyday necessities? What forms of discrimination are evident? What governmental structures are in place to redress this inequality, and how successful is this?


Screening & Discussion: Inside I’m Dancing (Damien O’Donnell, 2004)

---

**Week 8**

**Section 8**

Mid-term break - no class

---

**Week 9**

Focus: What are the initial successes and failures you are encountering in your site?

Dialogue: Criminality and Society: drugs, prostitution, alcoholism. What happens when support structures fail individuals? What avenues are left to those individuals in despair? What is the government doing to tackle such issues, and how is this failing? What are community projects doing and how effective is this?

Week 10

Focus: Integrating into the community via the community project and site. What challenges are you facing as a group and individually?

Dialogue: Citizenship: Belonging and Alienation. When does social exclusion lead to problems and issues? What is citizenship, nationhood, belonging, and is it always a good thing? What happens when alienation leads to the need to belong to fundamentalist groups and be involved in anarchist or terrorist movements? How can this be addressed by government and by communities?

Readings:
- Screening & Discussion: excerpts from Intolerance, and This Is England

Presentation: Thatcher’s Impact and Women in Politics Today
*** “Could Thatcher really be the most important feminist role model of the past 20 years?” Guardian, Feb 5, 2002.
***Selected articles: Diane Abbott, Oona King, Rushanara Ali

Week 11

Focus: Power in the community organization: How is this divided? How is your group funded?

Dialogue: Power and Democracy: How is power defined? What representation/voice is available to certain community groups? Why is political representation seen as so vital? What is being done to redress the imbalance? How important is power?

Week 12

Focus: What support does your organization have from local government? From the community? From individuals? What challenges does your organization face on a daily basis?

Dialogue: Urban Citizenship & Challenges to Service: How does Service lead to civic engagement? How much responsibility do, and should, individuals versus groups bear? When can community service be a bad thing? How can ideals go wrong, or even be harmful, given the limitations of time and money, or lack of research and context? Does civic responsibility at a local level undermine global responsibility?

Readings:
- Crabtree, J. (2009): „Citizenship first: the case for compulsory civic service”, Prospect,
March, available at http://www.prospectmagazine.co.uk/2009/03/citizenshipfirstthecaseforcompulsorycivicservice see also the debate the article generated

Assignment: Project report and assessment due in class

---

**Week 13**

**Focus:** What have you learned about the organization as a group? What have you learned as an individual?

**Dialogue:**
Success Stories: What happens when communities take it upon themselves to heal societal issues? Look at examples of co-operative groups in housing estates, for issues of finance, anti-drug campaigns, environmental clean-up groups, support groups, youth groups etc.

Guest lecture, Community Service Volunteers (to be confirmed)

---

**Week 14**

**Final Week – Student Presentations.**

---

**I. JOURNAL/BLOG (25%)**

Students will sign up for the CAPA Social Dynamics „Ning“ (online network) at http://socialdynamicslondon.ning.com, administered by the instructor. The Ning is intended as a showcase of volunteering activities and a community forum for discussion around themes such as strategies for effective participation in voluntary placement, the ethics and challenges of cross-cultural volunteering, differing workplace cultures, or current issues arising in the British press etc.

There, you will maintain a semester journal/blog with evidence of reflection and substantial research into the „lived text“ of their community placement as well as participate in forum discussion of topical themes of concern. Your journal/blog should be a synthesis and integration of the readings, field experiences, and class activities. Students will write their reactions and thoughts regarding the course components and key course themes at least once each week. I will be looking for evidence of reflection and research into the social, cultural and political context of your community placement, including use of quality newspapers as a potential source. Journals should also demonstrate personal development analysis, i.e. personal experience from living and working in the voluntary sector - what did you learn from this experience that you did not know before? What effect did you have there, e.g. how did you impact the people with whom you worked? How has the community experience changed what you thought you knew about organizations such as this? What has your work taught you about yourself? About your community? About your country? Journals/blogs will be graded according to the degree that readings are integrated and students identify their own ideas and reactions to the course content.

Journals/blogs on the Ning will NOT be shared with the organization you are working with, but will be archived at CAPA for future semesters. Videoclips, podcasts or photos may also be posted on the site to create a multimedia resource for your presentations and showcase of the CAPA London service learning program.

Ning journals/blogs will be due weekly starting week two of the semester – they will not be graded at this stage, but will receive feedback. Your cumulative, final blog will be graded at the end of the semester.

Students are also required to keep a weekly logbook which will be submitted weekly to the instructor by email. The purpose of the logbook, for which a template will be supplied by the instructor, is to provide regular feedback on the volunteering experience, for example:

- review and critique of their participation in their service-learning placements.
• evaluation and reflection on the volunteering process and the impact and value of the activity itself.
• Reflection about challenges encountered and strategies for their management.

II. PAPER (25% OVERALL)
Students will work in small groups to conduct research on the status and needs of their project organization and community – this research will incorporate a specifically tailored project set by the organization and professor; the final paper will be shared with the organization, in order to benefit both them and the community they work with. The working team and data collected will reflect the organization in which you are doing your project.

The Paper will be submitted in three parts:
Part 1: Research Plan (5%): In this section you will identify particular community and/or organizational needs, and resources available to that community, in order to create a data collection and analysis plan. You will outline the specific project set by the organization.
Include organizational structure: What is the name of the organization? Who are the clients? What are the goals of the organization? What constraints and opportunities are there? Due week 4.
Part 2: Analysis (10%): In this section implement the plan outlined in part 1. This paper should have the format of a research report with the following sections: introduction, methodology, results, discussion and implications. In researching and learning about the local community in general, you will be able to analyze your organization's role. Do the activities of the organization contribute to structural changes in the local community? If so, how? If not, what could/should be done to foster change? You should address the themes of the course overall, i.e. urban living, multiculturalism and immigration, inequalities and welfare, where appropriate. Due week 9.
Part 3: Project Report and Assessment (10%): In order to provide continuity from one semester to another for students and for the organization, each student group will write a summary and analysis of the activity they were involved in with their organization – this will be a detailed write-up and conclusions from the project; the project can then continue into another generation, as developing and practical research. Address such questions as: What role does your organization have in the society of the UK, of London? What impact does the organization have on its clients? On the community? What is the future of such organizations? In writing this report, think about what kind of information your group would have wanted for working with the community this year. This report should be written so that students in subsequent semesters will know what your group did, what worked, and what you recommend that they do. You can also volunteer to be an email mentor to subsequent students at that site when you return to the US. Remember that this paper and the project will also be shared with the organization and future students, in order that this might benefit the community you have been working with. Due week 12.

Part 1 should be 2-3 pages, part 2 between 8-10 pages and part 3 5-6 pages in length, double-spaced. Students will receive a group grade and individual grades for constituent parts and research.

III. SERVICE-LEARNING EVALUATION (25%)
This will be a collaborative effort between the site and the instructor. This will be assessed in terms of consistent and active participation, following of course objectives, effort, implementation of training and learning in attentive and thoughtful ways. There will be open and consistent communication between the staff at the site and the professor, and the professor will visit the site with evaluative commentary for the group on the project every 3 weeks or as appropriate. Your weekly logbook submitted by email attachment will form an important part of this evaluation. It is therefore essential that this is done and sent regularly.

IV. PRESENTATION SESSION (15%)
Groups will prepare a video or powerpoint presentation to communicate the results reported in their final paper, at the completion of the course. You can be as creative as you wish in the presentation format – see the professor to discuss techniques. Site representatives will be present to participate and help to assess these. Your presentations will be marked individually. Therefore, since you are working as a group, it is important that each member makes a significant contribution to the project. Ideally, each person should contribute equally. Each student will be asked to present for 15 minutes on the voluntary work in which they are participating. Student presentations will be assessed on each of the following criteria:
• Preparation and organisation, including effectiveness as part of a team
• Quality of content and analysis, including connection with core themes of the course and elaboration of their institution’s / project’s social and historical context
• Quality of delivery
• Ability to generate effective discussion and class questions

V. PARTICIPATION (10%)
Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. We trust there will be a supportive and friendly atmosphere. You should think carefully about the assigned readings and contribute fully to class discussions.

ATTENDANCE POLICY
Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

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.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT
The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.