COMM 4250

Costa Rica: Case Studies in Environmental Communication

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Email: pedeltmh@umn.edu (best way to contact me)

Course Description

Costa Rica is an excellent place to study environmental communication as a living practice. Costa Rica’s national parks and public lands represent a bold experiment in sustainable development. Every day thousands of tourists, students, scientists, and local citizens visit Costa Rica’s world famous national parks and wildlife refuges, making them ideal sites for the study of environmental communication and public pedagogy.

Communication and education are essential for creating sustainable, biodiverse, equitable, and just communities. We will study environmental communication as a creative process, learning from local guides, scientists, performers, and community leaders while completing hands-on communication projects. We will stay at two sites, Hacienda Barú National Wildlife Refuge and Corcovado National Park, visiting Marino Ballena National Park along the way.

As a land grant university, the University of Minnesota is committed to promoting accessible and biodiverse public lands. Costa Rica is an ideal learning lab for exploring and actualizing the University’s land grant mission. You will return to the USA with greater insight into environmental communication and a sense of how public education can foster environmental stewardship.

Study Abroad

There is perhaps no better place to learn about environmental communication than Costa Rica. The small Central American democracy contains some of the finest models of sustainable development in the world. In fact, 27% of Costa Rican land is protected from development. Many forms of communication—policy debate, social media, interpretive work (guides, rangers), presidential speeches, scientific reports, environmental journalism, fiction writing and film, music, and much more—played central roles in bringing that about. Communication continues to be key to the management and development of environmental policy in Costa Rica.

While Costa Rica is the central geographic focus of the course, COMM 4250 is about large-scale processes of environmental communication, including scientific, risk, creative, and policy communication. Costa Rica is our case study, but it will also be broken down into specific subcases in specific national parks (Corcovado and Ballena) and preserves (Hacienda Barú) as we deal with issues that extend well beyond their borders, such as environmental justice and biodiversity.
Environmental Communicators and Professional Readiness

Professional naturalists, scientists, policy makers, environmentalist activists, artists, directors, musicians, and other professional communicators influence environmental policy initiatives, political ecology, and culture. They also translate environmental concepts and policies to various publics, including local citizens, audiences, consumers, and tourists. Professional communicators also serve key roles in public debates around contentious environmental questions. Therefore, we will learn from a number of local communication specialists in Costa Rica, including expert naturalists, scientists, organizers and artists. COMM 4250 is particularly useful for students interested in entering professions where it is essential to communicate complex information accurately, clearly, and in a compelling manner.

Experiential Learning

In COMM 4250 you will learn through reading, listening, and doing. Working with classmates and assisted by the professor, you will put that knowledge into action by producing a podcast report related to your college major, environmental interests, and/or career goals. That hands-on communication work will allow you to more effectively learn course concepts, theories, and skills and by doing so you will help fulfill the University of Minnesota mission. As a land grant university, UMN is committed to promoting healthy, just, and biodiverse public lands. Costa Rica is an ideal place to learn how to do that important work as communication scholars and practitioners, with investigation that includes reading and library research, yet also goes beyond text to explore actual places and learn from the people that live, work, and steward them.

Course Learning Objectives and Outcomes

Mastering a Body of Knowledge

The course provides a deep introduction to an intellectual specialization in the communication discipline: Environmental Communication (EC). Students come away from the course with an enhanced ability to explain EC theories, perspectives, principles, and concepts, such as the role of semiotics in ecological modeling. For example, students learn about how cultural perspectives on landscapes impact ecological outcomes, from American conceptions of the lawn to Costa Rican orientations toward national park use and management. Key concepts are presented in case-based reading and then synthesized and applied by students in the field. For example, each student presents an interpretive talk (ranger talk) on an environmental issues studied in the field and in class.

Communicating Effectively

Students learn how to create messages appropriate to the audience, purpose, and context by completing a public podcast report on an important environmental issue. Each assignment is designed to help students think about different goals, audiences, purposes and contexts via written communication (e.g., scholarly report and script), voice, sound, and edited audio.
Students adapt their messages to the diverse needs of individuals, groups and contexts, including exploration of the importance of place in communication. They learn that a healthy public sphere and democracy requires public lands. Follow-up discussion and exercises help students to critically reflect on their messages after the communication event. In completing the Field Reports, students demonstrate the ability to accomplish communicative goals in crafting their own messages in relation to environmental challenges.

Effective Citizenship Lifelong Learning

Students who complete the course will learn to apply ethical communication principles and practices, especially in relation to public lands and public communication. The course offers a deep understanding of public participation processes in environmental decision-making and they will practice those essential citizenship skills. The central texts and field guest presentations are dedicated to helping students understand the roles citizens perform in regulatory policy-making, environmental movements, and environmental professions. Students learn how environmental communication and creativity contribute to public education, democracy, biodiversity, public health and environmental justice. In exploring matters of environmental justice, students learn to respect diverse perspectives and the ways they influence communication, and in so doing become more culturally self-aware.

Cultural Comparison and Critical Awareness

By comparing the Costa Rican and USA cases, students gain an awareness of difference, learn new ways of thinking and doing, and reflexively examine their own ecocultural belief systems. For example, students interview Costa Rican naturalists (guides), land managers (rangers), scientists, advocates, and environmental artists for the purposes of completing their own cross-cultural audio projects.

Reading


### Assignment Grade Percentages and Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>Interpretive Essay</td>
<td>30%</td>
</tr>
<tr>
<td>Podcast Report</td>
<td>20%</td>
</tr>
<tr>
<td>Interpretive Talk</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Grading Percentages

These are the equivalent grades and point percentages for all assignments, including the final quiz average. Your points will be rounded up to the closest integer (e.g., 91.7 becomes 92).

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td>≥ 92%</td>
<td>90</td>
<td>88</td>
<td>82</td>
<td>80</td>
<td>78</td>
<td>72</td>
<td>70</td>
<td>68</td>
<td>62</td>
<td>60</td>
<td>0-59</td>
</tr>
</tbody>
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### Assignments

**Interpretive Essay**

There are 32 models for this assignment. The 32 essays in *Monkeys are Made of Chocolate* provide creative and ecological sound ideas regarding how to write effective interpretive prose about environmental issues, species interactions, natural history, and political ecology. After reading Jack Ewing’s book you will conduct library research in Minnesota, visit Costa Rica, and while there write an essay weaving together what you have learned at Hacienda Barú, Corcovado National Park, or another course site. Like Ewing, you will develop a theme that brings together biodiversity and society in a way that enlightens and entertains your
reader. However, bring your own perspective, knowledge, and creativity to the writing in order to craft an interesting and informative essay. Class workshops, excursions and exercises will help you to build your essay step-by-step. All students will be drawing on the same hikes and experiences, but what you bring to the project will be distinct from other students due to your specific research topic, theme, and perspective.

**Podcast Report**

Narrate and record your essay. Use *sounds recorded in Costa Rica* to enhance the report. For example, you could integrate birdsong into a report on avian life or crashing waves in a piece regarding leatherback turtle conservation or a traditional song as part of a story about indigenous fishing tradition. The professor will step you through basic recording and mixing techniques. Be listening during hikes, around your cabins, and throughout your time in Costa Rica for sounds that could provide effective ambiance and illustration. Also, *conduct a short interview* with a Costa Rican guide, expert, tourist, or other local resident, asking for their perspectives on your essay topic. Work at least one quote from the interview into your podcast report. It is fine for the report to take on a very different form than the essay. You may transform the text significantly for it to work as a report script or you might find that your essay already works very well as spoken word. Class workshops, excursions and exercises will help you to record and mix your report. The podcast report will be due two weeks after returning to campus, but we will work on them significantly while in Costa Rica and audio training you need will be provided before we travel.

**Interpretive Talk**

An interpretive talk is the type of presentation a park ranger provides to the public. In the weeks leading up to our trip, you and two classmates will prepare a 5-10 minute interpretive talk on a specific species, species interaction, habitat, ecosystem, site, environmental issue, or another course-relevant subject. You will briefly take on the role of guide for the class in Hacienda Barú, choosing a location that is relevant to your subject. Your group may choose a team member’s essay as the basis of your presentation or an entirely new topic. It is up to you to choose what works best for the three of you. We will work on developing interpretive and extemporaneous public speaking skills throughout the semester.

**Reading Quizzes**

You will complete a five-question, multiple-choice quiz for each of the reading assignments, one at the beginning of each on-campus session. These quizzes will test your basic knowledge of the readings and help prepare the class for productive discussions and workshops.
## Reading Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 21</td>
<td><em>Environmental Communication</em>, Chapters 1 &amp; 2</td>
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<tr>
<td>January 28</td>
<td><em>Monkeys are Made of Chocolate</em>, Preface and Essays 1-15</td>
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<tr>
<td>February 4</td>
<td><em>Environmental Communication</em>, Chapters 3, 4, &amp; 5</td>
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<tr>
<td>February 11</td>
<td><em>Monkeys are Made of Chocolate</em>, Essays 16-Epilogue &amp; “Ceibo”</td>
</tr>
<tr>
<td>February 18</td>
<td><em>Environmental Communication</em>, Chapters 6, 11, &amp; 12</td>
</tr>
<tr>
<td>February 25</td>
<td>&quot;A Sound Commons for All Living Creatures” &amp; &quot;A Synthesis of Two Decades of Research Documenting the Effects of Noise on Wildlife.&quot;</td>
</tr>
<tr>
<td>March 3</td>
<td>&quot;Why Exchange Values are Not Environmental Values” &amp; &quot;A Participatory Assessment of Ecosystem Services and Human Wellbeing in Rural Costa Rica using Photo-Voice.&quot;</td>
</tr>
<tr>
<td>March 6-15</td>
<td>Costa Rica</td>
</tr>
<tr>
<td>March 31</td>
<td>Re-entry meeting, final project presentations, and fiesta.</td>
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</tbody>
</table>

## Travel Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Place</th>
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<tbody>
<tr>
<td>Friday/Saturday</td>
<td>Fly to San Jose, then on to Puerto Jimenez</td>
</tr>
</tbody>
</table>
| Sunday       | AM: bus to Carate, guided hike along the beach to La Leona  
PM: project workshop and discussion, “essay elements” (worksheet) is due at the end of the workshop |
| Monday       | AM: guided hike in Corcovado National Park  
PM: afternoon rest and writing, then a follow-up project workshop and discussion after dinner, essay outline is due |
| Tuesday      | AM: writing hunker  
PM: interpretive resource workshop along La Leona trails and share first drafts, guided night hike after dinner |
| Wednesday    | AM: forest hike to Carate  
PM: bus to Hacienda Barú, stopping at Marino Ballena National Park along the way for a guided snorkeling tour |
| Thursday     | AM: guided canopy experience  
PM: rest and time to work on essay, evening workshop and discussion after dinner |
| Friday       | AM: self-guided hikes to work on interpretive talks  
PM: rest and time to work on essay and interpretive talk, evening discussion and final workshop following dinner |
| Saturday     | AM: present interpretive talks at Hacienda Barú  
PM: Bus to San Jose and celebratory dinner featuring locally sourced, sustainable foods |
COMM 4250 satisfies the Liberal Education theme requirement on the Environment in the following ways...

1) The course raises environmental issues of major significance:

Communication plays a central ecological role. How we communicate environmental policy, issues, and processes impacts future ecological relationships and environmental outcomes. Political ecologist Paul Robbins provides an excellent example of that in *Lawn People* (2007), demonstrating how cultural meanings attributed to landscape and communicated across sectors can have far reaching implications for material ecosystems as well as society. In this course students witness first hand how communicative processes affecting biodiversity and environmental justice.

2) The course gives explicit attention to interrelationships between the natural environment and human society:

The course focuses on the roles, functions, and meanings of human communication and how material (i.e. “nature”) and symbolic (human social and cultural) systems interact. Students also learn to critically question and complicated the human/nature binary, substituting complex relational ecology and actual case studies of human action and thought in environmental contexts. For example, at Hacienda Barú we talk with Jack Ewing, author of *Monkeys are Made of Chocolate*, and explore the recent ecological and cultural history of a national preserve, including how human interactions with the land have changed over the centuries, from subsistence to farming to ranching to today’s “ecotourist” economy. Each of these has had profoundly different impacts on the material environment and in turn the land and living systems have affected social formations and cultural worldviews.

3) The course introduces the underlying scientific principles behind the environmental issues being examined:

Environmental communication courses tend to enroll a productive and diverse mix of environmental science, environmental studies, and communication students. Each cohort brings specific skills and knowledge to the course, and all learn a great deal about environmental issues and systems. For example, in studying the relationship between water use in the Upper Midwest and the “dead zone” in the Gulf of Mexico, students learn about the hydrological cycle, watersheds, nutrient loads and flows, and hypoxia. As all instructors know, there is nothing better than teaching (i.e., communicating) to help one learn more about the world, and being able to accurately and clearly articulate complex problems is one of the best ways to determine whether one has a good grasp of key concepts. By researching and then having to present ecological principles in a cogent manner via interpretive talks, students learn a great deal about ecological principles, systems, and processes.
4) Students explore the limitations of technologies and the constraints of science on the public policy issues being considered:

In COMM 4250, students learn that environmental health, sustainability, biodiversity, and environmental justice are not just material problems with simple technological fixes (although the physical sciences and technological innovation are both integral parts of the puzzle). Human decisions, institutions, ideologies, behaviors, and markets influence and often overdetermine environmental outcomes in the Anthropocene. For example, students study comparative environmental histories and policy making in Costa Rica and the USA to see how each of these domains of human activity impact the material environment and, therefore, human societies and entire communities beyond the human. The podcast report is an example of a course assignment that serves that purpose. After reading and researching a comparative case, students produce audio reports involving investigation and interviews with professional environmental communicators, including scientists, policy makers, community leaders, naturalists (guides), and environmental artists.

5) Students learn how to identify and evaluate credible information concerning the environment:

Students are led through a process of learning on campus that involves critical evaluation of environmental information. As part of that learning, Robert Cox and Phaedra Pezzullo’s *Environmental Communication and the Public Sphere* (2018) is extremely useful, with each chapter helping students to identify credible references. For example, a section of a chapter on corporate communication deals with “greenwashing” and steps students through seven basic ways that advertisements mislead consumers through deceptive rhetoric. The authors use scholarly sources and solid evidence to challenge specious claims and help students to develop a critical eye so that they can tell the difference between sound science and public relations, while helping students to understand complex ecological questions. Chapters on risk communication, news, the arts, and science communication do similar critical work.

6) Students demonstrate an understanding that solutions to environmental problems will only be sustained if they are consistent with the ethics and values of society:

In addition to comparative case studies from Costa Rica and the USA, students are introduced to transnational and global communication processes. For example, for better or worse, much of the world’s people’s ideas about the environment are formed via interactions with media, including fictional films, documentaries, television, news, social media, and popular culture. The environmental imagination is culturally mediated. In COMM 4250 we study media ecology and think about communication as institutional, structural, and ideological processes that link the individual, group, society, nation, and world into a complex symbolic nexus with profound environmental implications. For example, the course introduces students to popular environmentalist musicians in Latin America, such as Maná and Belinda, whose musicianship has influenced audiences and inspired movements. Through such artist-audience interactions we see people interpolated as environmental agents and active citizens rather than “consumers.” Students will experience and practice creative expression in Costa Rica, allowing them to better understand actual and potential roles for the arts, media, and popular culture in environmental organizing, transmitting information, mobilizing publics, and catalyzing environmental policy discourse and debate. Students will learn what environmental music scholar Denise Von Glahn refers to as “skillful listening” (2013), using sight, movement, and voice to engage their full range of senses.
Solutions to environmental problems will only be sustained if they engage the entire human experience, including the arts, media, and popular culture, areas of study and engagement that are marginalized and underappreciated in many scholarly and policy-oriented contexts. Grounded in sound science, COMM 4250 engages the work of environmental artists like Laurie Allmann and Christine Beaumler, creative individuals that inspire students and the public to not only understand ecological systems, but to engage them in new and more meaningful ways.

University-Wide Student Learning Objectives

This course integrates several University-wide Student Learning Objectives. For example, a student who completes the course will acquire “*skills for effective citizenship and life-long learning.*” In addition to communication skills, the course develops an understanding of public participation processes in environmental policy decision-making. The central text, *Environmental Communication and the Public Sphere* is dedicated to helping students understand the various roles citizens perform in regulatory policy-making, environmental movements, and the professions. In the seminar we model and practice *effective citizenship* using exercises related to environmental policy issues, so that students not only understand citizenship, but also gain practical skills for engaging in it.

Make-Ups and Incompletes

Typical course policies have to be greatly modified for a study abroad course, and the professor will be relatively flexible. If you have an illness or emergency that requires a delay in a field report or presentation, let me know immediately so that I can help you craft a make-up plan and, more importantly, help you deal with the illness or emergency.

Grading Scale

A - Achievement that is outstanding relative to the level necessary to meet course requirements.
B - Achievement that is significantly above the level necessary to meet course requirements.
C - Achievement that meets course requirements in every respect.
D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.
F - Represents failure and signifies that the work was either completed but at a level of achievement that is not worthy of credit or was not completed.
I (Incomplete) - assigned at the discretion of the instructor. An incomplete grade will be considered only when documented, extraordinary circumstances beyond control, or ability to anticipate, prohibit timely completion of the course requirements. Incomplete grades are rare and require a written agreement between instructor and student.

Course Grade Changes

Questions about course grade changes should be directed to your instructor; or you may contact the Student Conflict Resolution Center at 612-624-7272 for assistance. Grade changes will be made only when there is evidence of an error in grading and/or recording of a grade.
Workload Policy

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.

UNIVERSITY POLICIES RELATED TO TEACHING AND LEARNING

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 to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code (SCC), please see:
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."

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.
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 Community Standards 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.
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)

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: [https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf)

Sexualized Violence and other forms of Sexual Misconduct: In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking, and/or sexual harassment, federal and state education laws and university policy require that, as your instructor, I notify the Title IX Director, Tina Marisam. She (or her designee), will contact you to let you know about accommodations and support services at the University of MN-Twin Cities and possibilities for holding accountable the person who harmed you. If you do not want the Title IX Director notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with free support services and discuss your options and rights for holding the perpetrator accountable.

The Aurora Center for Advocacy & Education 24 hour helpline: 612.626.9111; Appleby Hall 117/Coffey Hall 110
Boynton Mental Health Clinic: 612-624-1444
Student Counseling Services: 612-624-3323; 340 Appleby Hall

If you are a survivor or someone concerned about a survivor and need immediate information on what to do, please go to [http://www1.umn.edu/aurora/](http://www1.umn.edu/aurora/)
If you have questions about Title IX guidelines or resources for students, you can contact the Office of Equal Opportunity and Affirmative Action 274 McNamara Alumni Center 200 Oak St. SE Minneapolis, MN 55455 Phone: 612/624-9547

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) 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 the DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.
• If you are registered with the DRC and have a current letter requesting reasonable accommodations, I encourage you to contact me (your instructor) early in the semester to review how the accommodations will be applied in the course.

Additional information is available on the DRC 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.

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

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

*Language adapted from the American Association of University Professors "Joint Statement".