Youth Studies 3011
3 credits
Youth Voices: The Fight for Social Change in Croatia
May Term 2024

Course Instructor: Ross VeLure Roholt
Office: 182 Peter Hall
Office Hours: By appointment and Wednesdays 10:30-11:30
E-mail: rossvr@umn.edu
Phone Number: 612-624-8785

Course will meet three times prior to departure:
TBA

This is a three credit international immersion course in Croatia during the May session (three weeks long). For the 21 days of this course, including assignments associated with their transit, students will be minimally engaged in instructor-led lessons and activities for a total of 21 days x 6.5 hours = 136.5 hours plus 3 on-campus classes of 2 hours = 6 hours. The class will require 142.5 hours over the course of the three weeks, plus three pre-departure meetings. Of that time students will have approximately 27 hours of work outside the class. Students will have an average of 3.5 hours/day to do class work.

CLE Designation: Global Perspectives
Course Texts/Materials:
- Watch the BBC documentary: The Death of Yugoslavia. Available online: https://www.youtube.com/watch?v=DdS9M7oSVQg
- Reading packet
Course Packet: an e-reserves with course readings is available

Course Description:
This course will explore the rise and fall of youth social movements in Croatia documenting what we can learn about how youth social movements emerge, sustain, and often decline over time. We adhere to the idea expressed by Youniss and Yates (2002) that we cannot expect young people to be involved in civic and political affairs if we do not create pathways and opportunities for their involvement and provide support for their political activity.

This course will explore the following questions:
1. What opportunities have been created for youth civic and political involvement, and by whom and to what end?
2. How has their participation been supported or obstructed?
3. What major issues mobilized young people in the past and how have these changed over time?
4. How did the rapid social change in Croatian society impact and influence the formation and sustentation of youth social movements in Croatia?
5. What impact have various youth movement had on Croatian civic society and civic and political practices and culture?

Croatia is an ideal location to study youth social movements as it has numerous examples throughout its history. This course will start with the youth movements that emerged during the Nazi occupation and culminate in learning about current youth social movements in Croatia. Throughout this exploration, we will visit important sites and meet with former and current youth movement leadership to learn about historical movements, such as the right-wing Ustasha youth movement (related to the Hitler Jugend youth movement), the Communist youth movement Partisans (who opposed the Nazi occupation), the Croatian Catholic Movement (HKP), antiwar, peace and independent culture youth movements, struggle for student, worker, and migrant rights organization, and the recognition of refugees.

The youth movements we study will continually be placed within the broader context of the changing Croatian state and society. Over the course of the last 80 years, the status of Croatia has shifted dramatically. The fascist regime elevated its nationalistic goals during the 1930-40’s until it was subsumed into Yugoslavia in 1945. Until 1990 Croatia was one of the seven Yugoslav federal states, when it claimed independence and fought against its neighbors in a bloody civil war during the 1980-1990’s. After the Peaceful Reintegration of its’ territories and people, Croatian went through dynamic transition to democracy and emerged as a member of the European Union in 2013. Along the way, the history is one of constant struggle for human rights alongside repeated human-right violations and discrimination including ethnic cleansing and genocide.

CLE Global Perspectives Theme:
This course satisfies the global perspectives liberal education requirement. This course has two primary ideas: young people and social change. Each of these will be explored within the history of Croatia, from its early independence efforts through its inclusion in Yugoslavia and its dissolution and into the current socio-political efforts of forming a new nation. We will explore the ways young people and social change came to be defined, how they evolved over time, and what they mean in the contemporary Croatia. Through the examination of youth involvement in social movements you will learn how ideas emerge, evolve, and change over time and how knowing and knowledge remains a cultural, temporal, situated, and socially constructed effort.

Liberal Education Statement:
Behind a liberal education is the idea that there is more to being educated than acquiring the technical skills and training necessary to perform a particular set of tasks. Instead, to be educated in the liberal sense means to have gained the broader perspective that enables you to participate meaningfully in the public life of your community and your world. This class aims to equip you with the perspectives of global citizens by challenging you to critically engage with the roots and consequences of social change. Critical engagement does not universalize--expecting all others to conform to one’s own standards--nor does it relativize--accepting all forms of difference without question. Critical engagement asks the questions: How does my social location (gender, class, nationality, etc.) influence the ways that I see the world? What practices and beliefs have I inherited from my surroundings? Which of these practices and beliefs shall I perpetuate, and which change? A liberal education equips you with the capacity to engage with, examine, decide,
and act upon yourself and your world.

Course Goals:

1. To use social science concepts as a vocabulary for thinking about young people, youthhood, and youth work, drawing on case examples from Croatia and across the Balkan region;
2. To understand the everyday lives of Croatian young people and young people new to Croatian society;
3. To explore the formation, sustentation, and decline of youth social movements;
4. To analyze (youth work) practices found to invite and sustain (youth) organizing and youth-led social movements;
5. To introduce direct and indirect youth work by local and international organizations, NGOs and CBOs such as Volunteer Center Osijek, Nansen Dialogue Center, Youth Peace Group Danube as a way to make sense how youth work is embedded in local and cultural understandings and histories.

Expectations of Students

- You are expected to attend all program activities.
- You are expected to complete and hand-in all assignments by the due date.
- You are expected to have completed readings prior to group discussion and be prepared to discuss readings in small and large groups.
- This class is a community of practice, both in youth work and youth scholarship. Therefore, you are expected to listen to the comments of your peers and instructor and respond in a respectful manner. I encourage debate, disagreement, and expect that we will use these moments to deepen our understandings of different issues.
- You are an ambassador for the University of Minnesota on this program. Your actions reflect not only on yourself but also on the University, the School of Social Work, and Youth Studies/Youth Development Leadership.

Student Learning Outcomes:

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

1. Understand diverse philosophies and cultures within and across societies: Students will be introduced to a variety of philosophies that are used to understand and intervene with young people around the globe. These philosophies include phenomenology, hermeneutics, social construction, age and the construction of age, human rights (especially the Convention on the Rights of the Child), civil society, activism, citizenship, and peacebuilding. Students will use these philosophies and concepts as they explore the diverse cultures within Croatia, including Croatian, Serbian, Bosnian, and cultures of other of 22 constitutional national minorities. In additional to these historical Croatian cultures, students will also learn about cultural traditions of newly arrived immigrants and refugees to Croatia, including Syrian, Iraqi, Afghani, Nigerian. They will demonstrate their understanding of these philosophies and cultures through journal activities and blog posts that illustrate their ability to critically examine their values, experiences, and beliefs as a result of engaging with different perspectives.
2. **Can communicate effectively:** Students will demonstrate confidence and competence to communicate effectively with different audiences (academic, personal, public, peer) in a variety of forms (oral, visual, performance, and written); Students will be expected to effectively determine audience, purpose, and form in specific communication contexts, including journals, blogs, digital stories, and final projects.

3. **Have acquired skills for effective citizenship and life-long learning.** The major emphasis of this course will be on the different elements of community organizing and leadership for change. Students will develop understanding of international issues that they find personally meaningful. They will explore multiple perspectives on these issues and what others have done to create change on this issue and others through meeting with people and groups working for community change. Their final projects will illustrate their ability to join their own insights with the experiences and understanding of those we meet throughout the course and provide ways they can act on the issue they care about.

**Course Assignments and Rubrics:**

**Journal (30%/ 300 points (10 journal entries required, 20 points each):** The broad goal of this course is to support you in developing academically and as a global citizen. As you begin writing in your journal, keep in mind that writing of this nature is not just for displaying knowledge but can also be useful in acquiring knowledge, support, and expanding your initial perceptions of diverse philosophies and cultures. Journaling encourages new ways of conceptualizing your international experiences.

*Consider the following focus areas when making your journal entries:*

- **Social Responsibility.** What experiences have you had that have influenced your perceptions of global interdependence and social concern for others, to society and to the environment?

- **Global Competence.** In intercultural encounters, it is important to have an open mind while actively seeking to understand the cultural norms and expectations of others and leveraging this gained knowledge to interact, communicate and work effectively outside your comfort zone. What experiences have you had that have forced you to recognize your limitations to engage successfully in intercultural encounters? What experiences have you had that continue to confuse you or that you still don’t quite know how to make sense of?

- **Global Civic Engagement.** International experiences often encourage students to recognize local, state, national and global community issues and to respond through actions such as volunteerism, political activism and community participation. Have you had experiences that have made you want to do something about local or global community needs?

- **Academic Self-Concept.** International education opportunities can bring about a newfound awareness of one’s academic abilities, for the better in most cases. How has this international experience influenced your academic abilities and confidence?

- **Academic Self-Efficacy.** Similarly, studying abroad can require modifications in your approaches to studying and completing course work. How has your academic learning style developed as a result of this international experience?
Each journal entry will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>The journal entry contains personal and practice-oriented reflections</td>
<td>Every journal entry should focus on reflections related to your experiences at some point during the program (e.g. what you saw, heard, read about, or felt).</td>
<td>10</td>
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<tr>
<td>that concretely describe a situation encountered and what happened.</td>
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<td>The journal entry uses relevant data (notes from site visits, ideas from</td>
<td>The journal should join your experiences to some form of data that you have also encountered during the program. The key is for the journal</td>
<td>10</td>
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<tr>
<td>readings, or notes from conversations/interviews/discussions with local</td>
<td>reflection to begin to make connections between your experience in the program and the material that you are exposed to to interpret or make sense of these experiences</td>
<td></td>
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<tr>
<td>young people and youth workers) from necessary sources to support your</td>
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<tr>
<td>arguments and clarify your positions.</td>
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Short Assignments (20%/ 200 points (40 points per short assignment set)): Throughout the three weeks, students will be asked to complete several short assignments within the seminars and site visits. These include:

1. Short reviews of the documentary *The Death of Yugoslavia*
2. Mapping exercises: political mapping in Zagreb, cultural mapping of Croatia, power mapping of an issue they personally care about and want to act on.
3. Jasenovac Memorial Museum research project and messages of peace: In small groups students will complete a research project while visiting Jasenovac Memorial Museum and collectively write a message of peace to be left on exhibit at the museum.
4. Amazing Race Through Zagreb: While completing the amazing race through Zagreb, in small groups students will complete various challenges throughout the city. At the end of the competition they will complete a course of coffee of Zagreb. A final reflection will be due at the end of the race.
5. Prior to leaving, students will have to choose a recipe that teaches others about their own cultural heritage. Working with the faculty and Croatian partner, students will develop a plan of what they need to do to share this recipe with young people in Croatia on Day 15. Cost of materials will be supported. Students should submit a copy of the recipe to instructor prior to leaving. A book of recipes will be created while in Croatia which will join their recipes with those from around the globe. Each student will receive a copy of the recipe book along with the story of the recipe when they complete the course.

Short Assignments will be graded using a check plus, check, check minus system.

Blog Posts (20%/ 200 points (4 blog posts required, 50 points each): Every 3 days, students will need to analyze and synthesize their journal entries into a 300-500 word blog post that will be
posted on a course blog site. Blog posts should be thematic (focus on one idea) and draw on what they have learned over the three days. The final blog that is posted will teach others about the program and what they are learning that matters to them.

Blog posts will be graded using the following rubric:

<table>
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<tbody>
<tr>
<td>The blog post provides multiple ways student writer’s experience can be understood by drawing from necessary and relevant theoretical, scholarly, and community sources</td>
<td>Blog posts should bring together two or more journal entries and begin to synthesize and expand upon your personal experiences. Your blog post will raise insights across program days and begin to share what you have learned about a particular concept, philosophy, idea, or practice.</td>
<td>20</td>
</tr>
<tr>
<td>The blog post uses relevant data (notes from site visits, ideas from readings, or notes from conversations/interviews/discussions with local young people and youth workers) from necessary sources to support your arguments and clarify your positions.</td>
<td>Blog posts will be grounded in course content. The key is for the blog post to begin to make connections between your experience in the program across multiple days and provide a synthesis of the program to date.</td>
<td>10</td>
</tr>
<tr>
<td>The blog post has been proofread and is free of errors that prevent comprehension</td>
<td>As these will be public writing, the blog post must be proofread and written in a way that someone who is not on the program can comprehend and learn from what you have written.</td>
<td>5</td>
</tr>
<tr>
<td>Blog post demonstrates an understanding of the target audience by writing in a style that fits the audience, for example: scholarly, journalistic, practice-focused, policy-focused)</td>
<td>Blog posts will be sent to the general public and those who do not have an understanding of the program you are on or the concepts that we discuss. You will need to write your blog post in a style and tone that captures what you learned and allows those who are not on the program to understand what you have experienced and what you have learned.</td>
<td>5</td>
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Digital Photo Stories (20% / 100 points per digital story): Two times over the course of the program, in small groups students will bring together all of their journal entries and photographs into a single digital story for public presentation. Stories will require analyzing and synthesizing journal entries and blog posts into a single, coherent story that teaches a public audience about what they have done and what they have learned over the course of the week. Digital stories
groups will vary over the course of the program and typically form around specific issues and themes.

Digital stories will be graded using the following rubric:

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<tbody>
<tr>
<td>The digital story entry contains personal and practice-oriented reflections that concretely describe a situation encountered and what happened.</td>
<td>Every digital story should bring together multiple student experience reflections (e.g. what you saw, heard, read about, or felt). Each digital story will have to tell a single story, so these multiple experiences and reflections will need to be joined together and built around a single idea.</td>
<td>25</td>
</tr>
<tr>
<td>The digital story uses relevant data (notes from site visits, ideas from readings, or notes from conversations/interviews/discussions with local young people and youth workers) from necessary sources to construct a single story.</td>
<td>The digital should join your groups experiences to some form of data that you have also encountered during the program. The key is for the digital story to tell a story that emerges from the program and personal experiences within it and personal reflections from it.</td>
<td>50</td>
</tr>
<tr>
<td>In constructing a digital story, your group must capture both your own reflections and the voices of the people we have met, talked to, and worked with so that (where appropriate) the “reader” can understand both your experience and gain insight into the local context and people.</td>
<td>The story brings together both voices in the group as well as illuminates and showcases voices from the international context. The purpose is that your story is joined to the stories you have met in the program and shares a significant learning for people who both live in this context and outside of this context.</td>
<td>25</td>
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**Final Project (10%/ 100 points):** All students will develop and facilitate a final presentation on an idea, topic, issue, or practice that they found personally meaningful. These presentations can take a wide variety of forms. Your Final Project will be your unique integration of your field work, reading and written work, as well as what you learned in the program. Every individual needs to complete their own final project. Projects can take any form you want and should pick up on one idea, concept, or discussion that you found meaningful and significant. Present the idea, concept or discussion, reminding the class what it is and what makes it personally significant for you. This project will demonstrate your beginning mastery of the course subject matter. You will be asked to present it to your classmates at the end of the semester.

Final projects will be graded using the following rubric:
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<tr>
<th>Criteria</th>
<th>Description</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Final projects contain personal and practice-oriented reflections that concretely describe situations encountered and what happened.</td>
<td>Final projects focus on reflections related to your experiences over the course of the entire program (e.g. what you saw, heard, read about, or felt). These should be reflected on and joined together around a single idea, concept, topic, or practice.</td>
<td>20</td>
</tr>
<tr>
<td>Final projects use relevant data (notes from site visits, ideas from readings, or notes from conversations/ interviews/discussions with local young people and youth workers) from necessary sources to support your arguments and clarify your project.</td>
<td>Final projects allow you to bring together multiple experiences and join these to data that you have also encountered during the program. The key is for the final project to begin to make connections between your experience in the program and the material that you are exposed to so that you make sense of these experiences using the concepts, ideas, topics, and practices we have learned about in the program.</td>
<td>30</td>
</tr>
<tr>
<td>Final projects demonstrate your ability to synthesize data by summarizing or critiquing your journal reflections, blog posts, digital stories, and readings, guest lectures, group discussions, site-visits, and activities and explicating the relationship between among them</td>
<td>A central task of the final project is for you to bring together all of the other assignments and experiences into a single final presentation. You do not have to be comprehensive with ideas but include as much as possible from across the entire program to share what you have learned about a single idea, topic, concept, or practice.</td>
<td>40</td>
</tr>
<tr>
<td>Final project demonstrates an understanding of the target audience by presenting in a style that fits the audience.</td>
<td>Your final projects will be given to your fellow classmates who have been on the program with you. Final projects can take a more insider tone and allow you to be more personal in your reflections, interpretations, and final conclusions about a single topic, idea, concept, or practice you have encountered throughout the program.</td>
<td>10</td>
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</table>

**Grading Standards:**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>930 and above</td>
<td>Assignments are completed on-time and written for the audience targeted. Analysis is critical and demonstrates mastery of course content.</td>
</tr>
<tr>
<td>A-</td>
<td>900-929</td>
<td>Assignments are completed on-time and written for target audience. Analysis is critical and demonstrates mastery of course content.</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
<td>Assignments are mostly completed on-time and written for target audience a majority of the time. Analysis is critical and demonstrates mastery of course content.</td>
</tr>
<tr>
<td>B</td>
<td>830-869</td>
<td>Assignments are mostly completed on-time and written for target audience a majority of the time. Analysis is critical and demonstrates mastery of course content.</td>
</tr>
<tr>
<td>B-</td>
<td>800-829</td>
<td>Assignments are completed and written for target audience with some exceptions. Analysis is descriptive/critical and demonstrates understanding of course content.</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
<td>Assignments are completed and written for target audience with some exceptions. Analysis is descriptive/critical and demonstrates understanding of course content.</td>
</tr>
<tr>
<td>C</td>
<td>730-769</td>
<td>Assignments are completed and written for target audience with some exceptions. Analysis is descriptive/critical and demonstrates understanding of course content.</td>
</tr>
<tr>
<td>C-</td>
<td>700-729</td>
<td>Assignments are completed and written for target audience with some exceptions. Analysis is descriptive/critical and demonstrates understanding of course content.</td>
</tr>
<tr>
<td>D+</td>
<td>670-699</td>
<td>Assignments are completed but often lack understanding of target audience, analysis and only basic understanding of course.</td>
</tr>
<tr>
<td>D</td>
<td>630-669</td>
<td>Assignments are completed but often lack understanding of target audience, analysis and only basic understanding of course.</td>
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The final grade is recorded according to U of MN definition of grades:

- 93-100% A For exceptional work, well above the minimum criteria
- 90-92% A- For outstanding work, well above the minimum criteria
- 87-89% B+ For excellent work, significant above the minimum criteria
- 83-86% B For work above the minimum criteria
- 80-82% B- For work which meets the course requirements in every respect
- 77-79% C+ For work which meets the course requirements in every respect
- 73-76% C For work which meets the course requirements in every respect
- 70-72% C- For work which meets the course requirements in every respect
- 67-69% D+ Worthy of credit even though it fails to meet the course requirements
- 63-66% D Worthy of credit even though it fails to meet the course requirements
- 0-62% F Failed to meet minimum course requirements
Course Schedule:
Pre-Departure
Attend three pre-departure meetings
Watch: The Death of Yugoslavia
Read:


Complete the short assignments related to the documentary: Death of Yugoslavia

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. 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: https://policy.umn.edu/education/studentresp.

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) 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: https://policy.umn.edu/education/instructorresp.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty. 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/education/makeupwork.

**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: https://policy.umn.edu/education/studentresp.

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

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<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
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<tr>
<td>B+</td>
<td>3.33</td>
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</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Represents achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
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</table>
S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: https://policy.umn.edu/education/gradingtranscripts.

**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 will provide 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

**Disability Accommodations:**
The University of Minnesota views disability as an important aspect of diversity, and 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 have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: https://diversity.umn.edu/disability/ or e-mail drc@umn.edu with questions.

**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.

**Other Readings:**
- Southeastern Europe. (2014). *Perspectives: Political analysis and commentary, 1*(1), 1-35.