Youth Voices:  
The Fight for Social Change in Croatia

Course Details

Course Designator & Number: YOST 3011  
Number of Credits: 3  
Language of Instruction: English  
Contact Hours: By appointment and Wednesdays 10:30–11:30  
Instructor: Ross VeLure Roholt rossvr@umn.edu

Course Description

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.

The course will meet three times prior to departure:

- Friday, March 15: 4–6 p.m./ Location TBA  
- Saturday, April 13: 10 a.m.–1 p.m. (lunch provided)/ Location TBA  
- Friday, May 9: 4–5 p.m. (online)

Course texts/materials:

- Watch the BBC documentary: The Death of Yugoslavia.  
- Course Packet: e-reserves with course readings are available.

This course will explore the rise, fall, and transformation of youth social movements in Croatia. The focus of our shared work will be documenting what we can learn about how youth social movements emerge, sustain, and often decline or transform 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 is the history of youth involvement in Croatian social movements?
2. What supports social transformation? Can young people participate?
3. What opportunities have been created for youth civic and political involvement, and by whom and to what end?
4. How has their participation been supported or obstructed?
5. What major issues mobilized young people in the past and how have these changed over time?
6. How did the rapid social change in Croatian society impact and influence the formation and sustentation of youth social movements in Croatia?
7. What impact have various youth movements had on Croatian civic society and civic and political practices and culture?

Croatia is an ideal location to study youth social movements because 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 Hilter Jugend youth movement); the Communist youth movement Partisans (who opposed the Nazi occupation); the Croatian Catholic Movement (HKP); anti-war, peace and independent culture youth movements; struggle for student, worker, and migrant rights organizations; 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 1930–40s 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 1980–1990s. After the Peaceful Reintegration of its territories and people, Croatian went through a 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. By the end of the May session, you will:

1. 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. Understand the everyday lives of Croatian young people and young people new to Croatian society;
3. Explore the formation, sustentation, and decline of youth social movements;
4. Analyze (youth work) practices found to invite and sustain (youth) organizing and youth-led social movements;
5. Discern what practices and opportunities invite and sustain youth involvement in social change.

For the course to be successful, you are expected to:

- attend all program activities;
- complete and hand-in all assignments by the due date;
- complete and be ready to discuss readings prior to group discussion.

My goal is for this class to be a community of practice. I will work to create a space and environment where we can listen to each other and our conversation partners from Croatia 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. We must remember that we are ambassadors for the University of Minnesota on this program. Our actions reflect not only on ourselves but also on the University, the School of Social Work, and Youth Studies/Youth Development Leadership.

**Course Objectives**

**Student Learning Outcomes**

Select at least one learning outcome 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 addition 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
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.

**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 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.

**Conversations & Questions**

I am available and invite conversations when you want to talk through an idea or have a question about the course, readings, or assignments. It is also likely that questions will emerge while we are in Croatia about local customs, traditions, social practices, and experiences. I welcome conversations about these too. The beauty of a Global Seminar is that we will spend three weeks together studying a topic and living in another place. Questions about both are expected and invited.
Letter to You, the Student

Hello and welcome to the Global Seminar. I am excited to introduce you to Croatia and to the partners who will work with us over three weeks. I have worked with many of them since 2010, and I always enjoy returning to Croatia.

I envision this class to be experiential and dialogical. We will focus on using the context and geography as the text. Throughout the time we are in Croatia, you will be invited to learn from your surroundings and from everyday interactions. We will also meet with local youth workers, professionals, and social justice advocates to understand the context and history of young people, their involvement in the peace movement, and their efforts today to support social transformation.

We will also have time to share experiences, think about what we are experiencing, and think about what it all means for the course topic, ourselves, and young people in Croatia and elsewhere in the world. Our time together will include small group experiences, whole group site and cultural visits, conversations with locals involved in social transformation, and whole group story and reflection circles. You will be regularly invited to share what you are learning and what it means to you. I believe this is where learning takes place.

Welcome to the course and I look forward to learning from you.

Our Learning Community

This class works best when we can all share our talents and knowledge with each other. We know that this occurs in an environment where we experience belonging. We will work together in ways that are respectful, responsible, and reciprocal to create a learning space where we can freely share our ideas and listen to the ideas of others.

Creating Community Responsibility

For this class to flourish, we must be responsible for preparing for class and group conversations, and for the environment that we create in the classroom together. We’ll work to create a rich learning environment. In this class we want everyone to flourish. If specific accommodations will support you in engaging the material, completing assignments, and participating in class fully, please let me know before or as the course begins. I welcome learning more from you via email or in a conversation. I am fully committed to creating a class where all students can participate fully.

As a participant in the class, you’ll be invited to be responsible for the class climate as well. We want everyone to participate in class. We’ll emphasize ways of working that invite and sustain engagement and participation in class. You can expect the instructor to hold everyone responsible for how we treat each other to ensure everyone can participate. We encourage everyone to co-creating a space of well-being and safety. We all have a responsibility for treating each other with respect and humanity that makes this class a place where we want to go and experience the class as a place where we belong. As the faculty, I have a special role. The University requires faculty to respond in situations of harassment and discrimination.
Respecting People’s Ideas & Contributions

As a community of learning it is important that we respect and value the contributions, creations and ideas of others. We want everyone to contribute to our class. You’re expected to explore and engage ideas and work out what it means to you. Your arguments and ideas will be respected, and you’ll be encouraged to both critically evaluate others’ ideas and take reasoned exception to views expressed in this class (academic freedom). A barrier to contributing freely is often the experience of not being recognized as sharing a personally important idea or creation. We will work to both invite individual ideas into the class and respect the ideas that are shared. This includes not only those directly involved in the class but also the scholars, practitioners, and community members who share ideas with us as well. We want to hear your own ideas, and we ask that you document when you use others’ ideas so that we too can understand where the idea came from and know how we can learn more about an idea that we find interesting that you presented. This is also true for the class structure, content, and process. This class is unique and is the work of the faculty. We absolutely hope that you share what you learn with others in ways that are respectful and responsible to the faculty who designed and taught the course.

Ensuring Reciprocity

The value of group learning is the reciprocity that can develop. You all come to class with rich experiences, histories, and knowledge that when shared enhances and deepens the course material. This class will work to ensure that this reciprocity continues. The diversity of participants’ academic experience, assumptions regarding learning, and ways of approaching teaching enrich this course. The perspectives and values of participants from various ethnic, cultural, national, and educational backgrounds also influence course dynamics. Speaking of and listening for these differences always deepens learning. As a teacher, I will strive to balance exploration of these perspectives with the need to meet course goals.

When cognitive dissonance and engagement with points of disagreement can lead to learning, it’s the instructor’s responsibility to make difficult discussion possible in a climate where it’s safe to take risks. When we cannot or should not address a topic or tension, the instructor will work to devise appropriate ways to continue discussions out of class.

The major responsibility for asking participants to moderate behaviors and for asking uncooperative students to leave a class session sits with the course instructor; also, course participants are always invited to share related concerns with the instructor. Every attempt will be made to deal with interpersonal, behavioral conflicts in a timely, direct, educative and respectful manner. Participants whose behavior violates the Student Conduct Code may be referred to the Office for Student Conduct.

For more information, consult the Board of Regents Policy Board of Regents Policy document, or the Office for Community Standard’s “For Students” webpage.
Methodology

Course Assignments & Rubrics

Journal (30% / 300 points (15 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:

- **The journal entry contains personal and practice-oriented reflections that concretely describe a situation encountered and what happened.**
  - 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).
  - 10 POINTS

- **The journal entry 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.

- 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 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.
- 10 POINTS

**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. 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.
3. Mapping exercises: political mapping in Zagreb, cultural mapping of Croatia, power mapping of an issue they personally care about and want to act on.
4. 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.
5. Art and social change project

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 5 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 students have learned over the five 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:

- **The blog post provides multiple ways the student writer's experience can be understood by drawing from necessary and relevant theoretical, scholarly, and community sources.**
  - 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.
  - 20 POINTS

- **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.**
• 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.
  • 10 POINTS

• The blog post has been proofread and is free of errors that prevent comprehension.
  • 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.
  • 5 POINTS

• 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).
  • 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.
  • 5 POINTS

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 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 will include at least one idea, concept, or theory from class and illustrate how student learning has developed over 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:

• The digital story entry contains personal and practice-oriented reflections that concretely describe a situation encountered and what happened.
  • 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.
  • 25 POINTS

• 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.
  • The digital should join your group’s 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.
  • 50 POINTS

• 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.

- 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.
- 25 POINTS

Final Project & Presentation (10% / 100 points): Your final project will be your unique integration of your field work, reading, and written work, as well as what you learned in the course. 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 issue that you found meaningful and significant. Over the years, students have written a paper, created a script for a podcast, created a film, written a song, created a comic, created a collage, etc. The format of the project is completely under your control.

Each student 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 as well, and should take no longer than 15 minutes. The core format of the presentation is for you to present the idea, concept, or issue, 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:

- **Final projects contain personal and practice-oriented reflections that concretely describe situations encountered and what happened.**
  - 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.
  - 20 POINTS

- **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.**
  - 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.
  - 30 POINTS

- **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 explaining the relationship between them.**
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.

- **Final project demonstrates an understanding of the target audience by presenting in a style that fits the audience.**
  - 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.

- **40 POINTS**

### Included Reading / Materials


## Grading

### Grading Rubric

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score or Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100</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></td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
<td>Achievement that is worthy of credit even though it fails to fully meet the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60–66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0–59</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>
</tbody>
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Summary of How Grades Are Weighted

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>30%</td>
</tr>
<tr>
<td>Short assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Blog posts</td>
<td>20%</td>
</tr>
<tr>
<td>Digital photo stories</td>
<td>20%</td>
</tr>
<tr>
<td>Final project and presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Overall grade</td>
<td>100%</td>
</tr>
</tbody>
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Course Schedule At-A-Glance

Unit 1

Pre-Departure
- Attend three pre-departure meetings
- No assignments

Unit 2
- Who are young people?
- What is the history of youth involvement in Croatian social movements?
- What supports social transformation? Can young people participate?
● What opportunities have been created for youth civic and political involvement, and by whom and to what end?

● Assignments
  ○ 4 Journal Entries
  ○ Blog Post
  ○ Review of Film: Death of Yugoslavia
  ○ Amazing Race Reflection
  ○ Digital Story

Unit 3

● How have young people participated in social movements? What invited their involvement, participation, and engagement?

● What major issues mobilized young people in the past and how have these changed over time?

● Assignments
  ○ 6 Journal Entries
  ○ 2 Blog Posts
  ○ Mapping project
  ○ Jasenovac Memorial project
  ○ Digital Story

Unit 4

● How did the rapid social change in Croatian society impact and influence the formation and sustentation of youth social movements in Croatia?

● What impact have various youth movements had on Croatian civic society and civic and political practices and culture?

● Assignments
  ○ 5 Journal Entries
  ○ Blog Post
  ○ Mapping project
Art and social change project

Final project

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University Policies

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. To support this environment, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to the Board of Regents Policy: 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 and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please review the Teaching and Learning: Student Responsibilities policy.

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.

Artificial Intelligence

Artificial intelligence (AI) language models, such as ChatGPT, have become common across multiple social environments. These tools provide important support for student learning and understanding. In this course, we will discuss the strengths and limitations of using artificial intelligence for assignments in this course. Many of the assignments are not suitable for AI to support, as they require you to share personal reflections and insights from stories shared within the course. After discussing the ways AI can be used, AI may be used for any assignment with appropriate citation. Examples of citing AI language models are available at: https://libguides.umn.edu/chatgpt [or provide an alternative reference appropriate for your class]. You are responsible for fact checking statements composed by AI language models. If you are in doubt as to whether you are using AI language models appropriately in this course, I encourage you to discuss your situation with me.

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: Administrative Policy: Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester

Appropriate Student Use of Class Notes & 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 Administrative Policy: Teaching and Learning: Student Responsibilities.

Sexual Harassment, Sexual Assault, Stalking, & Relationship Violence

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential resource on your campus. If you want to report sexual misconduct, or have questions about the University’s policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.
Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

For more information, please see Administrative Policy: Sexual Harassment, Sexual Assault, Stalking and Relationship Violence.

**Equity, Diversity, Equal Opportunity, & 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, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: Equity, Diversity, Equal Opportunity, and Affirmative Action

**Disability Accommodations**

I am committed to creating an inclusive learning environment within my course. Inclusivity and accessibility are ongoing community processes, and I hope that you as a member of our class share my commitment to creating a classroom experience that fosters belonging.

Please contact me immediately if you become concerned—for any reason—about your capacity to fully participate in our course due to the structure of the course, activities, or assignments. If you work with the Disability Resource Center (DRC), notify me as soon as possible so that we can discuss access (see contact information below). If you do not work with the DRC but know that access barriers may arise (due to undiagnosed health conditions, mental health, learning style, life circumstances, etc.), reach out to me as soon as possible so that we can work together to support your learning. I welcome the conversation.

For assistance, contact the Disability Resource Center at drc@umn.edu.

**Mental Health & Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website.
**Academic Freedom & Responsibility**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

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