

MSUS 321 & 621 – Organizing for Justice and Social Change – Fall 2020



Professor: Tammy Bunn Hiller
Class Time: Tuesdays & Thursdays 12:40 – 2:02 PM
Class Location: 113 Taylor Hall
Cell Phone: (570) 490-0654
E-Mail: hiller@bucknell.edu
Office: 317 Taylor Hall (I expect rarely to be in my office this semester.)
Office Hours: I will hold my office hours virtually via ZOOM at 4-5 PM Mondays and 10-11 AM Fridays. Zoom links for office hours are at the top of our course Moodle Page. We may also meet by appointment via ZOOM or cellphone. I keep my full schedule on Google Calendar. You may propose a meeting either via Google Calendar Invitation, email, or text.

COURSE DESCRIPTION / WHY THIS COURSE MATTERS

Almost half of the world's population – 3.4 billion people – lives on less than \$5.50 per day and struggles every day to meet basic survival needs. Poverty is just one of the many manifestations of inequitable systems that inflict incalculable pain and limit human flourishing. In this course, we will read about and discuss multiple systemic inequities and the opportunities and challenges they create for actively living our lives as journeys full of hope, intention, and meaning through working to create a more just world. We will study many different organizational forms and ways of managing, drawing on knowledge from a range of disciplines including management, political science, sociology, social psychology, anthropology, history, art, and literature. We will work together to build our understanding and our personal capacity to effectively organize and facilitate collaborative efforts to promote justice and social change.

COURSE LEARNING OBJECTIVES

- Understand and face with intellectual and emotional honesty the social justice issues that we study in the course;
- Learn about and critically analyze multiple different ways of organizing and managing to work for social justice and the promotion of human rights; and
- Learn a mindset of active hope and skills for maintaining and living that mindset.

WHAT YOU CAN EXPECT FROM ME

- To take a partnership approach to our learning.
- To prioritize your and my physical and emotional health, while at the same time investing deeply in our shared learning experience.
- To commit to recognizing and working to address my own normalized privilege, with the goal of creating a space where everyone's real voice is heard and valued.
- To show respect and consideration for us all.
- To behave ethically and in a trustworthy manner.
- To act as a facilitator and manager of our learning process.
- To open myself to new experiences and disparate perspectives.
- To be a fully involved and contributing member of our group.
- To be well prepared for our class sessions.
- To give you timely feedback on your work.
- To be available for consultation outside of class.
- To be open to change and intellectual risk-taking.
- To be honest with you if I find myself limited in what I can provide for this class at any point during the semester.

MY EXPECTATIONS OF YOU

- To take a partnership approach to our learning.
- To prioritize your physical and emotional health, while at the same time genuinely investing yourself in our shared learning experience.
- To commit to recognizing and working to address your own normalized privilege, with the goal of creating a space where everyone's real voice is heard and valued.
- To treat each other with respect and to behave ethically during all aspects of the course.
- To be a fully involved and contributing member of our group – taking an active part in our classes, your groupwork, and your community engagement work.
- To express yourself courageously. The readings, lectures, and my comments in class will inevitably suggest a particular point of view. **My perspective is my own; I do not expect it to be yours!** To learn about the complexity of the issues we study, we need to share our different perspectives with each other, and be unafraid to disagree.
- In class discussion and group work, all of you should be able to feel comfortable asking questions, offering insights (including bold ones), sharing opinions, explaining your analysis, sharing personal experiences and emotions, thinking out loud to discover what you understand and believe, and changing your mind. To make this happen, we must cultivate a culture of respect and support. We can disagree, even vehemently, but we must always listen respectfully to each other, offering each other the courtesy of our attention, interest, and openness to disparate perspectives. Respecting each other also involves acknowledging each other's ideas and speaking directly to one another, rather than always directing comments to me.
- I encourage you to learn each other's names and use them. You are welcome to call me either Tammy or Professor Hiller – whichever you are most comfortable doing.
- To be prepared for every class by reading all the assigned readings, thinking critically about what you read, doing all pre-class assignments, and coming prepared to

thoughtfully discuss the readings and assignments, contribute your insights, challenge other people's statements with which you disagree, and share pertinent real-life experiences. Note that some of the articles we will read during the semester are complex and require active – and even repeated – reading. Active reading might mean underlining important passages, making notes in the margins or on a separate sheet of paper, and/or composing summaries or reflections upon completion.

- To provide feedback about the course that will improve your ability to learn.
- To be open to change and intellectual risk-taking.
- To be honest with me if you are limited in the work that you can do for this class at any point in the semester. If illness or other issues interfere with your ability to attend class or to complete an assignment, contact me and let me know what is going on so that we can together decide how to help you succeed in the class.

BUCKNELL UNIVERSITY EXPECTATIONS FOR STUDENT ACADEMIC ENGAGEMENT

Class attendance and engagement is only part of your role as a student in this course particularly and as a college student generally. Courses at Bucknell that receive one unit of academic credit, as this course does, have a minimum expectation of 12 hours per week of student academic engagement, which includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work. Since this course involves three hours of class time each week, *you should expect to spend a minimum of nine hours per week outside of class doing course work* such as reading, writing, community engagement work, and group work.

REQUIRED READING / VIEWING MATERIALS

- Three books are required reading for this class:
 - Macy, J. & Johnstone, C. (2012). *Active Hope: How to Face the Mess We're in Without Going Crazy*. Novato, CA: New World Library. ISBN: 978-1-57731-972-6
 - Rothstein, R. (2017). *The Color of Law*. New York, NY: Liveright Publishing Corporation (A Division of W. W. Norton & Company). ISBN: 978-1-63149-453-6
 - Lakey, G. (2018). *How We Win: A Guide to Nonviolent Direct Action Campaigning*. Brooklyn, NY: Melville House. ISBN: 978-1-61219-753-1
- I will post all other required class readings and viewings on the course Moodle page. Look for them in the topic block for the date we will discuss them in class.
- **You should read all assigned readings PRIOR to the class in which they will be discussed.**
- I reserve the right to revise the readings / viewings posted on Moodle prior to the day they are due. I do not expect to do this frequently, but if I discover a better reading or video than I had planned to use, I want to give you the benefit of making the change.

OPTIONAL READING / VIEWING MATERIALS

- For some topics, I will post one or more optional readings / video links at the bottom of the Moodle topic block in case you would like to learn more about that topic. You are NOT responsible for reading / viewing these materials. Feel free to download the pdfs to read in the future if you'd like to read them but don't have time to do so this semester.

COURSE CALENDAR (Subject to Change)

- All required readings and viewings, class prep assignment guidelines, and links to post class assignments will be available on our course Moodle site.
- The Moodle topic block for a given class will be available to you at least two weeks prior to the class.
- Clicking on a class' Moodle topic block will open the block to show everything that needs to be completed in preparation for that class.
- I encourage you to review each class' full Moodle topic block at least one week prior to the class, so that you may plan out your time to accomplish all required class preparation work effectively.

Day	Date	Class Topic
Tues	8/18	Introduction to the course and to each other
Thur	8/20	Active Hope
Tues	8/25	The Great Unraveling
Thur	8/27	Honoring Our Pain for the World
Tues	9/1	Seeing with New Eyes
Thur	9/3	Going Forth
Tues	9/8	What We Want to Change
Thur	9/10	Begin Preparing for Our Discussions Next Week about Systemic Injustice
Tues	9/15	Case Study of Systemic Injustice: How our Government Segregated America I
Thur	9/17	Case Study of Systemic Injustice: How our Government Segregated America II
Tues	9/22	Legal Frameworks for Organizing with a Social Mission
Thur	9/24	Rise Up
Tues	9/29	Activism / Advocacy Organizations / Social Movements
Thur	10/1	The Role of the Arts in Social Movements
Tues	10/6	Art of Social Change Presentations
Thur	10/8	Corporate Social Responsibility
Tues	10/13	Promoting Social Justice Through How Business is Organized and Managed I
Thur	10/15	Promoting Social Justice Through How Business is Organized and Managed II
Tues	10/20	Non-Profits and Foundations
Thur	10/22	Social Entrepreneurship / Social Enterprise & Hybridity
Tues	10/27	Cooperatives I
Thur	10/29	Cooperatives II & Intentional Communities
Tues	11/3	Local Assets, Community Development, & Community-Based Enterprise
Thur	11/5	Cross Sectoral Collaboration
Tues	11/10	Using Story to Change Systems
Thur	11/12	To Be Determined
Tues	11/17	Case Study Presentations
Thur	11/19	Where Do We Go from Here?
<i>Exam Week</i>		<i>Completed Journal of Community Engagement Experiences Due</i>

LEARNING ASSESSMENTS

In this course, learning takes place *outside* the classroom – through readings, community engagement, and preparation of course assignments – and *inside* the classroom – through small and large group discussions, presentations, class exercises, and in-class writing. Both types of learning – inside and outside – are equally important and writing will help bridge the two.

On Moodle, I will post detailed guidelines for the assignments that are not fully explained in the syllabus. You are responsible for following all assignment guidelines and meeting deadlines and performance standards described therein. Guidelines are requirements, not suggestions.

Your learning in this course will be facilitated, demonstrated, and evaluated in the following ways, unless you negotiate with me an alternative assessment in your course contract.

1) Class Preparation Assignments (Class Preps)

Class preparation assignments will be instrumental to our having fertile class discussions. They are designed for you to think and write about the course readings / viewings, reflect on how they relate to your experiences, and / or complete other assignments *before* you come to class. Writing about what you read / view is instrumental in learning; you will understand and retain more of what you read / view if you write about it. Moreover, class discussions tend to be superficial and unintellectual if they are not grounded in at least a basic understanding of the course materials. For us to have deep, engaging conversations in class everyone must have read / viewed and thought carefully about the topic prior to class. If you are unable to attend and engage in our synchronous class discussions (either in person or via Zoom), it will be especially important to do your own Class Prep sense-making work.

2) Engagement in Class Discussions and Activities

This course is meant to be accessible to students both on-campus and those working remotely or in different time zones. I expect you to engage with the course material to the extent possible based on your location and situation. ***If you anticipate that participating in class in the ways described below will be a major obstacle for you (e.g., due to anxiety, disability, or a language barrier) or because you are in a situation that requires you to engage in our course asynchronously for all or a substantial part of the semester, please meet with me early in the semester. We will negotiate alternative ways for you to contribute meaningfully to our classes.***

For students who are able to be in class synchronously (in person or via Zoom), engaging in class discussions and in-class activities will play a large role in everyone's learning in this course. Since we are collaborating in a learning venture, it is imperative that we are all prepared for every class. Holding everyone accountable for contributing meaningfully to class discussions on a regular basis should help to ensure that we all come to each class having done the preparatory work that will allow us to share in our construction of knowledge. More important, holding everyone accountable for contributing to class discussions (verbally and / or in writing through Zoom chat) should help to ensure that everyone, not just the most confident people, voices their understandings, ideas and questions.

The importance class discussion has in our learning necessitates your regular engagement. We will use much of our class time together to discuss interpretations and understandings of the course readings / viewings, synthesize them, and reflect on how they relate to your own prior and course-related experiences.

In addition to participation in whole class discussion, you will at times have the opportunity to discuss / work in small groups. If you are uncomfortable speaking in front of the whole class, you should endeavor to be more active in these small group settings; however, speaking up only in the small groups is not sufficient class engagement. Sharing your thoughts with the whole class via Zoom chat is another way for more reticent students to engage. Ideally, all of you will quickly grow comfortable voicing your understandings, ideas and questions verbally.

In grading your class engagement, I will look for clear evidence that you have engaged in the following types of behavior during our discussions and in-class activities: listening closely to each other; speaking directly to one another rather than directing all comments to me; analyzing, synthesizing, and theorizing based on your understanding of our readings and viewings, new materials presented in class, our in-class activities, related knowledge learned from other classes, and your relevant past experiences; voicing original ideas; clarifying points that others may have misunderstood; raising questions that need to be further explored; and respectfully challenging others' interpretations and positions with which you disagree. If you do not understand a reading, you should prepare some questions to help clarify the text for yourself and others; **confusion is not a reason to sit silent.**

Those of you who thoughtfully engage with the ideas from our readings, participate wholly in our in-class activities, bring your insights and questions to the group, listen carefully and with interest to the discussion, and respond not only to the readings / viewings but also to the discussion as it develops and is informed by things other than our class preparation work, will earn the highest class engagement grades. Your classmates and you will provide input into my decision-making process about your class engagement grade.

It is my hope that we will come together each class happy to see and engage with one another authentically, and that we will create an environment in which all of us participate actively and well. Let me know if there is more I can do to foster this environment, and please do all you can to contribute to the spirit of intellectual and supportive community.

3) Community Engagement Work (if possible)

As a central component of this course, you will do volunteer work for an organization whose mission promotes justice and social change. This experience should help you to think critically and analytically about the course readings, and the practical issues involved in organized attempts to create justice and social change. We will discuss this work in more detail at the beginning of the semester. Briefly, ***assuming we can make it happen safely***, you will arrange to work (on a volunteer basis) in an organization that is directly engaged in working to enact justice and social change (e.g., community service agency, advocacy / activist organization, social business, etc.). I expect you to engage in a minimum of twenty hours of community engagement work over the course of the semester (ideally two hours per

week for a minimum of ten weeks); to regularly reflect on your community engagement experiences through the lenses of our readings and class discussions; to regularly journal about your community engagement experiences; and to share stories of those experiences and insights gained from those experiences with your classmates in our class discussions. *Note that if you are facing a situation this semester that would make it impossible for you to safely and reliably engage in community engagement work, then you may negotiate with me an alternative assignment intended to fulfill the learning goals associated with this work.*

You will be responsible for finding your own community engagement placement. Please know that I am open to all sorts of community engagement placements this semester. You may work with an organization that is located on Bucknell's campus (e.g., a student organization or on-campus activist organization), in Lewisburg or surrounding local communities, in your home community, or elsewhere in the world. You may do your work either in person (***ONLY if you can do so safely***) or virtually (as long as the organization has a need that you can fulfill virtually). To help you find interested organizations from our local community, early in the semester, I will share with you a list compiled by Bucknell's Office of Civic Engagement of organizations that are seeking help from Bucknell students.

If you decide to do your community engagement work in an organization in which you'd be working in person with children, many such organizations require Criminal History, Child Abuse History, and FBI Criminal History record checks before you can start your placement. If you want to do your community engagement work with children, find out from the organization in which you'd like to volunteer which, if any, of these record checks you would be required to complete. Read the relevant link on our Moodle site ASAP to learn how to complete the three records checks; it can take several weeks after filing the child abuse history clearance form before you receive your clearance. The earlier you file, the earlier you can start your community engagement work. The clearances are good for one year. If you obtained clearances last spring, you will not need to do so again for this fall. When you receive your clearances, show them to your placement supervisor/coordinator and then store them in a safe place. You should keep the originals because you may be asked to present them again later.

Near the end of the semester, the supervisor of your community engagement placement will evaluate your work. I expect you to complete at least 20 hours of work (***unless you or the class as a whole is forced to stop this work early due to health / pandemic related issues***) and to satisfy your supervisor's expectations for its quality. I will not grade your work in your community engagement experience per se, but rather how you demonstrate what you have learned from that work in your journal of community engagement experiences. However, if you are on the cusp between two grades at semester's end, and did an outstanding job in your community engagement work, I will consider that in determining your course grade. Similarly, if you did not satisfactorily complete at least 20 hours of work, I will consider that in determining your course grade. (The effect on your grade, if any, will depend on extenuating circumstances, the nature of the concerns – if any – raised by your community partner, how many hours you completed, and what you accomplished in your work.)

4) Journal of Community Engagement Experiences

I expect your journal to be critical to learning from your community engagement experience. The number of entries will depend on the number of times you work at your community engagement placement, which should be about ten times, plus an initial entry prior to your first day of work and a final entry after you complete all of your work. Details of what to write about in each type of entry and how to post your entries are explained in the *Community Engagement Journal Assignment Guidelines* on Moodle.

5) What I Want to Change Presentation (with associated outline & presentation files)

You will have four minutes to present about the social justice issue that you care most deeply about. What do you want to change and why? You may use any format for your presentation that you desire. Note that you are not required to do research for this presentation, although you are welcome to incorporate research into it. I will grade your presentation on how clearly and powerfully you communicate what you want to change, why you care about the issue, and one realistic action you could take this year toward creating the change you hope for.

6) Art of Social Change Presentation (with associated outline & presentation files)

This assignment is intended to encourage active, collaborative learning with your partners and to help us all learn more than we could individually by sharing outside research with each other. I will partner you with other students in the class. In groups of approximately three people, you must research and present to the class how a specific art form is being / has been used in a contemporary social movement to promote justice / social change.

Each group will have 15 minutes to present. **Your presentation must creatively incorporate the art form about which you are presenting (e.g., music, videos and film, poetry, graphic novels, visual arts such as murals, graffiti, and posters, etc.).** Conducting research for this presentation is required. I will grade your presentation on the quality of the research evident in it, how well you explain how and how effectively your art form is being / has been used to promote justice and social change in the particular social movement you have researched, and how creatively and powerfully you incorporate your art form into your presentation.

7) Case Study Presentation (with associated outline & presentation files)

This assignment is intended to encourage active, collaborative learning within your group and to help us all learn more than we could individually by sharing outside research with each other. For this presentation, undergraduate students will work in groups of approximately four people. Doing the research for a case study presentation will allow you to immerse yourself in learning in depth about one current organization or contemporary social movement in which you are interested, and to learn by working closely together with people who may have different disciplinary backgrounds, values, etc. from your own. Sharing the results of your research as a presentation will allow your fellow students to learn from your research as well. Your group will have the option of presenting a case study of a particular organization that is effectively working for justice and social change as its central mission, or a particular contemporary social movement that is working for a more just world. I am open to your alternative presentation topic ideas as well.

Your group will have 19 minutes to present and discuss your case study with your classmates. **You must present your case study in an engaging and interesting way.** Note that doing research for this presentation is required. I will grade your presentation on the quality of your research, how effectively you communicate what you learned, and the presentation's creativity.

Note that graduate students taking this course as MSUS 621 must negotiate with me an independent research assignment in place of this team presentation assignment.

COURSE CONTRACT

You will put together, in conjunction with your presentations' partners, your personal course contract. The contract allows you to have some voice in how you are evaluated for the course. You must complete all of the course assignments, unless you propose an acceptable alternative assignment that serves the same learning purpose. Within the parameters below, you will decide how much to weight each assignment / group of assignments, as a percentage of your total course evaluation. The combined weight of all of your assignments must add up to 100%, and the group presentation assignment weightings (6 & 7 below) must be identical for all partners.

- 1) Class Preparation Assignments: *minimum = 20%; maximum = 30%*
- 2) Engagement in Class Discussions and Activities: *minimum = 10%; maximum = 30%*
- 3) Community Engagement Work: Not assigned a weight. See relevant section of the syllabus and course contract from for how community engagement work will be assessed.
- 4) Journal of Community Engagement Experiences: *minimum = 15%; maximum = 30%*
- 5) What I Want to Change Presentation: *minimum = 5%; maximum = 10%*
- 6) Art of Social Change Presentation: *minimum = 5%; maximum = 15%*
- 7) Case Study Presentation: *minimum = 5%; maximum = 15%*

Group portions of course contracts will begin to be negotiated early in the semester, with completed contracts due on the date indicated on Moodle. You may renegotiate your course contract on an individual and/ or group basis, once during the semester. If you wish to renegotiate your contract, it is your responsibility to initiate the process. Contract changes must stay within the original guidelines for minimum and maximum weightings. You may decrease, but not increase, the weight on fully completed assignments for which you have already received your grades. You may either decrease or increase the weight on assignments that you have not yet completed, including categories of assignments, such as class preps, for which you have received some grades, but have not yet received all the grades in that category.

BUCKNELL UNIVERSITY GRADING SCALE

Grades will be based on the following scale printed in the *Bucknell University Course Catalog*.

- A = Superior achievement
- B = High pass
- C = Pass
- D = Low Pass
- F = Failing Work

LATE SUBMISSION POLICY

Assignment due dates / times are posted on Moodle. If you have a legitimate reason for submitting an assignment late (e.g., internet outage, serious illness, religious or cultural observance, death in the family), you may negotiate an extension without penalty if you contact me (by email or text) *before* the time the assignment is due. Assignments submitted late (after a 15-minute grace period) will incur a five-point grade reduction (on a 100-point scale) for each day late, unless you contact me to explain your extenuating circumstances. Depending on your circumstances, I reserve the right to accept late submissions without penalty. So, if you miss a deadline and didn't contact me in advance, please email me after the fact to explain!

FORMAT & OTHER CONSIDERATIONS FOR WRITTEN WORK

With the exception of writing done in class and writing that is typed directly into a text box for an assignment on Moodle (e.g. annotation assignment), use the following style for all class writing:

- List your name, the assignment name, and the submission date at the top of the page. Left justify this info and put it all in one line. (e.g. *Mary Rivera, Class Prep #1, 8-20-20*)
- Use headings to demarcate different sections of your written work as needed.
- Use page numbers for any writing that is longer than one page.
- Twelve-point Calibri or Arial font
- One-inch margins all around (top, bottom, and sides)
- 1.5 lines spacing
- Sloppy writing can destroy your credibility in any workplace. Take care with organization, style, grammar, punctuation, and spelling.
- When your writing is informed by sources other than assigned class readings, cite and reference your sources using APA style as explained in the “Citing Sources” policy in this syllabus. See Moodle link to APA style guide.
- For assignments that have page count restrictions, reference lists and appendices are not included in the page count.
- Submit your assignments by the posted deadline and in the format indicated in the assignment guidelines and / or Moodle upload link for each assignment.

MULTILINGUAL WRITING POLICY

In this course, it is likely that a range of linguistic backgrounds and levels of English proficiency will be represented. You are invited to use all of your languages as resources in this course. Although your assignments submitted for grading must be written in English, you are welcome to write in a language other than English whenever it is helpful (such as in first drafts and notes), to draw on words and phrases in final drafts that do not have translations in English, and to use sources that are written in languages other than English in your research.

In this class, I expect “written accent” (e.g., missing articles, incorrect prepositions, incorrect verb tenses) to be treated with respect. While all students in this course are expected to challenge themselves to become more effective and accomplished writers in English, we will not spend time worrying too much about the aspects of English that take many years to acquire (e.g., articles, verb tense, prepositions), but instead focus on expression of ideas, communicative competence, and rhetorical savvy.

CITING AND REFERENCING SOURCES

You are responsible for appropriately referencing all works *other than assigned class readings* that you cite or paraphrase in your writing, using the APA (American Psychological Association) standard. The APA Style website, linked in the first topic block on Moodle, should answer all your questions about how to properly reference a wide range of sources. The links to *In-Text-Citations* and *References* are critical to review for constructing your citations and reference lists.

Whether you quote other authors or write about their ideas, you must cite the sources both in the body of your paper (in abbreviated form) and in a reference page at the end of your work (in full form). In-text citations must include the author's name, publication year, (and page number when quoting). Reference pages will require more detailed information; exact details depend on the type of source used.

When taking notes on readings not assigned for class (e.g. research sources), make sure that you write down ALL the citation information that you will need for both in-text citations and reference pages. Write page numbers in your notes to avoid accidental plagiarism and to make it easier to locate specific quotes. If you have any doubt about whether or not you need to cite a source, err on the side of caution and cite it. If, at any time, you have questions about citing sources or other aspects of academic responsibility, please ask.

COLLABORATING ON ASSIGNMENTS

Management is a highly collaborative field; individuals and organizations routinely work together to achieve results that could not be accomplished alone. You will do some of the work for this course collaboratively and other work individually. All group assignments are collaborative. For class prep assignments, you are welcome to meet virtually with any of your classmates to discuss assigned readings / viewings prior to class, but your written work must be your own. Your *what I want to change* presentation and community engagement journal should be your own work. If you are ever in doubt about whether it is appropriate to collaborate on an assignment, ask.

BUCKNELL UNIVERSITY HONOR CODE

I expect you all to live up to the Bucknell University Honor Code.

As a student and citizen of the Bucknell University community:

1. *I will not lie, cheat or steal in my academic endeavors.*
2. *I will forthrightly oppose each and every instance of academic dishonesty.*
3. *I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.*
4. *I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.*

ACADEMIC RESPONSIBILITY

“Bucknell students are responsible to the academic community for the preparation and presentation of work representing their own individual efforts. Acceptance of this responsibility is essential to the educational process and must be considered as an expression of mutual trust, the foundation upon which creative scholarship rests. Students are directed to use great care when

preparing all written work and to acknowledge fully the source of all ideas and language other than their own” (*Bucknell University Student Handbook 2014-1025, p. 34*). I fully support these principles, based on mutual trust, and will not hesitate to initiate the institutional process for violations of them. All potential plagiarism, cheating and other academic dishonesty will be referred to the Associate Dean's office and handled according to Bucknell University policy.

ATTENDANCE POLICY

This course is meant to be accessible to students both on-campus and those working remotely. When you are well, attendance at all live and synchronously zoomed course classes is strongly encouraged, but will not be considered as part of your grade. All course materials (including any slides and other materials introduced in class) will be available on the course Moodle page. Please be honest with me if you are limited in the work that you can do for this class at any point in the semester. **If illness or other issues interfere with your ability to attend class or to complete an assignment, contact me and let me know what is going on so that we can together decide how to help you succeed in the class.**

INCLUSION AND ACCOMMODATIONS POLICY

All students are welcome in this course and have a right to be fully respected. While I strive to construct a course environment that foregrounds trust, there are likely times throughout this course when individuals may feel uncomfortable, angry, challenged, and a host of other emotions. Instead of creating a “safe” space, I seek to create a “brave” space with this course. To this end, I ask the following of you:

- If you have a documented disability that may have an impact on your work in this class and for which you may require accommodations, please contact the OAR at OAR@bucknell.edu; 570-577-1188 or complete the [Disability Accommodation Request form](https://bucknell-accommodate.symplicity.com/public_accommodation/) (https://bucknell-accommodate.symplicity.com/public_accommodation/). The OAR will coordinate reasonable accommodations for students with documented disabilities. I encourage you to talk with me about your needs as well.
- If you have a challenge other than a documented disability that may influence your learning (e.g., you are a second language learner, have a serious health issue, etc.), please speak to me about anything that you would like for me to understand so we can agree on acceptable accommodations.
- If you desire accommodations with regard to religious holidays, please let me know so we can agree on acceptable accommodations.
- If you are discriminated against in any way for any reason in the course of this educational experience, please speak to me about it so we can discuss any necessary responses. Should you feel uncomfortable speaking with me, please contact our Freeman College of Management Associate Dean Ivy Kepner.
- Some of the material in this course may be emotionally evocative and even upsetting. If the content of a particular class session is likely to cause you significant distress (such that you would find it difficult to attend), please let me know beforehand. I do not require that you subject yourself to a class session that you would find intolerable. Similarly, if you ever need to leave mid-class because you feel triggered, you may do so without penalty. In that

case, I would appreciate your informing me after the fact about why you left, so that I can work to improve how I approach teaching about the topic.

I will hold all conversations related to this policy in strict confidentiality.

IN-CLASS ELECTRONIC DEVICE USE POLICY

- **Please bring a laptop or other electronic device on which you can access Moodle and Zoom to our in-person class sessions.**
- Turn the volume off on all electronic devices, unless otherwise instructed in class.
- You may use electronic devices in class ONLY to type notes, refer to course readings posted on Moodle, and to conduct work on the internet relevant to class.
- If someone uses electronic devices in ways that interfere with your learning or harms the class dynamic, please speak up forthrightly so that we can resolve the issue together.
- I reserve the right to ban electronic devices from any or all in-person class sessions if their use interferes with our learning process.

CLASS RECORDING POLICY

- I may record a class session on the Zoom platform for purposes of making it available to other students who are enrolled in the class who will be accessing that particular class session asynchronously remotely. Any such recordings will be maintained confidentially and will only be accessible to students enrolled in this class. Prior to entering the Zoom class session, you will receive notice that your consent will be required to attend the recorded class session. Students who consent to participate will have the opportunity to modify the session's settings by turning off their microphone, turning off their video; etc. Students who choose not to participate in a recorded session may exit the session and notify me of that decision. Students who are unwilling to consent to participate in the recorded session may access the recorded class after the recording is finished.
- Zoom recordings that are maintained by the University and that document personally identifiable student information are "education records" as defined by the Family Education Rights and Privacy Act ("FERPA") and must be maintained confidentially and disclosed only in accordance with the authority provided by FERPA. Any Zoom recording facilitated by the license provided by the University is considered an education record as described herein, regardless of whether the recording was created under the direction of the University. Recorded Zoom classes that qualify as education records may legally be disclosed in accordance with FERPA with other students enrolled in the class at any time, or with other school officials with a legitimate educational interest in the education record as defined in the University FERPA Policy.
- Zoom sessions, including class meetings, may only be recorded on the Zoom platform by the Meeting Host (typically me – the course instructor). Recording of a Zoom session by any Meeting Participant (other than the Meeting Host) is prohibited. Any individual, who records a Zoom session without consent of all Meeting Participants may be subject to punishment as a third-degree felony for violation of the Pennsylvania Wiretap Law.