

Gender and Politics

Political Science 3310

Tuesday/Thursday, 1:00pm-2:15pm
425 Blegen Hall

Professor: Dr. Kathleen Marchetti, kmarchet@umn.edu

Office Hours: 1378 Social Science Bldg., Wednesdays 12:30pm - 3:30pm

Moodle site: <https://ay13.moodle.umn.edu/course/view.php?id=10095>

Teaching Assistant: Maren Henderson, gell0094@umn.edu

Office Hours: Tuesdays 10-11; Thursdays 2:30-3:30

Purpose of Course

This course is designed as an overview to the field of gender and politics and examines the role that women play in the U.S. policy process.

Two questions will continue to arise throughout the semester: 1) To what extent do women think and act differently from men in politics and what are the reasons for the existing differences? 2) What are feminist politics and can the activities of women in politics be considered “feminist”?

We will begin by discussing how public policies are “gendered” and how these policies compare to feminist thinking about the related issue area. We then examine different theories of the role(s) gender plays in various aspects of politics. For example, we will explore different gender gaps between men and women in political attitudes and participation and examine some of the potential causes behind those differences. We will also focus on how gender affects running for political office and how women’s behavior once in office may (or may not) differ from their male counterparts.

Course Objectives

This course is about *your* development as a citizen and participant in the American political process. As such, the class is designed to develop your political awareness, demonstrate how gender affects the nature of American politics and show you how regular citizens affect issues of importance. Throughout this class, you will learn how to think critically about American political events, to put them into context and to formulate cogent arguments about them.

Student Learning Outcomes

After taking this course, you will be able to:

- Explain how public policies affect citizens differently according to gender, racial, and class identities;
- Integrate the roles of gender, race, and class in understanding how elected officials shape government policy;
- Analyze and critique the media's accounts of women in politics and political campaigns (in print, on television, or online)
- Understand diverse philosophies and cultures within and across societies, especially with respect to U.S. socio-political life
- Communicate your ideas effectively through writing assignments and class discussions
- Through the combination of assignments, readings, and discussions on gender and political life, you will have acquired skills for more effective and informed citizenship

Theme of Diversity and Social Justice

This course will enable you to think critically and ethically about important challenges facing our society and world. We will consider how identities like gender, race, class, and sexuality matter in the political process. In so doing, you will consider how challenges like women's underrepresentation in U.S. politics, differences in access to health care and education, and gender-based wage gaps might be overcome through a better understanding of women's role in society and the political process, specifically. By thinking about how these identities matter in both society and politics, you can ultimately expand your ethical point of view to address questions of equity vs. equality, and the question of what "fairness" looks like in a democratic political system.

Through class readings and subsequent class discussions, you will critique your own position within political and social communities as well as the position that minorities assume within U.S. social, political, and cultural life. We will spend a large portion of the class focusing on political science research that has included a systematic analysis of the factors that matter in political communities and institutions. Some of the questions emerging in course readings and discussions include: how are male and female legislators similar to/different from one another in terms of their behavior in office? Who speaks more and controls debate? Who is more likely to collaborate? What do these differences signify in terms of women's positions in male-dominated political communities?

Class Requirements

Course Books

Conway, Margaret, David Ahern, and Gertrude Steuernagel. 2005. *Women and Public Policy: A Revolution in Progress 3rd Edition*. Washington D.C. : Congressional Quarterly Press.

Whitaker, Lois Duke (ed.). 2011. *Women in Politics: Outsiders or Insiders?* 5th edition. Pearson Education Inc.

All other readings marked with an *asterisk will be posted on our course Moodle site.

Class Sessions

This course will consist primarily of in-class lectures mixed with some out of class independent exercises. Please come to class having done the appropriate readings, and ready to think, take notes, and discuss the topics assigned for that day. Your TA and I will make note of your in-class participation.

In addition to in-class participation, I ask that you respond to **seven** weekly discussion questions over the course of the semester; these will be posted on our course Moodle site. Though in-class discussion is always encouraged, online participation provides a forum for all students to reflect and react to the readings and topics for that week.

Grading

Your grade will be based on the following assignments: two short papers, one mid-term exam, and one final (non-cumulative) exam. Each one of these assignments is worth approximately 21% of your grade. As some students perform better on exams, while others perform better on writing assignments, equal weight has been assigned to all four ‘major’ assignments. There are a total of 470 points and your final grade will be calculated in the following manner:

Short Paper One	100 points
Short Paper Two	100 points
Mid-Term Exam	100 points
Final Exam	100 points
<u>Online/Class Participation</u>	<u>70 points</u>
Total	470 points

The course grading scale is as follows:

A	440 + points	(94% or higher)
A-	421 - 439 points	(90-93%)
B+	407-420 points	(87 -89%)
B	388 - 406 points	(83-86%)
B-	374 - 387 points	(80 -82%)
C+	360 -373 points	(77 -79%)
C	341 -359 points	(73 -76%)
C-	327- 340 points	(70-72%)
D+	313 - 326 points	(67-69%)
D	312 – 280 points	(60-66%)
F	Below 279 points	(< 60%)

Important Dates

February 6 th	NO CLASS MEETING
February 13 th	Short Paper 1 Due
March 13 th	Midterm Exam (In Class)
April 24 th	Short Paper 2 Due
May 8 th	Alternative Final Exam (In Class)
May 16 th	Final Exam, 10:30 a.m.–12:30 p.m

Assignments in Detail:

Short Paper 1: Five double-spaced pages

For this assignment, choose one of the following:

Option A: Write about your own experiences

Option B: Write about someone else’s experiences (e.g., a family member, friend, historical figure)

Then, follow these instructions carefully:

“Once we realize that there are few pure victims or oppressors, and that each one of us derives varying amounts of penalty and privilege from the multiple systems of oppression that frame our

lives, then we will be in a position to see the need for new ways of thought and action.” [End of 2nd paragraph page 60 “Toward a New Vision” by Patricia Hill Collins]

Working from this idea, write a paper identifying examples in your/your subject’s life where you/your subject either benefit from, or are oppressed by, socially-constructed identities. How do changes in context (e.g., work, home, school) affect your/your subject’s experiences of benefiting from or being oppressed by intersecting identities? Discuss times when you/your subject’s identity is not privileged in a particular space. Is it easier to recognize privilege or to recognize oppression? How does recognizing privilege or oppression change your understanding of power relationships? In what scenarios might this new awareness be beneficial?

At a minimum, you should include the following in your analysis:

- A definition and discussion of intersectionality
- Information about your own multiple identities around class and/or race and/or gender and/or sexuality and/or disability
- Examples of your lived experiences where you benefit from your intersecting identities
- Examples of your lived experiences where you are disadvantaged by your intersecting identities
- Commentary on how your intersecting identities shape your worldview

Short Paper 2: Five double-spaced pages

In this paper, you should write up a profile of a female political figure, past or present. This woman could be serving in the legislative, judicial, or executive branch of either the federal or state government. Track the history of this woman’s career, discussing how she first became involved in politics up through the present or end of her political career. Research the activities in which she has engaged while in office. For example, if she is a legislator, what committees has she served on/does she serve on? What bills has she introduced in the past? What is she working on now? What district does she represent? Has she served in any leadership positions within the legislature (e.g. committee chair, party whip, majority/minority leader)?

Please be sure to use verifiable sources for this paper (biographies, official websites, print media, official records from state legislative websites, official records from Congressional websites, OYEZ for court information).

Also, relate your paper to at least one (you could choose multiple) course topic covered in the second half of the course (e.g. women in political parties, women’s political participation, women in Congress). How does the female political figure’s career/activities mirror or differ from what we’ve learned in class regarding the ways in which women legislate and/or participate in politics? How do the topics discussed in class help us to better understand women’s role in politics generally, and this woman’s role in particular?

Midterm Exam (approx. 21%)

The midterm exam will cover material from both the readings and topics covered in class and will assess your knowledge of class content and your ability to apply these concepts. The course content on the exam will be from the course sections on gender and public policy. The exam format will be a combination of multiple choice and short essay questions. More details about the exam will be provided in class.

Final Exam (approx. 21%)

The final exam is NOT CUMULATIVE and will cover material from both the readings and topics covered from the midterm to the end of class. This exam will assess your knowledge of class content and your ability to apply these concepts. The course content on the exam will be from the sections on women as political actors. The exam format will be a combination of multiple choice and short essay questions. More details about the exam will be provided in class.

Alternative Final Exam

Because our official final exam date falls rather late in the final exam schedule, I am offering an alternative final exam that can be taken on the last day of class. The material will be the same as what is covered on the regular final exam, but the questions will be different. In order to take the alternative final exam, you must email either Dr. Marchetti or your TA no later than May 6th.

Discussion forum posts

(10 points each, approx. 15% of total grade): Due Sundays by 5pm.

The best learning takes place when a student like yourself engages in the texts you read, asks questions, mounts objections to ideas, and relates reading to your own experiences and perceptions. In each class discussion forum, you can offer your responses, questions, confusions, and recognitions. For each week, you should: (a) very briefly summarize some key points from the reading, (b) answer the question posed, (c) draw connections between other class topics and the reading for that week. Postings should be between a paragraph to two paragraphs, each. You will not be graded for spelling or grammar but I will be paying attention to content (i.e., that you answer the question posed and provide supporting evidence from the readings or class lecture).

Extra Credit: Choose 1 Option

Option 1: You can earn extra credit by attending a cultural event on campus and writing a short (one, single-spaced page) paper relating course material to the event. You can earn up to five extra credit points onto your overall grade for this event and paper submission.

Option 2: You can earn five extra credit points by attending 90% or more of our class sessions. We will keep track of attendance daily. There will be no excused/unexcused absences for this, as it is extra credit rather than a portion of your grade. That is, an absence is an absence, regardless of the reason.

Absences

I strongly encourage you to attend all class sessions though attendance is not *required* as a formal part of your grade. In-class participation will make up a portion of your participation grade.

Missing Assignments: Please notify me ahead of time if you need to miss an exam or paper due date due to a pre-planned event or circumstance. If you are ill, please let me know within 48 hours of the exam or due date. For complete information, see:
<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

1) Illness or hardship. Please notify me as soon as possible that you cannot make an exam or paper assignment deadline. I prefer that you notify me prior to the beginning of the exam or due date of the assignment but I understand that sometimes emergencies happen and you may not have access to email. You should indicate the reason for your absence, relevant dates including possible make-up days (for exams and papers), and the name and contact information of your academic adviser (email and phone number). I may not be able to grant make-up exam requests or due date extensions if you wait too long to notify me.

2) Official university activities verified by the Provost's office (for example, a prominent speaker on campus).

3) Religious holidays. Please let me know about these early in the course.

Late Assignments: If you submit an assignment late without permission for a deadline extension, the effects on your grade are as follows: If the assignment is turned in late but within 24 hours of the deadline, your grade will decrease a fraction of a letter grade (e.g., from an A to an A-; an A- to a B+). If the assignment is turned in 24 hours or more after the deadline, your grade will decrease a full letter grade (e.g., from an A to a B) for every day that it is late.

Reading and Class Topic Schedule

I. Introduction

Week 1 (January 21, 23): Course Orientation, Gender and Politics Overview

Whitaker, pp. 1-26

*bell hooks, *Feminism is for Everybody* Introduction and Chapter 1

Week 2 (January 28, 30): Gender Roles

* *Women's Voices, Feminist Visions*, pp. 105-140

- Discussion Question: How is gender reinforced by patterns of interaction in society? How does gender ranking reinforce sexism? How is this reflected in political systems?

Week 3 (February 4, **NO CLASS FEBRUARY 6): Intersectionality and Privilege**

**Women's Voices, Feminist Visions*, pp. 42-82

In-class exercise: See p. 42-43. Circle any of the “axes” of privilege or non-privilege that you see as applying to you. Bring that to class, and we will discuss in groups.

- Discussion Question: In what ways have you “seen difference” as a social construction in your own life—particularly with regard to gender, but also to race, or to class, or to ability, or to any of the other axes of privilege/non-privilege you have identified?

II. Gender and Public Policy

Week 4 (February 11, 13): Health Care

SHORT PAPER 1 DUE FEBRUARY 13TH BY 10PM

Conway et al. Chapter 3

*Salganicoff, Alina. 2009. "Health Coverage and Expenses: Impact on Older Women's Economic Well-Being". *Journal of women, politics & policy* (1554-477X), 30 (2-3), p. 222.

*Tolbert, Caroline and Trudy Steuernagel (2001). "Women lawmakers, state mandates and women's health". *Women & politics*, 22 (2), p. 1

- Discussion Question: In what ways are women uniquely affected by changes in health care policy? What major changes does the Affordable Care Act (Obamacare) have for women's health?

Week 5 (18, 20): Education Policy

Conway, et al. Chapter 2

*bell hooks, *Feminism is for Everybody* Chapter 4

In-class clip: PBS News hour- Gender in Education

- Discussion Question: The PBS clip outlines two main perspectives regarding gendered disparities in education. Do you agree or disagree with any of these arguments in particular? Based on the readings for this week, do you think gendered disparities in education (i.e., access to higher education, experiences in the classroom) are topics that need to be further explored and addressed or has equality been achieved?

Week 6: (February 25, 27): **Employment Policy**

Conway, et al. Chapter 5

Whitaker, 269-280

Anne Marie Slaughter: ‘Why Women Still Can’t Have It All’:

<http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

- Discussion Question: What aspects of Slaughter’s arguments are reflected in the other readings we’ve done for this week? Do you agree or disagree with the perspective that women today ‘can’t have it all’ in the workplace and in their families?

Week 7: (March 4, 6): **Reproductive Policy**

Conway, et al. Chapter 4

Whitaker, 281-291

*bell hooks *Feminism is for Everybody*, Chapter 5

In-class film: Frontline- *The Last Abortion Clinic*

- Discussion Question: What aspects of *The Last Abortion Clinic* surprised you the most? How do changes in policies regarding reproductive rights reflect our understanding of women as citizens?

Week 8: (March 11, 13): **Midterm**

Mid-term REVIEW: March 11

Mid-term EXAM: March 13

Week 9: (March 18, 20): **NO CLASS SPRING BREAK**

III. Women as Political Actors

Week 10: (March 25, 27): **Recruitment and Campaign Behavior**

Whitaker, pp. 127-152

* Carroll, Susan J. 2009. "Reflections on Gender and Hillary Clinton's Presidential Campaign: The Good, the Bad, and the Misogynistic." *Politics & Gender* 5(1):1-

- Discussion Question: How does Susan Carroll's article relate to some of the topics covered in the section on Women and Elections in Whitaker? Do you think it's possible for a woman to become president within the next decade? Why or why not?

Week 11: (April 1, 3): Gender and the Media

*Dolan, Deckman, and Swers, Chapter 4: "The Impact of the Media on Political Women"

In-class film: *MissRepresentation*

- Discussion Question: How do the problems discussed in *MissRepresentation* relate to people's perceptions of women in public office? As a society, how can we change negative portrayals of women in the media? What ramifications do these portrayals have for young women and men?

Week 12 (April 8, 10): Women in the Executive Branch

Whitaker, 185-227

- Discussion Question: When it comes to the executive branch of government, women appear to be extreme 'outsiders' – there are few female governors and a woman has never served as president of the U.S. Based on the readings for this week, what are some reasons the U.S. seems to be lagging behind other countries in terms of electing women in the executive branch?

Week 13: (April 15, 17): Women in Congress and State Legislatures

Whitaker, 153-184

*Lawless, Jennifer. 2004. "Politics of Presence? Congresswomen and Symbolic Representation". *Political Research Quarterly*, Vol. 57, No. 1 pp. 81-99.

*Thomas, Sue. 1991. "The Impact of Women on State Legislative Policies." *Journal of Politics* 53: 958-976.

- Discussion Question: How does the behavior of female legislators differ from the focus of their male colleagues in office? Do you think that descriptive representation

necessarily leads to substantive representation or could 'women's' interests be just as easily served by men in office?

Week 14: (April 22, 24): **Women in Political Parties**

SHORT PAPER 2 DUE APRIL 24th BY 10PM

- * Sanbonmatsu, Kira. 2002. "Political Parties and the Recruitment of Women to State Legislatures." *Journal of Politics* 64: 791-809.
- * Sanbonmatsu, Kira and Kathleen Dolan. "Do Gender Stereotypes Transcend Party?" *Political Research Quarterly*, Vol. 62, No. 3 (Sep., 2009), pp. 485-494

Week 15: (April 29, May 1): **Voting and Other Forms of Political Participation**

Whitaker, pp. 28-69

- * Verba, Sidney; Nancy Burns, and Kay Schlozman. 1997. "Knowing and Caring about Politics: Gender and Political Engagement" *The Journal of Politics*, Vol. 59, No. 4 (Nov., 1997), pp. 1051-1072.
- Discussion Question: In what ways has women's political participation changed in recent years (specifically, since Verba et al.'s study)? Do you think that women's political participation is equal to that of men's and other minority groups? Why or why not?

Week 16: (May 6, 8) Final Exam Review/Alternative Final Exam

May 6: In-Class Review

May 8: In-Class Alternative Final Exam

Finals Week (May 16)

Final Exam 10:30am-12:30pm, Friday, May 16

**STANDARD STATEMENT ON COURSE
REQUIREMENTS POLITICAL SCIENCE
DEPARTMENT**

(Note: For further information, please see the University "Classroom, Grading, and Examination Procedures" brochure online at: <http://www.cla.umn.edu/cgep/>)

1. The two grading systems used are the ABCDF and S-N. Political Science majors must take political science courses on the ABCDF system; non-majors may use either system. In all political science courses the bottom line for the S grade is the equivalent of the C- grade; in other words, what is normally considered as D level work will be assigned a grade of N on the S-N system. All students, regardless of the system used, will be expected to do all work assigned in the course, or its equivalent as determined by the instructor.

2. The instructor will specify the conditions if any, under which an "Incomplete" will be assigned instead of a grade. No student has an automatic right to an I. The instructor may set dates and conditions for makeup of work, if it is to be allowed. The Department of Political Science administers a general make-up exam every quarter for students who have written permission from the Instructor to make up a missed final examination. Inquire at the Undergraduate Advising office (1482 Social Sciences) for the date scheduled for the make-up.
3. Inquiries regarding any change of grade should be directed to the instructor of the course. A student who alleges unfairness on the part of an instructor is entitled to file a grievance with the Department's Grievance Committee.
4. Students are responsible for class attendance and all course requirements, including deadlines and examinations. The instructor will specify if class attendance is required or counted in the grade for the class.
5. The College does not permit a student to submit extra work in an attempt to raise his or her grade, unless the Instructor has specified at the outset of the class such opportunities afforded to all students.
6. The College has defined scholastic misconduct broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Scholastic dishonesty includes (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Instructors may define additional standards beyond these. Further information is available at http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf
7. The U of M is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students who have, or think they may have, a disability (mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact Disability Services to arrange a confidential discussion at 612-626-1333 (VTTY) or ds@umn.edu. Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter. Further information is available at the Disability Services website: <http://ds.umn.edu/>
8. University policy prohibits sexual harassment as defined in the 12/1111998 policy statement. The full statement is available at: http://www1.umn.edu/regents/policies/humanresources/Sex_Harassment.html Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.
9. 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, and feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student

ADDITIONAL UNIVERSITY POLICY STATEMENTS

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, see:

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

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: <http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html)

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html> .

The Office for Student Conduct and Academic Integrity has compiled a list of Frequently Asked Questions about scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html> .

If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is

permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

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:

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

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 see: <http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html>

Grading and Transcripts:

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

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

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://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html

Disability Accommodations:

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: <http://ds.umn.edu/student-services.html>

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: *for courses that do not involve students in research*

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.