

EDUC 623: Exploring Whiteness

University of Michigan School of Education
Winter 2022, Room 4212
Thursdays, 1:00-4:00, Jan. 6-Apr. 14
No Class on March 3

Instructor: Maren Oberman, mareneo@umich.edu
Teaching Apprentice: Kati Lebioda, klebioda@umich.edu
Office hours: arrange by email

Course Description

In the United States, we continue to suffer from institutional racism and a White¹ supremacist culture. The aim of this course is to more deeply understand the social construction of whiteness, to explore the White supremacist structures and cultures embedded in American society, and to support students in deepening their own understanding of whiteness. Further, this course strives towards anti-racism and posits that this exploration of whiteness can be an important tool in abolishing racism and decentering whiteness as normative and dominant in American culture, education, and society.

Course Objectives

- To develop an understanding of what whiteness is and how it came to be constructed as a race and normative standard
- To study, with a critical lens, how whiteness functions in policy, systems, structures, organizations, relationships, and individuals
- To consider, cultivate, and critique the aim of decentering whiteness as a tool for abolishing racism
- To explore one's own identity and relationship to whiteness, learning how to critically examine one's racial positionality

¹ You'll note that we capitalize 'Black', 'White', and 'Brown' when we use these terms to refer to people racially. Please see these two articles that have informed our decision. You are free to make a different choice, please do so mindfully and consistently and please be prepared to explain your decision.

- Appiah, [*The Case for Capitalizing the B in Black*](#)
- Eligon, [*A Debate Over Identity Asks, Are African-Americans 'Black' or 'black'?*](#)

Course Ethics

- Ethic of Care
 - It has always been important to us to approach our students with care and compassion and to develop a caring community in classroom spaces. In this extraordinary time, it is all the more important that we practice caring for ourselves and for each other. Taking care of the self – physically, emotionally, mentally, and spiritually—enables us to work and strive intellectually, civically, and ethically.
 - One specific element of care that merits naming is to acknowledge that much of the material in this course is quite painful to read, watch, or listen to; although for whom it's painful and why varies along many lines. Given that, we will not offer specific “content warnings” for specific resources, because to do so is actually an imposition of our own positionality and perspective onto yours. What we will say is that you need to prepare yourself for listening to hateful speech, for witnessing violence, and for reading about atrocities. Please think about what you need to manage your own self-care when faced with difficult material and please reach out if you need support. You are welcome to connect with either member of the teaching team to let us know in advance of specific issues that concern you.
 - Everyone in our learning community will have a range of reactions to our material. Some things may deeply trouble you, and yet be unacknowledged by someone else. Other things may come as a complete surprise to you, and yet be a commonplace part of someone else's lived experience. Please be mindful to regard the reactions of others with grace and also to realize that your very reaction may embody an element of your own privilege. We are all sparked in different ways. Part of the experience of this course will be to learn about what sparks us and the ensuing impact on ourselves and others. We will invite ourselves to share on these matters; to be patient and compassionate with ourselves and others; and be brave enough to recognize the ways in which we may (intentionally and unintentionally) cause others to feel pain.
- Ethic of Responsibility
 - This class requires initiative, organization, and self-determination on the part of the students as well as the instructors. We intentionally practice what bell hooks calls “engaged pedagogy,” and that inherently involves the student in their own learning and teaching. Our desire to encourage a diversity of groupings and learning modalities means that you will be learning in many ways and spaces, sometimes without an instructor present. Additionally, we will share grading responsibility with you: 45% of your grade is based on attendance and submitting assignments on time; 32% of your grade is based on points you will award yourself by qualitatively assessing your own work; and 23% of your grade is based on points awarded by the teaching team qualitatively assessing your work. More on this in the grading section below. Our role is to facilitate and push, respond and assist, listen and grow; but you will find that much of the accountability in this class will rest with you.

- Ethic of Respect²
 - We must respect and value the efforts, identities, capacities, and ideas that each person brings into the space. We call people their preferred names and pronouns and we make the effort to learn and to say their names as they wish them said.
 - We must all be open to alternative views, experiences, and perspectives, and remain curious to learn about and from one another. Freedom to express ourselves, a fundamental civil and human right, *excludes* expressions that commit or encourage violence or trauma toward others. We do not invite racist, sexist, classist, and, generally, bigoted, xenophobic, or hateful ideas, nor are we inviting tolerance or respect for such ideas. Judgments about this are part of the responsibility that a free and just society entails.
 - We stand for the goals of diversity, inclusion, justice, and equity expressed in our school community's [statement of institutional commitments](#). Actively advancing diversity, inclusion, justice, and equity in our day-to-day work together requires that we are cognizant of our own biases and perspectives and mindful of our ways of being, listening, talking. Furthermore, we must critically interrogate the materials, ideas, structures, and contexts we study and the environments in which we exist.

- Ethic of Growth
 - This course includes a focus on the self. From the beginning you will be asked to consider not only who you are, but how that identity shapes your way of being in the world, your way of knowing, and the work that you do. You will be asked to identify goals for yourself in pursuing justice, to articulate those goals, and to engage in honest self-appraisal about your progress towards them. You will be asked to speak and to listen; and to see how this speaking and listening can help you grow, change, and evolve. As H. Richard Milner, IV. has said, "[Start where you are, but don't stay there.](#)" And as Brené Brown said in an episode of her podcast, Unlocking Us, "[I'm here to get it right, I'm not here to be right.](#)" Finally, as Audre Lorde tells us in her inspiring essay, [The Transformation of Silence into Language and Action](#),

“We can learn to work and speak when we are afraid in the same way we have learned to work and speak when we are tired. For we have been socialized to respect fear more than our own needs for language and definition, and while we wait in silence for that final luxury of fearlessness, the weight of that silence will choke us. The fact that we are here and that I speak these words is an attempt to break that silence and bridge some of those differences between us, for it is not difference which immobilizes us, but silence. And there are so many silences to be broken.”

We look forward to listening with you, breaking silence with you, and growing with you.

² With gratitude to Deborah Ball for composing and sharing the language in this section

Ways of Engaging

Early in the semester, we will discuss “invitations to engagement,” ways that we can agree as a community that we want to be with one another. Sometimes these are referred to as “norms,” and we will discuss with you why we have chosen a different moniker. In the meantime, please consider two resources and how they can prompt your thinking about productive ways of engaging in this course:

- 1) The following group norms are offered by the [Program on Intergroup Relations at the University of Michigan](#):

1. Take the learning, leave the stories
2. Be present and engaged. Avoid technology distractions.
3. Share airtime.
4. Speak from your own experience.
5. Be aware of intent and impact.
6. Listen to learn, not to respond; listen harder when you disagree.
7. Do not freeze people in time.
8. Expect discomfort and joy; we are on our learning edge.
9. Anticipate unfinished business.

- Kaplowitz, Griffin, and Seyka. (2019). *Race dialogues: a facilitator's guide to tackling the elephant in the classroom*. p. 32.

- 2) We also highly recommend Arao & Clemens' article, “From Safe Spaces to Brave Spaces” (which you can find on the Supplemental Resources page on Canvas) if you have not read it. In short, it offers ideas on how to rethink commonly suggested norms in favor of invitations that might encourage us to show up with courage and an intent to push ourselves into transformative ways of engaging with each other.

1. Controversy with civility
2. Own your intentions and your impact
3. Take an inquiry stance
4. Be mindful of air time

- Borrowed & Interpreted from Arao & Clemens (2013), *From Safe Spaces to Brave Spaces*

Scope & Sequence

Our class is scheduled to meet on Thursdays from 1:00-4:00 pm during the Winter semester of 2022. This course will meet in person unless we shift to remote instruction for public health and safety needs in the face of the COVID-19 pandemic. Vaccinations (with limited exceptions) and masking are required.

There are three days on the course calendar marked as “asynchronous,” meaning that we will NOT meet in person or all together: **January 27, February 17, and April 7**. The expectation is that you will use class time on these days to work on your Theme Team project or engage with the projects of others (more on this below).

This table includes the “units” in the course and corresponds with a set of Canvas pages also divided by unit. Please consult the unit pages on Canvas for the links to the readings as well as reminders and guidance for your work each week.

Weeks	Themes & Essential Questions	Due Dates*
1-3	<p>Building Community & Connections</p> <ul style="list-style-type: none"> Who are we as individuals and how do we each conceive of our identity? How will our respective experiences impact our role in this learning space? What kind of race talk will we have in this course? What ways can we invite ourselves and each other to engage in the content of this class? 	<ul style="list-style-type: none"> Jan. 13: Journey Map 1 due Jan. 20: Peer Feedback on Journey Map due
4*	JAN. 27 ASYCH: Theme Team Workday 1	
4-7	<p>Defining Racism & Whiteness</p> <ul style="list-style-type: none"> How do the different voices we explore in this set of readings define racism? What is whiteness? How was whiteness constructed? What does it mean to “be” White? What does it mean to operate with or within whiteness? Who are the authors and presenters of this information? How do their identities and respective positionality impact their work and how does <i>your</i> respective identity and positionality impact how <i>you</i> take up their work? 	
7*	FEB. 17 ASYCH: Theme Team Workday 2	

8-11	<p>How Whiteness and White Supremacy Function</p> <ul style="list-style-type: none"> • In the last unit we considered how whiteness was constructed. Please now consider how it has functioned throughout U.S. history and how it continues to function today. How can an historical understanding of whiteness contribute to understanding our current society? • How does whiteness manifest in policy? How does it work to create and uphold systems and structures? • What is White supremacy? Is it different or separate from whiteness? Can you have whiteness without White supremacy? • What connections can you make between Anderson's concept of "White rage" and Lipsitz's concept of "the possessive investment in whiteness?" Are these two ways of talking about the same phenomenon? If yes, how so? If not, what differentiates them? 	<ul style="list-style-type: none"> • Feb. 24: Movie Analysis due • Mar. 10: Journey Map 2 due • Mar. 17: Peer Feedback on Journey Map due
12	Theme Team pitches	<ul style="list-style-type: none"> • Mar. 31: Theme Team Projects due
13*	APR. 7 ASYCH: Theme Team engagement	
14	<p>Towards the Future</p> <ul style="list-style-type: none"> • Given the systemic, structural, and institutional nature of racism and White supremacy, what is the individual work that needs to be done, and by whom, and at what levels of society and organizations? • What does it mean to reckon with White identity? What is the utility of such reckoning and for whom? 	<ul style="list-style-type: none"> • Apr. 14: Theme Team Reflections due
15	NO CLASS: FINALS WEEK	<ul style="list-style-type: none"> • Apr. 21: Journey Map 3 due

+ All assignments due by 1PM on the due date

***Asynchronous**

Course Resources³

All assigned and optional “readings” (mostly readings, but also some videos and/or podcasts) are listed alphabetically here as of January 6, 2022. A “live” list can be found on the Canvas homepage, and if we make any adjustments to assignments, we will update that page immediately. The list on Canvas is organized by the due date of the readings, so that is the place to consult on a weekly basis to see what is assigned.

Two important things to note about the readings are the way we will use them in the course, both 1) on days they are “due” and 2) in our assignments:

1. Each time you read for a given class, you are expected to prepare at least one question for each “reading” that can prompt dialogue in our learning space. The syllabus includes essential questions to guide your reading, and at times, the teaching team may offer prompts for conversation. However, in order to practice engaged pedagogy, everyone in our space must take responsibility for prompting thinking, shaping meaning making, and encouraging understanding.
2. It is the expectation in this course that you will cite course “readings” in your assignments. Sometimes you will be given explicit instructions on this, at other times, it is your responsibility to decide where to include references to your meaning making based on the course resources. Regardless, the teaching team will include your reference to course materials in our qualitative assessment of your work.

Finally, many of the readings are uploaded as PDF files to our Canvas site. Otherwise, a hyperlink will be provided in the table below or a note directing you to an electronic copy available through UM library (<https://www.lib.umich.edu/>). If you are logged in with your UMich email account on the library website, you should have no trouble accessing those readings. That said, we do recommend that you purchase the text that we will use most, George Lipsitz’s *The Possessive Investment in Whiteness*, 20th Anniversary Edition, if you are able. It costs about \$33 from the publisher or on Amazon.

Syllabus Listing	Full Citation	Where do I access it?
Anderson, 2018.	Anderson, C. (2018, April 13). <i>White rage: The unspoken truth of our nation’s divide</i> . [Video]. Youtube. https://www.youtube.com/watch?v=YBYUET24K1c	link
Baldwin, 1962.	Baldwin, J. (1962). My dungeon shook: Letter to my nephew on the one hundredth anniversary of the emancipation.	Canvas file
Bhangal & Poon, 2020.	Bhangal, N., & Poon, O. (2020, January 15). Are Asian Americans White? Or People of Color? <i>Yes Magazine</i> . https://www.yesmagazine.org/social-justice/2020/01/15/asian-americans-people-of-color	link
Cabrera, 2018.	Cabrera, N. (2018). White immunity: working through the pitfalls of “privilege discourse.” TEDxUofA. Retrieved from https://www.youtube.com/watch?v=JtLpAfB-DEc	link

³ This list (and some of the accompanying activities, questions, facilitation moves, etc.) was curated by us with the invaluable help of Michael Arbit, Victoria Carter, Mariessa Mesa, Ciera Nickerson, and Charlie Hoying. We are indebted to this team for their time, research, careful study, and astute advice.

Demby & Meraji, 2016.	Demby, G. & Meraji, S.M. (Hosts). <i>The Code Switch Podcast</i> . NPR. <ul style="list-style-type: none"> • (2016, May 31) Can We Talk About Whiteness (No. 1) [Audio podcast episode]. • (2016, August 10) Say My Name, Say My Name (Correctly Please) [Audio podcast episode]. • (2021, June 27) 'Where We Come From': By Any Other Name [Audio podcast episode]. 	link
hooks, 1989	hooks, b. (1989). <i>talking back: thinking feminist, thinking black</i> . Boston, MA: South End Press. Chapter 16.	Canvas file
Kay, 2018.	Kay, M.R. (2018). <i>Not light, but fire: How to lead meaningful race conversations in the classroom</i> . Portsmouth, NH: Stenhouse Publishers.	Canvas file
Kendi, 2020.	Kendi, I.X. (2020). The difference between being “not racist” and antiracist. TED Talks Daily. June 13, 2020. Retrieved from: https://www.podchaser.com/podcasts/ted-talks-daily-2262/episodes/the-difference-between-being-n-63475619	link
Leonardo, 2004.	Leonardo, Z. (2004). The color of supremacy: beyond the discourse of ‘white privilege.’ <i>Educational Philosophy and Theory</i> . Vol. 36, No. 2.	Canvas file
Lipsitz, 2018.	Lipsitz, G. (2018). <i>The possessive investment in whiteness: how white people profit from identity politics</i> . 20th Anniversary Edition. Philadelphia, PA: Temple University Press.	book, UM library unrestricted online access with login
McIntosh, 1989.	McIntosh, P. (1989) <i>White privilege: unpacking the invisible knapsack</i> . <i>Peace and Freedom</i> . 1989 (July/August). Retrieved from: https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf	link
Nakashima, 1996	Nakashima, C. L. (1996). Voices from the Movement: Approaches to Multiraciality. In <i>The Multiracial Experience: Racial Borders as the New Frontier</i> (pp. 79–98). SAGE Publications, Inc. https://doi.org/10.4135/9781483327433	Canvas file
Oluo, 2019.	Oluo, I. (2019). <i>So you want to talk about race</i> . New York, NY: Seal Press.	book, UM library restricted (6 users) online access with login
Painter, 2012.	Painter, N. I. (2012) “The Expanding Definition of Whiteness.” Retrieved from: https://www.youtube.com/watch?v=fss-ee0kGG4	link
Tatum, 1997.	Tatum, B.D. (1997). <i>“Why are all the black kids sitting together in the cafeteria?” And other conversations about race</i> . New York, NY: Perseus Books. Chapter 2: The complexity of identity & Chapter 6: The Development of White Identity	Canvas file

Assignments

There are three assignments for this class: a self-reflective Journey Map, a brief Movie Analysis, and Theme Team group projects. Each type is described below and submission due dates can be found above in the course scope & sequence.

1. Journey Map:

- Throughout the semester you will work on a self-reflective *Journey Map* that you will submit in three installments. The teaching team will also complete Journey Maps and will share them with you. The Journey Map can take any form you would like as long as it addresses the prompts. Creativity is encouraged! And, we will spend some time as a class discussing the options and design of the map. The three installments will focus on the following themes:
 1. Your identity, your goals for this course, your goals for decentering whiteness beyond the course
 2. Mid-course reflection, important learnings about yourself, important learnings about whiteness, a revelatory experience, a difficult moment, a place you feel stuck, where you're going next in the class
 3. Final reflection & self-grading memo including evidence from peers, self, and instructor
- **Study Groups:** You will be placed in randomly generated (by Canvas) study groups of 4-5 people for the duration of the semester. After submitting your Journey Map, you will be responsible for providing *peer feedback* on the Journey Maps to all members of your Study Group. Peer feedback is considered part of the work of the course and contributes to your final grade. You are not, when providing feedback, proofreading your peers' work. You are reacting, responding, probing, and pushing. We encourage you to offer feedback that allows you to connect with one another, to ask each other hard questions, to offer support as well as pushback. We also expect the feedback to adhere to the course ethics and the invitations to engagement that we establish together. Maren will be available to help mediate conflict if the need arises.

2. Movie Analysis Memo:

- Please choose a film that you have seen and enjoyed in the past and re-watch it. The film must be one that is *not* explicitly marketed as being about race or racialized experiences. **After re-watching the film, write no more than 750 words on what this particular movie assumes, teaches, perpetuates, or contests about race, whiteness, and/or White supremacy.**
- Your memo should include a brief synopsis of the film - no more than a few sentences, but enough to give the general idea to a reader who has not seen the film. You need to support claims you make in response to the prompt with both specific evidence from the film and specific evidence from course readings.
- Please remember to use proper APA citation formatting for quotations and paraphrasing and include a reference page at the end (the reference page is not included in word count). For guidance, please see the American Psychological Association's *Publication Manual* or the Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/560/01/>) which has proven to be especially helpful.

3. Theme Team Projects:

- A key part of this class will be your participation in and experience with your Theme Team (TT). Theme Teams will consist of 3-4 people and you will choose your group early in the semester according to your interest in the topic.
- On the Canvas Theme Team page, you'll find suggested resources to get you started on the recommended topics, which include: reparations, affirmative action, multiraciality, whiteness in teaching, White privilege (is this even a useful concept anymore?), White women & the innocence/victim myth, White rage, and police brutality. If you have an idea that is not represented here, please let us know and we'll see if we can generate interest for a group. *Theme Team is designed as a collaborative opportunity; solo TT ideas will not be authorized.*
- There are two objectives to TT: 1) study your topic together (we will suggest some resources and you will be welcome to add your own) through collective reading, watching, and listening of relevant materials in order to build your knowledge and understanding of the topic; and 2) create an asynchronous learning experience for your classmates to engage in towards the end of the semester.
- There are 2 days designated on the calendar for Theme Team Meetings to provide you with the necessary time and space to complete this work, although you should also plan to devote additional work time to Theme Team as you would for any class project. Please also note that we've lightened reading and writing loads on Theme Team days in order to allow you additional time and space to research your topic.
- There is also a designated day for the Theme Team Learning Launch (March 31), at which time your asynchronous assignments need to be ready to "go live" so that classmates can choose which Theme Team topics to engage with during the following week's asynchronous session.
- The learning experiences you design can take almost any shape. Everyone will "pitch" their experiences when we come together the week of March 31st. The following week, each student will asynchronously engage with at least 3 other Theme Teams' experiences and write a one-page reflection for each.
- On the Canvas page we have included an example from a past group of students in a different, but related course. Things to consider include:
 - What are our learning objectives for our peers?
 - What resources would be helpful for them to review?
 - How much time do we intend for them to spend (be reasonable, they've got about a week and will be engaging with two other teams as well)?
 - What kind of experience do we want this to be (visual, audible, cognitive, emotional, intellectual, etc.)?

Grading

In this course, we, the instructors, and each student (individually), will share responsibility for grading. As part of practicing engaged pedagogy, and in an effort to interrogate normative systems of hierarchy, and to honor the vulnerability of this work, we feel it is important to release some of the typical hold on assigning grades that usually rests with the instructor. The numerical equivalents for letter grades will be as follows, with students eligible to earn up to 100 points throughout the semester.

A	94-100	B	84-86.99	C	74-76.99	D	64-66.99
A-	90-93.99	B-	80-83.99	C-	70-73.99	D-	61-63.99
B+	87-89.99	C+	77-79.99	D+	67-69.99	F	0-60.99

The distribution for these points is as follows:

Red type indicates student self-assessment

Green type indicates instructor assessment

Blue type indicates monitoring via Canvas submission times or attendance

Attendance* (22%)	In-person/Synchronous Class Sessions	11 meetings, 2 pts per	22 points
Submitting written items on time and completed (23%)	Journey Map Assignments 1-3	3 submissions	6 points
	Peer Feedback on Journey Map Submissions 1 & 2	2 rounds (feedback to 4 peers each round)	8 points
	Theme Team Engagement	3 entries (one for each of 3 theme teams of your choice)	9 points
Qualitative Assessments (55%)	Instructor Feedback on Movie Analysis Assignment	1 round	3
	Student Self-Assessment on Movie Analysis Assignment	1 round	5
	Instructor Feedback on Theme Team Project	1 round	10
	Student Self-Assessment on Theme Team Project	1 round	15
	Instructor Feedback on Journey Map Assignments	Final submission	10
	Student Self-Assessment on Journey Map Assignments	Final Submission	12

Grading, cont.

* Students who arrive on time and attend the whole class session earn two attendance points per session (one point deduction for late arrival or early departure). If you are unable to be in class **due to an illness or an emergency**, you will be able to earn points by submitting a make-up assignment (applicable for up to 2 class sessions). If, for any reason, students miss 3 or more classes, they will schedule a meeting with the instructional team to discuss the feasibility of remaining enrolled in the course.

The make-up assignment is as follows: Please post a 400-700 word reflection using the Canvas Discussion tool within 10 days of your absence. The reflection should reference all of the assigned readings for the class you missed and should represent the substantive contributions you might have made to class discussion.

Please contact us *before* class if you will be absent, with exceptions being made for extreme emergency situations. For purposes of self-care, and especially in light of public health concerns surrounding Covid-19, we encourage students who are not feeling well to stay home. If a need arises for us to meet remotely, we will shift the entire class to Zoom; however, we will not be holding hybrid sessions with some folks in the room and others on zoom.

Other Information for Students

Support & Resources

- GENERAL: Resources and support are available for students through the [Dean of Students Office](#) or [Counseling and Psychological Services](#) as well as additional [Inclusive Campus Resources](#) that help students find support and community on the U-M campus.
- GENDER IDENTITY: All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. Please keep in mind that some students may have pronoun preferences in a classroom setting that differ from their preferences in a more public space. In addition to indicating personal pronouns via Wolverine access, using the Gender Identity tab under Student Business, and telling us in class, please feel free to let us know if there are specific circumstances that we should be aware of regarding differences in preferred names and/or pronoun usage. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.
- FOOD INSECURITY: Any student who faces challenges securing food, housing, or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for support. Additionally, the Maize and Blue Cupboard, can be found here <https://mbc.studentlife.umich.edu/>. Its mission is, "To ensure members of the University of Michigan community – whether on a tight budget or physically restrained from getting to a grocery store – received equitable access to healthy, nutritious, and nourishing food and the ability to prepare it for themselves or others." Please also watch your email from the SOE Ed Studies department for an SOE food pantry that is opening this month for students and is available for simple items, meals, and if you are in the building over the lunch and supper hours for classes

- COVID-19:
 - From Rackham's Website: <https://rackham.umich.edu/COVID-19/>
 - For up-to-date UM info: [U-M's coronavirus site](https://campusblueprint.umich.edu/faqs/) (specifically this link: <https://campusblueprint.umich.edu/faqs/> for support and resources)
 - From the SOE: <https://soe.umich.edu/covid19-updates>

- ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: If you think you need an accommodation for a disability, please let us know at your earliest convenience. As soon as you make us aware of your needs, we can work with the Office of Services for Students with Disabilities (<https://ssd.umich.edu/>) to help determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Additional Course Expectations

- COMMUNICATIONS: All course communications will be posted on Canvas and/or sent through your U-M email address. You are responsible for everything sent to that address. We expect that you will check your U-M email regularly, as well as our Canvas site for announcements and updates. If you use another email address, you can configure your U-M account to forward all emails to that address. Please know that while we check email regularly, we are not constantly on it. We are unlikely to be checking email the hour before class, in the evenings, and on the weekends. Please do not expect to communicate at the last minute.

- ABSENCES & TARDIES FOR RELIGIOUS OBSERVANCES: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.

- ACADEMIC INTEGRITY: All members of our learning community are expected to conduct themselves with honesty and integrity. Academic dishonesty is detrimental to an environment that promotes and supports meaningful learning experiences. Academic dishonesty includes any action that provides an individual student with an unfair advantage, such as plagiarism, cheating, or misrepresentation. Please visit the [Rackham Graduate School policy](#) website for our expectations around these matters and for consequences for any infractions. As part of engaging with the readings and the core themes of this course, I expect you to explicitly draw on ongoing conversations in academic and public discourse in our discussions and in your writing. When you draw on ideas in others' work in your written assignments, please be sure to attribute that work correctly. For guidance, please see the American Psychological Association's *Publication Manual* or the Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/560/01/>) which has proven to be especially helpful.