

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 7200 Section 104 Class #88035

Axes of Inequity: Exploring Structural Racism and Health Inequities

May Term 2017

Credits:	1 credit	
Meeting Days/Time:	May 30	9:00 am – 12:00 pm
	May 31, June 1,2	8:00 am – 12:00 pm
Meeting Place:	Blegen Hall – Room 225	
Instructor:	Rachel R. Hardeman, PhD, MPH Assistant Professor Division of Health Policy & Management University of Minnesota School of Public Health	
Teaching Assistant:	J'Mag Karbeah, MPH PhD Student Division of Health Policy & Management University of Minnesota School of Public Health	
Office Address:	Mayo Building D359	
Office Phone:	612-626-2803	
E-mail:	hard0222@umn.edu	
Office Hours:	By Appointment	

I. Course Description

Health disparities will be eliminated when health equity is achieved. Achieving health equity requires dismantling systems of structured inequity and putting in their place systems in which all people can develop to their full potential. In order to do this, a clear understanding of structural racism is necessary. The main objectives of this course will be to: (1) identify and describe structural racism as an axes of inequity; (2) demonstrate the link between structural racism and health inequities; (3) explore disrupters of structural racism like Black Lives Matter and their role in public health (4) begin to develop the skills and critical awareness to act as a disrupter of structural racism in your public health sphere.

The core competencies identified in the HRSA Council of Linkages model that apply to this course include:

Analytical/Assessment Skills:

1.2.1 Describes factors affecting the health of a community (e.g., equity, income, education, environment)

Leadership and Systems Thinking Skills:

8.2.2 Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national and global levels

8.2.5 Analyzes internal and external facilitators and barriers that may affect the delivery of the 10 Essential Public Health Services (e.g.using rootcause analysis and other quality improvement methods and tools, problem solving)

II. Course Prerequisites

None

III. Course Goals and Objectives

By the end of this course students will be able to:

1. Describe and operationalize the levels of racism
2. Describe how racism impacts health care delivery and health outcomes
3. Develop critical awareness and skill building to have discussions about race and racism in the work place

IV. Methods of Instruction and Work Expectations

This course combines lectures with individual and group work during class

- Students are expected to complete a series of pre-readings and daily readings that will be explored during the class
- Students are expected to write a daily reflection that draws from the discussions during the day and the readings assigned for the next day. In addition to daily reflections, students are expected to post 2-3 discussion questions on a public Moodle forum about questions they have regarding the next day's reading or discussion that occurred in class.

Readings and assignments

- Students are expected to spend 3-4 hours preparing before the first class session and 2-3 hours at the end of each day reading and completing assignments
- Students are expected to read all of the required readings by their due dates

Participation during class

- Students are expected to participate in class discussions and small group activities. Each participant will be provided multiple opportunities to make in-class contributions such as group reports or summary of discussions.

Final Presentation

- Group Presentation/Discussion on final day of class

V. Course Text and Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site. Course readings will be available on the course Moodle site by April 12.

Access Course Moodle Site

- go to www.umn.edu click on the "myU" button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

Pre reading and Pre course Activities (See Table Below):

Jones, C. P. (2000). Levels of racism: a theoretic framework and a gardener's tale. *American journal of public health, 90*(8), 1212.

Jones, CP. Systems of Power, Axes of Inequity Parallels, Intersections, Braiding the Strands; [Med Care](#). 2014 Oct;52(10 Suppl 3):S71-5.

From Internalized White Supremacy to Anti-racist White Ally pg. 48-55 in *Dismantling Racism: A Resource Book for Social Change Groups*

How Racism Makes us Sick—Ted Talk by David Williams (17 min video)

MN Advancing Health Equity Report

Levy-Pounds, Nekima (2014). White Privilege: The Elephant in Minnesota's Living Room. *Star Tribune*.

Prather,S. (2017). BLM leader DeRay McKesson: 'Minnesota Nice' hurts equity efforts. *Star Tribune*.

Day One: Introduction and Level Setting

Readings (In preparation for Day 2):

Feagin, J., & Bennefield, Z. (2014). Systemic racism and U.S. health care. *Social Science & Medicine, 103*, 7-14.

Gee, G.C., Ford, C.G. (2011) Structural racism and health inequities Old Issues, New Directions. *Du Bois Rev. Apr*; 8(1): 115–132.

Phelan, J., Link, B. (2015). Is Racism a Fundamental Cause of Inequalities in Health? *Annual Review of Sociology.*, 41,311-330.

Bailey ZD, et al. (2017) Structural racism and health inequities in the USA: evidence and interventions. *The Lancet*. 389(10077); 1453-63.

Harrell, C, et al. (2011). Multiple Pathways Linking Racism to Health Outcomes. *Du Bois Review: Social Science Research on Race*, 8(1), 143-157.

Race: The Power of an Illusion: Episode 1 The Difference Between Us (5 min clip) and [read transcript](#) for more info (optional)

Cunningham, B. A. (2014). Race: a starting place. *The virtual mentor: VM*, 16(6), 472.

Day Two: Identify and describe structural racism and demonstrate the link between structural racism and health inequities

Readings (in preparation for Day 3):

A Herstory of the #BlackLivesMatter Movement by Alicia Garza

NPR-#BlackLivesMatter Founders Describe 'Paradigm Shift' In the Movement (8 minute clip)

Black Lives Matter: Policy Demands for Black Power, Freedom, and Justice

Will Ferguson Redefine Public Health?

Garcia, J., & Sharif, M.Z.(2015) Black Lives Matter: A Commentary on Racism and Public Health. *American Journal of Public Health*.

Day Three: Disrupting the pathway between structural racism and health inequities

Readings (in preparation for Day 4):

Hardeman, R.R., Medina, E. M., & Kozhimannil, K. B., Structural Racism and Supporting Black Lives—The Role of Health Professionals. *New England Journal of Medicine*.

Bassett, M.T. (2015). #BlackLivesMatter—A Challenge to the medical and public health communities. *New England Journal of Medicine*

Kindig, Davis (2017). Population Health Equity: Rate and Burden, Race and Class. *JAMA*
Hardeman R, Medina E, Kozhimannil K. (2017). Response to Kindig (embargoed until May 23rd)

Eichelberger, K. Y., Doll, K., Ekpo, G. E., & Zerden, M.L. (2016). Black Lives matter: Claiming a Space for Evidence-Based Outrage in Obstetrics and Gynecology

Furtado and Banks.(2016). A research Agenda for Racial Equity: Applications of the Ferguson Commission Report to Public Health. *American Journal of Public Health*.

Geromimus et. al. (2016). Jedi public health: Co-creating an identity-safe culture to promote health equity. *SSM-population health*

Moving From Concern to Action pg. 55 in *Dismantling Racism: A Resource Book for Social Change Groups*

Day Four: Putting it all together: building skills; engaging community; and notes from the front lines

VI. Course Outline/Weekly Schedule

	Daily Schedule	Assignments
Pre-Course		<p>Readings(Due 05/30):</p> <p>Jones, C. P. (2000). Levels of racism: a theoretic framework and a gardener's tale. <i>American journal of public health</i>, 90(8), 1212.</p> <p>Jones, CP. Systems of Power, Axes of Inequity Parallels, Intersections, Braiding the Strands; Med Care. 2014 Oct;52(10 Suppl 3):S71-5.</p> <p>From Internalized White Supremacy to Anti-racist White Ally pg. 48-55 in <i>Dismantling Racism: A Resource Book for Social Change Groups</i></p> <p>How Racism Makes us Sick—Ted Talk by David Williams (17 min video)</p> <p>MN Advancing Health Equity Report</p> <p>Levy-Pounds, Nekima (2014). White Privilege: The Elephant in Minnesota's Living Room. <i>Star Tribune</i>.</p> <p>Prather,S. (2017). BLM leader DeRay McKesson: 'Minnesota Nice' hurts equity efforts. <i>Star Tribune</i>.</p> <p>Assignments:</p> <p>Discussion questions #1</p> <p>Reflection Paper #1</p> <p>Invisible Knapsack exercise</p> <p>Pre-course survey</p>
Day 1 5/30	<p>Introduction and Level Setting</p> <ol style="list-style-type: none"> 1. Overview and Introduction to Course 2. Getting to know each other: Sharing our purpose and story 3. White Privilege 4. Level Setting and Power Mapping Exercise 5. Racism <ol style="list-style-type: none"> a. Levels of racism 6. Discussion Questions and Reflections from course Pre-reading 7. Discuss Small group assignments 	<p>Readings (Due 05/31):</p> <p>Feagin, J., & Bennefield, Z. (2014). Systemic racism and U.S. health care. <i>Social Science & Medicine</i>, 103, 7-14.</p> <p>Gee, G.C., Ford, C.G. (2011) Structural racism and health inequities <i>Old Issues, New Directions. Du Bois Rev. Apr; 8(1): 115–132.</i></p> <p>Phelan, J., Link, B. (2015). Is Racism a Fundamental Cause of Inequalities in Health? <i>Annual Review of Sociology.</i>, 41,311-330.</p> <p>Bailey ZD, et al. (2017) Structural racism and health inequities in the</p>

		<p>USA: evidence and interventions. <i>The Lancet</i>. 389(10077); 1453-63.</p> <p>Harrell, C, et al. (2011). Multiple Pathways Linking Racism to Health Outcomes. <i>Du Bois Review: Social Science Research on Race</i>, 8(1), 143-157.</p> <p>Race: The Power of an Illusion: Episode 1 The Difference Between Us (5 min clip) and read transcript for more info (optional)</p> <p>Cunningham, B. A. (2014). Race: a starting place. <i>The virtual mentor: VM</i>, 16(6), 472.</p> <p>Assignments:</p> <p>Discussion Questions #2</p> <p>Reflection Paper #2</p> <p>Work with Small Groups</p>
Day 2 5/31	<p>Identify and describe structural racism and demonstrate the link between structural racism and health inequities</p> <ol style="list-style-type: none"> 1. Guest Speaker: Brooke Cunningham, MD, PhD (Assistant Professor, Dept of Family Medicine & Community Health) <i>Race as a Social Construct</i> 2. “Cultural Competency” Exercise 3. Guest Speakers: J’Mag Karbeah, MPH and Gabriela Lazalde, MPH: <i>Race and Public Health: The History</i> 4. Public Health Vignette/Case Study 5. Structural Racism and Health Inequities <ol style="list-style-type: none"> a. Link and Phelan Model b. Examples 6. Reflection and Discussion 	<p>Readings (Due: 06/01):</p> <p>A Herstory of the #BlackLivesMatter Movement by Alicia Garza</p> <p>NPR-#BlackLivesMatter Founders Describe ‘Paradigm Shift’ In the Movement (8 minute clip)</p> <p>Black Lives Matter: Policy Demands for Black Power, Freedom, and Justice</p> <p>Will Ferguson Redefine Public Health?</p> <p>Garcia, J., & Sharif, M.Z.(2015) Black Lives Matter: A Commentary on Racism and Public Health. <i>American Journal of Public Health</i>.</p> <p>Assignments:</p> <p>Discussion Questions #3</p> <p>Reflection Paper #3</p> <p>Work with Small Groups</p>
Day 3 06/01	<p>Disrupting the pathway between structural racism and health inequities</p> <ol style="list-style-type: none"> 1. Structural Racism and Public Health 2. Exploring BLM in the context of health inequities and public health <ol style="list-style-type: none"> a. What is the School of Public Health doing to disrupt the pathway? (Gabriela and J’Mag) b. What is Medicine doing? 	<p>Readings (Due 06/02)</p> <p>Hardeman, R.R., Medina, E. M., & Kozhimannil, K. B., Structural Racism and Supporting Black Lives—The Role of Health Professionals. <i>New England Journal of Medicine</i>.</p> <p>Bassett, M.T. (2015). #BlackLivesMatter—A Challenge to the medical and public health communities. <i>New England Journal of Medicine</i></p>

	<ol style="list-style-type: none"> 3. Guest Speakers: TBD 4. Reflection and Discussion questions 5. Time to meet with Group 	<p>Kindig, Davis (2017). Population Health Equity: Rate and Burden, Race and Class. JAMA</p> <p>Hardeman R, Medina E, Kozhimannil K. (2017). Response to Kindig (embargoed until May 23rd)</p> <p>Eichelberger, K. Y., Doll, K., Ekpo, G. E., & Zerden, M.L. (2016). Black Lives matter: Claiming a Space for Evidence-Based Outrage in Obstetrics and Gynecology</p> <p>Furtado and Banks.(2016). A research Agenda for Racial Equity: Applications of the Ferguson Commission Report to Public Health. American Journal of Public Health.</p> <p>Geronimus et. al. (2016). Jedi public health: Co-creating an identity-safe culture to promote health equity. SSM-population health</p> <p>Moving From Concern to Action pg. 55 in Dismantling Racism: A Resource Book for Social Change Groups</p> <p>Assignments:</p> <p>Work with Small Groups</p> <p>Prep 2-3 Discussion questions</p>
Day 4 06/02	<p>Putting it all together: building skills; engaging community; and notes from the front lines</p> <ol style="list-style-type: none"> 1. Dismantling Structural Racism, Your Role 2. Discussion and Reflection 3. Guest Speakers from the front lines: <ol style="list-style-type: none"> a. Megan Waltz? Prenatal to Three Policy Systems Advisor, MDH 4. Group Led Discussions 5. Post Survey and Wrap Up 	<p>Assignments:</p> <p>Final Reflection Paper (Reflection Paper #4) Due 11:59 pm on Monday, June 5th.</p>

VII. Evaluation and Grading

Daily Assignments:

The overarching goal of this course is to foster thoughtful discussion and learn from one another.

Reflection Papers and Discussion Questions. Students will write and submit a 1-page integrative reflection (double spaced, 1" margins) based on the readings and class material each night. The reflection should address (1) raising questions, criticisms, and issues that the readings have stimulated about the topic (integrated across readings), and (2) the last one-quarter to one-third of a page should be devoted to **approximately 2-3 integrative discussion questions** you propose based on the readings (bullet points are fine for the questions). The questions should not have a Yes/No answer, but rather pose a question that would lead to a discussion. Questions should cover issues/questions that were brought up by the readings, comparisons or contradictions in readings, links between readings across different topic areas, and/or controversial issues.

The reflection papers and discussion questions will be used to guide group discussions so be ready to share your thoughts with your classmates! In addition to content, reaction papers will be graded for grammar, clarity, and organization as well as the use of and reference to class material.

High quality, voluntary, verbal participation in every class.

Each day you should come to class prepared to speak for at least one minute by yourself. When I ask you, "what did you think about the reading?" this is a question that you should have prepared for in advance.

Point Allocation:

1. Class participation including participation in all exercises: 20 pt

2. Daily one-page reflection papers with 2-3 discussion questions (4 papers): 40 points (10 per paper)

NOTE: In Reflection Paper # 4 (final reflection) Please specifically reflect on: what did you learn; how will you do things differently; what do you have left to learn/grapple with? This paper will be due on **Monday, June 5th at 11:59 pm.** **

4. Group project/presentation: 30 pt

5. Pre and Post survey completion: 10 pt

Failure to complete any of the assignments will result in an "F" or "N" (unsatisfactory) grade.

Due to the experiential nature of this course, participation in all 4 days of the course is required for a satisfactory grade. Therefore no options exist for making up missed days.

Late submission of the final assignments will result in a reduction of 1 letter grade on the A-F scale. Extenuating circumstances, such as personal health issues, may be considered for late submission if prior approval is sought from the instructors.

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows**
- **S Represents achievement that is satisfactory, which is equivalent to a C- or better.**

A 4.000	Represents achievement that is outstanding relative to the level necessary to meet course requirements. 94-100 points/percent
A- 3.667	90-93 points/percent
B+ 3.333	87-89 points/percent
B 3.000	Represents achievement that is significantly above the level necessary to meet course requirements. 83-86 points/percent
B- 2.667	80-82 points/percent
C+ 2.333	77-79 points/percent
C 2.000	Represents achievement that meets the course requirements in every respect. 73-76 points/percent
C- 1.667	70-72 points/percent
D+ 1.333	65-69 points/percent
D 1.000	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. 60-64 points/percent
F = below 60%	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
D 1.000	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

For additional information, please refer to:

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

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

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

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

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

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.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. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

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

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to 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.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

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

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/STUDENTRESP.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 consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

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>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

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.

OR:

Academic Freedom and Responsibility, for courses that 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 and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

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

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Template update 9/2014