EUROPEAN GOVERNMENT AND POLITICS

Instructor: Visiting Associate Professor Catherine Guisan, Department of Political Science
Office hours: Tuesday and Thursday: after class and 4-4:45 pm in office, and by apt.
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Canvas: All readings and assignments are or will be posted at this address:
https://canvas.umn.edu/courses/95407
Small changes may be made to the syllabus during the course of the term

Course Description:

How to deal with the Other? This question is crucial to the future of government and politics among 47 European countries. We will examine how 742 million Europeans organize their lives with one another by pondering three major issues: 1) The struggle over contested national memories and identities, including the historical role of Ottoman rule, and why this matters to democracy; 2) The role of political institutions and of civil society, in shaping, facilitating and undermining popular representation 3) Policies, both national and European-wide, on family and health, immigration, the single currency, foreign affairs and security.

This is a course in comparative politics, and citizens face some similar challenges on both sides of the Atlantic. Therefore we will conclude each of the three parts of this course with one comparative class discussion on the way issues such as contested collective identities, social policies, and foreign affairs matter also to US political and civic life. These discussions will draw from one reading pertaining specifically to the US, but primarily on what we learned about these issues in Europe.

The course will consist of short lectures with PPTs, class discussions, and individual work. It will prepare you to live and work in a deeply interconnected world, with special attention to the historical, ideological, sociological and economic roots of contemporary European politics. You should finish the course with a much-improved understanding of what it takes to create and maintain democratic governments on a continent riddled by wars until the mid-20th century, and of the threats to democratic governance in some
European countries today. You will also gain some of the necessary factual and cultural knowledge to work in Europe, and with Europeans overseas. As a 4xxx-level course, this course offers senior paper credit for Poli Sci majors (though the course is very much open to non-majors).

Student Learning Outcomes:

This course meets five of the seven Student Learning Outcomes by helping you to:

- **Master a body of knowledge and a mode of inquiry** through the readings assigned, lectures, course materials and in-class exercises and discussions.
- **Locate and critically evaluate information** through your final research essay.
- **Understand diverse philosophies and cultures** within and across societies by studying the formation of collective identities, institutions and policies across 21st century Europe.
- **Communicate effectively** through class discussions, online discussion forums, short class presentations, and the writing of the final research essay.
- **Acquire skills for effective citizenship and life-long learning** through the comparative study of European identities, institutions, and policies, and three class debates putting that knowledge in dialogue with contemporary social and political realities in the US.

Global Perspectives Theme Requirement:

This course meets the Global Perspective Theme requirement, by focusing on the world beyond the United States: Europe and its 47 nation-states. It pays close attention to the European Union with its 28 member states, and examines also non-EU member states such as Switzerland and Ukraine.

- The course (1) **focuses in depth upon** several countries and regions of Europe, as case studies illustrating the course’s three main approaches to European politics: the study of collective culture and identity; the study of institutions and civil society; and the study of how individual nation states fit within the European Union and in the world. (2) It examines European government and politics through a comparative framework: each of the 3 sections of the course ends with a class-led debate comparing the US and Europe in regard to collective identity; institutions and civil society; and international power and politics.
- **Students will discuss with one another and reflect individually on the implications of issues raised by the course material** for the United States and their own lives through group discussions, presentations and written work.

Course Requirements and Evaluation:

Students must **complete all assigned readings before the class meeting for which they are assigned, attend all class meetings, and participate actively.** Note that I was very
conscious of the reading load as I prepared the class and have kept it at less than 40 pages per session for almost all sessions, which means that I have sometimes assigned only parts of articles or chapters. I have also indicated how long each reading is (in pages), although, obviously, not all pages are created equal. What I ask is that you put forth your best effort to read the assigned materials effectively, take notes with any questions that you have (whether on terminology or arguments), and come to class prepared to work collectively, under my guidance, to clarify and discuss the concepts, claims, and examples raised in the readings. You will be given tips for more effective reading during week 1.

This is an intensive writing course. You will be asked to write a 12-15 page research essay on one European country of your choice (around 5000 words), and frame your research question around one of this course’s three themes (memory and collective identity; the roles of institutions and civil society to represent popular will; European Union and national policies). Several assignments and in-class short tutorials will help you complete your final essay. We will also engage in peer-reviewed exercises, and the instructors will provide constructive feedback, without grading on content, on the complete rough draft of your research paper.

A detailed research paper assignment sheet will be distributed during the third week of class, and specific deadlines are set for topic choices, bibliographies, thesis statements and partial drafts, and full rough drafts. The final paper is due in the Poli Sci front office (1414 SSB) on May 9, 2019, by 4 pm.

With these expectations in mind, thirty percent (30%) of your final grade will be for class participation and reading:

- We will take attendance every session and your participation grade (1% per week, 15% of final grade) will be based on attendance, and also whether or not you are attentive, ask questions, and/or volunteer information or ideas in class.
- Ten times during the semester, I will give a written quiz on the readings for the week, something you can easily answer in 15 minutes (1.5% each quiz, 15% of final grade).

Another five percent (5%) of your final grade will be based on one news post on the Canvas site, 300-500 words long.

- You are asked to find and provide a link to a news story related to some issue in the class and provide a summary and commentary explaining its relevance. The story should be long enough that you can explain, in your own words, the who/what/where/when/why/how of it and relate it explicitly to a specific concept, problem, or debate from class. Due on Monday by 7 pm (i.e., you have to do the readings for the session and write your post BEFORE class meets on Tuesday). The idea is that the instructors and your classmates will be able to read what you wrote and engage with it/comment on it, whether on Canvas or in class). Every
Tuesday we will start the class with a brief news review, and you are expected to contribute if you have posted a news story. **Sign up on Canvas.**

Another **five percent (5%) of your final grade** will be based on **your contribution and leadership to one of our three comparative class discussions** (Thursdays February 14 and March 28, and Tuesday April 30).

- You are asked to write and post a 300-500 word long comment preparing the class for the comparative debate, which you have chosen to help lead. It must include one or two challenging questions to stimulate the small group discussion you will lead (3-4 students per group). Draw from the course readings and comment critically, but do not hesitate to enrich your comment with your own thought or other readings. **Due on Wednesday February 13 by 7 pm; Wednesday March 27 by 7 pm, or Monday April 29 by 7 pm** (date depending on which debate you choose to lead). You will be asked to facilitate a discussion in class with two other students on the day of the debate on the basis of your post, before we reconvene as a whole class to review the main conclusions of the small discussion groups. **Sign up on Canvas.**

To allow you to pick the timing of these two assignments that work best for you, there are no all-class deadlines for the news post and the post preparing the class discussion. Rather, there are two sites on Canvas, one for each post, where you are required to sign up **Tuesday January 29,** and commit to two specific dates for completing your two posts. To make sure your assignments are spread across the term, your news post and contribution to class discussion should fall in two of the three parts of the course.

The largest chunk of your final grade, **sixty percent (60%)**, will be based on the research paper assignment described above. The distribution is as follows:

- **Five percent (5%)** for handing in a typed sheet with 2 paper ideas, explaining/justifying their relevance (total of about 500 words) on **Tuesday February 5** (week 3).
- **Five percent (5%)** for handing in your final topic and a bibliography of at least 12 sources (3-4 pages, references in correct style) on **Thursday February 28** (week 6).
- **Ten percent (10%)** for submitting a thesis statement and partial draft (5-6 pages) on **Tuesday March 26** (week 9, after Spring break). The paper must include a title, a revised bibliography in impeccable style, and be handed out in class, stapled, pages numbered and with your name on front page.
- **Fifteen percent (15%)** for submitting a complete rough draft on **Tuesday April 16** (week 12). This will be graded on effort and completeness (12-15 pages), allowing us to give you constructive feedback on the quality of the form and substance, but not yet evaluating you on that.
- **Twenty-five percent (25%)** for the final version of the paper (12-15 pages, 5000 words, or more) due on **Thursday, May 9** (exam week) at 4 pm in the
Political Science office (graded according to quality of form and substance, criteria to be elaborated in an assignment handout).

Sometimes students are just on the cusp of a lower vs. higher grade (e.g. between a B+ and A-). Grade. There will be a final exercise/quiz during the last class session (Thursday May 2). Just by showing up and completing the exercise in a thoughtful and meaningful manner, you will have earned the right to have your grade upped to the higher grade, if you are on the cusp between two grades.

Course Policies:

Attendance: As noted above, we will take attendance each session as part of your participation grade. For your sake and that of others, you should obviously not attend class if you are sick, and I understand that, once in a while, life happens and prevents you from making it to class. You can thus miss two sessions during the semester, without an excuse, and we will not dock you for that at the end. Note that if you miss a class, for any reason, it is your responsibility to learn about any missed assignments, discussion, etc. It is NOT the responsibility of the instructor(s) to inform you by e-mail or in person of material covered, or to provide you with “make-up” work, unless you offer documented proof of a legitimate excuse for missing the class session(s) in question. If a quiz was given during one class you miss without a documented excuse, you can reach out to Ibrahim who will give you one question to complete at home (in 15 minutes), which you will e-mail to him before the next class. You will get a B at most; second quiz missed without documented proof of legitimate excuse: F or 40% of the quiz grade.

Documentation for a legitimate excuse for missing a class session must be provided in a timely manner (i.e., within a week), and failure to provide such documentation will result in the student receiving a zero for that day/exam, or (for written assignments) of a late penalty of 1/3 grade per 24 hours. Legitimate excuses include religious holidays, illness (verified by a note from University Health Services), serious family emergencies, subpoenas, jury duty, military service, and participation in group activities sponsored by the University.

General rules on assignments: All research paper-related assignments must be submitted to the instructor(s) in hard copy, pages stapled and numbered, the day they are due. If there is not a legitimate excuse (see above for definition), the late penalty on all assignments is 1/3 grade per 24 hours (i.e., from an A to an A-, A- to B+, and so on). If a student wants to appeal an assigned grade, s/he must submit a written statement to the professor explaining why the grade should be changed. Incompletes at the end of the term will be granted only in the case of documented illness or incapacitation, and if the student and professor complete the CLA Agreement for Completion of Incomplete Work.

All written work will be graded according to the following general criteria, with specific criteria for the research paper to be elaborated in a separate assignment sheet:
• A grade in the ‘A’ range is reserved for work that reflects careful reading of and reflection on the readings or news story. It must be factually accurate, clearly written, and offer an original and persuasive argument. There is no place for mistakes of spelling, grammar, and style in an ‘A’ essay or paper (90-100).

• A grade in the ‘B’ range is for work that reflects a sound understanding of the assigned readings, and is factually accurate, generally well-written (with only a modest number of grammatical errors), and persuasively argued (80-89).

• A grade in the ‘C’ range is for work that reflects competent, if superficial, reading of and reflection on the assigned readings, and/or is readable but lacks in clarity, and/or contains numerous spelling, grammar, and style errors, and/or makes a weak argument (70-79).

• A grade in the ‘D’ range is for work that reflects a minimal effort put into reading of assigned materials and/or writing of the assignment (60-69).

• A grade of ‘F’ is for work that fails completely to meet any of the above criteria, is egregiously late (and unexcused), or violates any section of the University’s student conduct code (see item 6 in standard statement on last page of this syllabus).

Laptops, Tablets, Smart Phones, and Paper Notebook: It is both common courtesy and better for everyone’s learning experience if students are mentally present in the classroom and not distracted by their communication devices. Studies back me up on this, and it’s good practice for your post-college life. Therefore I ban all Internet connection (by phone or computer) during class time; keep your wireless disabled at all times. You are allowed to use a computer to take notes. Or bring a notebook to class for longhand note taking and short in-class reflections.

Guidelines:

• Please, download the readings in folders before class so that you do not need to access Internet during class to look at the texts assigned for that day. This will help you and your classmates, and your instructors also, stay focused on the course material. No checking of e-mails or other communications at any time.

• If you bring a phone to class, it should remain in your bag and on silent or buzz mode the entire class.

• I have asked our T.A. to sit in the back of the room and keep his eye out for violations of this rule. If he sees you in violation, he will give you a warning (verbal or written) and request that you stop immediately. Failure to comply after one warning will result in lowering your attendance grade. Please, don’t let it come to this, out of respect for your instructors, classmates, and yourself.

*Note: Exceptions will be granted to anyone who for medical/disability reasons requires a constant internet/wireless phone connection. Please, talk to me in this case.

Scholastic Dishonesty: You are expected to be familiar with the University’s policies on scholastic dishonesty, the definition of which can be found in Section VI, Subdivision 1 of the Student Conduct Code, available at:
See also pp. 13-15 of this syllabus on University policies. To aid your compliance, you should consult a style manual for proper forms of citation and attribution. Note that instructors are required to report cases of cheating and plagiarism and clear evidence thereof to the Office for Student Conduct and Academic Integrity, and, should the hearing result in a finding of guilty, the offense will be on your permanent academic record. Moreover, you will get an ‘F’ for the course as a whole.

**Required Texts:**
This course has no required textbook. RATHER, all of the required readings are chapters and articles (or portions thereof) and the occasional blog post or article. They are posted on the course Canvas website. If you are enrolled in the class, you should be able to access the course website via your myU site (www.myu.umn.edu). You can also buy a course packet from Paradigm bookstore, 720 Washington Ave, SE. Tel: 6120379-4590. Cost: around $50.00. Studies indicate that reading print material improves understanding and retention, but there is no obligation to buy the course packet.

**For advice on writing and research:**
I recommend the Writing Center of the University highly. Check in early to get an appointment at <writing.umn.edu/>. The writing Center offers many other useful resources on its website also.
For research, check in with librarians at Wilson Library. They are very helpful.

**On food, housing and other insecurities:**
We know that it is difficult to perform well while experiencing food/housing and other insecurities. The political science department’s undergraduate adviser, Becky Mooney, has put together an excellent detailed list of resources available for students at z.umn.edu/POLinNeed. On mental health, two other resources: Student Counseling Services, tel: 612-624-3323, Walk-In Hours MF 9-3:30 https://counseling.umn.edu/ and Aurora Center (Sexual Assault, Relationship Violence, Stalking) 24 Hour Helpline: 612-626-9111, aurora@umn.eduhttp://aurora.umn.edu/. Feel free also to talk to me or Ibrahim if the need arises. We are a community for this semester.

**Course Schedule and Assignments**

**PART I: EUROPEAN POLITICS: MEMORIES AND IDENTITIES**

**Week 1: Defining the Topic of Study I: What Are Europe’s Main Political Challenges? Remembrance and Forgetting**
Tuesday January 22: In-class exercise and review of syllabus.
No prior reading expected.
Thursday January 24:
Reading: 3 news items/blogs on current challenges for Europe.
(in Course reader, pp. 7-23).
Week 2: Defining the Topic of Study II: Europe’s Lived Experiences
Warring and Reconciliation

Tuesday January 29:
Due: signing up on Canvas for news post and debate leadership post.

Thursday January 31:

Week 3: Defining European Culture and Values: From Brussels to Moscow, From Istanbul to Rome
Tuesday February 5:
Due: 500 words on two countries, one of which you will eventually choose for your research paper

Recommended: “The Ottoman Empire and Europe”. Check out the excellent bibliography on the Ottoman presence in Europe in this syllabus. https://warwick.ac.uk/fac/arts/history/students/modules/ottoman/.

**Week 4: Which Memory for a Shared Collective Identity?**
**Comparative debate**

Tuesday February 12:

Thursday February 14:

**In-class comparative debate (5% of final grade for discussion leaders)**

**PART II: EUROPEAN INSTITUTIONS AND CIVIL SOCIETY**

**Week 5: Democratic Lexicon: Institutions, Civil Society, and Populism**

Tuesday February 19:
Readings: Jean Grugel and Matthew Louis Bishop, “Meanings of democracy and democratization”, pp. x-xi (xi, first two paragraphs); pp. 2 (2nd paragraph)-14; 20-31 (1st paragraph), in Democratization, 2nd ed. (Basingstoke, UK and New York: Palgrave macmillan, 2014).

Thursday February 21:

Short in class research tutorial

Week 6: Re-inventing Representation: The Case of France; and a Belgian Proposal for Contemporary Europe
Tuesday February 26:
Thursday February 28:
Due: Final research topic and bibliography with 9 references (5% of final grade)

Week 7: Direct Democracy vs. Plebiscites: Switzerland, the EU and Brexit
Tuesday March 5:
Readings: Bruno Kauffmann, Rolf Büchi, Nadja Braun, “Introduction to direct democracy”, read first, pp. 105-111; and then pp. 71-75; 77-82; 85-92; 95-103, in Guidebook to Direct Democracy in Switzerland and Beyond (Marburg, Germany: The Initiative & Referendum Institute Europe, 2010).
Thursday March 7:
https://www.ft.com/content/85dc3be8-1d8f-11e9-a46f-08f9738d6b2b

**PART III. EUROPEAN POLICIES: THE WELFARE STATE, IMMIGRATION, THE COMMON CURRENCY, AND FOREIGN AND SECURITY POLICY**

**Week 8: Why a European Welfare State? Social Democracy, Christian Democracy and Democratic Corporatism**
Tuesday March 12:

Thursday March 14:

**SPRING BREAK: March 18-22**

**Week 9: Policies of the European Welfare State, and Comparative Debate**
Tuesday March 26:

Due: Tentative thesis statement and 3-5 page outline and preliminary draft of research paper (10% of final grade).

Thursday March 28:
Comparative debate (5% of your final grade for debate leaders).
Week 10: Europe, a Continent of Emigration and Immigration

Tuesday April 2:

Thursday April 4:

Week 11: Is Freedom of Movement Shaping a New European Culture? The Dutch Case

Tuesday April 9:

Thursday April 11:

Recommended:

Week 12: Currency, the Tie That Binds & the Case of Greece

Tuesday April 16:

Due: Complete rough draft of your research paper, 12-15 pages long (around 6500 words, including bibliography (15% of your final grade, all on completeness and on time submission).

Thursday April 18:

**Week 13: European Union Foreign Policy**

**Responses to the 2003 Iraq War and the 2016 Ukrainian Crisis**


**Thursday April 25:**
Reading: Hiski Haukkala, “A Perfect Storm; Or What Went Wrong and What Went Right for the EU in Ukraine”, Europe-Asia Studies, 2016, vol. 68, no. 4, pp. 653-664.


**Tuesday April 30:**
Comparative debate (5% of your final grade for debate leaders).

**Thursday May 2:** No reading.

Mandatory attendance and final in-class exercise.

**Exam Week:**

**Thursday May 9:**
Due: Final Papers (25% of your final grade) in Poli Sci front office by 4 pm. on this day. No extension granted unless justified with written note from relevant person (for reasons of health, family emergency).
Policy Statement for syllabi

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 to 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:
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. 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.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. 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.

Grading and Transcripts:
The University utilizes plus and minus grading on a 4.000 cumulative grade point scale. The two grading systems used are the ABCDF and S-N. Political science majors and minors must take POL courses on the ABCDF system. An S grade is the equivalent of a C- or better. Inquiries regarding grade changes should be directed to the course instructor. Extra work in an attempt to raise a grade can only be submitted with the instructor’s approval. For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Incompletes:
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 incomplete.

- **Department of Political Science Policy:** The instructor may set dates and conditions for makeup work using a “Completion of Incomplete Work” contract form. All work must completed no later than one calendar year after the official last day of the class.

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

University of Minnesota employees must report sexual misconduct they learn about in accordance with University policy. More information on mandated report can be found here: https://diversity.umn.edu/eoaa/reporting

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, 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. The Disability Resource Center 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.

**Academic Freedom and Responsibility:**
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. 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.

Students are responsible for class attendance and all course requirements, including deadlines and examinations. The instructor will specify if class attendance is require or counted in the grade for the class.