

The Politics of Public Affairs (PA 5012 Online)
Varieties of Politics: Political Change and Accountability

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Fall 2020

Tuesday and Thursday 1-2:15PM
Office Hours by phone or Zoom –
Please make appointments by email

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America has witnessed four massive surges of protests and political organizing over the past decade: The Tea Party (started in 2010), Occupy Wall Street (occurred in September 2011), grassroots resistance following President Trump’s election in 2016, and the ongoing demonstrations sparked by George Floyd’s killing in Minneapolis on May 25, 2020. Each promised deep, enduring political change -- but what normative and legal impacts did they produce?

Sophisticated agents of change appreciate that there are “varieties of politics,” which offer discrete and interconnected avenues. Elections, legislation, and administrative and legal accountability – along with protests and community organizing – are used by political activists and policy entrepreneurs to produce or thwart change. Each modality of politics is distinctive, varying in terms of the types of actors involved; the resources that are required; the scope of political debate; the visibility of the policy design; and their potential consequences. If political change is the objective, which variety of politics is most feasible and potentially impactful?

Time is a critical – often overlooked – dimension in politics. President Barack Obama’s health reform and the conservative movement’s attack on estate taxes not only produced change at one point in time but also influenced subsequent politics by generating new public expectations, interest groups, and government agencies committed to ongoing implementation. Politically astute reformers design progressive and conservative policies to secure change in the first instance and then to influence politics downstream.

How do we assess or measure political change? Changes in social policy and fiscal and regulatory policy can often be tracked by statistical measures. Change can also alter our normative understandings of social problems and government or community responsibilities. Occupy Wall Street did not cut taxes, lower the uninsurance rate, or directly produce a legislative agenda but it impacted America’s way of thinking about economic fairness and its slogan, “We are the 99%,” became a progressive rallying cry that gained public support.

While government can be a tool for desired change, it can also interfere with individual freedoms and threaten the constitutional order and interfere with the pursuit of change. Holding government accountable is another dimension of politics. The FBI’s interference with the constitutional rights of Martin Luther King Jr to lead the Civil Rights Movement in the 1960s

and the unilateral actions by presidents to seize privately owned steel mills and order targeted killings of US citizens abroad who are suspected of supporting terrorists are examples of government action that require scrutiny.

This course blends academic analyses of politics with attention to real-world politics and the perspectives and insights of practitioners from across the partisan spectrum. I am taking advantage of our Zoom format to arrange regular visits by guests from the academy and the world of politics. I am also recommending videos to further bring to life the issues we discuss. In addition, we are breaking into small working groups to stimulate discussion and engage in collaborative group projects.

Grading Policy: Students will be graded on the following basis:

1. Participation (25 points total)

- Please come to class having completed the assigned **readings** and prepared to participate in class discussions.
- Thoughtful and bold **questions** that are anchored in the readings and evidence are the lifeblood of our discussions in class. Please pitch in and, as you do, be respectful – a range of perspectives and ideas is likely and should be treated with civility and tolerance. Also, let's work together to encourage wide participation in the class discussions; this may entail holding off from making multiple comments during a class in order to allow other students to participate.

The course touches on three levels of analysis: (1) description (what is the argument of a reading or presenter?); (2) interpretation (what are the weaknesses, strengths, and interrelationships among readings and presentations?); and (3) application of frameworks of political analysis to contemporary politics and policy. Learning and applying these skills to engage across all three levels of analysis will improve the class and it will also help you develop the ability to make cogent, impactful arguments in public – a valuable tool for public affairs work.

- **Five discussion memos** by groups are a third component of participation. Students will be assigned to occasionally rotating groups; they will meet before class to formulate half-page discussion memos that raise questions across the three levels of analysis described above. These discussion memos will be **submitted at least an hour before class**. Members of the groups are expected to raise questions and help lead the discussion during the week in which their discussion memos are submitted. Emily Anderson will randomly assign students to the groups and assign particular class sessions to the groups.

We will be tracking participation across these three dimensions to assign participation grades.

2. Paper (20 points)

The paper will assign a real-world instance of attempted political change and ask you to develop a clear and balanced political feasibility analysis. You will be asked to integrate and apply the materials from the first sections of the course in a five-page memo; extensive new research will not be necessary.

The assignment will be distributed in class on **September 17th** and must be turned in at the beginning of class on **September 29th**.

3. Group Project #1 (10 points)

The session on **October 20** will be devoted to discussing the readings in class and working within groups; the groups will continue to collaborate after class to write a five-page paper on a topic that will be distributed in class. The paper is due **October 27**.

4. Group Project #2 (20 points)

Groups will prepare a political feasibility memo to bring about change of a tangible, specific, and remedial economic, social, or political problem by applying the general models and analyses of the course. Students will select which problem they write about through a **November 12th** “**research caucus**” in which particular problems are submitted; part of a class period will be set aside to allow students to discuss the suggested topics they’d like to analyze and choose a few. Group projects are expected to identify the core question presented by the chosen problem, the model of change that is most feasible, and the opportunities and hurdles this model presents.

The groups are expected to work on their projects outside of class; **November 19th** is a research seminar during which students will work on the group projects and provide an interim report on progress. Group projects will be presented on **November 24th** in class. Each group will submit before class on **December 1st** a written report that incorporates class comments.

5. Final Exam (25 Points)

A closed-book, two hour, take-home exam will be available to take **by 12:30pm on December 22nd and will be submitted electronically**. The exam will ask you to answer a handful of descriptive questions and to write a synthetic essay that uses the political analyses covered in class. More information will be provided in class.

Canvas: The readings are available on Canvas. Find the site at canvas.umn.edu, or go to “Key Links” on [MyU.umn.edu](https://myu.umn.edu) and scroll down to Canvas. For help with Canvas, go to <https://z.umn.edu/CanvasHelpandSetup> or click the “Canvas Help” link on our course Canvas site.

Because Canvas will be used to communicate with students, please set your Canvas “notification preferences” to choose how and when you’d like to receive messages via text, email, or both. Find easy-to-follow instructions at “How do I set my Canvas notification preferences as a student?": <https://community.canvaslms.com/docs/DOC-10624-4212710344>.

COURSE OUTLINE AND ASSIGNED READINGS

This is a tentative outline of the course, which may change during the semester. You are responsible for announcements in class including changes in readings, scheduling, and assignments.

Politics By What means?

September 8

- Steven W. Thrasher. 2020. "Proportionate Response: When destroying a police precinct is a reasonable reaction." *Slate*. May 30. <https://slate.com/news-and-politics/2020/05/george-floyd-protests-minneapolis-police-fires.html>
- Dmitri Solzhenitsyn. 2020. "The Left Should Be Careful with Its Riot Rhetoric." *National Review*. June 2. <https://bit.ly/2CAUNvz>
- Jane Mansbridge. 1996. "Using Power/Fighting Power: The Polity." In S. Benhabib, ed., Democracy and Difference: Contesting the Boundaries of the Political. Princeton, NJ: Princeton University Press. Pages 46-66.
- Jacob S Hacker. 2004. "Privatizing risk without privatizing the welfare state: The hidden politics of social policy retrenchment in the United States." *American Political Science Review*. 98 (May): 243-260.

Varieties of Politics

September 10

- Mala Htun and S. Laurel Weldon. 2010. "When Do Governments Promote Women's Rights? A Framework for the Comparative." *Perspectives on Politics*. 8 (March): 207-16.
- Patricia DeMarco. 2017. "Rachel Carson's environmental ethic: A guide for global systems decision making." *Journal of Cleaner Production*. 140 (March): 127-33.
- Theda Skocpol. 2018. "Thinking Strategically About Policy Feedbacks." September. Unpublished Manuscript.

Guest: Theda Skocpol (Victor S. Thomas Professor of Government and Sociology, Harvard University)

I. Models of Political Change

A. Direct Citizen Mobilization

September 15

➤ Democracy and Inequality

Video: “The Minnesota Paradox” [Watch video before class]
<https://youtu.be/ZwjAHZhxeBY>

- David Brooks. 2020. “Moderates Failed Black America.” *New York Times*. June 19, 2020. <https://www.nytimes.com/2020/06/18/opinion/black-america-education.html>
- @Frances Fox Piven and Richard Cloward. [find discussion of barriers to change in Poor people’s movement or Regulating]
- Desmond King. 2017. “Forceful Federalism against American Racial Inequality.” *Government and Opposition*. 52: 356-382.
- John Gaventa, Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley (Urbana: University of Illinois Press, 1980), Chapter 1 (pages 3-32).

➤ **Community Organizing**

September 17

- Video. *Selma* [section shown in class]
- Frances Fox Piven and Richard Cloward. Regulating the Power: The Functions of Public Welfare. Updated Version. New York: Vintage Press, 1993, pages 183-198, 330-338, 341-348@.
- David Dodenhoff. 1998. “Is Welfare Really about Social Control?” *Social Service Review*. 72 (September): 310-336.
- James Colaiaco. 1986. “Martin Luther King Jr. and the Paradox of Nonviolent Direct Action.” *Phylon*. 47: 16-28

Paper Assignment Distributed

➤ **Mobilizing for Progressive and Conservative Causes**

September 22

- **Guest:** Sarah Stoesz (CEO of Planned Parenthood of Minnesota, South Dakota, and North Dakota)

Kay Steiger. 2008. “South Dakota Healthy Families' Winning Message.” *Daily Kos*. December 10. <https://m.dailykos.com/stories/2008/12/10/671461/->
- **Guest:** @Ben Golnick Jobs Coalition or Bryan Strawser@ (Chair, Minnesota Gun Owners Caucus)
Article?
- **Guest:** Hahrie Han (Inaugural Director, Agora Institute, and Professor of Political Science, Johns Hopkins University)

Hahrie Han, Elizabeth McKenna, and Michelle Oyakawa. 2020. *Prisms of the People: Power and Organizing in Twenty-First Century America*, pp. @

➤ **“The process of ending the Minneapolis Police Department” September 24**

- Liz Navratil. 2020. “Most of Minneapolis City Council pledges to 'begin the process of ending' Police Department.” *Star Tribune*. June 8. <http://strib.mn/2CHyoNj>
- Jack Healy and Nicholas Bogel-Burroughs. 2020. “Calls for Transforming Police Run Into Realities of Governing in Minnesota.” *New York Times*. June 12. <https://bit.ly/30kYDBp>
- Gary Cunningham. “@”

Guest: Gary Cunningham (President & CEO, Prosperity Now)

B. “Give Us the Ballot”: The Power and Place of Elections

➤ **Democratic Accountability and Elite Governance September 29**

- Joseph Schumpeter, *Capitalism, Socialism, and Democracy*, 2nd Ed. (New York: Harper & Brothers Publishers, 1947), pages 250-263, 269-273.
- Robert Dahl, *Democracy and Its Critics* (New Haven: Yale University Press, 1989), pages 52, 65-79, and 106-115.
- G. Bingham Powell. 2000. *Elections as Instruments of Democracy: Majoritarian and Proportional Visions*. Yale University Press, pp. 3-19.
- Robin Archer. 2007. *Why Is There No Labor Party in the United States?* Princeton University Press, pp.73-92.

Paper Due Before Class

➤ **2020 elections October 1**

- Video: Black Lives Matter and 2020 Election <https://youtu.be/14sQyjq-7u4> [Watch video before class]
- Stacey Abrams. 2020. “I Know Voting Feels Inadequate Right Now.” *New York Times*. June 4. <https://bit.ly/3h6umNj>
- Daniel Hopkins. 2018. *The Increasingly United States: How and Why American Political Behavior Nationalized*. Chicago: University of Chicago Press. pp.1-11, 36-58.

- Steven Shepard. 2020. “Trump, Senate GOP in trouble.” *Politico*. July 6. <https://www.politico.com/news/2020/07/06/trump-senate-politico-forecast-349529>

- **Guest:** Vin Weber

➤ **Popular Democracy and American Politics** **October 6**

- Video: “Why policy decisions may not reflect perceived public opinion” [Watch video before class] <https://bit.ly/3fFLhpE>
- Martin Gilens and Benjamin I. Page. “Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens.” *Perspectives on Politics*. 12 (2014): 564-581.
- Madison, Federalist Papers 10 and 51

II. Legislative Change

➤ **Passing the Affordable Care Act and Pleasing Few** **October 8**

Why no National Health Insurance in America?

- History: Video <https://youtu.be/ryxbnSqN2Xo> [Watch video before class]
- Lawrence R. Jacobs. “The Medicare Approach: Political Choice and American Institutions.” *Journal of Health Politics, Policy and Law*. 32 (2007): 159-186.

The Origins and Development of the Affordable Care Act?

- Jill Quadagno. 2014. “Right-Wing Conspiracy? Socialist Plot? The Origins of the Patient Protection and Affordable Care Act.” *Journal of Health Politics, Policy and Law*. 39: 35-56.
- **Guest:** Joel Ario

➤ **The Legislative Graveyard** **October 13**

- Carl Hulse. 2020. “Congress Was Already Broken. The Coronavirus Could Make It Worse.” *New York Time*. July 26, 2020.
- Peterson, Mark. 2005. “Health Reform and the Congressional Graveyard.” In James A. Morone and Lawrence R. Jacobs, eds. *Healthy, Wealthy, and Fair: Health Care and the Good Society*. New York: Oxford University Press, pp. 205-234.

- John Aldrich. 1995. *Why Parties? The Origin and Transformation of Political Parties in America* (Chicago: University of Chicago Press, 1995), Chapters 1 (pages 18-27) and 2 (pages 28-61).

➤ **Group Project #1**

October 20

- Jonathan Oberlander. 2016. “Implementing the Affordable Care Act: The Promise and Limits of Health Care Reform.” *Journal of Health Politics, Policy and Law*. 41: 803–826. (Skim to identify themes)
- *Lawrence Jacobs and Suzanne Mettler. 2020. “What Health Reform Tells Us about American Politics.” *Journal of Health Politics, Policy and Law*. 45 (August): 581-93.
- Jamila Michener. 2020. “Race, Politics, and the Affordable Care Act.” *Journal of Health Politics, Policy and Law*. 45 (August): 547-66.
- Merlin Chowkwanyun and Adolph L. Reed. 2020. “Racial Health Disparities and Covid-19 — Caution and Context.” *New England Journal of Medicine*. 383: 201-203. May 6, 2020. <https://www.nejm.org/doi/full/10.1056/NEJMp2012910>

Group assignment distributed in class

➤ **Lawmaking in Time**

October 22

- Theda Skocpol. 2018. “Thinking Strategically About Policy Feedbacks” (Review).
- **Why do taxes dominate political debate in America?**

Martin, Isaac. 2008. *The Permanent Tax Revolt. How the Property Tax Transformed American Politics* (Stanford: Stanford University Press).

- **Why did Social Security expand from a limited and exclusionary program to a generous and inclusive program?**

Robert C. Lieberman. 1995. “Race, Institutions, and the Administration of Social Policy.” *Social Science History*. 19 (Winter, 1995): pp. 511-542

Andrea Louise Campbell. 2002. “Self-Interest, Social Security, and the Distinctive Participation Patterns of Senior Citizens.” *American Political Science Review*. 96 (September): 565-574

➤ **Reforming Minnesota Policing**

October 27

“[Y]ou can always do more, but... this is a good bill... [and] is a beginning, this is not the end” (Representative Rena Moran, DFL-St Paul)

- Briana Bierschbach. 2020. "Minnesota lawmakers pass sweeping package of police accountability measures." *Star Tribune*. July 21, 2020. <http://strib.mn/3fRnnrh>
- Torey Van Oot and Briana Bierschbach. "Political antagonists united by George Floyd's death to forge deal on police reform." *Star Tribune*. July 24, 2020. <https://www.startribune.com/walz-signs-police-accountability-bill-sparked-by-floyd-s-death/571875822/>

- **Legislative Roundtable**

Guest: Rep. Rena Moran @~~(Invite)~~

Guest: GOP Invite@

Group Project #1: Paper Due

III. Accountability

➤ **Workshop: What is Accountability?**

October 29

- **#1: Trust and Verify - Performance and Measurement**

Beryl A. Radin. "Federalist No. 71: Can the Federal Government Be Held Accountable for Performance?" *Public Administration Review*. Volume 71 (December 2011): s128–s134

- **#2: Horizontal Accountability**

Landry Signé and Koffi Korha. "Horizontal accountability and the challenges for democratic consolidation in Africa: evidence from Liberia." *Democratization*. Volume 23 (2016), p. 1254-1271. <https://bit.ly/3hoWg7r>

- **#3: Presidential power threatens the established order but is necessary**

Arthur A. Goldsmith. "No Country Left Behind? Performance Standards and Accountability in US Foreign Assistance." *Development Policy Review*. 28 (Jan. 2010): 7-26. <https://bit.ly/3jn1suc>

A. U.S. Constitution, Civil Liberties, and the Power of the State

FBI Violation of the Civil Liberties of Martin Luther King, Jr. November 3 and Black Activists?

- Video: "Church Committee" <https://youtu.be/E7H9Sp1sD3s> [Watch video before class]

- Video: “COINTELPRO: Why Did the FBI Target Black Activists Fighting for Equality?” <https://youtu.be/cmuqmp50mRc> [Watch video before class]
- Church Committee, “Introduction and Summary” from *Intelligence Activities and the Rights of Americans, Book II, Final Report of the Select Committee to Study Governmental Operations with respect to Intelligence Activities*, U.S. Senate. April 26, 1976, pages 1-24. <http://www.icdc.com/~paulwolf/cointelpro/churchfinalreportIIa.htm>
- Walter F. Mondale, *The Good Fight* (New York: Scribner, 2010), pages 135-156.
- U.S. Constitution, Fourth and Fifth Amendment

Guest: Vice President Walter F. Mondale

B. Holding Presidents Accountable

Can Presidents Unilaterally Seize Steel Mills?

November 5

- William Chafe, *The Unfinished Journey: America Since World War II*, 5th Ed. (New York: Oxford University Press, 2003), pages 53-75 and 242-249.
- David McCullough. *Truman* (New York: Simon & Schuster, 1992), pages 857-865 and 894-903.
- *Youngstown Sheet & Tube Co. v. Sawyer*. Reprinted in Pyle and Pious, pages 125-135 (especially, Justice Jackson's Concurring Opinion).
- **Guest:** Vice President Walter F. Mondale

Presidential Power and Constitutional Checks

November 10

- **Hamiltonian Tradition:**
Minority Report of the Congressional Committees Investigating the Iran-Contra Affair by Congressmen Cheney, et al in *Report of the Congressional Committees Investigating the Iran-Contra Affair* (New York: Random House, 1988), pages 375-393.
- **Madisonian Tradition:**
U.S. Constitution, Articles I, II, and III

Federalist Paper 70. Review Federalist Papers 10 and 51
- The Neutrality Debate of 1793: Alexander Hamilton (Pacificus) and James Madison (Helvidius). Reprinted in *The President, Congress, and the Constitution* edited by Christopher Pyle and Richard Pious. New York: The Free Press, 1984, pages 54-60.

“The President of the United States needs to have his constitutional powers unimpaired” (VP Richard Cheney) **November 12**

- **Reagan and the Support of the Nicaraguan Contras**
- Testimony of Oliver L. North, Senate Select Committee on Secret Military Assistance to Iran and the Nicaraguan Opposition and House Select Committee to Investigate Covert Arms Transactions with Iran, July 9, 1987. Washington, D.C.: Government Printing Office, pages 187-93, 270-78.
- Lawrence Walsh (Independent Counsel), Final Report of the Independent Counsel for Iran/Contra Matters. New York: Times Books, 1994, pages xiii-xxi.
- Harold Koh, The National Security Constitution (New Haven: Yale, 1990), pages 1-8 and 117-149.

Research Caucus

Targeted Killings by Pilotless Drones, U.S. Constitution and Law **November 17**

- Mark Mazzetti, Charlie Savage and Scott Shane. 2013. “How a U.S. Citizen Came to Be in America’s Cross Hairs.” *New York Times*. March 9, 2013. <https://nyti.ms/2COGT9f>
- **Lawsuit filed by Aulaqi family and Obama administration defense:** Obama Administration argument in court to drop Al-Aulaqui family lawsuit: Nasser Al-Aulaqi et al v. Leon Panetta (Defense Secretary), “Defendants’ Motion to Dismiss,” December 14, 2012, pages 1-21. <https://bit.ly/3eN6VXP>
- Nasser Al-Aulaqi et al v. Leon Panetta (Defense Secretary), “Plaintiffs’ Opposition to Defendants’ Motion to Dismiss [Lawsuit],” February 5, 2013, pages 1-9, 15-16, 26-35, and 43-45. <https://bit.ly/2WGMx4d>

Guest: David Lillehaug

Research Seminar **November 19**

Group Project Update: research question, interim thesis, and evidence.

Group Project: Group presentations and class discussion **November 24**

Holiday **November 26**

The President’s “Exclusive Authority” in Domestic Affairs **December 1**

- Terry Moe, “The Presidency and the Bureaucracy: The Presidential Advantage” in The Presidency and the Political System, 7th edition, ed. by Michael Nelson (Washington, D.C.: Congressional Quarterly Press, 2003), pages 425-457.
- Charlie Savage. 2018. “Trump and His Lawyers Embrace a Vision of Vast Executive Power.” *New York Times*. June 4, 2018. <https://nyti.ms/30yw7vT>
- Charlie Savage. 2019. “Trump’s Face-Saving Way Out of Crisis Raises Fears Over Rule of Law.” *New York Times*. Feb. 14, 2019. <https://nyti.ms/2DYKC4A>
- Emily Cochrane. 2020. “As Trump Seizes Wall Money, Congress’s Spending Power Weakens.” February 21, 2020. <https://nyti.ms/2WDCkWb>

Group Project Papers Due Before Class

Checking Presidents: Cumbersome, Incomplete and, at times, Effective December 3

- David Cole. 2017. “Year One, It’s Up to Us.” *New York Review of Books*. November 11, 2017. <http://www.nybooks.com/daily/2017/11/08/year-one-its-up-to-us/>
- David Cole. 2011. “After September 11: What We Still Don’t Know.” *New York Review of Books*. September 29, 2011. <https://bit.ly/2E6iWef>
- **President George W. Bush and the detention of “Enemy Combatants”**
Hamdi v. Rumsfeld (2004), June 28, 2004 (esp., pages 1 and 22-33).
<http://www.law.cornell.edu/supct/pdf/03-6696P.ZO>
Boumediene v. Bush, June 12, 2008 (esp., pages 1-2, 8-15, 64-70)
<http://www.law.cornell.edu/supct/pdf/06-1195P.ZO>

IV. “Men make their own history, but they do not make it as they please” (Karl Marx)

A. Politics and Markets

December 8

- Milton Friedman, *Capitalism and Freedom* (Chicago: University of Chicago Press, 1962), Chapters 1 and 2 (pages 7-36).
- Charles E. Lindblom, “The Market as Prison.” *Journal of Politics* 44(1992): 324-36.

B. Presidential Communications, Framing, and Deception

December 10

Lyndon Johnson: Unilaterally Escalating the War in Vietnam

- William Chafe, *The Unfinished Journey: America Since World War II*, 5th Ed. (New York: Oxford University Press, 2003), pages 249-293.
- George C. Herring, *The Pentagon Papers: Abridged Edition* (New York: McGraw Hill, 1993) [Excerpts from official U.S. government documents], pages xiii-xiv, 97-99, 107-115, 120-125, 129-133, 208-210, and 223-225.
- Lawrence Jacobs and Robert Shapiro. 2000. *Politicians Don't Pander: Political Manipulation and the Loss of Democratic Responsiveness*. Chicago: University of Chicago Press, pp. 44-67.
- Adam Levine. 2015. *American Insecurity: Why Our Economic Fears Lead to Political Inaction*. Princeton: Princeton University Press, pp. 1-19.

“The test we must set for ourselves is not to march alone but to march in such a way that others will wish to join us” (Hubert Humphrey) December 15

Walter F. Mondale, *The Good Fight* (New York: Scribner, 2010), pages 337-356.

Additional Information on course:

Policy on incomplete grades and makeup examinations

There will be no incomplete grades or makeup examinations given except for standard University policy reasons (for example, illness with a note from a doctor).

Disability services

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](tel: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 me early in the semester to review how the accommodations will be applied in the course.

Mental health services

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 or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu.

Access to readings and materials after semester

Student may lose access to Canvas sites and course reserves at the end of the semester. If you'd like to download class material (depending on copyright) or your own work for personal use, please do so during the semester.

University and Humphrey School policies

For links to University of Minnesota and Humphrey School policies, please click the "U of M Policies" link on our course Canvas site, or see <https://z.umn.edu/PolicyStatements>. Policies include information on student conduct, scholastic dishonesty, sexual harassment, equal opportunity, disability accommodations, and more.