University of Pittsburgh

School of Education
Department of Educational Foundations,
Organizations & Policy

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EFOP 3131: Student, Campus, and Society

The University of Pittsburgh occupies land that was once the home to the Adena culture, the Hopewell culture, and the Monongahela peoples, among others. We honor the legacies of these cultures and the many Indigenous people who call this land home - past, present, future.

Term: Spring 2024
Schedule: Monday, 6:00 – 8:40 PM, WWPH 5404

Meeting with me: I welcome you to be in contact with us outside of class, to set an appointment for an individual or group meeting, please use the below mechanism:
Linda DeAngelo: Book at meeting at: http://www.meetme.so/LindaDeAngelo

Course Description

EFOP 3131 is a seminar that focuses on current research on the college experience. Covering issues from college access and choice to student outcomes, this seminar is designed to assist students in developing an understanding of the impact of college on students and how the student experience and issues related to students and student outcomes are studied in the field of higher education. This course is designed for advanced master's students and doctoral students whose research interests are situated in higher education.

Course Learning Outcomes

1. Students will deepen their knowledge of how college affects students and of the differential impacts of college on students.
2. Students will understand how scholars study the student experience and student outcomes and how current literature addresses issues and problems related to students and student outcomes.
3. Students will develop an understanding of and beginning to advanced mastery in reading and engaging with scholarly sources.
4. Students will further develop their skills in analyzing the nexus and dissonance between scholarship, policy, and practice.
5. Students will further develop their skills in using and synthesizing scholarly literature.

<u>*Requirements*</u>

1. Class participation/preparation (30%)
2. Review of a selected book (15%)
3. Hot Topics (10%)
4. Literature review (45%):
    a. Table of research findings (P/NP)
    b. Annotated bibliography (10%)
    c. Peer review of draft (5%)
    d. Presentation (10%)
    e. Final written review (20%)

<u>*Assignments*</u>

Class Participation:

Class participation is your opportunity to contribute to the scholarly discourse. Thoughtful discussion is an important skill to develop as a scholar and/or practitioner. Class participation involves active participation in class. If you miss more than one class meeting you will not receive a full participation grade.

To prepare for class, and prior to the majority of the class meetings, after you have completed the week's reading you will develop two reading engagements. For the first, select one of the readings and prepare a reading engagement addressing the full text. For the second, use the remaining readings working across them as you desire, but making sure to address each one in some manner. The reading engagements you will do in this class are designed to assist you with developing and using the skills you will need to consume and use research literature as a scholar and/or practitioner both during your graduate studies at Pitt and in your career afterwards.

In each of your reading engagements consider the following questions, not all of which need to be addressed for any particular reading (each reading engagement - approx. 325 to 500 words):
- What is the purpose of the study? Does the purpose of the study relate to an important question? What are the primary questions asked in the study?
- How was the purpose and questions of the study investigated? What data sources were used?
    - For quantitative studies what is the dependent variable and what are the major independent variables? What data analysis methods were used?
    - For qualitative studies what methods were used and how was the data analyzed?
- What are the findings and conclusions? Do the findings and conclusions relate to the data and purpose of the study?
- Are there shortcomings of the reading(s) that you can identify? If so, what are they? Are there important questions that were not examined which should have been examined? If so, what are they?
- Are the findings of the study applicable to your work as a practitioner? Or your research as a scholar? If so, how?
- (MUST END EACH READING ENGAGEMENT) What question or insight do you have about the reading(s)? (If you pose a question, it should be related to how to read and/or understand/interpret some aspect of the article.)

Use the readings from Week 3 about how to engage with and read research literature to assist you in developing each of reading engagements. Your reading engagements for the week must be uploaded to Canvas by 11:59 PM on the Sunday prior to our Monday class meeting. Late reading engagements will not be accepted. Your readings engagements will assist you with class discussions and small group work and doing a thorough job preparing your reading engagements will help you get the most out of each class meeting as well as the course overall. For each reading engagement you will receive an H (strong analysis work), an S (solid work), or a U (analysis need more depth). If you miss more than a week of reading engagements preparation work, you will not receive a full participation grade. The weeks for which the readings engagements are due are: Week 4 (on Jan 28), Week 5, (on Feb 4), Week 6 (on Feb 11 – if not completing book review), Week 7 (on Feb 18), Week 8 (on Feb 25), Week 9 (on Mar 3), Week 11 (on Mar 17), Week 12 (on Mar 24 – if not completing book review), Week 13 (on Mar 31), Week 15 (on Apr 14).

For four of the above weeks PhD students must do three reading engagements, two addressing a full text, and the third across the remaining texts (you may choose the weeks in which to submit three reading engagements)

Book Reviews: (more details on this assignment are available on the Canvas assignment sheet)

An academic book review is a critical assessment of a monograph that situates the work within the relevant body of scholarly research, directed toward scholars and/or practitioners who are not yet familiar with the book. The review should pose an argument, rather than simply summarize the content of a book, although a brief summary of the book is provided. The most important part of a book review is to offer your critique of the content, including positive and negative points. You will also need to discuss whether you recommend the book and why or why not, and to whom you think it would be interesting or valuable. You may choose which one of the two books you want to write a review of, but you must read and be prepared to discuss both. A reading engagement is due on the week in which the book assigned is not the one for which you are writing a book review. Your book review is expected to be a minimum of 750 words and not more than 1000 words. The books you will review in this class are the Byrd, W. C. (2017) text Week 7 (due on Feb 23) and the Taylor, B. J., & Cantwell, B. (2019) Week 12 (due on Mar 29).

PhD students must submit a book review for each of these books and may choose to count the highest score toward their grade in this area or receive extra credit for the second book review. Master's students can opt in to write a second book review to either count the highest one toward their grade or receive extra credit. Extra will improve your final grade in the following ways: If your scores add to a B+, you would instead earn an A-, likewise, if your scores in the course add to an A-, you would instead earn an A, etc.

Hot Topics:

"Hot Topic" memorandums (each one counts toward 5% of your grade) will occur during weeks 5, 6, 8, 9, 11, 13, 15). You will produce 2 memorandums (one for each hot topic), each one 2 pages in length, that summarize and provides analysis of a current development and/or debate on related to the assigned topics that week. Each memorandum should be accompanied by a news story published within the month prior to the class session and should inform your classmates and I about contexts and potential implications of your topic, as well as your informed observations/opinion on the topic. You may also elect to write about a recently released report on a topic pertinent to the assigned class session. You will be given a few minutes at the beginning of

the assigned class session to present your memorandum (bring copies for your classmates) and engage your classmates in a brief discussion. Your job in the presentation is to make sure your classmates and I understand 1) the background on the issue(s), 2) who the stakeholders are, and 3) what the potential implications of the story or report are for the topic. The memorandum and accompanying article must be uploaded on Canvas by Sunday at 11:59 PM prior to your Monday assigned session. The "Hot Topic" memorandum topic choices will be made at the 1st class meeting.

Literature Review: (more details on this assignment are available on the Canvas assignment sheet)

A literature review is an account of what had been published on a topic by scholars and researchers. Your purpose in a literature review is to convey the knowledge and ideas that have been established on a topic in such a way that you are adding to the knowledge base in the area. In this course the purpose of the literature review assignment is to give students an opportunity to study a student outcome or process area that is of interest to them in depth. This assignment has five parts – a table of research findings, an annotated bibliography, a peer review of a rough draft, a presentation of the literature review to the class, and the final written product or literature review.

Master's students will write a literature review that is intended to inform and guide practice in an area of student or academic affairs in which they are involved currently or in which they would like to work. As part of the assignment, they must convey in the literature review how the literature can be used to guide practice and what types of programmatic implications arise from their review.

PhD students will write a literature review that is intended for publication in a scholarly journal. The review must not only synthesize the literature and identify gaps in the literature in the studied area, but also contribute to the scholarly dialogue on the studied area. This literature review should be aimed at driving empirical work in the area as well as guiding practice. Master's students are welcome to do the doctoral assignment if they choose.

Word length: The final literature review must be a minimum of 2,500 words (not including references) and must not exceed 5,000 words (not including references). Your review must include a minimum of 15 sources. The final literature review is due on Monday of Finals Week. Late literature review assignments will not be accepted.

Table of research findings: The first step in writing your literature review will be to prepare a table of research findings. This table will help you narrow your focus as you begin to locate high quality academic sources for your literature review. You will have a minimum of 4 sources in your table of research findings. At least 2 of these sources must be empirical research articles or book chapters, 1 must be from a book or dissertation, and at least 2 must be recent (in the last five years). Course texts or reading cannot be included in this assignment. During Week 4 (January 29 – February 2) you will meet with me to review your table of research findings and get feedback and approval for your literature review topic. You will need to upload the completed table as well as copies of the sources on Canvas prior to your meeting. Please book a 15-minute appointment with me for this week using my meetme link. Appointment times are available on a "first come, first served" basis.

Annotated bibliography: In the second step in preparation for your final literature review you are required to read, summarize and evaluate articles in your area of interest in the form of an

annotated bibliography. An annotated bibliography differs from a standard bibliography or reference list in that in addition to identifying sources used in a paper it provides a critical summary of the sources for quick and easy reference when you are writing your longer literature review or in the future when you might be working on a research project or program in your chosen area. In an annotated bibliography each APA citation is followed by a short summary/evaluation (each about 200 words). You must have a minimum of 10 annotations; you will probably want to have more. At least 7 of the annotations must be empirical research articles or book chapters and at least 1 of the annotations must be from a book or dissertation. Course texts or reading cannot be included in this assignment. This assignment is due Week 9. March 4.

Peer review: The class session during Week 14 (April 8) will be dedicated to peer reviews of your literature reviews. You need to submit your rough draft via email to your peer reviewer by Wednesday, April 3 at 11:59 PM at the latest to give your peer reviewer enough time to read and review your draft prior to class. You must also upload your draft to Canvas by this deadline. Peer reviewers must send their review back to you via email prior to class (by 3:00 PM) on April 8 and must also upload their review via Canvas. Peer reviewers should also bring a copy of their review with them to class. Peer reviewer teams will spend time during the class session discussing each other's papers, elaborating on comments, and providing constructive criticism.

Literature review presentation: The literature review presentation gives you the opportunity to share your literature review with the entire class and to further develop your scholarly presentations skills. Each student will have 12 minutes for their presentation – 8 minutes for the presentation, plus 4 minutes for discussion and questions/answers. Your presentation should be developed in PowerPoint. These presentations will take place during Finals Week (April 22).

Basic Writing Guidelines for Course Assignments

All papers must use Times New Roman 12" font and have 1" (normal) margins throughout. Written work must conform to APA citation style guidelines. All assignments/papers will be turned in through Canvas and must be uploaded as Microsoft Word documents by the deadlines that are provided for each assignment. Assignments are due by midnight the day of class in the deadline week unless other instructions are provided.

Assessment and Evaluation

Letter grades will be assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, and grammar and spelling. Letter grades are feedback and have the following meaning:

A "A" signifies work that clearly exceeds expectations. Written work falling into the category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material. "A" level participation need not mean a large quantity of participation but denotes the student who prepares for class and consistently indicates having thought critically about the material.

A "B" signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some of the aspects of "A" work, particularly inconsistent preparation for class or written work that demonstrates less significant insight into the material or frequent grammatical errors.

A "C" signifies work that is below expectations, all aspects of the assignment may not have been completed, work demonstrates little preparation for class or written work that demonstrates little insight into material or grammatical issues that mar the work significantly.
Letter grades using + and – are also assigned.

Letter grades using + and – are also assigned.

Statement of Instructor Position in Course

I strive for my classrooms to be places of intellectual inquiry where discussion and critical reflection are normative and where you are empowered as leaders in the learning process. I have high expectations for student achievement and have a strong belief in the potential of all of you to succeed. This belief in the potential to succeed for each of you centers all of my interactions with you both inside and outside of the classroom. I am committed to anti-racist, non-sexist, non-classist, and non-heterosexist pedagogy. This includes fostering an environment that is as safe and inclusive as possible for everyone. If everyone in the class is similarly committed, it will make our work together more productive and stimulating.

Readings / Resources

Required Texts:

Byrd, W. C. (2017). *Poison in the ivy: Race relations and the reproduction of inequality on elite college campuses.* New Brunswick, NJ: Rutgers University Press.

Taylor, B. J., & Cantwell, B. (2019). *Unequal higher education: Wealth, status, and student opportunity*. New Brunswick, NJ: Rutgers University Press.

(From the Library/Selections Available on Canvas) - Seemiller, C., & Grace, M. (2016). *Generation Z goes to college*. San Francisco: Jossey-Bass. & Seemiller, C., & Grace, M. (2018). *Generation Z: A century in the making*. New York: Routledge.

Other Required Reading: (all are available through Pitt Library each week unless included in the above texts list)

See weekly topic listings below.

Class Topics			
Weekly Topic(s)	**Reading Assignments (read prior to class date)**	**Class Date**	**Assignments Due**

Week 1 Class Introduction and Expectations, Framing the Class, and Today's College Student I	(collected as Week 1 Readings)
	Selections from Seemiller, C., & Grace, M. (2016). *Generation Z goes to college*. San Francisco: Jossey-Bass.
	      Chapter 1: Who is Generation Z?
	      Chapter 2: Beliefs and Perspectives
	      Chapter 3: Communication Platforms & Preferences
	      Chapter 4: Social Media Use
	      [recommended, not required]
	      Chapter 5: Friends, Family, and Romance
	      [recommended, not required]
	Selections from Seemiller, C., & Grace, M. (2018). *Generation Z: A century in the making*. New York: Routledge.
	      Section: Understanding Generations
	      Chapter 1: Who came before Z? (pgs. 7-11 <u>only</u>)
	      Section: Mind, Body, and Spirit
	      Chapter 12: Mental Health
	(collected as Week 3 Readings)
	Selections from Seemiller, C., & Grace, M. (2016). *Generation Z goes to college*. San Francisco: Jossey-Bass.
	      Chapter 6: Cares and Concerns
	      Chapter 9: Maximizing Learning
	      Chapter 10: Working with Generation Z
	Selections from Seemiller, C., & Grace, M. (2018). *Generation Z: A century in the making*. New York: Routledge.
	      Section: Life and Career Preparation
	      Chapter 15: Education
	      Chapter 16: Learning
	      Chapter 17: Career Aspirations
	      Chapter 18: In the Workplace
	      Section: Making a Difference
	      Chapter 19: Societal Concerns
	      Chapter 20: Politics
	      Chapter 21: Civic Engagement and Social Change
	      Chapter 22: The Future and Legacy of Generation Z
		Jan 8	

Week 2	MLK Holiday	Jan 15	
Week 3 Today's College Student II	Perna, L. W., & Thomas, S. L. (2008). *Theoretical perspectives on student success: Understanding the contributions of the disciplines*. ASHE Higher Education Report, 34(1). San Francisco: Jossey-Bass. Canvas packet: How to Read Journal Articles	Jan 22	

Weekly Topic(s)	Reading Assignments (read prior to class date)	Class Date	Assignments Due
Week 4 Outreach Programs, Admissions Policies, and High School Context	Killgore, L. (2009). Merit and competition in selective college admissions. *The Review of Higher Education, 32*(4), 469-488. Mwangi, C. A. G. (2015). (Re)examining the role of family and community in college access and choice: A metasynthesis. *The Review of Higher Education, 39*(1), 123-151. Wolniak, G. C., & Engberg, M. E. (2010). Academic achievement in the first year of college: Evidence of the pervasive effects of the high school context. *Research in Higher Education, 51*(5), 451-467. Selection of Articles from the Chronicle of Higher Education – An early peak at how admissions applications are changing after the Supreme Court ruling; Enrolling diverse students when race is off the table; Did colleges discriminate against Asians" The court didn't say.	Jan 29	Reading engagements Table of Research Findings/Meetings
Week 5 Impact of Financial Aid on Access and Choice	McDonough, P. M., & Calderone, S. (2006). The Meaning of money: Perceptual differences between college counselors and low-income families about college costs and financial aid. *American Behavioral Scientist, 49*(12), 1703-1718. Tierney, W. G., & Venegas, K. M. (2009). Finding money on the table: Information, financial aid, and access to college. *The Journal of Higher Education, 80*(4) 363-388. Andrews, R. J., Imerman, S.A., & Lovenheim, M.F. (2016). Recruiting and supporting low-income, high achieving students at flagship universities. *Working Paper 22260,* National Bureau of Economic Research. http://www.nber.org/papers/w22260 Gonzalez Canche, M.S. Re(de)fining college access and its association with divergent forms of financial aid: A proposed conceptual and analytic framework	Feb 5	Reading engagements
Week 6 College Adjustment & The First Year of College	DeAngelo, L. (2014). Programs and practices that retain students from the first to the second year: Results from a national study. In R. D. Padgett (Ed.), *The first-year experience: New directions for institutional research.* San Francisco: Jossey-Bass. Mayhew, M. J., Vanderlinden, K., & Kim, E. K. (2010). A multi-level assessment of the impact of orientation programs on student learning. *Research in Higher Education, 51*(4): 320-345. Means, D. R., & Pyne, K. B. (2017). Finding my way: Perceptions of institutional support and belonging in low-income, first-generation, first-year college students. *Journal of College Student Development, 58*(6), 907-924. Vaccaro, A., & Newman, B. M. (2016). Development of a sense of belonging for privileged and minoritized students: An emergent model. *Journal of College Student Development, 57*(8), 925-942.	Feb 12	Reading engagements

Weekly Topic(s)	Reading Assignments (read prior to class date)	Class Date	Assignments Due
Week 7 In-class Workshop: the annotated bibliography and literature review	Byrd, W. C. (2017). *Poison in the ivy: Race relations and the reproduction of inequality on elite college campuses.* New Brunswick, NJ: Rutgers University Press.	Feb 19	Reading engagements or <u>Friday, February 23</u>: Extended Book Review
Week 8 Cultural and Social Capital	Samuelson, C. C., & Litzler, E. (2016). Community culture wealth: An assets-based approach to persistence of engineering students of color. *Journal of Engineering Education, 105*(1), 93-117. Strayhorn, T. L. (2010). When race and gender collide: Social and cultural capital's influence on the academic achievement of African American and Latino males. *The Review of Higher Education, 33*(3), 307-33. Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education, 8*(1), 69-91.	Feb 26	Reading engagements
Week 9 Diversity and Campus Climate I	DeAngelo, L., Schuster, M. T., & Stebleton, M. J. (2016). California DREAMers: Activism, identity, and empowerment among undocumented college students. *Journal of Diversity in Higher Education, 9*(3), 216-230. Evans, R., Nagoshi, J. L., Nagoshi, C., Wheeler, J., & Henderson, J. (2017). Voices from the stories untold: Lesbian, gay, bisexual, trans, and queer college students' experiences with campus climate. *Journal of Gay & Lesbian Social Services, 29*(4), 426-444. Priester, M. A., Pitner, R., & Lackey, R. (2017). Examining the relationship between diversity exposure and students' color-blind racial attitudes and awareness of racial oppression. *Journal of Ethnic & Cultural Diversity in Social Work, 28*(2), 229-245.	Mar 4	Reading engagements Annotated Bibliography
Week 10	Spring Break	Mar11	
Week 11 Diversity and Campus Climate II	Hurtado, S., Alvarez, C. L, Guillermo-Wann, C., Cuellar, M., & Arellano, L. (2012). A model for diverse learning environments: The scholarship on creating and assessing conditions for student success. In J.C. Smart & M. B. Paulsen (eds.), *Higher Education: Handbook of Theory and Research 27*, 41-122.	Mar 18	Reading engagements
Week 12 In-class Workshop: Making progress on writing the literature review	Taylor, B. J., & Cantwell, B. (2019). *Unequal higher education: Wealth, status, and student opportunity*. New Brunswick, NJ: Rutgers University Press.	Mar 25	Reading Engagement or <u>Friday, March 29</u>: Extended Book Review

Weekly Topic(s)	Reading Assignments (read prior to class date)	Class Date	Assignments Due
Week 13 Inequality in Outcomes	DeAngelo, L., & Franke, R. (2016). Social mobility and reproduction for whom? College readiness and first-year retention. *American Educational Research Journal, 53*(6), 1588-1625. Gasman, M., Samayoa, A. C., & Nettles, M. (2017). Investing in student success: Examining the return on investment for Minority-Serving institutions. *ETS Research Report Series, 2017*(1), 1-66. Selections Required (from PDF version): Introduction (pgs. 2-5) Return on Investment for Hispanic-Serving Institutions in Texas: A Comparative Analysis of Institutional Types (pgs. 5- 18) A Return on Investment Analysis for Black Graduates of Historically Black Colleges and Universities: Insights From Three Studies (pgs. 27-45) Ovink, S., Kalogrides, D., Nanney, M., & Delaney, P. (2018). College match and undermatch: Assessing student preferences, college proximity, and inequality in post-college outcomes. *Research in Higher Education, 59*(5), 553-590. McGuire, P. (2020, January 31). How companies kill higher education's promise of social equity. *The Chronicle of Higher Education*	Apr 1	Reading engagements
Week 14 Peer Reviews of Literature Review Drafts	No Readings	Apr 8	Rough draft of literature review due to peer reviewer via email by Wednesday, April 3rd at 11:59 PM (also upload to canvas) Peer review of classmate's paper due via email by 3:00 PM (also upload to Canvas)

Weekly Topic(s)	Reading Assignments (read prior to class date)	Class Date	Assignments Due
Week 15 Changes in Attitudes and Values	Denson, N., & Chang, M. J. (2009). Racial diversity matters: The impact of diversity-related student engagement and institutional context. *American Educational Research Journal, 46*(2), 322-353. Herrera, F. A., Garibay, J. C., Garcia, G. A., & Johnston, M. P. (2013). Documenting attitudes toward undocumented immigrant access to public education: A multilevel analysis. *The Review of Higher Education, 36*(4), 513-549. Jayakumar, U. M. (2008). Can higher education meet the needs of an increasingly diverse and global society? *Harvard Education Review, 78*(4), 615-651. Johnson, M. (2015). Developing college students' civic identity: The role of social perspective taking and sociocultural issues discussions. *Journal of College Student Development, 56*(7), 687-704.	Apr 15	Reading engagements
Finals Literature Review Presentations	No Readings	Apr 22	Literature Review

Other Recommended Resources:

Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., & Seifert, T. A., & Wolniak, G. C. (2016). *How College Effects Students: 21st Century Evidence That College Works (Vol. 3).* San Francisco, Jossey-Bass.

Statements on University and School of Education Policy:

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in higher education believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the assistant dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer. [Andrea Zito is the Integrity Officer.]

Academic Integrity: Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. In this course, failure to comply with academic integrity policies will result in a zero on assignments where the policy was violated and may result additionally in a failure for the course grade. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators. To learn more about Academic

Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands- on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

Disability Services: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](#), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Accessibility: The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and [Section 508](#) guidelines. Specific details regarding individual [feature](#) [compliance](#) are documented and updated regularly.

Diversity and Inclusion: The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see: https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices. I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](#). Reports can also be filed online: https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

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Statement on Classroom Recordings: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Email Communication: Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it

does not absolve the student from responding to official communications sent to their University e-mail address.

Gender Inclusive Language Statement: Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Statement on Scholarly Discourse: In this course we may discuss very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter could at times be emotionally charged.

Take Care of Yourself! Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that is available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty, or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website.

If you or someone you know is feeling suicidal, call someone immediately, day or night:
University Counseling Center (UCC): 412-648-7930
University Counseling Center Mental Health Crisis Response: 412-648-7930 x1
Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police: On-campus: Pitt Police: 412-268-2121
Off-campus: 911