

AUBURN UNIVERSITY

Course Syllabus

Course Number:	FOUN 7040/7046 SPRING 2021	Course Title:	Philosophy and Educational Research
Credit Hours:	3 semester hours	Prerequisites:	N/A
Time and Location:	Tuesdays 5-7:50 PM Haley 2435	Office Hours:	By appointment Haley 4002
Instructor:	Dr. Elena Aydarova eza0029@auburn.edu 334-844-7784		

1. **DATE SYLLABUS PREPARED:** January 7, 2021
2. **TEXTS**

Required:

Alex Rosenberg & Lee McIntyre. (2020). *Philosophy of Science: A Contemporary Introduction* (4th Edition). Routledge. <https://www.routledge.com/Philosophy-of-Science-A-Contemporary-Introduction/Rosenberg-McIntyre/p/book/9781138331518>

To access the book, you can use the ebook available through the university library:

<https://ebookcentral-proquest-com.spot.lib.auburn.edu/lib/auburn/detail.action?docID=5975380>

Recommended:

Berger, P., and T. Luckmann. 1996. *The Social Construction of Reality*. Doubleday.

Kuhn, T. 2012. *The Structure of Scientific Revolutions*. University of Chicago Press.

Smeyers, P. & Smith, R. 2014. *Understanding Education and Educational Research*. Cambridge University Press.

3. COURSE DESCRIPTION

We live in challenging political times when not only expert knowledge but the very essence of truth are subject to questioning, criticism, and dismissal. In moments like this, it is particularly important to develop deep understandings of the principles that guide evolution of science and inform research projects. During our time together, we will savor the writings of some of the most influential thinkers of the modern era and take a journey through debates that have shaped our understandings of research, knowledge production, and intellectuals' roles in the society.

The goals of this course are four-fold. First, we will explore different paradigms of research and their ontological, epistemological, and axiological assumptions. We will further examine how various aspects of scientific discovery (e.g. such notions as objectivity, causation, probability, hypothesis-testing, etc.) evolved as paradigms shifted and new approaches emerged. Second, we will consider how a deeper understanding of these constructs can help you become a stronger scholar and a more thoughtful researcher. In that regard, we will discuss how to translate debates about the evolution of science and methodological approaches into developing stronger research proposals and better-informed studies. We will also consider how science has worked not only to serve human progress but also to oppress vulnerable and marginalized social groups. Thus, we will move through various examinations of assumptions about humanity, ethical commitments, and visions of the just society that have informed different paradigms of research. Finally, we will trace the tensions surrounding the notion of truth and consider how debates about the nature of science and scientific discovery paved the way for the post-truth era that we find ourselves in. We will use this exploration to consider our moral and ethical responsibilities as researchers to use our expertise to engage in public debates and policy advocacy.

Throughout this course, we will focus primarily on reading and developing strategies of engaging with complex texts, tracing the evolution of ideas, reconstructing points of contestation and conflict, and synthesizing across different sources. For this reason, if you are at the beginning of your graduate education journey, I invite you to focus on producing writing that helps you make sense of what you are reading: reading reflections, idea responses, and application of concepts. If you are close to the dissertation/proposal stage, I encourage you to be more intentional about how you could apply what you are learning in this course to your own project. Use the readings we are doing to name the paradigm within which you are framing your research, question your assumptions, and engage in reflecting how your choice of methodology affords certain perspectives but potentially forecloses others.

Guiding Questions

Beyond exploring philosophical texts and arguments, the course will address several fundamental and philosophical questions:

- How do we know what we know about the world, human beings, their relationship to each other, and their relationship to the world?
- How have advances in philosophy and science affected how different social groups relate to each other and perceive difference?
- What might be the consequences of these advances for the future of individuals, communities, societies, and states?
- What are different ways of knowing, being, relating, and becoming that are overlooked by traditional science paradigms?

- What are some possible alternatives for how knowledge can be constructed and shared so that equity, justice, and inclusion become possible? What role can scholars, intellectuals, and researchers play in advancing equity, inclusion, and justice?

4. COURSE OBJECTIVES

1. To develop an understanding of differences between various research paradigms and their ontological, epistemological, and axiological assumptions
2. To develop an understanding of how arguments around elements of the research process, such as causality, objectivity, hypothesis-testing, interpretation, positionality, reflexivity, and accountability evolved as research paradigms changed
3. To apply emergent understandings of research paradigms, constructs, and concepts to the evaluation of research studies in the field of education
4. To apply emergent understandings of research paradigms, constructs, and concepts to the development of own research project or emergent research ideas
5. To understand how different relationships between empirical, normative, and other assumptions shape the role of research in advancing justice, equity, and inclusion

5. COURSE CONTENT AND A TENTATIVE READING SCHEDULE

Week 1

January 12

Introductions, Overview of the Course

Required Reading:

Elbow, P. (2008). The Believing Game or Methodological Believing. JAEPL, 14, 1-11

Recommended Reading:

What is Philosophy and How Do We Do it?

https://philosophynow.org/issues/79/What_Is_Philosophy_and_How_Do_We_Do_It

Recommended Podcast:

What is Philosophy? - https://philosophynow.org/podcasts/What_is_Philosophy

Week 2

January 19

Philosophy, Science, and Research

Required Reading:

Rosenberg & McIntyre, chapters 1 - 2

Primary Text:

Hume, On the Idea of Necessary Connexion

Recommended Podcast:

Impressions of David Hume -

https://philosophynow.org/podcasts/Impressions_of_David_Hume

Week 3

January 26

Scientific Explanation

Required Reading:

Rosenberg & McIntyre, chapters 3 - 6

Primary Text:

Hempel, The Logic of Functional Analysis

Artifact:

De Voto, Olson, & Gottlieb. (2020). Examining Diverse Perspectives of edTPA Policy Implementation Across States: The Good, the Bad, and the Ugly. Journal of Teacher Education.

Recommended Podcast:

The Limits of Science - https://philosophynow.org/podcasts/The_Limits_of_Science

Week 4

February 2

Scientific Theories and Models

Required Readings:

Rosenberg & McIntyre, chapters 7-9

Charles W. Mills. (2005). "Ideal Theory" as Ideology. Hypatia, 20(3)

bell hooks. (1991). Theory as Liberatory Practice. Yale Journal of Law and Feminism, 4 (1), 1-12.

Primary Text:

Durkheim, What is a Social Fact?

Week 5

February 9

Scientific Reasoning

Required Reading:

Rosenberg & McIntyre, chapters 10-11

Primary Text:

Popper, On the Sources of Knowledge and of Ignorance

Week 6

February 23

Scientific Revolutions and Paradigm Shifts

Required Readings:

Rosenberg & McIntyre, chapter 12

Lincoln & Guba. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In No. Denzin & Y. Lincoln (Eds.), Handbook of Qualitative Research (2nd ed.), (pp. 163-187). Sage.

Primary Text:

Kuhn, The Structure of Scientific Revolutions, chapters 5, 6, & 7

Artifact:

Gorski, P. (2008) Peddling Poverty for Profit: Elements of Oppression in Ruby Payne's Framework, Equity & Excellence in Education, 41(1): 130-148, DOI: 10.1080/10665680701761854

Week 7

March 2

Social Construction of Reality and Constructivism

Primary Text:

Berger & Luckman, The Social Construction of Reality, Introduction (pp. 1-18), Institutionalization (pp. 47-90), and Internalization of Reality (pp. 129-146)

Artifact:

Gabriel, R. 2020. Converting to privatization: Narrative Analysis of Dyslexia Policy Narratives. American Education Research Journal, 57(1): 305-338

Week 8

March 9

Critical Theory

Primary Texts:

Freire, Pedagogy of the Oppressed, chapters 1, 2, and 3

Borda, O. F. (2005). Participatory (Action) Research in Social Theory: Origins and Challenges. In H. Bradbury & P. Reason (eds.), Handbook of Action Research: Participative Inquiry and Practice, (pp. 27-37). SAGE.

Artifact:

Bybee, E. R. (2020). Too Important to Fail: The Banking Concept of Education and Standardized Testing in an Urban Middle School. Educational Studies, 56 (4), 418-433

Recommended Reading:

Pierce, C. (2015). "Mapping the contours of neoliberal educational restructuring: A review of recent neo-Marxist studies of education and racial capitalist considerations." Educational Theory 65 (3): 283–298. doi:10.1111/edth.12113

Recommended Podcast:

Slavoj Zizek "The Vicious Cycle of Capitalist Reproduction" (available on Canvas)

Week 9

March 16

Science as Language Games and Poststructuralism

Primary Text:

Wittgenstein, Philosophical Investigations (remarks 1 – 340)

Required Reading:

Smeyers, P. & Fendler, L. (2015) Revisiting the Wittgensteinian legacy: perspectives on representational and non-representational language-games for educational history and theory, Paedagogica Historica, 51(6): 674-690, DOI: 10.1080/00309230.2015.1058828

Fendler, L. & Smeyers, P. (2015) Focusing on presentation instead of representation: perspectives on representational and non-representational language-games for educational history and theory, Paedagogica Historica, 51(6): 691-701, DOI: 10.1080/00309230.2015.1058829

Recommended Podcast:

The Linguistic Wizardry of Ludwig Wittgenstein -
https://philosophynow.org/podcasts/The_Linguistic_Wizardry_of_Ludwig_Wittgenstein

Week 10

March 23

Knowledge, Power, and Postmodernism

Primary Texts:

J. F. Lyotard. (1979/1984). The Postmodern Condition: A Report on Knowledge, (pp. 3-41)

M. Foucault. (1980). Truth and Power, chapter 6 in Knowledge/Power.

Required Reading:

Rosenberg & Lee McIntyre, chapter 14 (pp. 240-249)

Artifact:

Paris, D. (2019). Naming beyond the white settler colonial gaze in educational research. International Journal of Qualitative Studies in Education, 32(3): 217-224.

Week 11

March 30

Science, Race, Ethnicity, and Injustice

Required Readings:

Bauman, Z. (2009). Modernity, Racism, Extermination. In Theories of race and racism: A reader, (pp. 277-293).

Dotson, K. (2011). Tracking Epistemic Violence, Tracking Practices of Silencing. Hypatia, 26(2), 236-257.

Recommended Readings:

Croizet, J. (2012). The racism of intelligence: How mental testing practices have constituted an institutionalized form of group domination. In C. Steele, G. Jaynes, H. L. Gates, Jr., L. D. Bobo, L. Darling-Hammond, L. Crooms-Robinson, M. Dawson (Eds.), The Oxford Handbook of African American Citizenship, 1865-Present.

Solórzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. Qualitative Inquiry, 8(1): 23-44. doi: 10.1177/107780040200800103

Watch:

The Immortal Story of Henrietta Lacks (HBO)

Artifact: Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. Educational Researcher, 35(7): 3-12.

Recommended Podcast:

Kristie Dotson: A Sonic Introduction - <https://aaas.msu.edu/?fbclid=IwAR3An0qdR-5Ri2rqcnlwwHtEw3d5RiCVjRi-il9TSTyxxYuuzBl6LJEuYyc>

Week 12

April 6

Decolonizing Research

Primary Texts:

De Sousa Santos, B. (2018). The End of the Cognitive Empire (Introduction and chapter 11). Duke University Press.

Anzaldúa, G. (2015). Flights of the Imagination: Rereading/rewriting realities. Duke University Press.

Recommended Reading:

Edward Said, Orientalism (Introduction and chapter 1). Penguin.

Artifact:

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review* 79(3), 409-428.

Recommended Video:

Methodology as a Lifestyle Choice - https://www.youtube.com/watch?v=Rfy_y1E8EoY&t=2s

Week 13

April 13

Feminist Approaches

Primary Texts:

Haraway, D. (1988). Situated Knowledges: The science question in feminism and the privilege of partial perspective. Feminist Studies, 14(3), 575-599

Harding, Sandra. (1993). Rethinking standpoint epistemology: "What is strong objectivity?" In L. Alcoff & E. Potter (Eds.), Feminist Epistemologies, (pp. 49-82). Routledge.

Lugones, M. (1989). Playfulness, "world"-traveling, and loving perception. In A. Garry & M. Pearsall (Eds.), Women, knowledge and reality: Explorations in feminist philosophy. Routledge.

Required Reading:

Rosenberg & Lee McIntyre, chapter 14 (pp. 249-254)

Artifact:

Sarah Ahmed Citational Practices <https://feministkilljoys.com/2013/09/11/making-feminist-points/>

Recommended Podcast:

Feminist Philosophy - https://philosophynow.org/podcasts/Feminist_Philosophy

Week 14

April 20

Reclaiming Knowledge Production for Justice, Diversity, and Inclusion

Required Readings:

Rosenberg & Lee McIntyre, chapter 15

"The Engaged Scholar" - <https://www.insidehighered.com/news/2021/03/26/author-discusses-his-new-book-engaged-scholar>

Select one from the list:

- *Said, E. (2000). Scholarship and Commitment: Introduction. Profession: 6-11.*
<https://www.jstor.org/stable/25595697>
- *Scarry, E. (2000). Beauty and the Scholar's Duty to Justice. Profession: 21-31.*
<https://www.jstor.org/stable/25595699>
- *Bourdieu (2000) Scholarship with Commitment. Profession: 40-45.*
<https://www.jstor.org/stable/25595701>
- *Chomsky, N. (2000). Paths taken and roads ahead. Profession: 32-39.*
<https://www.jstor.org/stable/25595700>

6. COURSE ASSIGNMENTS

Graduate education is a personal journey. In respect of your professional goals and needs, I provide you with two required parts of the grade and a menu of other options that you can choose from based on your own goals. Everyone will be graded based on participation and the record of silent meetings. The rest of the grade, however, you will develop based on your own professional aspirations. Select the options you are interested in or augment those with an assignment of your own making, enter your selections into the individual learning contract, meet with me to discuss your plans, and submit a copy of your contract by January 28. At the end of the semester, your grade will be calculated based on the contract you submitted at the beginning of the semester or modifications of that contract throughout the semester. Keep in mind that the grading rubric provided below will be applied to all assignments.

Evaluation of Ongoing Learning

Participation **20%**

This is a discussion-based and exploration-driven course, so it is very important that every participant comes prepared to engage in collaborative construction of understandings. Those will emerge from discussions, debates, and efforts to step out of familiar framings. To engage productively in class discussions and class activities, everyone will be asked to complete the readings, develop questions or reflections you want to raise for discussion prior to class time, and participate in small-group activities. As you prepare your contributions or enter class discussions, consider how what you share will advance everyone's learning and serve the good of the group.

Silent Meetings **30%**

Each week you will be asked to submit your comments and questions about the readings assigned for the week. We will all post those comments and questions in this shared google.doc. You can share questions about areas that were not clear to you in the text, thoughts the readings prompted, or connections you are making between different readings. Your original posts are due by **9 am on Monday**. Please, review the comments and questions your peers posed before each class and post your comments, responses, or observations in preparation for our class session before we meet on Tuesday.

<https://docs.google.com/document/d/15B3gBxcOXJi7l5XBRsdMX6RyEQLxH60Q2li6rdtcSz4/e/dit?usp=sharing>

Assignment Options (select 2 options)

Below I present a menu of options available to you in this course. You are welcome to choose assignments that best meet your current needs and align with your professional goals. If none of the options below meet your needs, please, propose an alternative assignment that you are interested in doing.

Reading Reflections**20%**

Choose two times in the semester when you will submit reflections on course readings. Your reflection should provide a brief summary of what the reading discusses, followed by your response to the reading. Your response can be analysis of the argument, application of key ideas to similar issues, extension of the reading's observations, a critique of the argument, or your vision for what the reading opens up in terms of future research. Each reflection should be approximately 3 pages (Times New Roman 12, double-spaced). If your reflection is of exemplary quality, I might ask you to share your work with the class.

Reading Journal**20%**

Reading is central to research, scholarship, and academic work, but it takes more discipline than most people recognize. I invite you to experiment with keeping a reading journal for this course and for reading you do outside of this course. You can use a physical notebook (but you need to be prepared to show it to me twice a semester), a blog, a shared online notebook (like OneNote or a google.doc), an Excel spreadsheet, or a note-taking app. Each week, take notes as you read, summarizing key points, reflecting on big ideas, playing with questions and possibilities based on what you read for this class or outside of this class. This assignment is meant to help you develop skills of disciplined reading vital for success in research endeavors.

Intellectual Autobiography**20%**

Develop an autobiographical narrative of your growth as an intellectual, a scholar, or a researcher. Locate yourself and the work you (want to) do in/between/against research paradigms, intellectual traditions, or social theories. Consider what scholars or works have influenced your thinking; examine aspects of your personal/professional journey that intersect with these intellectual influences. Explore possibilities of how research you want to carry out speaks to your intellectual/political leanings or ethical/moral commitments.

A Map of Ideas**20%**

Create a map of the literature for the topic you are interested in. Imagine what a political map of your project would look like - what would be different countries, capitals, and boundaries

between them? Imagine what a geographical map could look like - what would be the rivers, mountains, ravines, forests, and plains? The point of this exercise is to group different studies on your topic and see them from a new angle - as a political economy or a natural landscape of ideas. Use the concepts you are learning in this course (ontology, epistemology, constructionism, critical theories, etc.) to differentiate between different bodies of knowledge that inform the studies you are looking at. You will have to provide a narrative summary of how you organized these ideas as you created the intellectual map of scholarship on your topic.

Public Intellectual in the Post-truth World

20%

Create a public text (podcast, blogpost, op-ed) on the issue of interest to you that explains to the public the expert knowledge on the topic and/or how it was produced. It can be a critical exposé of false theories in your area of research (e.g. “grit”) or a description of a research program that can help members of the public understand an issue of social concern better (affirmative action, school segregation, etc.).

Facilitating Class Discussion

20%

Alone or with a partner, facilitate a portion of a class session (approximately 30 minutes) and lead a discussion/activity on the readings assigned for that week. You can do a presentation on the focal philosopher of the week (e.g. Hume, Wittgenstein, Durkheim, etc.) or choose a concept from the reading to explore in greater detail. After you facilitate the class, submit a short reflection on how you think the discussion went, what you did as the discussion facilitator, what you think went well, and what you would do differently if you led this discussion/activity again.

Assignment of your Choice

20%

You can design your own assignment that draws on philosophy and helps you achieve your professional or academic goals. Discuss what your plans are with me prior to embarking on this work.

Evaluation of Cumulative Learning (select one option)

Synthesis Paper and Presentation

30%

Identify key strands, themes, or concepts that ran through the course and construct a paper that shows how these ideas have broadened your understandings of the issues in your

professional field or area of expertise (12 -15 pages double-spaced). For this assignment, you have to demonstrate mastery of the readings that were assigned throughout the semester. You are not expected to use external sources.

Final Paper and Presentation

30%

Identify an education issue you would like to explore on your own or with a small group of peers and develop that idea into a final paper and presentation.

Possibilities include:

- 1) A mini research project. You can identify several primary sources or pieces of empirical evidence and locate several secondary sources that can help you with the analysis of the case you have selected. Analyze the data and present the findings with the help of the scholarship in philosophy of education.
- 2) A multiple perspective paper. You can take a corpus of empirical data and present analysis from two or three different paradigms. For example, you can take an interview transcript or a narrative segment and present an analysis using a post-positivist, critical, and feminist perspectives. Trace how the choice of the paradigm shapes your interpretation of what might be happening in the data.
- 3) Thematic analysis. You can choose a theme or a key concept covered in this course/in your field/your area of research interest and explore it deeper through a literature review or interviews with scholars working on this topic. For instance, you can select a concept of interest to you (e.g. “globalization,” “affirmative action,” “racial literacy,” and trace the evolution of this concept from its emergence to current day use.
- 4) Professional inquiry. You can choose a professional problem in your field and undertake information gathering from specialists working in relevant area(s) to identify possible solutions to this problem.
- 5) Literature review. You can conduct a literature review that examines your research area of interest through the lens of philosophy.
- 6) Extended book review. You can select one or two books examining issues you are interested in through philosophical lens and write an extended book review.
- 7) Assignment of your choice. You can design your own assignment but should discuss your plans with your instructor first.

You will develop a plan for how your work will proceed in consultation with me. At the end of the semester you will share your work with the class. This can take many forms, including a presentation, an installation, a performance, an informational video, or a multimedia product. Your final paper should be 12-15 pages not counting references.

7. GRADING SCALE

Course Grade	GPA Scale	General Description of Quality
95-100%	4.0	Outstanding, exemplary work. Uses and integrates readings, classroom discussions, and professional experiences (where appropriate) to inform the writing/activity. Demonstrates conceptual and analytical depth of understanding. Reflects disciplined thinking, carefully constructed argumentation, and thoughtful engagement with evidence. Applies and/or engages with relevant course concepts appropriately. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the argument. No errors in grammar, punctuation, spelling.
90-94%	3.5	High quality work. Uses many readings, classroom discussions, and professional experiences (where appropriate) to inform the writing/activity. Demonstrates conceptual and analytical depth of understanding. Reflects an effort to engage in disciplined thinking, provide carefully constructed argumentation, and engage with evidence. Applies and/or engages with relevant course concepts. Meets all the requirements of the assignment, is thoughtful, and provides some details and examples to support the argument. Very few errors in grammar, punctuation, spelling.
85-89%	3.0	Good quality work, performing at expected level for graduate level course. Uses some readings, classroom discussions, and professional experiences (where appropriate) to inform the writing/activity. Demonstrates some conceptual and analytical depth of understanding. Reflects some effort to engage in disciplined thinking, provide carefully constructed argumentation, and engage with evidence, but it is not consistent. Applies and/or engages with relevant course concepts sufficiently. Meets all the requirements of the assignment, shows attempt to engage with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling.
80-84%	2.5	Work below expected level of quality for a graduate program. Makes vague references or inappropriate references to relevant readings, class discussions, and professional experiences (where appropriate) to inform writing/assignment. Demonstrates limited conceptual and analytical understanding of issues at hand. Limited effort to engage in disciplined thinking, provide carefully constructed argumentation, and engage with evidence. Applies and/or engages with relevant course concepts sufficiently. Applies and/or engages with relevant course concepts but not always accurately or appropriately. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few

		details and examples to support ideas. Many errors in grammar, punctuation, spelling.
75-79%	2.0	Significantly below expected level of quality. Shows little evidence of having read course readings or of having drawn on classroom discussions. Lacks conceptual and analytical understanding of educational issues. The work lacks the effort to engage in disciplined thinking, provide carefully constructed argumentation, or engage with evidence. Applies and/or engages with relevant course concepts inappropriately. Meets few of the requirements of the assignment. Shallow attempt to engage with purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling.

8. COURSE POLICIES

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting the first week of classes, or as soon as possible, if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Technology Use in Class: No technology use is permitted unless it is necessary to complete a class assignment, in which case your instructor will give specific instructions for technology use. Please, silence and put away your cell phones. Turn off electronic devices that can distract you during class activities, unless you have instructor's permission to access those for an activity or discussion. The use of electronic devices during class time will result in reduction of participation grade.

Questions About the Course: If you have general questions about the course, please, post your question on the Q&A board on Canvas. Allow me at least 24 hours to respond. If you have questions that are specific to your situation, email me.

Email Communication. You are expected to be professional in your email communications. Your emails should use professional tone. My usual response time is about 48 hours and I generally respond to emails Monday through Friday. Please, respect that.

Audio or Video Recording of Class. Surreptitious or covert video-taping of class or unauthorized audio recording of class ***is prohibited by university policy***. This class may be videotaped or audio recorded ***only with the written permission of the instructor, who will require you to sign an agreement for recording privileges***. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Course Materials. Because of copyright laws, you are not allowed to distribute any of the course materials provided to you on Canvas.

Course Contingency If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. This policy, prohibiting the recording of class sessions, helps preserve an inclusive, friendly, and safe learning environment.

Syllabus: The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.