

Animals, Society, and Education HNR 299

Fall 2015

Professor Nadine Dolby

Classroom: Recitation 315

Time: T/R, 1:30-2:45

Office: BRNG 4146

Office hours by appointment

Email: ndolby@purdue.edu

NOTE: *Email is the fastest way to contact me, and unless I have an emergency, will be responded to within 12-18 hours. MENTION HNR 299 in the subject line.* Use your Purdue University email address for all correspondence, as I cannot be responsible for emails sent to non-university accounts. Please use appropriate email etiquette when contacting me (for example, please include your name in emails).

Course Description

The purpose of this course is to examine the relationship among animals, society, and education. We will examine how humans are socialized to understand their relationship to different species and types of animals through formal and non-formal education, and the different roles and purposes of animals in society. We will then discuss current scientific advances in the areas of animal sentience, cognition, and emotion, the paradigms of animal welfare and animal rights, and the changing status of animals in society.

Required Books and Readings

Bekoff, M. (2007). *The Emotional Lives of Animals: A Leading Scientist Explores Animal Joy, Sorrow, and Empathy — and Why They Matter*. New World Library

Foer, J.S. (2009). *Eating Animals*. Little, Brown, and Company

Grimm, D. (2014). *Citizen Canine: Our Evolving Relationships with Cats and Dogs*.

Herzog, H. (2010). *Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals*. Harper Collins.

Rudy, K. (2011). *Loving Animals: Towards a New Animal Advocacy*. University of Minnesota Press.

Additional readings and resources, both REQUIRED and supplemental, will be available on the course Blackboard Learn site.

Overall Course Objectives

1. To develop awareness and knowledge of issues and concerns related to animals, society and education.
2. To develop awareness and knowledge of how humans are socialized through schools and other institutions to understand their relationship to animals.
3. To develop knowledge of current scientific advances in the areas of animal sentience, cognition and emotion, and the changing status of animals in society.
4. To develop skills of critical thinking and reflection and to be able to apply them to understanding the relationship among animals, society and education.

Specific Course Objectives

At the conclusion of the course, students will be able to:

1. Understand, describe, and analyze the relationship between animals, society, and education.
2. Understand, describe, and analyze how human perspectives on animals have been shaped, both historically and within a contemporary context.
3. Understand, describe, and analyze new advances in the areas of animal cognition and emotion, and the changing status of animals in society.
4. Understand, describe, and apply the paradigms of animal welfare and animal rights to multiple issues and concerns about animals in society and education.

Course Requirements

1. Students should be prepared to discuss the assigned readings and related topics in class.
2. There will be multiple writing assignments designed to develop students' ability to think reflectively and critically about the relationship among animals, society, and education.
3. There will be three presentations. The presentations are designed to develop students' ability to communicate orally, to appropriately use technology in front of a group, and to strengthen skills of facilitation and critical thinking.

Syllabus

NOTE: Presentations on an Animal Welfare/Rights organization will be scheduled and added to syllabus on September 3.

Introduction

August 25: Introduction and Syllabus

In class: Get to know each other and review the syllabus; emergency preparedness

August 27: Reflecting on Animals in Our Lives

In class: Syllabus review/questions, discuss "What I Have Learned about Animals" essay, and watch/read/discuss pig wrestling video/article. (Bernie Krause TED talk if time).

September 1: What I Learned about Animals

Read: DeWaal, The Whole Animal (PDF on BB Learn site)

Due: Assignment: "What I Have Learned about Animals"

In class: Discuss "What I Have Learned about Animals" and DeWaal

September 3: Animals, Society, and Education: an Overview

Read: Foer (1-41); Herzog (chapter 6)

In class: Discuss readings; watch and discuss Melanie Joy TED talk, Discuss presentation on an organization and sign-up

The Role of Non-human Animals in Society and Education

September 8: Animals as Pets

Read: Herzog (1 and 3)

In class: Discuss readings; Discuss "A Day in the Life of an Animal" project

September 10: Animals as Pets

Read: Grimm (5 and 6); Rudy (pp. 29-45)

In class: Discuss Grimm and Rudy

September 15: Animals as Food

Read: Foer, 45-77; "Cows Move Right Into Our Homes" (PDF on BB Learn site)

In class: Discuss Foer and "Cows"

September 17: Animals as Food

Read: Foer 81-121; Ostrander (PDF on BB Learn site)

In class: Discuss Final Project and Paper; Discuss Foer and Ostrander

September 22: Animals as Pests

Read: Herzog (chapter 2, 37-54 only); Changing Perceptions of Unpopular Animals (PDF on BB Learn site)

In class: Discuss Herzog and "Unpopular Animals"

September 24: Animals as Entertainment

Read: Ringling Brothers Retire Elephants; The Cruellest Show on Earth (weblinks on BB Learn site)

In class: *Blackfish*

September 29: Animals in Schools and Everyday Life

Due September 28 at 7 p.m.: BB post on the Role of Non-human animals in society

In class: Discuss posts, *Blackfish*, all other readings from this section for wrap-up

Cognitive Ethology and the New Animal Science

October 1: What we Know Now: Animal Cognition

Grimm (chapter 4)

In class: excerpts from *How Smart are Animals?* ; discuss Grimm

October 6: What we Know Now: Animal Emotion

Bekoff (chapters 2 and 3)

In class: excerpts from *What Are Animals Thinking?*; discuss Bekoff; review guidelines for research roundtables on October 15 and 20

October 8: What we Know Now: Animal Emotion

Bekoff (chapters 5 and 6)

Due October 7 at 7 PM: BB assignment on Animal Cognition and Emotion (includes Bekoff 2 and 3, NOT 5 and 6, though you are to read 5 and 6 for class on October 8).

October 13: No class, fall break

October 15: Research Roundtable 1

October 20: Research Roundtable 2

Animal Welfare and Animal Rights: Implications of the New Science for Animals in Society and Education

October 22: Animal Welfare: Cat Declawing

Read: "Five Freedoms" and "Animal Welfare" (PDFs on BB Learn site).

In class: *The Paw Project*

October 27: Animal Welfare: Lab Animals and Research 1

Read: Herzog (chapter 8)

Due October 26 at 7 p.m.: BB Post on Animal Welfare (will include Herzog)

In class: discuss posts and Herzog; Research Group Meetings

October 29: Animal Rights: The Evolving Status of Animals

Read: Grimm (chapters 7 and 8), "Animal Rights" (PDF on BB Learn site)

In class: discuss Grimm, Research Group Meetings

November 3: Animal Rights: The Evolving Status of Animals

Read: Grimm (chapters 9 and 10)

In class: watch Stephen Wise TED talk; discuss Grimm and BB posts

Due November 2 at 7 p.m.: BB Post on Animal Rights (includes Grimm chapters 7-10)

November 5: Animal Rights: The Evolving Status of Animals

Read: Grimm (chapters 11 and 12)

In class: discuss Grimm, Research Group Meetings, final questions and scheduling for presentations on November 17 and 19.

November 10: Animal Rights: The Evolving Status of Animals

In class: excerpts from *The Ghosts in Our Machine* and discuss

November 12

NO CLASS: Nadine at American Educational Studies Association Conference

Assignment: work on your "Getting to Know an Animal" assignments and your final paper/presentation

November 17: Presentations: Getting to know an Animal

Due: Getting to Know an Animal

November 19: Presentations: Getting to know an Animal

Due: Getting to Know an Animal

November 24: Welfare and Rights: The Conflict over Turkeys and other Animals Raised for Food

Read: Foer, 203-255, and other required articles posted on BB Learn site (selection from recently published articles about turkey production—will be posted in the fall as they are available)

In class: discuss Foer, articles, Research Group Meetings

November 26: No class, Thanksgiving

December 1: Welfare and Rights: The Conflict in Zoos

Read: Rudy (chapter 4)

In class: discuss Rudy, prep for final presentations

December 3: Welfare and Rights: The Conflict in Lab Animal Research

Read: Rudy (chapter 5)

In class: discuss Rudy, prep for final presentations

December 8: Final presentations

December 10: Final presentations

Assignments

| Assignment | Points (1000 total possible) | Due Date |
|---|---|--|
| Attendance/Participation* | 200 | semester |
| Presentation on an Animal Welfare/Rights/Human-Animal Bond Organization | 50 | semester |
| What I Have Learned about Animals | 100 | September 1 |
| “A Day in the Life” of an Animal | 150 (100 paper, 50 presentation) | November 17 and 19 |
| Final Research Project | 350 (50 proposal, 50 participation/contribution to research group/50 presentation, 200 paper) | October 15 (proposal) December 8 (presentation) December 14 at noon (paper) |
| Blackboard posts, free writes, and quizzes | 150 (4 BB posts, 25 points each), plus 10-15 points for each free write and quiz | BB deadlines (all 7 p.m.): September 28, October 7, October 26, November 2. Free writes and quizzes through semester |

*Participation rubric is on BB Learn site.

If you have concerns about your grade:

- 1) Wait at least 24 hours before doing anything. I am happy to meet with you to discuss your grade AFTER 24 hours have passed, and you have had time to reflect.
- 2) Write a paragraph that outlines I made a mistake in evaluating your work and make a case for why you deserve an increased grade.
- 3) Make an appointment to see me. Come to my office with your written case for a grade increase and the copy of the paper. Not a photocopy, not a printed out new paper, but the original paper.

Your final grade is determined the distribution chart shown below:

| A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| 970-1000 | 940-969 | 900-939 | 870-899 | 840-869 | 800-839 | 770-799 | 740-769 | 700-739 | 670-699 | 640-669 | 600-639 | 0-599 |

What I Have Learned about Animals

Due: September 1

Length: approximately 500 words (between 450 and 550), hard copy in class

Points: 100

In this essay, you should REFLECT on what you learned about non-human animals in your life to this point. A few ways to begin thinking about this very big and complex question:

- Consider different TYPES of animals (companion, farm, “pest” and wild/exotic, for example), and the types and levels of interaction you had with each, if it was positive/negative, and how you feel and think now about these different types.
- Consider WHERE you learned about animals, both directly and indirectly. Different sites of socialization include: families, schools, church/synagogue/mosque/temple or other religious site, communities, media/tv/social networking
- Consider the ACTIVITIES that you participated in through your life that have involved non-human animals, including, for example: having pets, farm animals, eating animals, dissection, class pets at school, 4H, wearing animals, using beauty products/cosmetics/personal care/cleaning products/medicines tested on animals, going to zoos, sanctuaries, marine parks, encountering animals in your everyday life (e.g., the spider or worm on the sidewalk, the deer/possum/raccoon in your yard, etc.)
- Consider the “patterns of thought” and socialization that you have learned (consciously or not) about non-human animals, based on the above. What do you “know” about animals?

This is a very short essay about a very complicated topic. Thus, there cannot be an expectation that you will be able to cover the above in-depth. You should choose the topics and foci that resonate and are important for YOU in your life. Remember that NOT having the experience can be an important part of what you have learned also. For example, most of us eat animals—very few of us (in the 21st century) have actually slaughtered an animal to eat him/her/it. Similarly, almost every person alive has taken a medicine/vaccine, etc. that was tested on an animal—but very few of us have actually seen an animal in a lab. The ABSENCE of an experience may be just as important as having had an experience.

Essays will be shared and discussed in class, so keep your classmates in mind as an audience for this essay. Remember to follow all general guidelines for papers (in this syllabus), to include an introduction and a conclusion, and to organize your essay so that a reader can reasonably follow your reflections.

Blackboard Posts, Free Writes, and Quizzes

Due dates are noted in the syllabus. Specific guidelines will be discussed in class the meeting BEFORE the posting is due, and will also be posted on the BB site for the class. Each BB post will be worth 25 points. Posts submitted after the time the post is due (7 p.m.) will lose points. Free writes and quizzes will be in-class only, and will not be announced. Make-ups for free writes and quizzes will only be considered IF the absence is excused, with documentation of illness, bereavement, or other extenuating circumstances.

Presentation on an Animal Welfare/Animal Rights/Human-Animal Bond Organization

Due: to be scheduled during first half of semester

Points: 50

Length: 15 minutes, including discussion

In this assignment, you will choose an organization that is working in the area of animal welfare and/or animal rights and/or the human-animal bond, and make a short (5-6 minute, max) presentation about the organization to the class. You will then facilitate a short (10 minutes, for **fifteen minutes TOTAL** for your presentation) discussion about your organization, based on 1-2 well-written and thoughtful questions that you will write to focus discussion.

Some guidelines and suggestions:

- Because as a class we only need ONE presentation on each organization, you will be asked to sign-up for a date and an organization to present on in class on Thursday SEPTEMBER 3. Most of the class will work in pairs—scheduling may allow a limited number of individual presentations (e.g., if we have an odd number of students in the class), but most will be collaborative.
- There is an extensive list of links to organizations on the class BB site. However, there is absolutely no way that this list can be comprehensive—you may choose another organization as long as it is NON-PROFIT, and meets the criteria of being concerned with animal welfare, animal rights or the human-animal bond. If you have a question about the appropriateness of an organization, you should discuss it with me well beforehand, to make sure that you get credit for the assignment. Please be aware, for example, that not all animal sanctuaries are legitimately concerned with animal welfare—some are covers for animal hoarding or selling. Talk to Nadine if you are concerned/have questions.
- Powerpoint presentations are not effective, and tend to lead to too much talking, and not enough time for discussion. You should preview the organization's website, FB page, or whatever is the best source (keeping in mind that many smaller organizations rely much more on FB than their website), and select a few key areas (e.g., mission statement, activities, etc.) to show and discuss in class. Be aware that if you choose a well-established, older organization (e.g., the ASPCA)—the websites are huge and extensive. You will need to choose what you want to highlight very carefully. BE PREPARED
- If you show a video from the website—not more than 1-2 minutes of video. Again, choose carefully and be prepared
- After your BRIEF presentation, you need to facilitate a short discussion of your organization in class. Write 1-2 good, in-depth, reflective questions that will help us to engage in a critical conversation about how your organization shapes the relationship between animals, society, and education. It may be helpful to do ONE slide with your question/questions, to facilitate discussion and focus conversation

“A Day in the Life” of an Animal *****

Due: November 17

Length: approximately 500 words (450-550), and a 12-15 minute presentation

Presentations: November 17 and 19

Points: 150 (100 paper, 50 presentation)

For this assignment, you will spend time with and get to one non-human animal, and then 1.) write a short profile of that animal from the ANIMAL’s worldview and 2.) prepare a short presentation (Powerpoint, Prezzi, etc.) about that animal to show to the class.

Guidelines:

- You need to spend 4 hours with the animal in order to get to know him/her. You must KEEP a log documenting the time (date, time, location, what you did), and turn it in with the paper. The time needs to be split into MINIMUM two sessions, preferably 3-4.
- The animal CANNOT be your own pet. You can spend time with the animal of a friend or family member, as long as you do not have much knowledge/experience with the animal. It is fine to use a farm animal, as long as s/he is comfortable enough with humans to spend time with you. Captive or wild animals are not appropriate for this assignment, because while you may be able to observe, you cannot interact with the animal.
- You MUST spend time ALONE with the animal in a concentrated, focused manner. Hanging out at your friends’ house having dinner while their dog or cat is around does NOT count.
- For this assignment, you should choose a domesticated animal that is accustomed to human company (so companion animal or farm animal). For EXCEPTIONS (e.g., a feral cat in a colony) talk to Nadine so that we can be sure you can actually complete the assignment.
- The best location for an animal for this project, if possible, is a shelter or rescue. The websites of local shelters/rescues are on the Blackboard Learn site—you are of course also welcome to do the project at a shelter/rescue in your hometown, if they allow it. Please be aware that some require volunteer training before spending time with animals—and you are responsible for that. Locally the Almost Home Humane Society does require training (and there can be a wait to attend a volunteer training—plan ahead), and Natalie’s Second Chance does not require training. Loving Heart Animal Shelter is opening a local facility/shelter at the end of August. If you do this project at a shelter or rescue—it is recommended that you complete (and document) the 4 hours as quickly as possible (within 1-3 days): animals get adopted, or they get sick and moved to quarantine, or are out of the facility to attend an off-site adoption event—you want to make sure that you can complete the project with ONE animal so you do not need to start over. Most rescues/shelters can point you towards animals that have been there a while, and could use the attention, and are a lower risk for adoption/sickness within a couple of days.
- In your profile, use what you have learned in this class about animal cognition, emotion, and experience to tell us about the animal, from the POINT OF VIEW OF THE animal (so you use “I” in the paper). You may benefit from re-reading the DeWaal chapter (from the BB Learn site). Describe the daily life of the animal: what they do, what they like, dislike, their personality, how “smart” they are and in what ways, what makes him/her a unique individual etc. For your class presentation—you can include photographs of the animal, videos, etc.—be creative and tell us the “day in the life” of your animal.
- We will discuss the presentations in class. You will have approximately 12-15 minutes, which will include your presentation, and some discussion.

****if you have a documented disability and require accommodation for this assignment—please speak with me immediately, so we can discuss an alternate assignment***

Final Research Project

Due: October 15 (proposal)

December 8 (presentation)

December 14 at noon (paper)

Length: 1 page research proposal; 10-12 pages for paper; 10-12 minute presentation in class

Points: 350 (50 proposal, 50 participation/contribution to research group/50 presentation, 200 paper)

In this project you will explore in-depth an issue related to the relationship between animals, society, and education. Education is understood broadly, so it does not just include K-12 schools, but anyplace or anywhere that people of all ages learn. The issue should be related to the human-animal bond, animal welfare, and/or animal rights.

The project will be done in four segments:

- On October 15 and 20, we will do “research roundtables” in class. Each student will have time (exact time to be determined during the semester) to PRESENT their project to the class, and receive feedback. For the roundtable—you need a ONE page (double spaced, approximately 250 words) proposal of what you want to do. BRING enough hard copies of the proposal for EACH class member (including yourself) and the instructor. BRING ONE copy (for the instructor) of 3-5 ACADEMIC references (see definition below) related to your paper. Everyone will read your proposal IN CLASS (so NO MORE THAN ONE PAGE), you will present your idea, and then we will all discuss it and give you feedback, both oral and written
- Based on the themes of your research, the class will be divided into RESEARCH GROUPS that will meet periodically for about 15-20 minutes of selected class sessions for the rest of the semester, to support, help, and guide each other. Part of your grade for this assignment will be based on your participation in this group, based on both the instructor’s evaluation and a NARRATIVE evaluation that each group member will provide confidentially to the instructor.
- The last two class sessions (December 8 and 10) will be devoted to final presentations. We will do this as they do at professional conferences. You will have approximately 10 minutes to present your research on a panel with other students (most likely from your research group). A discussant (faculty or graduate student at Purdue, with some expertise in the area) will provide feedback and suggestions.
- **Your final paper is due hard copy, Monday December 14 at noon.** Procedures regarding feedback on the final paper will be discussed in class. Exceptions to the hard copy rule will be made ONLY if you live outside of Lafayette/West Lafayette, and need to drive in to give me the paper, or there is another extenuating circumstance (e.g, you have a final that morning). You must talk to me in advance in that situation.

Some Guidelines

You have considerable scope to develop a project that is of interest to you, as long as it is appropriate within the larger objectives of the class.

- Projects will generally fall into two categories: 1.) solely library research based; or 2.) library research based AND empirical research.

Many projects could easily be done in either way. For example, let's say you wanted to look at the issue of using animals for dissection in schools. You could do a library research based project looking at and reading the research that others have done on this issue, OR you could do SOME library research, and then do your OWN research project, perhaps interviewing 3-4 science teachers and asking them about their perspectives on this issue, and incorporating YOUR research into the paper. A similar project, for example, could be done if you were interested in human-animal relationships (e.g., interview 3-4 people or do a short survey with 10 people about the role and importance of their companion animal in their life), or the "no kill" movement in animal shelters (interview local shelter employees, rescue volunteers, activists, etc.)—or dozens of other issues. ALL projects MUST include background academic research. The empirical component (your own research) is optional. It is not required, but recommended, if at all possible for your particular project (and in some cases, it will not be appropriate or possible because of your topic, which is the reason it is not required).

What is an academic source?

An academic source is: 1.) an article published in a peer-reviewed journal; 2.) a book published by a person with a PhD or terminal degree, and published with an academic or scholarly press; or 3.) a book chapter in an academic or scholarly press.

What is NOT an academic source? **Everything else**, which includes: websites, newspapers, magazines, newsletters, pamphlets, flyers, general interest books.

Your final paper must include 7-10 ACADEMIC sources. It is fine to include additional non-academic sources, but 7-10 ACADEMIC sources are required. If you are not sure, and need more information, see the handout "What is an academic source?" on the BB Learn site, and/or ask a librarian.

GENERAL COURSE AND UNIVERSITY POLICIES

Attendance

Attendance is a critical part of the class. You cannot participate if you are not here. You are allowed two absences, which are to be used only if absolutely necessary, in case of illness, family emergency, etc. Plan accordingly. You are responsible for all material covered during missed classes, and for any oral announcements made during class. Make-ups for free writes or quizzes given during class will only be considered with documentation of illness, bereavement, or other extenuating circumstance.

All papers and homework assignments are due regardless of whether or not you are in class. The instructor will not accept responsibility for receipt of papers submitted via e-mail.

Students who miss more than two classes will lose fifty points off of their final grade for each absence. Students who miss four or more classes (that is the equivalent of TWO weeks of class) will fail this class. Exceptions to this policy will only be made in the case of a death in your immediate family or a medical situation that requires you to be in the hospital. Extensive documentation will be required.

It is expected that you will be in class on time. Coming late to class is disruptive and distracting. Because of lateness' effect on the class, points will be deducted from your attendance and participation grade when you are late to class (five points for five minutes late, 10 points for ten minutes late, and ½ of an absence for anything more than ten minutes late). "Late" means after class has started, according to the clock on the classroom wall. Class will always last the full seventy-five minutes, and your complete attention and participation is expected until class officially ends. Please do not pack up your things and 'check out' before that time.

Students are free to leave to use the restroom as necessary—it is, however, requested, that you do so with sensitivity to what is happening in the class at that moment. Please wait for a natural break in the class to leave, and please leave and enter the classroom quietly and with as little disruption as possible. You are free to drink water, coffee, etc. during class, as long as it is not disruptive. Please refrain from eating during class.

At the mid-semester, I will provide an estimate (and only an estimate) of your grade for *participation and attendance*. This grade is designed to give you an indication of your performance in this area, and allow you to bring up your grade in the second half of the semester. The grade is informal, and is not a commitment to a particular grade at the end of the semester.

It is your responsibility to monitor your own attendance in this course, and to withdraw before the deadline if you will not be able to pass. If you do not do this on your own, you will fail the course, according to the attendance policy. This is not your instructor's responsibility—it is yours.

Late Submission of Assignments Policy

All assignments must be turned in at the *beginning* of class on the day that they are due. Unless otherwise noted all assignments are to be turned in (hard copy only; no electronic copies will be accepted) on their due date. No make-up assignments will be permitted. Assignments that are turned in late will be given a lower grade than papers turned in on time (and late means after class starts, as defined above). Regardless of how late your paper is, it is ALWAYS better to turn it in. You will receive a "0" for a paper that is not turned in. If the paper is turned in, REGARDLESS OF HOW LATE, I will do my

best to ensure that you receive at least a few points for it. That few points may make a critical difference in your grade.

Academic Dishonesty

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

In the context of this class, academic misconduct also includes misrepresenting the work that you did. Some of the assignments for this class require you to actively observe and analyze. If, for example, you do not actually spend time with an animal for the "Day in the Life" assignment, but invent false observations, that constitutes academic misconduct. **One instance of such behavior will result in immediately failing the class.**

Additional Course Policies

- Cell phones and all other electronic devices must be turned off before entering the class. If you are a parent or have other personal family responsibilities, you may leave the phone on vibrate and take the call in a true emergency, as long as you inform the instructor of this course IN ADVANCE and s/he agrees. Everyone else must switch the phone OFF before entering class. Work responsibilities are not a valid reason for leaving the phone on vibrate. While you are in this class, your first responsibility is here. There will be no tolerance of texting during class, no matter how discrete. This is your only warning. Your participation grade will suffer if you are texting or paying attention to your phone and not class. I may or may not provide a gentle reminder in the future. This is your only warning. If cell phone activity becomes a problem, then you will be asked to leave and lose your participation points for that class.
- You are welcome to bring an iPad, laptop, etc. to class to use for ACADEMIC and class-related work only. IF you are seen using it for other purposes, then the above policy applies, and you will be asked to leave the class.
- Visitors to class are only allowed with the prior approval of the instructor. Visitors must have a legitimate academic reason for coming to class, and may only visit once per semester.
- Side conversations, texting, or other distracting and disrespectful activities will not be tolerated. Students will first be requested to stop these behaviors, and then, if the behavior persists, will be asked to leave and points will be deducted as if the student was late or absent for that class.
- Though every attempt will be made to follow the syllabus, the instructor of this course reserves the right to make changes, additions, and deletions as necessary, and to correct mistakes. As much as possible, this will be done in consultation with members of the class. PLEASE NOTE THAT STUDENTS ARE RESPONSIBLE FOR ALL CHANGES TO THE SYLLABUS, INCLUDING THOSE ANNOUNCED ORALLY IN CLASS.
- Students must keep copies of all papers that are submitted. Papers may be left under the instructors' door, but s/he will not take responsibility for them. You are advised to have the paper delivered to class.

- Students must allow adequate time for the writing and revision of assignments before they are submitted. Ensure that you are backing up your work frequently, and that you keep a copy. Never have a copy in only one place.
- You are responsible for all material covered in any classes that you miss, including any and all changes to assignments and the syllabus.
- Spelling, grammar, organization, and clarity are critical elements of written expression, and will count towards your grade on papers. For assistance with writing and study skills, contact Owl: The On-line Writing Lab, and the Academic Success Center (website, and BRNG third floor).
- The instructor will not write letters of recommendation for students until final grades are submitted.
- It is expected that you will use your Purdue e-mail account for all communication with the instructor. The instructor will only e-mail to this account and expect you to check it regularly. If e-mail to your Purdue e-mail account is forwarded to another e-mail account it is your responsibility to ensure that the forwarding is correctly setup and functioning.

Other Grading Policies

Incompletes will only be considered in extenuating, emergency situations that could not be anticipated. An example would be a car accident requiring your hospitalization during the last week of the semester. Incompletes will never be granted for situations that could be foreseen or that are not true emergencies. In my past eleven years of teaching at Purdue only ONE situation (out of more than 2000 students) was deemed a true emergency and an incomplete was allowed.

Campus Emergency Policy

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances.

Students with Disabilities

Before the provision of classroom accommodations, students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students. Any student that is in need of special accommodations due to a disability should contact the Office of the Dean of Students, Adaptive Programs at (765) 494-1247.

Emergency Notification Procedures

These are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- **Indoor Fire Alarms** mean to stop class or research and immediately evacuate the building.
 - Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.
 - “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency*. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

**In both cases, you should seek additional clarifying information by all means possible...Purdue Home page, email alert, TV, radio, etc...review the Purdue Emergency Warning Notification System multi-communication layers at http://www.purdue.edu/emergency_preparedness/warning_system.htm*

EMERGENCY RESPONSE PROCEDURES:

- Review the **Emergency Procedures Guidelines** https://www.purdue.edu/emergency_preparedness/flipchart/index.html
- Review the **Building Emergency Plan** (available from the building deputy) for:
 - evacuation routes, exit points, and emergency assembly area
 - when and how to evacuate the building.
 - shelter in place procedures and locations
 - additional building specific procedures and requirements.

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

"Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: <http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm> (Link is also located on the EP website)

MORE INFORMATION

- Reference the Emergency Preparedness web site for additional information: http://www.purdue.edu/emergency_preparedness

EXPECTATIONS

I expect that you:

- Will do the readings before class
- Will be prepared psychologically to participate in class—that you will be “present”
- Will treat the instructor and your classmates with respect and courtesy
- Will listen when your classmates are speaking. **Hands should not be raised while someone else is speaking. Listen to your classmates, then respond.**
- Will participate fully in class discussions
- Will pay attention during the screening of videos, class presentations, and instructor lectures
- Will be on-time for class
- Will let me know if you have a tight schedule before this class, and anticipate arriving late more than once during the semester
- Will consult the syllabus regularly
- Will be familiar with this syllabus, and follow the principles, policies, and guidelines discussed here
- Will consult the syllabus before you ask me questions that are answered in the syllabus
- Will make an appointment to see me immediately when you have a question or problem
- Will be courteous and professional in all interactions with myself and your classmates, even when we disagree

You can expect that I:

- Will treat you with courtesy and respect
- Will require that you think, reflect, and analyze during EVERY class
- Will require that you participate in some way during EVERY class
- Will design activities that require active learning in every class
- Will respond as quickly as possible to e-mails
- Will grade and return assignments as quickly as possible
- Will grade fairly
- Will not lecture, except on the rare occasion: the governing metaphor in this class is “student as worker”
- Will expect and enforce high quality standards in your oral and written communication.