

## **POLI:1601: 0EXW: Introduction to Social Media and Politics Summer 2023**

Instructor: Simal Binici

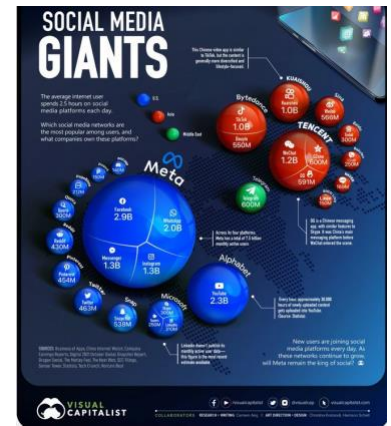
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Office Hours: Virtual Office Hours: Tuesday and Thursdays 11:00 am – 12:30 pm

*Please email me to join my office hours or to schedule a virtual meeting*

Course Supervisor: Caroline Tolbert ([caroline-tolbert@uiowa.edu](mailto:caroline-tolbert@uiowa.edu))

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Welcome to Introduction to Social Media and Politics. This course provides an introduction to the media, politics and digital communications. Online spaces are now the primary way that people all over the globe communicate. The course emphasizes how platforms and social networks shape participation in politics, politics and policy in the US, and globally. It fulfills the diversity requirement in the College of Liberal Arts and Sciences. The course earns 3 credits towards graduation and is open to anyone (UI degree student or non-student). The course is completely online via ICON.

### **Course Objectives:**

By the end of this course, students should (1) have a basic understanding of existing social science theories and debates regarding media and political information and their impact on the relationship between citizens and governments; (2) be able to apply these frameworks to real world events; and (3) have concrete policy recommendations for how to ensure the people have access to reliable and accurate news and political information to make democracy function.

### **Why Social Media and Politics?**

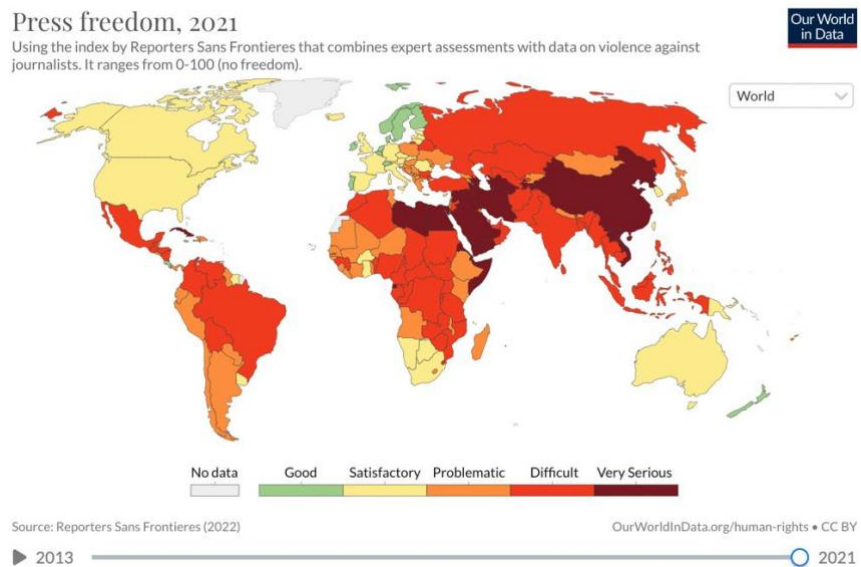
In the U.S., the Constitution's First Amendment guarantees freedom of the press, and most Americans believe that a free press is an essential condition for both liberty (ie freedom) and democratic politics. Today, the media (digital news websites and social platforms) play a central role in politics, not only in setting the agenda of topics that Americans think about and discuss, but also in swaying public opinion on political issues (what is called priming and framing). Political leaders use social networks to communicate with the mass public, and roughly half of Americans read the news via social networking platforms. Traditional media regularly quote elected officials communicating on social platforms, creating feedback loops between digital and non-digital news media.

See animation: web browsers since 1994 (<https://www.visualcapitalist.com/cp/the-rise-and-fall-of-popular-web-browsers-since-1994/>)

Just two decades ago most people got their news from television, radio or reading a print newspaper (which were partially regulated by the government). Today, social networking spaces are transforming politics from electoral campaigns to democratic protests to how governments are organized and how policy is made. Technology companies and platforms are much more difficult to regulate or hold accountable. These platforms are the new window or dinner table (as discussed in *Tweeting to Power*) by which people learn about politics and current events and follow elected officials, and other celebrities for news consumption. What are the consequences of this fundamental change in media for politics and for society? While people are more connected, there has also been a dramatic rise in misinformation online leading to political polarization, divisions and more.

This class also focuses on how people learn, understand, and engage in politics through media. Social networks offer opportunities for information flows that are not structured and limited by television and newspapers (publishers), which were traditionally the primary gatekeeper of news. The result is a tremendous diversity in information and political news (ie citizen journalism, where anyone can become an influencer), but also extensive misinformation online and other problems. By lowering the cost of both supplying the information and obtaining it, social networks have recreated how, when, and where people are informed. How do you get your news and learn about politics?

Globally, Facebook is by far the world's largest social network with over 2.7 billion monthly active users as of 2020 (Meta owns Facebook, Instagram and What's App). After Tik Tok, Instagram, Facebook and What's App are the most downloaded networking apps in the world in 2022. Over 40% of Earth's population uses Facebook/Meta media every month. On the other hand, China, Russia, and other countries formerly belonging to the Soviet Union continue to ban the use of Meta platforms in favor of state-run social media.



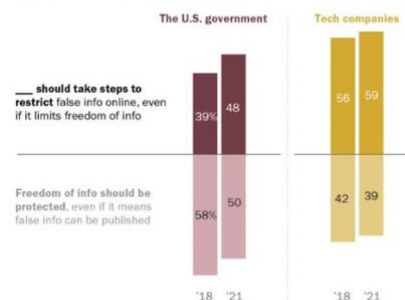


While media convey information, the study of politics is about power. Political actors who use traditional media (TV, radio, print) and online platforms to their advantage gain power, while those less effective at the hybrid media lose out. Former President Trump was the first Twitter president communicating directly to the people rather than using journalists as intermediaries—but today almost all elected officials use Twitter extensively. What are the consequences of this new form of political communication?

Given Facebook's global preponderance, is it even possible to regulate a social network monopoly? Apple's net worth (over 3 trillion) is more than the GDP of many nations in the world (see infographic <https://www.visualcapitalist.com/how-big-tech-makes-their-billions-2022/>). Meta has faced antitrust lawsuits in the U.S. for privacy violations as a platform monopoly. These events raise important questions that we will consider in this class. Are social media platforms a public utility that ought to be regulated by governments, or are they publishers that ought to operate according to the First Amendment of the U.S. Constitution? Elon Musk's leadership as CEO of Twitter in 2022 has raised many of these issues. How did Musk's purchase of Twitter in 2022 change the platform?

**Americans now split over whether government should take steps to restrict false information online; majority continue to say tech companies should do so**

% of U.S. adults who say ...



Note: Respondents who did not give an answer not shown.  
Source: Survey conducted July 26-Aug. 6, 2021.

PEW RESEARCH CENTER

“More than 300 studies have been published on the relationship between digital media and engagement in civic and political life” all around the world (Boulianne 2020, 947). These studies provide evidence digital and social media is related to increased political participation and civic engagement cross-nationally. Without the media, people would be uninformed about policy, politics and the actions of political leaders. View infographic evolution of the media, data driven future <https://www.visualcapitalist.com/evolution-of-media-data-future/>

**The Media Bias Chart ®**

Version 10.0 August 2022 Edition – Combined Web, Podcast, and TV

ad fontes media

Most Extreme Hyper-Partisan Left Skews Left Middle Skews Right Hyper-Partisan Right Most Extreme

Fact Reporting

↑ MORE

Mostly Analysis OR Mix of Fact Reporting and Analysis

Analysis OR High Variation in Reliability

Opinion OR High Variation in Reliability

News Value and Reliability

↓ LESS

Selective, Incomplete, Unfair Persuasion, Propaganda, or Other Issues

Contains Misleading Info

—Licensed for social media sharing only—

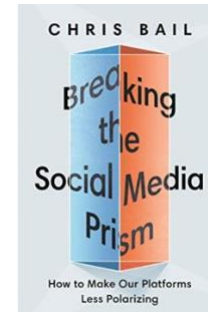
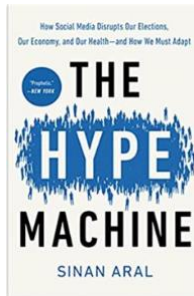
Fully licensed copies and interactive chart at:

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officials; inequality in access to the internet (the "digital divide"); microtargeting and political propaganda; media and electoral campaigns, media monopolies (platforms), internet censorship, security and privacy, and more.

Required Texts:



**The Hype Machine:** How Social Media Disrupts Our Elections, Our Economy, and Our Health--and How We Must Adapt by Sinan Aral (2021). New York, NY: Currency. ISBN: 9780525574514

**Media Politics: A Citizen's Guide by Shanto Iyengar.5th Edition** (2022) WW Norton. ISBN: 978-0393887778 Please make sure to purchase the 5th edition, not 4th. You can buy the ebook online at <https://wnorton.com/books/9780393887778>

Digital landing page: <https://digital.wwnorton.com/mediapolitics5>

**Tweeting to Power:** The Social Media Revolution in American Politics by Jason Gainous and Kevin M. Wagner. (2013) Oxford University. ISBN: 9780199965076

**Breaking the Social Media Prism:** How to Make Our Platforms Less Polarizing by Chris Bail (2021). Princeton University Press. ISBN: 9780691203423

### **Grading:**

Quizzes (7)	40% of final grade 5.7% each
Discussion Board Participation (12)	30% 2.5% each
Short paper 1	5%
Paper 2	15%
Short Answer Questions	10%
(SuperConnected) will be graded upon completion! Easy points 😊	

This is a fifteen-week regular semester class condensed into six weeks, which requires the workload to be moderately heavy. We will be moving quickly, so please keep up with the due dates and assignments. *You will have assignments due Tuesday, Thursday, and Sunday by midnight. These dates are highlighted in yellow in the below schedule.*

There will be 7 quizzes over the course of the semester. All quizzes will be available on ICON. Each quiz is worth 5.7% of your grade. They are timed, and you will only have one attempt. Quiz attempts submitted after the assignment window is closed will not be graded and will receive a score of 0.

There will *multiple weekly* discussion posts in which you will be asked to post a response to the prompt on ICON and three thoughtful responses to classmates' posts. These posts will be largely graded on completion and effort, not whether you were correct or not. *In ICON, click on the Discussions tab to see the assignments.* Late discussion posts will not be graded and will receive a score of 0. Discussion posts are graded out of 10 points, of which 3 points are awarded for making meaningful posts to other students' comments and 7 points for the quality of your original post.

There will be a short paper focuses on your personal experiences; two-page double-spaced (5%).

Finally, there will be a final paper of about 4 double-spaced pages, which will count toward 15% of your course grade. For this assignment, the first half of the paper should review the book titled *Social Media Prism*, and the remainder should develop your argument related to the book's content. This could be an extension, criticism, etc. Please use 1-inch margins and 12-point font. Further instructions will be provided as the semester progress. Submit papers online on ICON. **Late papers will not be accepted.**

If you cannot meet the deadline of any group discussion, quiz, or paper, please inform the instructor in advance whenever possible to request an extension. Note that NOT all excuses for the late post/submission will be considered. All excused late posts/assignments will follow UI policy.

The final grade for the course will be determined based on your point totals for all assignments over the course of the semester. Grade distributions are as follows:

93% -100 % =A	73%-76%=C
90% - 92% = A-	70% - 72% = C-
87% - 89% = B+	67% - 69% = D+
83% - 86% = B	63% - 66% = D
80% – 82% = B-	60% - 62% = D-
77% – 79% = C+	59% = F

Please do not hesitate to email the instructor at any time during the semester if you have questions about your grade or progress in the class.

### **How this Class Works and How to Succeed:**

This course will take place through ICON (<https://icon.uiowa.edu>). Use your Hawk ID and password to access the course page. Please click on Modules to read the course syllabus and review what is due each week. If you don't have access, but you are registered, please contact IT Support.

Weekly assignments, quizzes and any additional readings for the week will appear in the Modules section. Each week will have multiple modules.

Any announcements will appear in the announcements section. Please check announcements regularly to stay up to date on the course assignments.

You can expect a response from your instructor via email within 24 hours during the week and 48 hours if sent on a weekend or holiday. Please also email to schedule a Zoom meeting if you have any questions or concerns that you would rather discuss in person.

Debates and arguments are encouraged, but civility is required to make our course a success. Please avoid overly partisan/racist/sexist language or personal attacks in your comments to other students as we want to foster an inclusive and welcoming class discussion. If you have problems with an assignment, concerns or experience frustration, please email me, and I will address your concerns as soon as possible.

Deadlines for the course follow Central Standard Time (CST).

### **Media/System Requirements:**

- Technical requirements for completing The University of Iowa Distance and Online Education classes include
- Student-provided personal computer with reliable Internet access. Wireless and cellphone data connections may experience connection problems. Android and iOS operating systems are not fully supported at this time. See specific requirements on the [Distance and Online Education](#) webpage in the tab *Technical Requirements/Download page*.
- Please ensure you have a Windows or Mac based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course. Students who need assistive technologies will have different computer and technology requirements. Please check with your [Student Disability Services](#) to determine the requirements for the specific technologies needed to support your online classes. Need help with ICON or your HawkID? Please contact the [ITS Helpdesk](#) (+1 319 384-HELP).

**Note: All deadlines in this course are at 11:59pm the day the assignment is due.**

Course Schedule:

Week 1: May 15 – May 21 – Week 1 has 3 modules. Please, make sure to complete all 3.

### **Module 1**

**Read:** Aral's the Hype Machine (2021) Chapters 1-2

<https://www.pewresearch.org/fact-tank/2021/05/17/more-americans-now-see-the-medias-influence-growing-compared-with-a-year-ago/>

**Review:**

Sinan Aral Book Interview (1 hour) for a good overview of the whole book:

<https://www.youtube.com/watch?v=5bSqjYGFX4c>

Media Bias Chart: <https://adfontesmedia.com/>

View infographic: <https://www.visualcapitalist.com/evolution-of-media-data-future/>

View Pew report on social media users--

<https://www.pewresearch.org/internet/2021/04/07/social-media-use-in-2021/>

Assignments:

**Ice-breaker online discussion** due Tuesday, May 16<sup>th</sup> by 11:59 pm

## Module 2

**Read:**

Read Aral's the Hype Machine (2021) Chapters 3-7

**Review:** Clay Shirky TED talks:

\*\*\*Transform government: <https://www.youtube.com/watch?v=CEN4XNth61o>

Here Comes Everybody: [https://www.youtube.com/watch?v=A\\_0FgRKsqqU](https://www.youtube.com/watch?v=A_0FgRKsqqU)

Cellphones and social media: [https://www.youtube.com/watch?v=c\\_iN\\_QubRs0](https://www.youtube.com/watch?v=c_iN_QubRs0)

Institutions and collaboration: <https://www.youtube.com/watch?v=sPQViNNOAkw>

Make history: <https://www.youtube.com/watch?v=ASZJE15E0SY>

Privacy and security: <https://www.youtube.com/watch?v=9h2dF-IsH0I>

Cognitive surplus/we all get smarter: <https://www.youtube.com/watch?v=qu7ZpWecIS8>

**Assignments:**

**Discussion Activity 1** due Thursday, May 18 by 11:59 pm

Three responses to classmates' posts due Sunday, May 21 by 11:59 pm

Complete Superconnected Assignments 1 and 9 due Friday, May 19 at 11:59 pm

## Module 3

**Read:** Read Aral's the Hype Machine (2021) Chapters 8-12

**Review:**

<https://www.nytimes.com/2021/05/23/world/europe/ryanair-belarus.html>



"Hundreds Arrested in Belarus 'Freedom Day' Protest." March 25, 2021. Associated Press. <https://apnews.com/article/europe-alexander-lukashenko-belarus-media-arrests-aef0d0923fed81bd63014f7d258760eb>

"No Modest Voices: Social Media and the Protests in Belarus." <https://fsi.stanford.edu/news/no-modest-voices-social-media-and-protests-belarus>

### **Assignments:**

Discussion Activity 2 due Thursday, May 18<sup>th</sup> by 11:59 pm  
Three responses to classmates' posts due Sunday, May 21<sup>st</sup> by 11:59 pm  
Quiz 1 due Sunday, May 21 by 11:59 pm  
Complete Superconnected Assignment 4 Sunday, May 21 by 11:59 pm

Week 2: May 22 -May 28 – Week 2 has 2 modules. Please, make sure to complete all 2.

## **Module 4**

**Read:** Iyengar (2022) Chapters 1-2

### **Review:**

Journalists Sense Turmoil in Their Industry  
<https://www.pewresearch.org/journalism/2022/06/14/journalists-sense-turmoil-in-their-industry-amid-continued-passion-for-their-work/>

More Americans now say government should take steps to restrict false information online <https://www.pewresearch.org/fact-tank/2021/08/18/more-americans-now-say-government-should-take-steps-to-restrict-false-information-online-than-in-2018/>

[writer-i-think-donald-trump-is-in-the-white-house-because-of-me/](https://www.pewresearch.org/fact-tank/2021/08/18/more-americans-now-say-government-should-take-steps-to-restrict-false-information-online-than-in-2018/)  
<https://www.visualcapitalist.com/how-to-spot-fake-news/>

How America Changed During Donald Trump's Presidency  
<https://www.pewresearch.org/2021/01/29/how-america-changed-during-donald-trumps-presidency/>

### **Assignments:**

Discussion Activity 3 due Tuesday, May 23 by 11:59 pm  
Three responses to classmates' posts due Sunday, May 28 by 11:59 pm  
Quiz 2 due Sunday, May 28 by 11:59 pm  
Complete Superconnected Assignment 5 Sunday, May 28 by 11:59 pm

## **Module 5:**

**Read: Iyengar (2022) Chapters 3-4**

### **Review:**

<https://www.pewresearch.org/journalism/2020/03/04/about-one-fifth-of-democrats-and-republicans-get-political-news-in-a-kind-of-media-bubble/>  
<https://www.pewresearch.org/internet/fact-sheet/social-media/>  
<https://www.visualcapitalist.com/visualizing-social-media-use-by-generation/>  
<https://freedomhouse.org/report/freedom-net> <https://freedomhouse.org/issues/media-freedom> <https://www.accessnow.org/who-is-shutting-down-the-internet-in-2021/>

### **Assignments:**

Discussion Activity 4 due Thursday, May 25 by 11:59 pm.  
Three responses to classmates' posts Sunday, May 28 by 11:59 pm  
Quiz 3 due Sunday, May 28 by 11:59 pm  
Paper 1 Personal Media Use due Sunday, May 28 by 11:59 pm

**Week 3: May 29 – June 4 -** Week 3 has 3 modules. Please, make sure to complete all 3.

## **Module 6:**

### **Read:**

Iyengar (2019) Chapters 5-6 (Social Media/Digital Media/Campaigns and Elections)

### **Review:**

<https://www.pewresearch.org/fact-tank/2020/09/24/54-of-americans-say-social-media-companies-shouldnt-allow-any-political-ads/>  
54% of Americans say social media companies shouldn't allow any political ads  
<https://www.pewresearch.org/fact-tank/2020/09/24/54-of-americans-say-social-media-companies-shouldnt-allow-any-political-ads/>

### **Assignments:**

Discussion activity 5 initial post due Tuesday, May 30 by 11:59pm  
Discussion activity 5 three responses to classmates' posts due Thursday, June 1 by 11:59pm  
Quiz 4 due Tuesday, May 30 by 11:59pm

## **Module 7:**

**Read:**

Iyengar (2019) Chapters 7-8 (Campaigns Cont./News and Public Opinion)

**Review:**

<https://www.pewresearch.org/politics/2020/08/13/views-of-the-2020-campaign-and-voting-in-november/>

<https://www.theatlantic.com/politics/archive/2017/09/campaigns-direct-mail-zero-effect/541485/>

<https://www.pewresearch.org/fact-tank/2019/10/22/apsa-2019-roundup/>

<https://www.annualreviews.org/doi/10.1146/annurev-polisci-072012-113556>

**Assignments:**

Quiz 5 due Thursday, June 1 by 11:59 pm

**Module 8:****Read:**

Iyengar (2019) Chapters 9-10

**Review:**

Media Bias Chart <https://adfontesmedia.com/>

All Sides Media Bias Chart <https://www.allsides.com/media-bias/media-bias-chart>

About one-fifth of Democrats and Republicans get political news in a kind of media bubble <https://www.pewresearch.org/journalism/2020/03/04/about-one-fifth-of-democrats-and-republicans-get-political-news-in-a-kind-of-media-bubble/>

Infographic: social media use by generation

<https://www.visualcapitalist.com/visualizing-social-media-use-by-generation/>

View Pew report on social media users--

<https://www.pewresearch.org/internet/2021/04/07/social-media-use-in-2021/>

**Assignments:**

Discussion activity 6 post due Thursday, June 1 by 11:59 pm

Discussion activity 6 three responses to classmates' posts due Sunday, June 4 by 11:59 pm  
Quiz 6 due Sunday, June 4 by 11:59 pm

**Week 4: June 5 – June 11** - Week 4 has 3 modules. Please, make sure to complete all 2.

**Module 9:**

**Read:**

Gainous and Wagner (2013) Chapters 1-5  
(Social Media, Evolution or Revolution, Public Opinion 2.0 Read My Tweet, Congress 2.0 Internet Style Politics)

**Assignments:**

Discussion activity 7 post due Tuesday, June 6 by 11:59 pm  
Discussion activity 7 three responses to classmates' posts due Thursday, June 8 by 11:59 pm

**Module 10:**

**Read:**

Gainous and Wagner (2013) Chapters 6-8  
(Public Opinion 2.0 The new Social Capital, Congress 2.0 Controlling the Flow of information, Public Opinion 2.0 The Direct Conduit)

**Assignments:**

Discussion activity 8 post due Thursday, due Thursday, June 8 by 11:59 pm  
Discussion activity 8 three responses to classmates' posts due Sunday, June 11 by 11:59 pm

**Module 11:**

**Read:**

Gainous and Wagner (2013) Chapters 9-10 (Congress 2.0 Tweeting for Support, Social Media Tomorrow)

**Assignments:**

Discussion activity 9 post due Tuesday, June 6 by 11:59 pm  
Discussion activity 9 three responses to classmates' posts due Thursday, June 8 by 11:59 pm

Quiz 7 due Thursday, due Thursday, June 8 by 11:59 pm

**Week 5: June 12 – June 18 - Week 5 has 3 modules. Please, make sure to complete all 3).**

**Module 12:**

**Read:** Breaking the Social Media Prism (2021) Chapters 1-3

**Assignments:**

Discussion activity 10 post due Thursday, June 15 by 11:59 pm

Discussion activity 10 three responses to classmates' posts due Sunday, June 18 by 11:59 pm

**Module 13:**

**Read:**

Breaking the Social Media Prism (2021) Chapters 4-5

Discussion activity 11 post due Thursday, June 15 by 11:59 pm

Discussion activity 11 three responses to classmates' posts due Sunday, June 18 by 11:59 pm

**Module 14:**

**Read:** Breaking the Social Media Prism (2021) Chapters 6

Discussion activity 12 post due Thursday, June 15 by 11:59 pm

Discussion activity 12 three responses to classmates' posts due Sunday, June 18 by 11:59 pm

**Week 6: June 19 – June 25 – Week 6 has 1 module. Please, make sure to complete all.**

**Module 14:**

**Read:**

Breaking the Social Media Prism (2021) Chapters 6-9

**Assignments:**



Discussion activity 13 post due **Tuesday**, June 20 by 11:59 pm

Discussion activity 13 three responses to classmates' posts due Thursday, June 22<sup>nd</sup> by 11: 59pm

Final paper due Thursday, June 22<sup>nd</sup> by 11: 59pm

**COLLEGE OF LIBERAL ARTS AND SCIENCES**  
**Information for CLAS Undergraduates**  
**Summer 2023**

**ATTENDANCE AND CLASSROOM EXPECTATIONS**

Students are responsible for attending class and for knowing an instructor's attendance policies, which vary by course and content area. All students are expected to attend class and to contribute to its learning environment in part by complying with University policies and directives regarding appropriate classroom behavior or other matters.

**ABSENCES**

Students are responsible for communicating with instructors as soon they know that an absence might occur or as soon as possible in the case of an illness or an unavoidable circumstance. Students can use the CLAS absence form to help communicate with instructors who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under "Student Tools." Delays by students in communication with an instructor could result in a forfeit of what otherwise might be an excused absence (<https://clas.uiowa.edu/students/handbook/attendance-absences>).

**ABSENCES: ILLNESS, UNAVOIDABLE CIRCUMSTANCES, AND UNIVERSITY SPONSORED ACTIVITIES**

Students who are ill, in an unavoidable circumstance affecting academic work, or who miss class because of a University sponsored activity are allowed by UI policy to make up a missed exam. Documentation is required by the instructor except in the case of a brief illness. Students are responsible for communicating with instructors as soon as the absence is known (<https://opsmanual.uiowa.edu/students/absences-class#8.1>).

**ABSENCES: HOLY DAYS**

The University is prepared to make reasonable accommodations for students whose religious holy days coincide with their classroom assignments, test schedules, and classroom attendance expectations. Students must notify their instructors in writing of any such Religious Holy Day conflicts or absences within the first few days of the semester or session, and no later than the third week of the semester. If the conflict or absence will occur within the first three weeks of the semester, the student should notify the instructor as soon as possible. See [Operations Manual 8.2 Absences for Religious Holy Days](#) for additional information.

**ABSENCES: MILITARY SERVICE OBLIGATIONS**

Students absent from class due to U.S. veteran or U.S. military service obligations (including military service-related medical appointments, military orders, and National Guard Service obligations) must be excused without penalty. Instructors must make reasonable accommodations to allow students to make-up exams or other work. Students must communicate with their instructors about the expected possibility of missing class as soon as possible. (For more information, see <https://opsmanual.uiowa.edu/iv-8-absences-class%C2%A0-0>).

**ACADEMIC MISCONDUCT**

All undergraduates enrolled in courses offered by CLAS have in essence agreed to the College's Code of Academic Honesty. Academic misconduct affects a student's grade and is reported to the College which applies an additional sanction, such as suspension. Outcomes about misconduct are communicated through UI email (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

**ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The University is committed to providing an educational experience that is accessible to all students. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services](#) (SDS). SDS is responsible for making Letters of Accommodation (LOA) available to the student. The student must provide a LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Note that accommodations are not granted retroactively but from the time of the student's request to the instructor onward. Additional information can be found on the [SDS website](#).

**CLASS RECORDINGS: PRIVACY AND SHARING**

Course lectures and discussions are sometimes recorded or live-streamed. These are only available to students registered for the course and are the intellectual property of the faculty member. These materials may not be shared or reproduced without the explicit written consent of the instructors. Students may not share these recordings with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a

breach of the Code of Student Conduct and could be a violation of the Federal Education Rights and Privacy Act (FERPA); also see <https://dos.uiowa.edu/policies/code-of-student-life/>.

#### **COMMUNICATION: UI EMAIL**

Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community ([Operations Manual, III.15.2](#)). Emails should be respectful and brief, with complex matters addressed during the instructor's drop-in hours, for example. Faculty are not expected to answer email after business hours or during the weekends.

#### **COMPLAINTS ABOUT ACADEMIC MATTERS**

Students with a complaint about a grade or a related academic issue should first visit with the instructor and then with the course supervisor (if one is assigned), and next with the Chair of the department or program offering the course. If not resolved, students may bring their concerns to the College of Liberal Arts and Sciences:

<https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

#### **FINAL EXAMINATION POLICIES**

The final exam schedule is published during the fifth week of the fall and spring semesters or on the first day of summer classes; *students are responsible for knowing the date, time, and place of their final exams*. Students should not make travel plans until knowing this information. A student with exams scheduled on the same day and time or who have more than two final exams on the same day should visit this page for how to resolve these problems by the given deadline: <https://registrar.uiowa.edu/makeup-final-examination-policies>. No exams may be scheduled the week before finals; some exception, however, have been made for labs, language courses, and off-cycle courses (<https://registrar.uiowa.edu/final-examination-scheduling-policies>).

#### **FREE SPEECH AND EXPRESSION**

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit Free Speech at Iowa for more information on the University's policies on free speech and academic freedom (<https://freespeech.uiowa.edu/>).

**HOME OF THE COURSE** The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the course's add and drop deadlines, the "second-grade only" option (SG0), and other undergraduate policies and procedures. Different UI colleges may have other policies or deadlines. See <https://clas.uiowa.edu/students/handbook>. Questions? Contact CLAS at [clasps@uiowa.edu](mailto:clasps@uiowa.edu) or 319-335-2633.

#### **MENTAL HEALTH**

Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with specific class-related concerns. For additional support and counseling, students are encouraged to contact University Counseling Service (UCS). Information about UCS, including resources and how to schedule an appointment, can be found at [counseling.uiowa.edu](https://counseling.uiowa.edu). Find out more about UI mental health services at: [mentalhealth.uiowa.edu](https://mentalhealth.uiowa.edu). Student Health can also address related concerns (<https://studenthealth.uiowa.edu/>). These visits are free to students. After hours, students are encouraged to call the Johnson County Community Crisis Line at (319) 351-0140 or dial 911 in an emergency.

#### **NON-DISCRIMINATION STATEMENT**

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Director, [Office of Institutional Equity](#), the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, [oie-ui@uiowa.edu](mailto:oie-ui@uiowa.edu). Students may share their pronouns and chosen/preferred names in [MyUI](#), which is accessible to instructors and advisors.

#### **SEXUAL HARASSMENT**

The University of Iowa prohibits all forms of sexual harassment, sexual misconduct, and related retaliation. The [Policy on Sexual Harassment and Sexual Misconduct](#) governs actions by students, faculty, staff and visitors. Incidents of sexual

harassment or sexual misconduct can be reported to the [Title IX and Gender Equity Office](#) or to the [Department of Public Safety](#). Students impacted by sexual harassment or sexual misconduct may be eligible for academic supportive measures and can learn more by [contacting the Title IX and Gender Equity Office](#). Information about confidential resources can be found [here](#). Watch the [video](#) for an explanation of these resources.