Course Syllabus

ICELAND: Landscapes, Natural Resources & Environmental Management

Number of credits: 3 Credits

Day, time, and place of class meetings: Daily, 26 May through 15 June (return to MN afternoon of 16 June. Daily meetings in mornings, afternoons and evenings Monday-Fridays, at various places as shown on schedule of activities. Group activities some Saturdays and one Sunday.

Instructor's name: Leonard C. Ferrington Jr.

Office location: 306 Hodson Hall
Office hours: Not relevant
Telephone: (612) 624-3265, cell phone 651-226-8519
E-mail: ferri016@umn.edu
Preferred method of communication with Instructor: In person, during class times.

Brief description of the course: This course will focus on the interactions between landscapes, natural resources availability and environmental management in Iceland. We will learn about landscapes and natural resources of Iceland, but will focus on several natural resources that are managed in a manner that differs from how we manage similar resources in the United States. The course will be taught in Iceland, is intended for undergraduates with interests in Environmental Sciences, Policy & Management (ESPM), ecology, limnology, natural resources management or conservation, and others by permission of Instructor.

Landscapes and natural resources strongly shape the ways in which countries view their relationships to the natural world and how they choose to manage their environmental resources. In this course we will study the landscapes and several natural resources of Iceland. Thingvellir (= Þingvellir), the historical and traditional seat of Icelandic Parliament (or Alþingi) for almost 900 years, is located on the Mid-Atlantic Ridge which forms the rift zone where the American and Eurasian continental plates drift apart and produce a landscape that is rich in natural resources and esthetic beauty. The area around Thingvellir was proclaimed a national park and national shrine in 1928, and more recently has been the focus of a comprehensive study of the local geology, meteorology and natural history of both fauna and flora. We will focus a substantial percent of our emphasis on how this area and other conservation areas are sustainably managed, and their significance as both an environmental and cultural shrines. We will read a series of original research papers, study maps and google earth images, maintain an active course moodle site, and periodically interact with Icelandic students, scientists and environmental managers. Participants will independently develop questions and, independently or in small groups, explore concepts that are introduced in class. Participants will have an opportunity to develop their own social networks with Icelanders to better understand how landscapes and natural resources influence opinions about managing environmental resources.
Schedule of Activities and Topics to be covered:

**Iceland: Landscapes, Natural Resources, and Environmental Management**
*May 26–June 16, 2014*

1st day, Monday, May 26- Depart MSP in PM and fly overnight to Iceland, arriving early AM at Keflavik Airport.

2nd day, Tuesday, May 27 – Activities for the Reykjavik area (Arrive, check-in, orientation, meet our colleagues):
Arrival early AM at Keflavik.
Meet driver for In-Country Provider at airport and travel from airport to University of Iceland.
Check in, unpack.
Sleep from 9:00 AM until 12:00 Noon
Meet Lisa Hannisdottir for orientation to campus at 1:15 PM.
Lunch
Afternoon: Visit grocery store to shop for snacks.
Learn about bus transportation routes, schedules, bus stops and costs, where to buy tickets.
Dinner at cafeteria or kiosk
Evening: Preparation for tomorrow's activities, stay awake until at least 10:00 PM.

3rd day, Wednesday, May 28
Morning: Visit to Parliament House at Kirkjustræti on Austurvöllur square
Meet driver for In-Country Provider for transport from University of Iceland to Parliament House 8:30 AM.
Lunch (on our own someplace near Parliament House, cost not included in meal package)
Afternoon: Walk to the Culture House
The Culture House is a splendid, listed building in the heart of Reykjavik. It houses exhibitions and special events, reflecting Iceland’s cultural heritage. Permanent exhibitions are: Medieval Manuscripts: The famous Eddas and Sagas and other important manuscripts are displayed and their history and role through the ages traced.
Millennium – Phase One: Icelandic art through the ages. Phase one comprises works from the 19th century to the present.
Address: Hverfisgata 15, 101
Primary Phone: 530-2210
Secondary Phone:
Email: thjodmenning@thjodmenning.is
Website: [http://www.thjodmenning.is](http://www.thjodmenning.is)
Meet driver for In-Country Provider for transport back to University of Iceland. 4:30 PM.
Evening: Debrief of activities for the day, discuss what we learned, work on journals

4th day, Thursday, May 29, 2014
Morning: Planning and prep time (reading and formulate questions) for module on Sheep Farming/Wool Industry
NO TRANSPORTATION NEEDED (We will walk)
Lunch (on our own at campus Kiosk)
Afternoon: meet with merchant group
Afternoon/Evening: Walking tour with trip to shops on Hafnarstraeti (focus on wool products)
Evening: Debrief of activities for the day, discuss what we learned, work on journals

5th day, Friday, May 30
Migratory Waterfowl Nesting Module. Travel to Floi Nature Reserve and then to Hafnarbeg in Þorlákshöfn.
Transportation from University to nesting area of Migratory Waterfowl/Guillemot. In the AM we will travel to the a reserve in the South of Iceland called Floi Nature Reserve and here is a text from the internet about the area: „Waterfowl and other bird species characteristic for the reserve and the surrounding areas, especially during the breeding season (May and June) are: Whooper swans, greylag geese, mallards, wigeons (Eurasian w.), teals, scapuas, tufted ducks and red breastd mergansers. Eider ducks nest on the estuary islands and red-throated divers (loons) are spotted near the lakes and ponds. Among other common species are dunlins, whimbrels, black tailed godwits, snipes, red-throated phalaropes and meadow pipits“. http://www.nat.is/travelguideeng/plofin_floi_nature_reserve.htm In the afternoon we will travel to a second viewing spot on the Reykjanes Peninsula, to a place called Hafnarberg cliff. It’s a low, sheer cliff popular among bird watchers, teeming with such bird species as the guillemots, kittiwakes, fulmars, razorbills etc. Guillemot nest in cliffs by the sea level and therefor it might be difficult to see them from a top off a cliff but we will try our best.
Evening: Urban Bird watching walk in city park and along lake near campus.

6th day, Saturday, May 31
NO TRANSPORTATION NEEDED ON THIS DAY
Morning: Follow up meetings, Discussion, review photos, journal reviewings, debrief about how we are progressing
Afternoon: Reading/Prep/Grocery shopping, washing clothes, free time
Evening: Free

7th day, Sunday, June 1
Morning: Read about, discuss and formulate questions related to Sustainable Development and National Park Management
Meet driver for In-Country Provider for transport from University of Iceland to north edge of Thingvellir National Park 9:45 AM.
Depart for Thingvellir 10:00 AM, Return to University of Iceland by 5:00 PM
Students to pack their lunches to take along with us to Thingvellir National Park
Afternoon: Thingvellir National Park
Afternoon/Evening: Visit Tourist Center of National Park and hike to observe bird life, vegetation, lava fields, stream flows, rifts and other general landscapes around the lake

8th day, Monday, June 2
Module on Sustainable Sheep Farming
NO TRANSPORTATION NEEDED ON THIS DAY
We will discuss local animal husbandry, or other issues in Icelandic agriculture with Iceland’s foremost specialist on natural resource development and sustainable issues, Dr. Olafur R.
Dyrmundsson. We will walk to their office at Hotel Saga - across the street from the University of Iceland, and start our meeting with Sigurdur Eythorsson Manager of Iceland Lamb.

9th day, Tuesday, June 3
All day: Revisit south edges of Thingvellir at outlet, learn about construction and functioning of the dam, then tour cultural settings around historic meeting area.
Meet driver for In-Country Provider for transport from University of Iceland to Thingvellir National Park 9:45 AM.
Depart for Thingvellir 10:00 AM, Return to University of Iceland by 5:00 PM
Evening: Debrief of activities for the day, discuss what we learned, work on journals

10th day, Wednesday, June 4
Morning: Thermal Regimes in Streams (Lecture by Gisli Mar Gislason)
Lunch: Students to pack their lunches to take along with us to stream research site
Followed by tours of stream research sites (conducted by Lisa & Jon)
Meet driver for In-Country Provider for transport from University of Iceland to Stream Research Facility. 9:45 AM. (=Hellisheiðavirkjun)
Depart for Stream Research Facility 10:00 AM, Return to University of Iceland by 5:00 PM
Evening: Debrief of activities for the day, discuss what we learned, work on journals

11th day, Thursday, June 5
Module on current research at Thingvellir
We walk to the Natural History Museum and do a group tour of research activities. We will receive a guided tour at the museum (~30 min.) and a short overview (~30 min. talk) on the main research with emphasis on the museum’s part in a monitoring programme at lake Thingvallavatn. Approximately 1.5–2 hours in total.
The tour will be conducted by Dr. Thora Hrafnsdottir
Natural History Museum of Kopavogur
Hamraborg 6a
IS-200 Kopavogur
Iceland
phone: +354 5700 434
http://www.natkop.is/

12th day, Friday, June 6
Morning: Prepare for module on Whaling Industry, History & Facility
Meet driver for In-Country Provider for transport from University of Iceland to Dock Area. 9:45 AM, Return to University of Iceland by 5:00 PM.
Depart for dock area 10:00 AM, Return to University of Iceland by 5:00 PM
Students to pack their lunches to take along, or be prepared to purchase lunch near boat where small markets and restaurant has shark meat for sale. (Site where Jon & Lisa took me)
Afternoon: Whale-Watching Cruise in Bay
**Evening:** Debrief of activities for the day, discuss what we learned, work on journals

13th day, Saturday, June 7
**Morning:** Meetings/Reading/Discussion
**Afternoon:** Module on Pet Industry in Iceland. Visit Dýraríkið Holtagörðum (Visit to be conducted by Viktor Burkni Pálsson)
Meet driver for In-Country Provider for transport from University of Iceland to Dýraríkið Holtagörðum. Noon, Return to University of Iceland by 3:30 PM.
After visiting the Pet Management Facility, we will close to Laugardalslaug – the biggest geothermally heated swimming pool in Reykjavík. It makes sense to go to it afterwards. This is an optional activity, and we will have to walk back to our lodging if we visit the pool. Be sure to take bathing suites along if you plan to participate.
**Evening:** Free

14th day, Sunday, June 8
**NO TRANSPORTATION NEEDED ON THIS DAY**
**Morning:** Debrief, groceries, and prepare for departure for Glacial Center
**Afternoon:** Free time (possible activities that you can arrange on your own could include riding bicycles, Puffin watching (Akurey or Lundey islands) or trek on Icelandic Ponies
**Evening:** Debrief of activities for the day, discuss what we learned, work on journals

15th day Monday June 9
**Module on Glacial Dynamics**
**All Day trip to Glacier:**
Duration: 9 - 10 hours total, 3 - 3:30 on the ice
Pick up at our lodging in Reykjavík at 8:00 AM. Note the pickup is operated by Reykjavík Excursions
Minimum Age: 10 years
**Company will provide:** Transport, guiding, services, glacier gear and safety equipment
**We need to bring:** Warm clothing, rain gear, hiking boots and lunch
**Note:** Boots can be rented and company lends rain coats to those in need
**DETAILS:** A glacier walk is a great way to experience Icelandic nature, and a tour to Sólheimajökull glacier tongue is an ideal way to spend the day. On the two-hour drive from Reykjavík, we will pass right under the famous Eyjafjallajökull volcano that caused so much trouble in the spring of 2010. Just east of the volcano lies Sólheimajökull, an outlet glacier from Mýrdalsjökull, Iceland’s fourth-largest glacier. There, we will go on a safe and easy glacier walk on crampons up onto the ice field. As we explore the wonderland of ice sculptures, ridges, and deep crevasses, you will learn more and more about these disappearing giants. Our experienced mountain guides will teach you how to use basic glacier equipment necessary for this tour. On the way back we will stop at the picturesque waterfalls, Skógafoss and Seljalandsfoss.
**Evening:** Free
16th day Tuesday June 10
MODULE ON Ecotourism:
NO TRANSPORTATION NEEDED ON THIS DAY
Morning: Preparation, reading and formulating questions
Afternoon: Meet with Chamber of Commerce and Tourism Representatives (Reykjavik)
Evening: Debrief of activities for Monday & Tuesday, discuss what we learned, work on journals

17th day, Wednesday June 11
Module on Interactions of Volcanos, landscape dynamics and water quality
Volcanoes, Lava Caves & Hot Springs
Duration: 5 1/2 - 6 hours - 4 hours hiking
Pick up: At our lodging at 11:00
Minimum Age: 8 years
Company provides: Transport, guiding services, snow shoes (winter), helmets, and headlights
We bring: Warm clothing, rain gear, good shoes, bathing suit and towel. Lunch can be bought on the tour (or pack and take our own)
We will travel to Hengill Volcano Area and into the Icelandic Underground Exploring Lava Cave. On this tour we will explore the famous Hengill Volcano and into the Icelandic underground! The journey begins by exploring one of the many lava caves in the Bláfjöll mountain range, just east of Reykjavik. We will find out how lava caves are formed and discover the beauty of stalagmites and stalactites. Having enjoyed the hidden beauties of the underground, we head out to the Hengill geothermal area where an easy hike in magnificently ethereal surroundings, dotted with hot springs and bubbling mud pools, awaits you. The hike continues down through Reykjadalur, the Smokey Valley, where it is possible to enjoy a natural bath in a warm stream.
Evening: Debrief of activities for the day, discuss what we learned, work on journals

18th day, Thursday June 12
Module on Sustainable Sportfishing
Morning: Preparation, reading and formulating questions
Meet driver for In-Country Provider for transport from University of Iceland Noon, Return to University of Iceland by 3:30 PM.
Afternoon: Meet with representatives from local sportfishing clubs. Learn about rules, licenses, management of sport fishing, enforcement, creel limits, cleaning, preparation of catch. Learn about Citizen-Based Volunteer Monitoring.
Evening: Debrief of activities for the day, discuss what we learned, work on journals

19th day Friday, June 13
Module on Sustainable Geothermal Development
Guided discussion/informal presentation about geothermal development
Meet driver for In-Country Provider for transport from University of Iceland to Blue Lagoon, 10:45 AM
Depart for Blue Lagoon 11:00 AM, Return to University of Iceland by 4:30 PM (trip is to Blue Lagoon in Grindavik)
Evening: Debrief of activities for the day, discuss what we learned, work on journals
20th day Saturday, June 14
Meet driver for In-Country Provider for transport from University of Iceland to Art Museum 10:00 AM. Return to University of Iceland by 3:30 PM.
Morning: Reykjavik Art Museum – Kjarvalsstaðir
Named after one of Iceland’s most be loved artists Jóhannes S. Kjarval (1885 -1972), Kjarvalsstaðir always has works from its namesake’s collection on display. An imposing building set in beautiful grounds not far from the city centre, Kjarvalsstaðir also has regular exhibitions of Icelandic and international art, architecture and design with a special emphasis on 20thcentury art. The café boasts Icelandicdesigned furniture and floor to ceiling glass walls for a peaceful coffee stop. The recently renovated museum shop offers a wide range of Icelandic cutting edge design.
Contact information for Museum
Address: Flókagata 24, 105
Primary Phone: 590-1200
Secondary Phone:
Email: listasafn@listasafn.is
Website: http://www.artmuseum.is

Afternoon: Visit the National Museum of Iceland (Þjóðminjasafn Íslands)
In the National Museum of Iceland the present meets the past. The Museum houses exhibitions featuring the nation’s cultural treasures. Its role is to increase and communicate knowledge of Iceland's heritage, from the time of earliest settlement to the modern age.

The National Museum’s permanent exhibition Making of a Nation – Heritage and History in Iceland, is intended to provide the insight into the history of the Icelandic nation from the Settlement to the present day. The aim is to throw light on the Icelanders’ past by placing the cultural heritage preserved by the National Museum in a historical context. The exhibition includes about 2.000 objects, from the Settlement Age to the present, plus about 1.000 photographs from the 20th century. Special theme exhibitions with selections from the Museum’s collections and archives are presented regularly. They focus on particular subjects of cultural history in detail, often examining contemporary cultural issues in the context of the nation’s past. The National Museums Historic Buildings Collection comprises over forty different edifices, which vary greatly in scale and are located all over the country. They include all of Iceland's principal turf houses and all the turf churches preserved in their original form, buildings constructed of stone and timber, and wooden churches of several different types.
Contact for the Museum
Address: Suðurgata 41, 107
Primary Phone: 530-2200
Secondary Phone:
Email: nationalmuseum@nationalmuseum.is
Website: http://www.nationalmuseum.is

Evening: Debrief of activities for the day, discuss what we learned, work on journals. Alternative activity for evening: Geology/Volcanology Workshops and Panoramic view of Reykjavik

21st day Sunday June 15
Meet driver for In-Country Provider for transport from University of Iceland to Vikin Maritime Museum 10:30 AM. Return to University of Iceland by 3:30 PM.

Early afternoon: Vikin – Reykjavik Maritime Museum
Iceland’s past, present and future are closely tied up with fishing and seafaring; dominating the atmosphere of seaside villages all around the island and closely intertwined with the character of the nation. Therefore it is impossible to truly get to know Iceland without getting to know its fishing history.

The Maritime Museum’s exhibitions reveal the Icelandic maritime history throughout the ages. The museum’s main exhibitions illustrate the development from rowing boats to modern trawlers and the other main exhibition tells on trading vessels and routes and the construction of Reykjavík Harbour. Beside these main exhibitions guests can browse through various visiting exhibits.

Docked to a special pier is the Coast Guard cruiser Ódinn. Ódinn participated in all the three Cod Wars against Britain in the latter part of the 20th century. Ódinn was also used effectively as a rescue vessel, towing nearly 200 vessels to safety and saving the crews of grounded or sinking ships.

At the Museum’s Café, which offers traditional Icelandic delicacies, guests can sit outdoor and sip their drinks while they gaze at the old harbour. The museum is a short 10 minute walk from the city center.

Contact for the Museum
Address: Grandagarður 8, 101
Primary Phone: 517-9400
Secondary Phone: 
Email: sjominjasafn@sjominjasafn.is
Website: http://www.maritimemuseum.is

LATE Afternoon: General “on your own” time for shopping/tourism
Evening: Eat traditional meal of whale meat.
Evening: Swim in heated swimming pools at Laugardalslaug pool facility or finish packing to go home.

22nd day Monday, June 16
Say goodbye to Lisa.
Meet driver for In-Country Provider for transport from University of Iceland to Keflavik Airport in early AM.
Depart for Minnesota

(END OF SECTION)
The course will meet in the morning, afternoon and evening five days per week (Monday-Friday) and some mornings or afternoons on Saturdays and one Sunday. No exams will be given.

There is no required text.

Links to original papers will be placed on course Moodle web site. You will have to search for, evaluate and synthesize addition on-line information for each module.

Course goals, objectives, and expectations: The goal of the course is to provide the student with essential technical skills to research, critically evaluate and make records of field and laboratory studies of natural resources management. Course activities have been structured to be consistent with University of Minnesota guidelines for Student Learning Outcomes (SLO). There will be four SLO for this study abroad and include:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understand diverse philosophies and cultures within and across societies

Assignments: We will use an Experiential Learning approach in this course. You will be expected to participate in all activities, to stay up to date, to be prompt for all meetings, to plan and dress to accommodate varying weather conditions, to be flexible if unanticipated circumstances are encountered, and to maintain a positive attitude. You will also be required to participate in 10 hours of pre-trip orientation, goal-setting (=preflection) and instruction. Upon return you will have a 4 hour reflection meeting, and will participate in one service activity (more details provided during pre-trip orientation).

In this study abroad I have selected topics relating to ESPM where there is at least some, to a very large, difference in how the resource is managed in Iceland relative to what we do in the United States. For instance, in the United States we do not encourage killing of puffins, and we generally do not sell puffin meat in grocery stores or consume it in restaurants. There are several other poignant examples resource management differences, and we will work to identify them and seek to understand how and why Icelanders manage the resources differently.

We will use an 8-step process for completing each module or resource topic we cover.

The first step (Step 1) will be to introduce the resource topic with a short overview of what we want to accomplish and have a short, interactive discussion.

For Step (2) each student will prepare a short reflective text summarizing “What I know about the topic”

This will be followed by Step (3) a reading assignment that will provide an Icelandic context for the topic.

Each student will then (Step 4) add to their reflective text one or more paragraphs designed to summarize what they learned from the reading.

For Step 5, we will next meet as a group to discuss what we knew (step 2), what we learned (step 4), and we will identify what additional information we feel we need to know in order to more comprehensively
understand the Icelandic approach to managing the resource and students will search on-line to locate relevant information.

Each student will then develop three questions to ask when we do our field module on the topic and receive an overview by a person involved in the managing the resource (= step 6).

Step (7) will consist of asking our questions and adding our observations/notes to our reflections. After the field activity, we will once again meet as a group to debrief and discuss our final observations/notes, which will be added to our reflections (= step 8).

ASSESSMENT & GRADING Students will be expected to complete each step for each module or resource topic. I will meet with students individually or in small groups to provide feedback orally for steps 4, 5 and 8, and students will receive collective feedback from me and each other for steps 5, 6, 7 and 8. For each step I will assign an initial score (0 = did not participate, 1 = marginal effort/performance, 2 = acceptable performance, 3 = above average performance) for each of the 8 steps. Students will then have two days after receiving their scores to be more reflective for steps 2, 4 and 8 in order to improve their reflections and increase their scores.

Course prerequisites: None, but will require willingness to study abroad, experience another culture, deal with jet lag, unpredictable weather and shop/prepare some meals for ourselves.

Criteria for grading and grading standards: Grades will be based on the cumulative total scores for all eight steps for each of the modules and resource topics.

The Uniform Grading Policy is as follows:

A -- achievement that is outstanding relative to the level necessary to meet course requirements.

B -- achievement that is significantly above the level necessary to meet course requirements.

C -- achievement that meets the course requirements in every respect.

D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.

S -- achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).

F (or N) -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (=Incomplete)

Policy on Incomplete Coursework: Incomplete coursework is a major inconvenience for both students and instructors. I expect you to do everything in your power to avoid this situation. If legitimate circumstances arise you should contact me immediately to discuss possible strategies for completing coursework that is behind schedule. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with me.
Make-up policy: No exams will be given during this course. However, I firmly adhere to the policy of the University of Minnesota on Makeup Examinations for Legitimate Absences. A copy of this policy is provided below:

**UNIVERSITY OF MINNESOTA POLICY ON MAKEUP EXAMINATIONS FOR LEGITIMATE ABSENCES:**
Students should not be penalized for absence due to unavoidable or legitimate circumstances. Such circumstances include, but are not necessarily limited to, verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible. It is the responsibility of faculty members to provide make-ups for major examinations, ordinarily including midterm and final examinations. Arrangements should be approved by the department chair. Except for major examinations, for which arrangements must be made by the instructor, special arrangements for absences are at the instructor’s discretion in the course concerned.

Procedure for disputing a grade: If you wish to dispute the grade assigned to a step for a module or resource management topic, you must do so IN WRITING within 24 hours after your score has been assigned. You must include a specific rationale for why your score is incorrect, or why your reflection deserves a higher score. The statement "I think I deserve a better grade" does not constitute a valid rationale.

Exam re-testing policy: No Exams will be administered during this course.

Senate student academic workload policy: For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.

Statement on accommodations for students with disabilities: I welcome requests from, and am willing to work with, students who may need some academic accommodations due to a disability. I firmly adhere to the University Office of Disabilities Services Policies. The Office of Disabilities Services policy states:

*Publications, such as course syllabi, college bulletins, program brochures, class schedules, newsletters, and instructional publications must be provided in alternative formats (braille, large print, tape, electronic) upon request; document conversion is provided through Disability Services, (612) 624-4037. This publication/material will be made available in alternative formats upon request.*

*It is also University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the instructor at the earliest opportunity to discuss their individual needs for accommodations.*

Statement on classroom conduct: Open discussion and consideration of alternative view points are encouraged during recitation/discussion sessions. Questions about material and requests for clarification are encouraged, however a balance must be maintained during the course sessions between the needs of individual students and the overall progress of the class. Consequently, extensive questions or comments by any one individual may have to be moderated to allow others time...
for participation. It is also expected that discussions and presentations of alternative view points will be constructive and result in mutual benefit for the class.

Statement on academic misconduct: Academic dishonesty in any portion of the academic work for this course shall be grounds for awarding a grade of F or N for the entire course.

Statement regarding sexual harassment: Sexual harassment, as defined by the University of Minnesota Policy on Sexual Harassment, will not be tolerated. I firmly adhere to this policy and expect that participants in class will conduct themselves in accordance with the policy. The policy is available for review on the web at:

http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf

Statement on penalties for late work: All reflections must be submitted to me by the end of the date the reflection is due. Late work will be penalized 5% for each day it is late. The weekend counts as one day. Repeated late completion of reflections should be avoided, and a meeting should be scheduled to discuss mechanisms to bring completion of assignments back on schedule.

(END OF SYLLABUS)