

## ***Ethics, Culture & Public Policy***

PPPE 6329-001 (88987)

Fall 2021

Tuesdays, 4-6:45PM

Dr. Jessi DeFusco

Assistant Professor- Global Health Policy

LinkedIn: <https://www.linkedin.com/in/jessierinhanson/>

### *Contact Information:*

Email: [jessi.hanson-defusco@utdallas.edu](mailto:jessi.hanson-defusco@utdallas.edu)

Phone: 412-709-9397 (text anytime, call 9-5PM)

*Office Location* Green Hall Dean's Suite 3.526

*Office Hours* Mondays & Thursdays 11-4pm in person or Zoom meeting by appointment; if office door is open, you are welcome to pop anytime for a chat/ cup of joe; please wearing a mask whether or not vaccinated (everyone should feel safe and comfortable); full disclosure- my HH is vax-ed & we have a toddler in daycare

*Class Modality* This class is located in CB 1.202 (following CDC guidelines). As much of this class includes student discussions, this course is best for your learning if in person but virtual accommodations are available. As your professor, I would rather find a way to have you participate even remotely rather than lose the chance to have you in our *course family*. Each of you is a valued and welcomed member of this 'learning family,' and we are here to support each other during these unique times. Students are highly encouraged to attend in person, as this is a very small course, and we will be able to carefully and successfully social distance. Some days we may even take the discuss outside if everyone agrees. Masks for vaccinated and non-vaccinated students are highly-highly appreciated. If you cannot wear a mask, then kindly consider a face shield, or sitting further away from other students (9 feet).

Each week, the professor will contact students individually to discuss your attendance needs, so please feel free to share openly what works best for you. Exceptions for virtual attendance include: being abroad or out of state due to travel restrictions, illness or family quarantine, childcare needs, etc. If you have any symptoms (coughing, fever, loss of smell/taste, etc.) please avoid coming to campus. We will figure out a solution for you to attend virtually if you need.

Two passes- You can miss 2 courses as passes, so if you or a household member get sick or are in quarantine, you can use a 'free pass' and can get class notes from peers or have a one-on-one with the professor to catch up on material. PowerPoint slides will be shared only, but there will be no recording of course sessions.

In cases related to COVID-19, students should focus on their physical and mental well-being, keeping stress down and getting better, not worrying about their grade in class- you will get a pass and support from the Prof. If at any time the university/CDC mandates change, we as a class will determine together how to proceed for the safety and comfort of all. The professor may make the decision to hold one course or more virtually for everyone if 60% of students that week cannot meet in person or will be

absent. We will go fully virtually if and when required by the university for the safety of the students, staff, and families.

### **Course Description/Student Learning Objectives and Outcomes**

This course explores and debates the theoretical and practical meanings of our morals, ethics, culture, and values, and how these words help inform the cycle of making public policies and law. Taking primarily a comparative, international lens, we explore together the definitions of morality, ethics, policy, justice, as well as distribution/redistribution of freedom, wealth, wellbeing, and power related to societal, national, or international concepts of what is 'right' and what is 'good.' Being in any advanced schooling or graduate program immediately places a professional in a place of higher privilege and/or power, whether it be used in the name of good or harm. Professionals hired into various policy-related industries and academic settings may be in roles where they can either help promote positive change and social justice; maintain the status-quo; or, further inequality/oppression, or the gap between the haves and the have nots. As this class tries to emphasize, holding a degree may provide you with critical knowledge but it does not necessarily make one an expert in the lives and histories of those who their work tries to impact. Often lost is the lesson to listen to many, to consider multiple perspectives, to think critically through a variety of lenses, and to question one's own knowledge and worldview. Academics, policy analysts, decision-makers, and practitioners can hold a unique position to use their platform to advance certain values that, as Harold Lasswell (1971) asserts, inform policy decision-making, to achieve power, wealth, enlightenment/knowledge, respect, or wellbeing (or as we may define commonly today as human rights, equity, and human development).

Our main text will be Stone's Policy Paradox, in which she posits that policy-making is often driven by at least one of the following: Equity, Efficiency, Welfare, Liberty, Security. Yet these policy goals of what 'ought to be done or happen' are enacted through means that are either tolerant, paternalistic, coercive, or violent (Beerbohm, 2017). Furthermore, philosophical schools of thought and epistemology may influence both the goals and outcomes of the policy cycle, thus potentially saturating each phase of the cycle. Each week we will explore Stone's policy motivators, and then transition into better understanding how these goals are accomplished through specific actions all in the name of ethics. Additionally, we will also read Dising (1991/2) to further explore the various schools of thought from logical positivism, falsification, pragmatism, to hermeneutics, all linked to the historical progression of social science theory and practice. In the second half of the semester, we will then critique the means by which policy is advanced- through violence, paternalism, or tolerance- by those in power, the ethical issues that may come into play, the different lenses that a policy problem is viewed, and whose voice(s) are left out/should hold less clout.

This semester, we as a cohort will question how different peoples from diverse socio-economic, political, and cultural backgrounds, societies, and nations view pressing policy issues that affect people, especially those who face marginalization, injustice, or inequality on a daily basis. Through *abductive thinking*, we will examine our individual values/morals compared to others, and learn how morals interact with ethics that define behavior and processes by which people live, and question how ethical some policies are around the world and throughout history.

This is an advanced course for PhDs and graduate students (and undergraduate students will permission) that employs a Socratic seminar method. Each student is required to come to class *fully* prepared, including skimming all texts, and ready to offer and contribute to open-ended questions. Each person is asked to listen, respectfully consider the perspectives of peers, think critically about the questions, and thoughtfully and professionally share thoughts and responses to the comments of others. If you have not

fully prepared ahead of session, please do not attend. Each student is allowed *two passes*, or two sessions that they can choose not to attend if they have prior permission, which will not affect your overall grade. Academic rigor and professionalism will account into your overall grade, given by the professor and peers at the end of the term.

As the professor's specialization is in international development policy, much of the course material will focus on international development cases. However, there will be space in the assignments and 'selection readings' for you to focus on topics relevant to your topics of interest, specialized degree, and career goals. It is my teaching philosophy that a professor is at the service of their student as a mentor. As the semester moves along, I may at times change up the syllabus in line with needs and hopes of you, the class. This course heavily balances between theory and practice. How does the school of thought we belong to influence how we view positive change and evidence of change? What are the major theoretical considerations that inform ethics and policy-making? Can ethics that inform policy be affected by context, culture, religion, demographics, globalization, power & politics? Who determines what is 'best' and what is 'good'- the most educated, the most active, the most powerful, the richest, the person in need, the social majority, or a single voice? How do decisionmakers and policy implementors implement policies?

Throughout the semester, we will examine case studies of how ethics played into policies and laws that were passed to promote what is 'right' and 'good'. We will consider how our own families, communities, schools of thought, and nation view the policy problem. You will submit a qualitative analysis summarizing how this policy issue is defined, and how it has been 'solved' or is thought to be 'solved'. Then, using recorded video presentations uploaded onto YouTube or Facebook, we will then share how the policy problem is 'defined' by our *Westernized/global North world view* with students living in Latin America and Africa. We will present 1-2 national or state-level policies that were adopted to solve the problem, and explain how successful and sustainable that they were in the end. The international students will in turn share how their people/society define the same problem, as well as policy solutions that were offered, based on their *world view in the global South*. How do our policy definitions compare and contrast? Do we share or differ in our world views? What do we learn about our world view in framing our ethical constructs, and what do we learn about theirs? Is there space to learn from each other, work together, to find more universal or transnational solutions based on the principles of listening to better understand, respect, open-mindedness, inclusion, and collaboration? These exercises may prove challenging at times, and they will cover some sensitive and even taboo topics. But it is important to be willing to explore 'wicked' and difficult social problems as it is everyday public policy problems, if we are ever to make even a small difference in the world. Quality case studies will be invited to be included in a publication in the future.

Additionally, each student will have the entire semester to develop and write a research or theoretical paper on a topic of their choice for their final project. We will work together to develop this piece each month, exploring means of doing a high-quality literature review, exploring the IRB process, and assessing qualitative and quantitative data to create a product that can be submitted to a peer-review journal and/or presented at a professional conference (not required by highly encouraged).

#### *Learning Objectives:*

1. Explore the various perspectives/schools of thought and epistemology in social sciences that influence policy practitioners and academics
2. Examine various definitions of ethics, morality, justice, culture, and values in relation to public policy cycle
3. Understand more deeply the motives behind policies and laws- the values promoting definitions of 'what is good', 'what is right,' and 'what ought to be'

4. Explore the ‘who’ behind the power of policymaking and how their worldviews define policy problems, policy solutions, and the measurement of policy success
5. Consider the various perspectives of different stakeholders in formulating and solving policy problems, in relation to positions of powers, have, and have nots
6. Examine means by which policy and law is executed either through tolerance, paternalism, or violence/coercion
7. Uncover ethical issues in modern-day policymaking related to your own subject of interest and in global health

*Pre-requisites:*

You may want to speak with your academic advisor to make sure you have taken coursework helpful for this session. It would be more beneficial if students have taken at least two of the following: introduction to public policy, philosophy, international development, nonprofit management, statistics, and/or economics.

Students are responsible for completing most readings and assignments before class. We have active debates for which each person should be ready to contribute their perspectives based on the assigned readings. Students are encouraged to ‘skim’ the readings, pulling out the main points to formulate a summary of the document, form 1-2 discussion questions, and 1-2 key takeaway points that you learnt or found the most important in the text. Assigned readings will be announced at the start of each month, to set the pace of the course and its discussions to follow the ‘ebb and tide’ of our Socratic debates and learning needs.

### **Required Texts**

Students may bring digital or hard-copy versions to class, but you should avoid ‘surfing’ the internet during class if bringing laptop. At times the Prof will make digital scans of materials, but students are also encouraged to scan individual sections/chapters as well and share them with class. If you have a computer, please only use for class notes, to view PowerPoint, or refer to text.

- Dunn, W. N. (2015/17). *Public policy analysis*. Routledge. There are several editions- use 2015 (has lightbulb picture for the cover), although [2017](#) is preferred (steps going up on cover).
- Stone, D. (2013). *Policy paradox* (Vol. 3). New York: Norton. ([Link for Free PDF](#))
- Diesing, P. (1992). *How does social science work?: reflections on practice*. University of Pittsburgh Press. ([Purchase links](#)) ([Link to digital version](#))
- Farmer, P., Kim, J. Y., Kleinman, A., & Basilio, M. (2013). *Reimagining global health: an introduction* (Vol. 26). Univ of California Press. ([Link](#))

For research projects, it is recommended to use *Google Scholar* as your main search engine for this course, but are welcome to use other search engines. We will rely heavily on Google Scholar as for most papers, you are required to have a *minimum* of 20 credible sources.

If you opt to purchase your textbook online, make sure to order and to get materials prior to the class starting. Bring texts and notes to class each session. It is important that you have your text and in hand to be prepared for the second day of class. Students may scan chapters of the book and share them with classmates prior to session. Some readings, I will also make available, but it is the responsibility of the student to find these resources if not previously offered.

### **Grading**

All students can anticipate doing well in the course if they complete most of the readings, turn in quality work on-time, and frequently and actively participate in course discussions and exercises.

- A 93.5% above
- A- 89.5- 93.4%
- B+ 87.5-89.4%
- B 81.5-87.4%

### Assignments

1) Shared Learning Research (20% of total grade): Select 1 topic of the possible policy problems-

- Voting requiring valid identification (September)
- Government-mandated shutdowns or vaccinations for pandemic outbreaks like Ebola and Covid-19 (October)
- Female genital cutting/mutilation (FGC/M) (September)
- LGBTQI+ rights (October)

Conduct a literature review (no less than 20 sources) and qualitative interviews with at least 2 key stakeholders who share your social ecology, worldview, or culture to define what the policy problem 'is', which stakeholders are involved and what their usual roles are to play, how culture influences the problem definition, and 1-2 policy recommendations that are commonly sought to solve this problem definition. You will develop a summary of your findings. You may partner with 1 other class peer on your 'Shared Learning' submission. At the end of your topic's month, you will please submit:

- Literature Review excel spreadsheet of all sources (*will be given to you at the start of semester*)
- 1 pre-recorded video presentation of your findings and conclusions, using a PowerPoint and narrated presentation (10-15 mins), will be shared over Facebook with international university peers including from Liberia and Dominican Republic
  - Context- what is the perspective you are defining the problem from- your culture, nation, state, religion, etc.
  - Briefly state policy problem & policy question as defined mainly within to your worldview/culture/community/nation
  - Define main stakeholders- decision-makers, power holders, policy implementors, target beneficiary
  - 1-2 policy solutions that are commonly supported or advocated for among the stakeholders
  - Outcomes- how the policy will be/is typically measured as effectual, what kind of evidence and knowledge is gathered to monitor and evaluate the policy solution's effects
  - Alternative policy solutions that you came across
  - 3-5 discussion questions for our peers and audience to consider related to ethics, culture, and policy ramifications
- Listen to their feedback on your analysis via their worldview using a virtual platform set up by Dr. DeFusco

2) Participation Quality in weekly Socratic sessions (30% of total grade):

- High- comes fully prepared every session, assignments done beyond expectations, eager to participate in debates and discussions, offers unique insights to curriculum, respectfully professional of others' views and contributions
- Adequate- mostly prepared for session, assignments completed to expectation, participates most debates and discussions, work and participation are adequate but with space for professional development

- This course is an in-person course, but accommodations are available. Students are highly encouraged to attend in person, as this is a very small course, and we will be able to carefully and successfully social distance. Some days we may even take the discuss outside if everyone agrees. Masks for vaccinated and non-vaccinated students are highly appreciated. But all students may discuss with the Professor before class about attending virtually over Zoom. See details above.
  - Zoom Information (we will not use Microsoft Teams): Register in advance for this meeting: <https://us02web.zoom.us/meeting/register/tZUvcemgrT0uEtJCBXkO-nDobgKGkbIVKo7O> After registering, you will receive a confirmation email containing information about joining the meeting. *Reminder- you must have prior permission of the Prof to attend virtually (2 hour notice) or attendance may be counted as absent. Virtual attendance will limit the usefulness in your learning during Socratic discussions with peers if everyone is not using the same platform, so should be used only when absolutely necessary.*
- 3) Overview Exam (20% of total grade) November 9<sup>th</sup>. This exam covers major definitions of course content which will be given 2 weeks before exam plus 1 of 3 optional essays (3 or more paragraphs) sharing your perspectives and related to the content. A timed 2 hour during-class exam, no notes, offered online. You can redo a similar exam within two weeks, if you think your performance was not up to your usual standard, and the grades will be averaged together for a final grade. If you need testing accommodations, please share these with me by November 1.
- 4) Individual Final Research or Theoretical Paper (30%): This assignment is where you get to explore to your heart's desire! By early October, you will be encouraged to draft a topic related to the course of your choosing, on a relevant topic, including but not limited to: policy, ethics, transnational perspective or culture, epistemology, power and politics, international relations, means of policy implementation, how we choose to measure policy outcomes. I am openly available to meet with you individually to discuss your ideas either by phone, Zoom, or in-person in my office. Requirements for final project:
- Have at least 1 one-on-one virtual or in person meeting per month to discuss your ideas and progress.
  - You will also be required to complete basic IRB online training (if you haven't already) to make sure your research is rigorous, academically professional, and ethical (due by November 1)
  - Select a publication you would likely submit your work to and copy its submission format requirements (if they do not use APA, please submit paper in APA and another version in their requested formatting) (Due November 1)
  - Throughout the semester, you will be asked to complete research on your topic of interest and hone your topic statement/question. Your method will include a formal literature review (minimum of 20 sources), presented in APA format, and using the literature review Excel tool (Due November 16)
  - Swap your paper draft with at least 1 peer in November to get feedback. (Due November 23)
  - Write a formal research paper or theoretical paper that is 'submission ready.' Paper should be single-spaced, 11 font-size Times New Roman, with Title Page, Abstract (250 words less), Introduction, Background or Literature Review Summary, Findings, Conclusions, References (APA format); 10 or more pages; Word Doc, due 11/28 11:59PM CST (Dallas time) emailed to Dr. DeFusco; title of potential publication, journal, or conference considering for submission, or if for dissertation/thesis
  - Present your topic to your peers in class using a PowerPoint as a practice 'Job Talk' presentation (20-30 mins including 5-10 for Q&A) (last two sessions at end of semester)

- Each student will be encouraged to consider what journal or conference that you may want to submit their work at the end of the semester, or if you will develop a product that will support your individual thesis work including a potential chapter. If the latter, please seek permission of your academic advisor and/or PhD chair ahead of time, to ensure your work follows along with your academic development and guidance.

### **Classroom Conduct Requirements & Public Health Measures**

UT Dallas will continue to follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2021 semester. Please be respectful--- and voluntarily wearing a mask during these interactions is greatly appreciated especially if social distancing is not available. If you do not wear a mask, please consider sitting at least 9 feet from others. Avoid sitting too close to open doors and windows.

To learn more about COVID-19 and masks:

- <https://health.ucdavis.edu/health-news/newsroom/when-should-you-wear-a-mask-to-protect-against-the-delta-variant-video/2021/07>
- <https://abc11.com/masks-in-schools-covid-spread-delta-variant-face-for-kids/10949255/>

### **Email Use**

UT Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual corresponding via email and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <https://www.utdallas.edu/oit/netid/self-service>. Email Dr. DeFusco at [Jessica.hanson-defusco@utdallas.edu](mailto:Jessica.hanson-defusco@utdallas.edu).

### **Lectures**

*The original design for the lectures for this class for Fall 2021 is in person.* This is a small class so social distancing will be easily accommodated. Lecture slides will be provided to all students after the session, but notes during session are highly-encouraged as the slides do not always come with the details. Additional material will be added to these lectures, additional handouts may be assigned for various units that will be testable material and handed out by the professor. In addition, a large number of in-class documentaries will supplement lectures. No recordings of the lecture will be taken, so note-taking and reading the materials are important each week. If you need to attend a course virtually, work with the professor to make sure you can participate actively. Also, if you need to miss class, the professor will be glad to meet up at your convenience to go over the major points.

Students should check eLearning for class announcements and course materials several times per week and prior to class so that you are prepared. Due to the dynamic nature of the schedules of some of our guest speakers, class lectures may change without any prior notice. Lecture content and reading assignments will be shared at the beginning of every month, posted on Elearning on the first, and discussed during class. This allows us to cover content at a natural pace that the class progresses, and without having to rush or slow down too much.

### **Professional and Supportive Learning Environment**

*\*\*\*After class has begun, please do not enter and disrupt the class, or leave the classroom. Late admission (10 mins or over) to class may be counted as an absence. Likewise, we will have a 15-minute break every 45 mins during session for eating, getting coffee, stretching, and personal needs—this policy will be enforced to facilitate a positive learning environment for the entire class with minimal disruptions. Before class starts, *please* turn off or put away your cell phones. Plan to attend class the entire scheduled time for each day per your course calendar. If attending virtually, please consider leaving your video on so that students and prof can see you as you participate.*

Labtop Policy: Please note that students may use laptops to take notes during class lectures and guest speakers, however any abuse of this privilege will result in your computer being banned during future classes. Students who have to attend virtually will be required to do the same, always available during session to respond at a moment's notice. **\*\*\*PLEASE DO NOT USE YOUR COMPUTER TO ACCESS THE INTERNET, CHECK EMAIL, TEXT FRIENDS, WORK ON OTHER CLASSES, OR DO ANYTHING THAT IS UNRELATED TO THIS COURSE.** We will have a break during session for you to answer calls, emails, and/or conduct personal business. *In the spirit of democracy, this policy will also be applied to the professor. Accidents can happen, but even accidental violations may result in a penalty for which the guilty may choose from- brining a sealed package snack for everyone next session, telling 1 'dad' joke, or singing a favorite song aloud.*

### **Office of Student Access Ability Accommodations**

If you have a certified disability from UT Dallas OSA and are in need of accommodations for this class, please contact me ASAP via email and provide me a copy of your documentation so we may discuss how to best facilitate you in the course. As a person with diagnosed mental and emotional disabilities, I value the space for all students to discuss their needs, find accommodations that will help ensure they can learn and develop in a supportive and safe environment, and have equitable changes to develop their potential. I am glad to speak with any students as well who may need advice about learning more about accommodations. Many students may be struggling especially this year with stress, depression, or anxiety, as a result of the pandemic. While academic performance is important, it is not as important nor can be achieved if you are burdened by hardship. I am here as a support.

Disclosure: Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching associates/assistants and graduate/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, Sexual Misconduct Policy - [UTDBP3102](#), faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-

TALK or 972-883-8255), the, a health care provider in the Student Health Center (972-883-2747), a clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-5202. Additional information and resources may be found at <https://www.utdallas.edu/institutional-initiatives/title-ix/resources/>.

### **Mental Health Services**

This is a gentle reminder that you have mental health services available to you on campus. Students who experience any distress from the sensitive class materials that are covered in this course are encouraged to seek self-care via the on-campus services provided:

-Student Counseling Center Phone: 972-883-2575 Location: Student Services Building SSB 4.600 (limited physical hours--- call for an appointment)

If needing support or in crisis, please call 24 hours per day **972-UTD-TALK**, text “Home” to 741741

The [Galerstein Gender Center](https://www.utdallas.edu/gendercenter/) has compiled a short list that might help support our womxn and LGBT+ campus communities at UT Dallas during this difficult time: <https://www.utdallas.edu/gendercenter/covid-19-resources/>

In addition, the Galerstein Gender Center is here for all students who need help: email [gendercenter@utdallas.edu](mailto:gendercenter@utdallas.edu) if they can assist you.

Remember- COVID-19 impacts everyone! Learning online is also new for many of us, and resources are available including technology. Studies indicate the increases in stress, anxiety, and PTSD from COVID among students. Here are some resources for reference:

- <https://www.cambridge.org/core/journals/bjpsych-open/article/anxiety-depression-traumatic-stress-and-covid19related-anxiety-in-the-uk-general-population-during-the-covid19-pandemic/50A4F50EF32B5D75C531B77FB913D53A>
- [Rudenstine, S., McNeal, K., Schulder, T., Ettman, C. K., Hernandez, M., Gvozdieva, K., & Galea, S. \(2021\). Depression and anxiety during the covid-19 pandemic in an urban, low-income public university sample. \*Journal of traumatic stress, 34\(1\), 12-22.\*](#)

### **Excused Absences**

Excused absences should be asked for by students *in advance* via email, text, or in person (at least 2 hours before class). Students may have up to 2 ‘passes’ or sessions that do not attend with prior permission/ notification. If you require a third or more, we will need to meet to discuss.

I encourage students with a certified disability to come talk to me personally as early in the semester as possible (preferably the first week or two) so we can make arrangements to accommodate your disability fully and discuss strategies to facilitate your learning in the course.

Students who miss classes with unexcused absences are responsible for getting any information and notes in person from a classmate. If you have a personal family emergency or external reason other than stated

previously, you may request to use 1 of your 2 passes, no less than 2 hours prior to class. If not, this may affect the participation grade.

You are actively encouraged to be an engaged and positive participant in our classroom. Our classroom is a safe space to share your experiences, thoughts, and critiques of course content. Recall the UTD policy on the sharing of confidential information. If any part of this course touches on a subject that brings you discomfort, I also remind you that we have free mental health services and support through our counseling and health center. With that being said, I encourage critical thinking and will demand open discussions of the material we will review, as this is where real learning happens in our classroom. You may participate via email correspondence to me, visiting with me during office hours, bringing in news articles or stories that relate to our course material, or by asking questions or making comments during lectures to receive class participation points. We will be discussing heavy topics including FGM/C, COVID-19, BLM, and other issues, as in public policy, we often have to deal with these social issues to find solutions. If an issue is triggering for you, please let me know at any time, and we can discuss solutions to protect your mental health.

### **Class Recordings**

*Students may not record the instructor, films, or any guest speakers in any manner—this means by video, audio, or picture.* The professor will post any course materials and videos that can be readily used by students. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student Access Ability has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student Access Ability accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

### **eLearning Problems**

If you experience any issues with your UT Dallas account, contact the UT Dallas Office of Information Technology Help Desk via e-mail at [assist@utdallas.edu](mailto:assist@utdallas.edu) or via telephone at 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The services include a toll-free telephone number for immediate assistance (1-866-588-3192), email request service at [elearning@utdallas.edu](mailto:elearning@utdallas.edu), and an online chat service. Please use this link to access the UTD eLearning Helpdesk: <https://ets.utdallas.edu/elearning/helpdesk>.