The Politics of Disbelief:
The Pandemic, Conservative Media and Science

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Office hours: Wed/Fri 10-11:30 or by Zoom appointment
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Course description

To understand the origins of today’s political polarization and the supporting role played in it by other news media on the Right and on the Center-Left, we will read about and discuss events and ideas related to the role of media as it stood during the Great Influenza pandemic of 1918 and the pandemic of 2020. Our main focus will be on comparing and contrasting the development of science-based journalism during each moment to the alternative media system created by conservatives to counter it today.

Within that media-centric approach to the “culture war,” we will read and write about key developments in American media culture that continue to shape our world today. We will learn about the founding of the American conservative movement in 1920, the rise of science in American culture that defined professional journalism, and the polarizing cultural rivalry with the mainstream that the Right has nurtured since 1920 through its alternative media system. We will use these points as the historical basis of a comparison with the media of today.

In our study of the nation’s ongoing political polarization, we will see how these separate media systems have enabled what we will call the mutual “politics of disbelief,” which are evident both in 1920 and now. As we will see, each side of this liberal-conservative divide has expressly disbelieved the other’s basic way of knowing the world. In each case, the partisan goal has been to claim control of our social, cultural and political reality. Since 1920, the differences between the two poles has been reflected in the enduring sense of grievance held by the Right and practiced through its own media against the science-based world, both then and now. During the last part of the semester, we will assess the impact of conservatives’ resentments on the truths produced by science-based journalists today.

To gain a sense of the dual pattern made by this—think “double-helix”—we will ask the following questions of both the Center-Left and the Right in 1918 and 2020: What has the role of traditional, Christian cultural belief been in the development of the conservative movement and its media? What has the role of science been in defining professional journalism? How has the conflict between science advocates and traditionalists been the basis of a century-long fight over the definition of American democracy? In that context, how did science become the basis of a conflict between the mainstream press and conservative media? How has the fight between the two sides been represented in the Right’s struggle to reclaim “mainstream” status? How continuous are the beliefs and practices of mainstream and conservative media from 1920 to now? What can studying that long conflict lend to our
understanding of the extreme political polarization the nation faces today? And which side most represents the “mainstream” today?

As student-scholars, we should know that studying partisanship does not mean being partisan. We will enjoy the discussion of hot topics from the safety of our own beliefs by referring to conceptual analysis. As scholars, our goal will be to understand—but not to judge—these two media systems and how they have shaped our sense of democracy since the turn of the Twentieth century. Briefly, here’s how that polarizing dynamic has worked from at least the mid-19th-c. to today: By challenging the social reality based on scientific method and evidence that drives journalism, conservative leaders, organizers and intellectuals have also rejected the concept of multi-cultural diversity as a social good. Instead, over the past century they have worked to “conserve” their traditional beliefs about race, gender, immigration (nativism), anti-communism, business, patriotism, and, throughout, Protestant religion, in order to preserve the social and political power that white, Anglo-Saxon, Protestant men have traditionally held here.

The cultural differences between the two sides in this period can be broadly described in terms of how either has thought about the ongoing project of re-imagining the nation since 1920. While the ascendant Center-Left—the “mainstream”—at the time was adopting basic scientific theories and methodologies for diagnosing and remedying new questions about society’s ills, conservative leaders were doubling down on answers based on traditional values. That difference has pitted the moral certitude of the Right against the empirical inquiry of the science-based press since the beginning.

For each side, developing their own media has been essential for reproducing their beliefs. But the fight has not been joined equally. Instead, the mainstream press has ignored and ridiculed the Right, which has only made conservative activists angrier and more determined to prevail. Further, the Right has resented no longer being the mainstream majority, a historical loss underscored by the Scopes trial of 1925. As a result, over the past 100 years the Right has been furiously working to instill their still traditional beliefs in institutions from the US Supreme Court and the federal court system to local school boards around the country. By considering the conservative media’s century of “all out war” against the mainstream press, we will observe the unceasing effort by conservatives to vanquish the mainstream press, even as the mainstream has typically—perhaps perilously of late—paid them no heed. Tracing that dissonant power struggle is what this course is about.
(Pieces of) the story that we will learn to tell in this course

**Pandemic:** In 1918 and 2020, viruses spread worldwide. In the U.S., both outbreaks left hundreds of thousands, even millions, disabled or dead. These public health tragedies roared through the population unchecked by the president of the time. **Disbelief:** The failure, or perhaps, the inability of conservatives and liberals to share a common set of social, cultural or political values; the basis of the political polarization that has divided the nation since 1920 and before. **1917-1925 and 2016-2020:** Periods of comparison in this course. **Russian Revolution:** (1917-1923) Subject of false reporting by New York Times that American troops backing the White Russians were defeating Lenin and the Bolsheviks, a total falsehood investigated and revealed by Walter Lippmann and Charles Merz. **Journalism/mainstream media:** The Fourth Estate. A check on government in service of a verifiable truth. A guard against official and political lies. Pragmatic as a scientific position. **Conservative media:** The pamphlets, books, radio and television programming, Web sites, blogs and other digital media developed by the Right beginning in 1920 and continuing until today. Used by conservatives to protect and to incubate their traditional beliefs apart from the influence, criticism or oversight of the straight press. Central to the conservative war on science and science-based journalism. See Fox News, Breitbart.com, 4chan, or any of the contemporary outlets found at: [https://www.therighting.com/](https://www.therighting.com/). **Woodrow Wilson and Donald Trump:** A comparison few would make, but one that makes sense, because each sought to disable the national press during a pandemic to the peril of all. In each period, the effectiveness of journalism to warn and inform the public was gravely hampered by one of these presidents and his incapacity or unwillingness to tell the public the truth, if anything, at all, about the mortal risks presented by a pandemic. **Walter Lippmann (1889-1974):** First media theorist, early political scientist, editor and columnist. Advocate for professionalized journalism, opponent of propaganda, public relations and government lies. **Edward Bernays:** Promoter of propaganda as the key to democracy. “Father of public relations. Self-promoting plagiarist of Lippmann’s ideas. **Disbelief:** An ideology of doubt that undermines the basis of bi-partisan political dialog, lethal when ignoring a pandemic. **Grievance.** The driving force behind conservatives’ 100-year bid to attain cultural hegemony. **The politics of disbelief.** The bi-partisan ideological cocktail of suspicion, tribalism and hubris that hampered the mainstream press ca. 1920, as now, from functioning as a scientific means of communicating facts needed to protect American democracy and, with it, American lives.
OVERVIEW OF THE SYLLABUS

The syllabus is organized with an introduction followed by three sections. It is designed to show how historical events during and after the war highlighted the importance and vulnerability of still-developing professional journalism. In the introduction we will read about and discuss the origins of the century-long grievance led against mainstream journalism by conservatives since about 1920 though their own media.

Part One introduces us to three historical contexts that we will need to understand as we begin the course: an account of the history of the influenza pandemic of 1918 and an outline of the belief system of American conservative culture at the time, and a review of the 1925 Scopes trial. Part Two builds on that reading with a historical look at the roots of modern, professional journalism, as well as the role played by journalism during the 1918 pandemic. These readings will show us how early media theorist Walter Lippmann called out what we know today as “fake news,” “propaganda,” and “lies” of the American government during and after the First World War. We will also read about the role of the press during the pandemic of 1919, where Wilson silenced the national press to protest wartime morale, inadvertently killing millions of Americans with the flu, instead. (This sets up a comparison to Trump’s handling of COVID-19, which we will make.)

Taken together, these historical readings lend context to Lippmann’s idea that a science-based journalism could be central to a unified democracy. To understand Lippmann’s idealized view of journalism—which helped to set the norms for professional journalism, but did not originate them—we will read about the threats posed at the time by wartime propaganda, its privatized, post-war form as public relations, and the incompetence of a still not professionalized press to stand up for empirical truth in its reporting.

With those historical points in mind, Part Three gives us the opportunity to examine the mainstream and conservative media of today as symptoms of the on-going culture war begun in 1920 by analyzing coverage by each of the current pandemic.
Learning objectives

Students who complete this course successfully will be able to:

- Identify, describe and analyze value-based (ideological) characteristics and goals of mainstream journalism vs. those of conservative media in 1920 and 2020.
- Describe the historical origins of the professionalization of journalism.
- Describe the historical origins of conservative media.
- Define and describe the role of propaganda in American government in 1920 and 2020.
- Compare and contrast the multicultural premises of traditional beliefs and science demonstrated by the conservative and mainstream media in the pandemics of 1918 and 2020.
- Produce a coherent version of the overarching story of a mainstream, science-based journalism challenged by an anti-science, traditionally conservative media.
- Distinguish between claims to “truth” made by conservative media and science-based journalism today.
- Locate themselves as citizen-subjects within the traditionally polarized dynamic of American cultural politics today.

Textbooks required: None. (The list on MyUI is incorrect.)

All required readings are in pdf format on the course Web site.
Critical dates/grading scheme

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<thead>
<tr>
<th>Assignment</th>
<th>points/100</th>
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<tr>
<td>Daily reading responses</td>
<td>25¹</td>
<td></td>
</tr>
<tr>
<td>Two 3-pp. analysis papers</td>
<td>10 (5 each)</td>
<td>Sept. 29, Oct. 27</td>
</tr>
<tr>
<td>Mid-term</td>
<td>25</td>
<td>Oct. 15</td>
</tr>
<tr>
<td>Attendance</td>
<td>5</td>
<td></td>
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<tr>
<td>Participation</td>
<td>5</td>
<td></td>
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<tr>
<td>Final exam</td>
<td>30</td>
<td>TBD</td>
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100

Final course grades will be calculated as follows:

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<td>F</td>
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Graded assignment guidelines

How to write a reading response

Due by 8 a.m. on each class day as indicated on the syllabus, these one-to-two page, double-spaced, bulleted summaries of the assigned readings should include for each reading:

- Three questions you are curious about and want answered in class.
- The most interesting point in the assigned reading for you.
- The muddiest or least clear point.
- An idea you can connect to other readings we have discussed.

These drafts will be graded on a pass-fail basis. A notion to consider: I often review the discussion boards for exam and paper question ideas.

The three-page essay will give you the chance to summarize and tie together recent readings in a way that will support your participation in discussions and prepare you for the mid-term and final. The daily reading responses will not be due on the days that these essays are scheduled for submission.

The mid-term will ask you to identify, describe and analyze names, dates and facts from our reading. You will also answer an essay question.

The final exam will be cumulative in essay format and will assess questions related to the “learning objectives” listed (above.)
Aug. 25—First day of class. Introductions, course overview, outlook.

Overview: “All-out war:” A century of conservative grievances

Aug. 27—DIRECTIONS: I will identify the conservative “grievances” featured in each of these selections in class today. You will find all of these readings as pdfs on file listed by assigned due date, e.g. “9 27 20 Lichtman intro and chapter one.” This assignment does not require you to submit a reading response, but you will need lecture notes backed by reading notes on this material for the papers and exams.

Sept. 1—assigned reading—Your reading response due on the Canvas discussion board by 8 a.m.

- Ingraham, Christopher, “New research explores how conservative media misinformation may have intensified the severity of the pandemic: The three studies paint a picture of a media ecosystem that entertains conspiracy theories and discourages audiences from taking steps to protect themselves and others. Washington Post, June 25, 2020. (pdf)

- In-class film: “The war on science.” CBS News. 
  https://www.youtube.com/watch?v=Do-3WCKhdI0 (25 minutes)

**Part One: The Premises of Polarization**

**THE GREAT INFLUENZA OF 1918**

Sept. 3—Assigned reading, response due — reading response due on the Canvas discussion board by 8 a.m.:


**ROOTS OF THE MODERN CONSERVATIVE MOVEMENT**

Sept. 8—assigned reading, response due


Sept. 10—In-class film: “20th Century: History of the KKK”

https://www.youtube.com/watch?v=u_R7NjYtuiw (45:00 minutes)
Sept. 15—assigned reading, response due

- In-class film: “Inherit the wind,” Courtroom scene (1999, 13 minutes) [https://youtu.be/MPfhOhx3x_w](https://youtu.be/MPfhOhx3x_w)

**Three-pp. essay assigned:** Q. How did the Scopes trial signify the tensions between religious fundamentalists and people who supported science? Which conservative values were challenged in the trial? How does Caudill describe Bryan’s views on science? What does Moran lend to the historical account re: African-American elites?

**Part Two: Professionalism v. propaganda**

*JOURNALISM CA. 1920: PROFESSIONALISM, SCIENCE AND OBJECTIVITY*

Sept.17— assigned reading, response due

- Walter Lippmann, “What is wrong with newspapers,” *Vanity Fair,* (Feb. 1921) (pdf)

Sept. 22—(cont.) assigned reading, response due

- Robert McChesney, Preface to *Liberty and the News* and “A Test of the News,” pp. ix-xviii (pdf)
Sept. 24 — assigned reading, responses due

○ Barry, Chapter 29, pp. 333-350.

Sept. 29 — Three-page essay 1 due before start of class.


○ See also: Chicago Tribune, Oct. 6, 1918 (pdf)

Oct. 1 — Three-page essays discussed in class.

BEYOND DISBELIEF — PR, LIES AND PROPAGANDA

Oct. 6 — assigned reading, response due.

Q. How does each of these authors define “propaganda” and its effects on journalism? How do their definitions compare? How do they reflect the positions/roles of their authors? Quote examples.


Oct. 8—In-class film: “The Century of the Self: Happiness machines”
https://www.youtube.com/watch?v=DnPmg0R1M04 (58 minutes)

Oct. 13—mid-term exam review

Oct. 15—mid-term exam

**Part Three: Attacking objectivity: Fox, Breitbart and the alt.Right**

October 20: Guest speaker—Jamelle Bouie, New York *Times*

Oct. 22—assigned reading, response due


**Three-page essay assigned. Due in class on Oct. 27.** Select a topic from the weekly list of headlines and stories listed at https://www.therighting.com/. Then go to www.nytimes.com or www.washingtonpost.com to find a story on the same issue. You may search the keyword, e.g. “masks.” (The two stories must address the same topic.) With reference to Lichtman’s set of conservative values,² answer the following questions:

- What makes this outlet’s treatment of the news “conservative?”
- How is the same topic covered in either the *Times* or the Post? What differences jump out at you? Quote the story to show what you mean. Name the sources. Describe the evidence presented.
- Apply ideas or concepts to your analysis from our reading thus far.
- **Be prepared to discuss your paper in class on Oct. 29.**

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Oct. 27— Three-page essay due; *One assigned reading response due.*

**One** article response due. Choose one of the following:


- Matthew Rosenberg and Jim Rutenberg, “Fight over virus’s death toll: Elements of the right have sought to bolster President Trump’s political standing by turning scientific questions into political issues.” *New York Times,* May 9, 2020. [https://nyti.ms/2Lg6U2h](https://nyti.ms/2Lg6U2h)


Oct. 29—Discussion based on your 3-page paper.

Nov. 3— Tim Arnold, guest lecture on the alt.Right and its media

Nov. 5— In-class podcast: Modern politics on the Internet” (podcast) Whitney Phillips explains trolling and 4chan to Ezra Klein. (running time 1:50.) Part One
[https://www.youtube.com/watch?v=Od0VOwKPF9g](https://www.youtube.com/watch?v=Od0VOwKPF9g)

Nov. 10—Discussion of Whitney Phillips’s podcast.

Q. How does Phillips description of the alt.Right mediascape conform to what we are seeing in the national press today?
Nov. 12—assigned reading, response due


Nov. 19—Robert Peck guest lecture

Nov. 24, 26—Thanksgiving break

Dec. 1—open

Dec. 8—Panel discussion: The politics of disbelief today—panel discussion on the state of the science-tradition divide today.

Dec. 10—Final exam review

Final exam (tbd)
TIMELINE OF MAJOR EVENTS AND CONSERVATIVE PUBLICATIONS

1910-15—*The Fundamentals: A Testimony to the Truth* (Wm. Bell Riley)
1916—*The Passing of the Great Race* (Madison Grant, eugenics)
1918, Nov. 11, 11:11 p.m.—World War I ends, Armistice Day
1919—18th Amendment passes enacting Prohibition
1919-20—Red Scare
1919-1921—Henry Ford published *The Dearborn Independent* to reprint the *Protocols of the Elders of Zion* (anti-Semitism); between 1920-22 Ford also published a set of four books, *The International Jew: The World’s Foremost Problem* based on articles previously published in *The Dearborn Independent*.
1920—Harding-Cox election; *Watchman-Examiner*
1921—*Woman Patriot* magazine
1922—*Eugenical Sterilization in the United States* (Laughlin)
1923—*The Fiery Cross*, the Ku Klux Klan
1924—Coolidge elected president; *Youth’s Home Companion* (magazine)
1925—Bruce Barton, *The Man Nobody Knows* (book)
1927—*Daily Data Sheet; Outlook* magazine covers Sacco-Vanzetti trial
1928—Hoover elected president
1930—*I’ll Take My Stand* (Book of essays); *The Southwest Review* (magazine)
1935—*The Money Creators* (Book, anti-Semitic, Gertrude Coogan)
1933-38—New Deal era (FDR)

(McPherson refs:)
1945—*Commentary* (Norman Podhoretz)

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3 Aggregated from Lichtman’s introduction and chapter one up until 1945, and McPherson’s chapter six, “The Rise of the Right-Wing Media”. The dates refer to specific points in these texts.
1957—Russell Kirk starts *Modern Age* (magazine)
1960—R. Kirk founds the *Bookman*
1962—The Conservative movement’s “birthdate”: A Young Americans for Freedom rally in NYC w/18K in attendance.
1964—Goldwater-Johnson election
1964-66—Great Society era
1965—*Intercollegiate Review; Public Interest* (I. Kristol)
1967—*American Spectator*
1969-74—Richard Nixon’s presidency
1975—*Conservative Digest* (Viguerie)
1977—*Policy Review* (Heritage Foundation)
1979—Morton Blackwell forms the Leadership Institute
1980—*Continuity*; CNN debuts
1981—Iran Contra
1982—*The Washington Times*
1983—Grenada invasion
1987—Bork nomination; Reagan admin. Repealed Fairness Doctrine
1988—Limbaugh goes on air
1989—Berlin wall down—1989
1991—USSR falls
1992—Clinton elected
    Neonconservative agenda supercedes traditional conservative agenda (McPh., pp. 6-7).
1994—Republicans take both houses of Congress
1995—*Weekly Standard* (W. Kristol)
1996—Clinton re-elected; Fox News Network goes on air
1998—Lewinsky scandal and Clinton impeachment

• Matt Drudge breaks story on the Internet (first big news event broken there) in Jan. that *Newsweek* had withheld the story (p. 120).
• impeachment investigation looms.

2004—Air America (Al Franken, liberal talk radio)

Bush-Kerry election

2020: see https://www.therighting.com/
How to stay in touch with SJMC

FACEBOOK:  https://www.facebook.com/UISJMC/

INSTAGRAM:  https://www.instagram.com/ucowa_sjmc/

TWITTER:  https://twitter.com/UIOWA_SJMC

LINKEDIN:
https://www.linkedin.com/school/19128785  (Shortened version)
…or:
POLICIES & RESOURCES

College of Liberal Arts and Sciences
Information for Undergraduates

Absences and Attendance
Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, or University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use this absence form to aid communication; the instructor will decide if the absence is excused or unexcused (https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM2019.pdf).

ZOOM rules: Attendance and participation
You may miss two classes without penalty. Thereafter, each unexcused absence will result in a one-point penalty to your attendance grade and, thus, to your course grade.

You may turn off your video, but if I call on you without a response, I will count you as absent and not participating for the day. If you have trouble with video due to bandwidth limitations, let me know so that I may try to help.

Missed and late work
In-class exercises and quizzes cannot be made up. Extensions for longer work are possible only under genuinely extenuating circumstances, which must be documented. In the event of an extension, assignments will be marked down by one letter grade per extension day below the assigned grade. Except for truly extraordinary circumstances, no assignments will be accepted at all more than one week after the original due date.
**Academic Integrity**
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code). Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

**Accommodations for Disabilities**
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at [https://sds.studentlife.uiowa.edu/](https://sds.studentlife.uiowa.edu/).

**Administrative Home of the Course**
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: [https://clas.uiowa.edu/students/handbook](https://clas.uiowa.edu/students/handbook).

**Communication and the Required Use of UI Email**
Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](https://registrar.uiowa.edu/final-examination-scheduling-policies)).

**Complaints**

Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences. For more information, see [https://clas.uiowa.edu/students/handbook/student-rights-responsibilities](https://clas.uiowa.edu/students/handbook/student-rights-responsibilities).

**Final Examination Policies**
The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals. Visit [https://registrar.uiowa.edu/final-examination-scheduling-policies](https://registrar.uiowa.edu/final-examination-scheduling-policies).
Nondiscrimination in the Classroom

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (diversity.uiowa.edu).

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.
COLLEGE OF LIBERAL ARTS AND SCIENCES (CLAS)

FALL 2020 INSTRUCTIONAL INFORMATION

The following information is for Fall 2020. If a policy or procedure is not included on this list, please follow those traditionally used in CLAS and listed at these pages:

- Undergraduate:
  https://clas.uiowa.edu/faculty/undergraduate-teaching-policies-resources/course-policies

- Graduate:
  https://clas.uiowa.edu/graduate-students/graduate-students
  https://www.grad.uiowa.edu/coronavirus/faqs

IMPORTANT WEBSITES

GENERAL UI INFORMATION

- UI COVID-19 landing page for Fall 2020: https://coronavirus.uiowa.edu/fall-2020
- Campus health and distancing practices: https://coronavirus.uiowa.edu/fall-2020#body.sec1
- Academics and the classroom: https://coronavirus.uiowa.edu/fall-2020#body.sec2
- Code of Student Life: https://dos.uiowa.edu/policies/code-of-student-life/

INSTRUCTIONAL SUPPORT

- A great place to start: https://teach.uiowa.edu/pandemic-to-planned
- Keep Teaching at Iowa: https://teach.uiowa.edu/keep-teaching-iowa
- Immediate help: https://teach.uiowa.edu/have-specific-questions-about-your-course
- On teaching: https://teach.its.uiowa.edu/events/upcoming (recorded and available here: https://teach.its.uiowa.edu/recorded-webinars)
- Technology tools: https://teach.uiowa.edu/technology-solutions
- Communicating with students: https://teach.uiowa.edu/communicating-and-supporting-students
- Course delivery and student assessment: https://teach.uiowa.edu/delivering-course
GENERAL INFORMATION

COURSE MODALITIES: APPROVAL AND CLAS DEFINITIONS

- Once a modality appears in its final version on the MyUI schedule, the offering must follow this published modality.
- In order to protect both instructors and students, any course modality change requires approval from either the Associate Dean for Undergraduate Education, Cornelia Lang, or from the CLAS Associate Dean for Graduate Education, Christine Getz.

Synchronous, Asynchronous, Blended

- **Synchronous**: An online course or a course component held at the day and time as indicated on the course schedule. Students attend the online sessions as scheduled on MyUI.
- **Asynchronous**: An online course or a course component that does not require students to attend class at a particular day or time but *deadlines still exist that students must meet, including due dates to view a lecture; to complete homework; or to take an exam etc.*
- **Blended**: A course that uses both of the above *online* strategies. Students will learn about blended modalities from the syllabus and the instructor.

F2F and Hybrid

- **Face to Face (F2F)**: A course, a section, or lab held in a physical space at the day/times indicated on the MyUI schedule; requires social distancing, w/face masks and/or face shields as appropriate. A classroom/space is included on the MyUI schedule.
- **Hybrid**: A course, section, or lab held in a physical space at the days/times indicated on the MyUI schedule while also using virtual components. These components are synchronous, asynchronous, or both (i.e. blended). A classroom/space is included on the MyUI schedule.
- Hybrid courses, with approval by CLAS and the Associate Provost, can rotate students through F2F sessions that alternate with virtual components. Students will learn about these rotations in class from the instructor and from the syllabus and not from the MyUI schedule unless added by the department using the Offerings Planner.
ACADEMIC CALENDAR AND THANKSGIVING RECESS

The University of Iowa will follow this academic calendar, with the Fall 2020 semester beginning on August 24.

- Classes are canceled starting with Monday, November 23 for Thanksgiving Recess; classes resume on Monday, November 30.
- All courses move to online instruction after the Thanksgiving Recess, starting on Monday, November 30 and through the close of classes on Friday, December 11.
- Instructors may not end the semester early.
- Final exam week is December 14-December 18.

MANAGEMENT OF CLASSROOM SPACES

Learning spaces during Fall 2020 will be overseen by those occupying them, including the instructor and students. Students, instructors, and staff are required to complete the related module on COVID-19 safety strategies; all UI members must sign off on an agreement to uphold UI health directives. The following physical classroom safety equipment is in place: https://classrooms.uiowa.edu/covid-19-classroom-experience.

CLASSROOM EXPECTATIONS AND PROCEDURES: FROM THE OFFICE OF STUDENT ACCOUNTABILITY

For students:

- Wear a face covering (cloth covering, disposable or cloth mask, face shield) in all university buildings, at all times.
- To the extent possible, maintain an appropriate social distance (6 ft. if possible).
- Stay home if you have been exposed to, are diagnosed with, or experience symptoms consistent with COVID-19.

For faculty:

- Model appropriate behavior as noted above for students.
- Orally review classroom requirements at the beginning of the semester and spend a few minutes on these requirements for the first several class periods, before the add/drop deadline on Friday, September 4, 2020.

If a student fails to adhere to the requirements during a particular class, instructors should take the following steps, in quick succession:
Ask the student to comply with university expectations (offer a face covering from the supply in the classroom).

- If they fail to comply, ask the student to leave the classroom immediately.
- If the student fails to leave, consider doing one of the following:
  - Canceling the remainder of class for the day. This should be the primary response.
  - Calling the University of Iowa Police Department (319-335-5022) for assistance.

After class, instructors should:

- For students who **failed to comply**: immediately file a report at the link below with the Office of Student Accountability (OSA). OSA will alert the student that they will not be allowed to return to class until the matter is addressed following University of Iowa’s conduct process.
- For students who **chose to comply after a reminder**: Consider an email or other communication to remind the student of the requirement for future classes, but also to allow the student to explain their action in a way that might help mitigate it in the future.
- **Immediately communicate** a class cancellation or a call to the University of Iowa Police Department due to non-compliance to your academic unit leader (department head, director, etc.) and to the Office of Student Accountability (OSA) through the reporting form and, as soon as possible, produce a written record of the facts. Please copy the CLAS Office of Academic Programs and Student Development on these documents, using this address: clasps@uiowa.edu

**INSTRUCTIONAL BEST PRACTICES: LESSONS FROM SPRING STUDENT SURVEYS**

*Focus the Course and the Student Learning Objectives*

- Use modules (course materials, assignments and assessments organized by unit, topic or theme) throughout the semester to facilitate the transition to online learning since this might occur at some point in the semester.
- Assess student knowledge and adjust learning outcomes as needed. Returning students will be “behind” in some areas because of the upheaval during spring 2020; likewise, entering students may have had high school courses suspended or canceled. Consider incorporating review topics into the syllabus.
Let Students Know You Care

- Keep connected with students in your courses. See this handout for suggestions: https://teach.uiowa.edu/sites/teach.uiowa.edu/files/instructor_presence_strategies_handout.pdf
- Ask students for feedback by the mid-point of the semester and adjust the course if feasible or explain why changes are not possible. Mid-point feedback has been shown to improve student engagement and as well as final responses on teaching evaluations.

Create Efficient Communication Structures

- Consider using the ICON templates recommended by OTLT and DOE; see Effective Virtual Course Structure [PDF] (with access to ICON templates). Students struggle to learn the different ICON navigation patterns required for each course since the related ICON sites vary widely in organization.
- Set student behavioral expectations early in the semester and frequently remind students why these behaviors are important.
- Be clear about grades and grading. Please visit https://teach.uiowa.edu/pandemic-to-planned and consider attending this event: Communicating with Students Through ICON using Announcements and the Gradebook Thursday, August 13, 2020 - 2:00 pm to 3:00 pm
  
  These pages are thorough and helpful about use of the ICON gradebook:
  https://community.canvaslms.com/docs/DOC-10460#jive_content_id_Grades.

CLAS FALL 2020 UNDERGRADUATE POLICIES, PROCEDURES, AND BEST PRACTICES

If a policy or procedure is not found on this list, please use those at the undergraduate instructional policy and procedure pages, above, and consult with the Associate Dean for Undergraduate Education, Cornelia Lang.

INTERNATIONAL STUDENTS: REGISTRATION
All continuing and new international students living in the US must be registered full-time (12 s.h. for undergraduates) or must submit a part-time authorization request to be enrolled below full-time (see related requirements for approval). This policy has not changed.

Note these updates from July 27, 2020 about course modality and international students

(https://international.uiowa.edu/covid-19-frequently-asked-questions-isss):

- Continuing undergraduate international students living outside or within the US may take online and in-person courses in Fall 2020 as long as the student is full-time. In other words, students’ immigration status is not affected by course delivery mode, even when all UI courses move to an online modality after Thanksgiving Recess.
- New (i.e. not continuing) undergraduate international students coming to the US must enroll in at least one course during Fall 2020 which “requires the student’s physical presence as part of their full-time registration. Any course which is coded as having an in-person component satisfies this requirement, including research credits.” The immigration status of new students is not affected by the change of course modality occurring after Thanksgiving Recess.

UNDERGRADUATE RESEARCH

Guidance from OVPR states that undergraduates will be able to continue in-person research projects (either paid research positions or for credit) after the Thanksgiving Recess. The dorms will be open for students who are living on campus. Please watch for updates as the situation could change.

TEMPORARY ALTERNATIVE LEARNING ARRANGEMENTS (TALA)

TALA stands for Temporary Alternative Learning Arrangements and is designed for students who have a higher risk of COVID-19 as defined by CDC. Student Disability Services (SDS) is facilitating the TALA-request process as a public health initiative to help the UI community (https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning-arrangements/).
Students, however, needing all online courses for other reasons may also submit the form.

The TALA form, submitted via workflow, is available here: Temporary Alternative Learning Arrangement Request Form.

After receiving a student’s request and vetting related documentation, SDS will decide the student’s TALA status and will inform the student, the student’s advisor, and the student’s primary college of the decision by email. Students not qualified for TALA will be triaged to the Dean of Students office for additional help with related problems or questions.

Students approved by SDS for TALA status may ask for online courses or for modified assignments and activities that might reduce their exposure to others; likewise, these students should be permitted to wear additional personal protective in the classroom.

Helping TALA Students

1. Students should not be asked about their health since this is protected information.
2. Students should first be advised to actively look for seats and to join waitlists.
3. Students should also be encouraged to discuss possible backup courses with an advisor.
4. The departmental TALA contact person will be notified by the professional academic advisor or by the CLAS office of Academic Programs and Student Development if a student with TALA status needs a seat in an online course or section, with the department then moving the student to the fore of any waitlist while following related CLAS best practices. A MAUI report may be available soon showing a student’s TALA status on the waitlist. This status is also available in the student record.
5. TALA students should not be referred to faculty if a course is waitlisted since waitlists are managed by the department and not by the instructor.
6. If the course is only offered in-person but not required for the major or for graduation, the student should be asked to look for another course.
7. If the course is only offered in person but is required for the major and is needed this semester, the department and instructor should decide on the next best steps. In some cases, a different course for the major may be acceptable; in other cases, a student
facing a December graduation and needing the course may have to be added and allowed to participate by Zoom.

GENERAL GRADING UPDATES

• It may be best to avoid assigning grades for attendance or participation since some students may not be able to attend class due being quarantined or ill. Instead, these points or percentages could be earned through engagement exercises, assignments, and quizzes that could occur either in or outside of the classroom.

• Grades must be entered in the ICON Gradebook so that students understand their standing in the course. Students need to see their grades throughout the semester to avoid confusion about their progress and if needed to change their study habits or to improve their time management skills. Consider attending this event: Communicating with Students Through ICON using Announcements and the Gradebook on Thursday, August 13, 2020 - 2:00 pm to 3:00 p.m. More help on using the ICON gradebook is here: https://community.canvaslms.com/docs/DOC-10460#jive_content_id_Grades

• CLAS does not require either one or the other of these grading schemes to be used: https://clas.uiowa.edu/faculty/grades-undergraduate-policies-and-guidelines. Some instructors use elements from both. For example, those using a criterion-referenced grading scheme may also apply a curve at the end of the course to adjust grades upward if very few students earn the higher grades normally expected in the course. Generally a curve should not be used to lower grades if one is using a criterion-based grading scheme.

• CLAS has always recommended the use of +/- grading since it helps to distinguish student performance.

P/N GRADES AND UNDERGRADUATE DEADLINES

The P/N choice will NOT be offered for undergraduate courses during Fall 2020 as it was during Spring 2020.* Please be sure to spell out your grading scheme carefully on your syllabus, as always. If students ask about the P/N choice, please remind them that this was a decision made by UI as a whole and not by individual colleges nor by instructors.

*NOTE: CLAS does allow the use of P/N grades in limited coursework if the student submits the required form for the particular course with the instructor and advisor’s signature
by the deadline (this year, September 4, 2020). See
https://clas.uiowa.edu/students/handbook/grading-system#pn

These P/N grades may not be applied to GE requirements; requirements for majors, minors, certificates; English proficiency requirements; or to high school unit requirements. A limit of 15 s.h. of P grades are allowed excluding those earned in Spring 2020.

HANDLING ABSENCES

Please ask students to use the CLAS Absence Form which stresses student responsibility in terms of communicating with the instructor and learning the material. The form is below and also on each ICON site under Student Tools where students access teaching evaluations.

Absence Form for CLAS Undergraduates

The following “routine” types of absences should be expected during Fall 2020:

1. Routine illnesses including colds, a fever, flu, etc.
2. Extenuating circumstances beyond the students control such as the death of a family member, a car accident, or other unfortunate and harmful event (and not a wedding, vacation, or work obligation etc.).
3. Conflicts with other university obligations, typically for athletes or those in performances or productions officially sanctioned by UI.

The above should be handled according to current UI and CLAS policy on absences; please visit this page: https://clas.uiowa.edu/faculty/student-attendance-and-absences.

There will also be COVID-19 related absences that must be reasonably accommodated, including in the following situations:

- Students who must be quarantined.
- Students who are ill with COVID-19.
- Students who must return home for reasons related to COVID-19.
- Students with technology issues.
In these cases, instructors should make reasonable accommodations. In some cases, a student could be moved from an in-person section of a course to an online one so the student can participate remotely; in other cases, students can be given permission to participate in the class via Zoom.

It is not always feasible to grant these accommodations for students, particularly if the student has stopped communicating with the instructor, stopped attending, and has submitted little work since the beginning of the semester. In other words, in these cases it might be best if the student considers dropping the course. Please refer students to their advisor to discuss this matter as well as to the CLAS Office of Academic Programs and Student Development for additional help: https://clas.uiowa.edu/students

FINAL EXAMS

- During Fall 2020, instructors may choose **NOT** to give a final assessment in the course as long as the course regularly uses various assessment strategies throughout the semester, with students thus well aware of their standing in the course.
- This is a change for Fall 2020 to current CLAS policy that requires all courses to give a final assessment of some kind.
- If an instructor decides to use a final assessment, only one final activity should be chosen, such as an exam OR a paper, but not both. This is especially important for Fall 2020 since the transition to Thanksgiving Recess could be difficult for students and for instructors.
- For Fall 2020, all final exams must be given online.
- For those wanting to use proctored exams, two online tools are available, Proctorio and the Respondus LockDown Browser used with the Respondus Monitor, with the use of either having both pros and cons. Regardless, it important to let students take “practice” exams with these tools and to understand the related rules and required computer technology for each format. For example, the Respondus LockDown Browser is not supported by Chrome Books and for the additional use of the Respondus Monitor and Proctorio, the student’s computer must have a web cam.
- If students don’t have access to the technology (such as needing to use a laptop or webcam for the purposes of completing an online exam), they should contact the Office of the Dean of Students.
- Please add a statement on the syllabus if you plan to use one of these proctoring systems and the computer type and additional technology (i.e., webcam) needed.
Also consider scheduling class time for practice using these tools. For more detailed information, visit these sites.

**Respondus**: [https://teach.uiowa.edu/respondus-lockdown-browser-getting-started](https://teach.uiowa.edu/respondus-lockdown-browser-getting-started) or

[https://web.respondus.com/he/lockdownbrowser/resources/#student](https://web.respondus.com/he/lockdownbrowser/resources/#student)

**Proctorio**: [https://distance.uiowa.edu/courses/exams/proctorio-demand-proctoring](https://distance.uiowa.edu/courses/exams/proctorio-demand-proctoring)

Below are Fall 2020 important additional adjustments to longstanding CLAS undergraduate policies and procedures about final exams:

- No exams or quizzes may be given **the week before the final examination week without permission from CLAS.***
- Final examinations, **regardless of course modality (such as hybrid or asynchronous)**, must be given **during the one-week period** set aside by the University for this purpose and **at the date and time fixed by the Registrar** so that exam conflicts do not occur.
- Take-home final exams **may** use the scheduled final exam period as the last possible time that the take-home exam may be submitted. A class of students may receive the take-home questions whenever the instructor chooses.
- In courses where papers or projects rather than a final examination constitute the last evaluation activity, instructors may use the scheduled final exam period as the due date for the project/paper and may use this time as well for any related presentations.
- A final assessment that is a paper or project rather than an exam may also be due earlier in the semester, including during the week before final exams.
- Please review this website for additional policies and procedures: [https://clas.uiowa.edu/faculty/examination-policies-and-best-practices](https://clas.uiowa.edu/faculty/examination-policies-and-best-practices)

* Note these exception: In off-cycle courses that also end by the fall or spring "close of classes" date, final exams must be given during the last week of classes. (For more information, see [this page](#)). Likewise, this exam policy does not extend to lab quizzes or to ESL and world languages quizzes.

**ADDITION TO THE SYLLABUS INSERT FOR UNDERGRADUATE AND GRADUATE COURSES**
Information on protocols related to wearing a face mask or a face shield in the classroom have been included on the syllabi insert as has language related to recording class lectures and discussions.

All UI colleges have been asked to use the same language as below.

**Class Behavioral Expectations**

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the [Code of Student Life](https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning-arrangements/). This includes the policies and procedures that all students have agreed to regarding the Steps Forward for Fall 2020 in response to the COVID-19 pandemic. Particularly, all students are required to wear a face covering when in a UI building, including a classroom. In addition, the density of seats in classrooms has been reduced. In some instances, this will allow 6 feet or more of distance while in other cases, it may be less. Regardless, wearing a face covering and maintaining as much distance as possible are vital to slowing the spread of COVID-19.

In the event that a student disrupts the classroom environment through the failure to comply with the reasonable directive of an instructor or the University, the instructor has the authority to ask that the student immediately leave the space for the remainder of the class period. Additionally, the instructor is asked to report the incident to the [Office of Student Accountability](https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning-arrangements/) for the possibility of additional follow-up. Students who need a temporary alternative learning arrangement related to COVID-19 expectations should contact [Student Disability Services](https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning-arrangements/).  

**Class Recordings: Privacy and Sharing**

Some of the sessions of a course could be recorded or live-streamed. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty, and they may not be shared or
reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

ADDITIONAL SYLLABUS COMPONENTS FOR UNDERGRADUATE AND GRADUATE COURSES

1. Course Delivery
   The syllabus for each course must be updated to reflect the course delivery modality for Fall 2020. Please use direct and simple language rather than jargon while discussing the modality as approved and appearing on the MyUI schedule.

   **Sample Syllabus Statement**
   
   Our course will meet both virtually and in person.
   
   **On Mondays:** Live lectures via Zoom at 1:30-2:20, with short quizzes given during the lecture. Zoom links are added to our ICON calendar each Monday by 1:00 p.m.
   
   **On Wednesday and Fridays:** In-person discussions and activities in your assigned classroom at 1:30-2:20. Your classroom appears on the course schedule and on your personal schedule in MyUI.

   **Best Practice:** Include this “modality” information on related assignments and on the syllabus calendar of due dates/readings. Students will forget; problems will be avoided by reminders.

2. Drop-in Hours [i.e. Office Hours—please use the name your unit prefers]

   Drop-in Hours generally should be held virtually to reduce exposure to the virus by students and instructors. Instructors may also meet in an office, if necessary, if students are able to follow health directives on physical distancing (given the size of the office) and wear
a face covering. Also keep in mind that Facilities is not cleaning private offices in order to spend more time cleaning building “high touch surfaces” and classrooms.

Drop-in Hours may be held on Zoom, with individual appointments made available to students needing to discuss private issues. In many cases, it is also appropriate to hold group drop-in hours on topics related to course content. Some instructors additionally use discussion boards to answer routine questions in order to save drop-in hours for more sustained conversations.

Please let students know how your hours will function while keeping in mind that three hours a week (3 x 60) are still required by CLAS as well as some time set aside as “by appointment.”

“By appointment” hours are generally for students with conflicts arising from other UI courses. It can be difficult for instructors to accommodate all student conflicts arising from work, private appointments, and activities. Instructors and students must work together to find a reasonable solution, with the student rescheduling some activities in order to attend drop-in hours. The instructor, in turn, must help students who are unable to rearrange their schedules.

3. **Notice about Moving Online after Thanksgiving Recess**

   Remind students of the virtual delivery of classes after Thanksgiving Recess, with all classes canceled starting Monday, November 23 and resuming on Monday, November 30. There are two weeks until the close of classes on Friday, December 11. If giving a final exam, remind students that the exams will be given online at the scheduled date and time announced by the Registrar around the fifth week of classes.
Syllabus Sample Statement

All UI courses will be delivered virtually after Thanksgiving Recess. This class will continue to meet on Mondays for lectures via Zoom and on Wednesdays and Fridays for discussions also via Zoom rather than in your former classroom.

4. Recording Lectures and Discussions for Student Use

It will be important to record lectures and other prepared content delivered by the instructor; these posted recordings will give students a chance to review materials at their own pace while also preparing the class as a whole to move to virtual instruction required after Thanksgiving (or sooner if needed). Additionally, recordings will likely be used by students who are ill or quarantined to keep up or catch up with course material.

Instructors may also record small group discussions but should be cautious while doing so, reminding students that these materials are the intellectual property of the instructor and may not be shared without the instructor’s written consent. Instructors may want to edit the footage of a discussion before making it available to the group or may decide not to record or release an especially sensitive discussion to protect students’ privacy. Be transparent with students and make sure they understand their obligation to protect the privacy of their peers for the good of all students in the course and in order to allow the group to speak more freely. Instructors, of course, may choose not to record these discussions. Please see the UI policy on the syllabus insert, also below:

Class Recordings: Privacy and Sharing

Some of the sessions of a course could be recorded or live-streamed. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online
environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

5. **Additional Expectations for Student Behavior Related to COVID-19**

   If the syllabus currently has expectations for student behavior, consider expanding the section to align with the syllabi insert information regarding COVID-19 health directives and/or strategies for listening and participating in difficult conversations.

   Other expectations might include those about appropriate behavior on Zoom; many of these are best handled by using appropriate Zoom security and other settings.

   **Below is the official University statement on this matter, which also appears on the CLAS syllabus insert; please also see the procedures above for responding to students who do not respond appropriately to the UI health directives.**

   Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the [Code of Student Life](#). This includes the policies and procedures that all students have agreed to regarding the Steps Forward for Fall 2020 in response to the COVID-19 pandemic. Particularly, all students are required to wear a face covering when in a UI building, including a classroom. In addition, the density of seats in classrooms has been reduced; in some instances, this will allow 6 feet or more between students while other cases, it may be less. Regardless, wearing a face covering and maintaining as much distance as possible are vital to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through their failure to comply with the reasonable directive of an instructor or the University, the instructor has the authority to ask that the student immediately leave the space for the remainder of the class period. Additionally, the instructor is asked to report the incident to the [Office of Student Accountability](#) for the possibility of additional follow-up. Students who need a temporary
alternative learning arrangement related to COVID-19 expectations should contact Student Disability Services arrangements; +1 319 335-1462)
(https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning-arrangements/).

CLAS FALL 2020 GRADUATE POLICIES, PROCEDURES, AND BEST PRACTICES

If a policy or procedure is not found on this list, please use the undergraduate instructional policies above, and consult with the Associate Dean for Graduate Education, Christine Getz.

INTERNATIONAL GRADUATE STUDENTS

This information could change; please watch for updates. For now, the following policies have been approved:

- International graduate students living in the US must still be registered full-time. i.e. 9 s.h. for graduate students or must submit a part-time authorization request to be enrolled below full-time (see related requirements for approval).
- Incoming international graduate students who have not acquired their F-1 visas and cannot travel to the United States at this time should defer their admission.
- Incoming (new) international graduate students must be enrolled in one in-person course. This can include research courses. Please see the 27 July 2020 update on https://international.uiowa.edu/covid-19-frequently-asked-questions-iss.
- The University of Iowa recommends against paying Graduate Assistants and first-year fellows to work and study from outside the United States because of the legal complications involved. Please see the following links for further information:

  https://international.uiowa.edu/sites/international.uiowa.edu/files/international_student_memo_revised_07-10-20_for_adgs_and_dgss1.pdf and
  https://international.uiowa.edu/sites/international.uiowa.edu/files/payroll_tax_research_compliance_summary_-_international_grad_students_1.pdf.
GRADUATE TEACHING ASSISTANTS

- CLAS departments and schools are required to offer departmental orientation annually to Teaching Assistants.
- DGSs and supervisors should review TA assignments carefully. The TA assignment should meet, but not exceed the time commitment outlined in the contract.

RESIDENCE IN IOWA, TEMPORARY ALTERNATIVE WORKPLACE ARRANGEMENTS, AND ACCOMMODATIONS

- At the current time, Graduate Assistants, Lulu Merle Johnson Fellows, Graduate College Recruitment Fellows, Iowa Performance Fellows, Iowa Arts Fellows, and pre-comprehensive Pelzer Fellows are required to be in residence during Fall 2020 regardless of whether they have an in-person or virtual assignment.
- Teaching Assistants desiring a temporary alternative workplace arrangement or a workplace accommodation must request it through FSDS (in accordance with the Graduate Assistant Employment Agreement). Please refer TAs to your departmental HR manager for assistance. If you have concerns or questions about this process, please contact either Associate Dean Getz or Melia Pieper, the CLAS HR Manager tasked with supporting graduate student matters.

FACULTY PRESENCE IN SECTIONS AND REQUIRED FIRST-YEAR TA OBSERVATIONS

- Faculty who are teaching hybrid courses in which the faculty member is teaching a large group of students using synchronous or asynchronous components while the Teaching Assistant meets with smaller in-person discussion or lab sections should make a special effort to establish some presence during the in-person delivery. TAs should not be left to manage the entire in-person experience alone while faculty members work virtually.
- If a faculty member teaching the asynchronous or synchronous sections of a hybrid course in which TAs are teaching in-person has been granted a temporary alternative workplace arrangement, then the DEO and DGS should make sure another faculty member is providing some in-person supervision and support to Teaching Assistants tasked with in-person sections.
- All new TAs are to be observed during the first eight weeks of the semester (regardless of the modality they are assigned) in accordance with the TA contract and CLAS policy. Further, CLAS best practices dictate that every TA should be observed and provided feedback in writing on a regular basis.

GRADUATE COURSES

Beginning and continuing graduate study in the COVID-19 environment can prove especially challenging. Research materials are not always readily available and human
interaction may be limited for students not working in laboratory or clinical environments. Organize graduate coursework so that it offers early and ongoing opportunities to develop new methodological competencies and engage in original research, whether collaboratively or individually. Graduate students further should be provided structured opportunities for individual interaction with mentors and collaboration with their cohort, especially at the outset of study. Please do not hesitate to be creative and share your successful strategies!

TEMPORARY ALTERNATIVE LEARNING ARRANGEMENT (TALA)

Graduate students who meet CDC guidelines for high risk of COVID-19 may make a Temporary Alternative Learning Arrangement (TALA) request to take only courses online in Fall 2020. The requests are reviewed by Student Disabilities Services (SDS) apart from ADA accommodations as a COVID-19 service to the UI. The student is notified in writing of the result.

For any questions, please contact the appropriate CLAS Associate Dean:

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(she/her/hers)
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