

Winter term 2022
USP 683 Qualitative Analysis (4 credits)
Portland State University School of Urban Studies and Planning

Instructor: Moriah McSharry McGrath, PhD, MPH, MSUP

FINAL EXAM: final assignment due Monday, March 14th at 2.20pm on Canvas

COURSE DESCRIPTION

Study of a variety of qualitative methods of analyzing social science problems, with an emphasis on applications to urban studies. Students study the philosophy of academic inquiry, understanding and interpretation of social action. Specific techniques include content analysis, participant observation, field observation, ethnography, interviewing, and focus groups, among others. Organization, coding, and analysis of qualitative data.

Student learning outcomes

Students should be able to demonstrate the following competencies by the end of the course:

- Articulate the major philosophic and theoretical foundations supporting qualitative research approaches
- Identify ethical considerations to doing research with humans
- Evaluate qualitative research processes and products
- Compare various approaches and traditions of qualitative research
- Analyze qualitative data

Course materials

Core texts to obtain

Jones, N. (2010). *Between good and ghetto: African American girls and inner-city violence*. Rutgers University Press.
Luker, K. (2008). *Salsa dancing into the social sciences: Research in an age of info-glut*. Harvard University Press.
Wolf, M. (1992). *A thrice-told tale: Feminism, postmodernism, and ethnographic responsibility*. Stanford University Press.

E-books to access through PSU's library

Leavy, P. (Ed.). (2014). *The Oxford handbook of qualitative research (1st ed.)*. Oxford University Press.
Lichtman, M. (2017). *Qualitative research for the social sciences*. SAGE Publications.
Simmons, E. S. (2016). *Meaningful resistance: Market reforms and the roots of social protest in Latin America*. Cambridge University Press.
Smith, L. T. (2012). *Decolonizing methodologies: Research and indigenous peoples (2nd ed.)*. Zed Books.

Other helpful classics

Emerson, R. M., Fretz, R. I., & Shaw, L. L. *Writing ethnographic fieldnotes*. University of Chicago Press.
Second edition was released in 2011, but 1995 one is pretty similar.
Lofland, J., Lofland, L. H., & Snow, D. (2006). *Analyzing social settings: A guide to qualitative observation and analysis (4th ed.)*. Wadsworth Publishing.
Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd ed.)*. Sage.

Additional resources @ PSU

Saldaña, J. *The coding manual for qualitative researchers*. SAGE. *First edition e-book available @ PSU library.*
Tracy, S. J. *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Wiley. *First edition e-book available @ PSU library.*

Additional readings will be provided on Canvas as needed.

ASSIGNMENTS AND EVALUATION

Ways to earn points

| | |
|---|----|
| Writing like a camera | 5 |
| Weekly reading summaries (4 points x 7, skip a week or do them all for more points) | 28 |
| Review paper | 10 |
| <i>Coding project</i> First coding exercise: 5 points First memo assignment: 10 Final write-up: 15 | 30 |
| <i>Methods presentation</i> Lesson plan (submitted with your partner): 5 points Class facilitation and reflection (solo assignment): 7 points | 12 |
| <i>Participation</i> Attendance (1 points x 9 sessions): 9 points Overall professionalism (quality of engagement w/colleagues): 6 points | 15 |

If supplemental opportunities to practice the course learning outcomes present themselves, I may offer extra credit options. You will be able to earn a maximum of five extra credit points.

The following final grades will be given for the following number of points accumulated. All students will receive a letter grade, as the temporary P/NP policy associated with the pandemic has ended.

| | | | | | | | | | | | | |
|------------------|---------|------|-----|----------------|------|-----|--------------|------|-----|-----------|------|-----|
| points | 0 | 60 | 64 | 67 | 70 | 74 | 77 | 80 | 84 | 87 | 90 | 95 |
| grade | F | D- | D | D+ | C- | C | C+ | B- | B | B+ | A- | A |
| <i>GPA value</i> | 0 | 0.67 | 1.0 | 1.33 | 1.67 | 2.0 | 2.33 | 2.67 | 3.0 | 3.33 | 3.67 | 4.0 |
| <i>quality</i> | failure | | | below standard | | | satisfactory | | | excellent | | |

Expectations for assignments

I subscribe to the Dr. Bates categorization of student work, with a compressed scale for graduate classes:

- A** assignments demonstrate original thought and synthesis of ideas, sophisticated, cogent analysis, and are clearly written or presented. Outstanding work.
- A-/B+** assignments present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Very good work.
- B/B-** assignments show a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- C+/C** assignments misunderstand or misrepresent the material, or are so poorly written or presented as to obscure the analysis. Inadequate work.

Due dates

Reading summaries are due on Monday at 9am so that I can (try to) look at them before class.

Other assignments are due Friday at 5pm. Deadlines are meant to keep you moving through the course material without getting bogged down. **I do not give extensions, but assignments do have grace periods:** submission folders for reading summaries will be open until Friday at 5pm, and you will be able to turn in the other assignments until Monday at 9am. There is no penalty for submitting after the deadline but during the grace period. If you think you're not going to be able to make it during the grace period, please contact me immediately so that we can discuss accommodations. If you at any time feel that you might be falling behind, contact me immediately.

We may need to adjust some assignment instructions and due dates as we adjust the session format for people's safety and well-being; I will always make these decisions with the intent to make students' lives easier, not harder!

Overview of assignments—more details provided to be provided

Writing like a camera

This exercise is about conducting and recording field observations, using a minimum of analysis (and maximum of detail).

Reading summary

It's an excellent habit of scholarship to record the key ideas and arguments of the authors we read and then reflect on our impressions, questions, etc. In 1-3 pages, summarize the key arguments or contributions of each of the pieces we read for the week. For empirical works, discuss how the author's methods helped them answer their research question. Conclude with a list of questions (tied to the readings) that you'd like to discuss in class that week. Don't forget your APA style-reference list.

Review paper

You will identify three peer-reviewed journal articles that discuss a topic of interest to you. Each of these articles will use a different qualitative methodological approach (e.g. ethnography, case study, visual methods). Your task is to write a paper discussing the three approaches to the topic. You will compare and contrast their methodological choices, how they present of their methods and findings, and offer a an appraisal of the value of using these various methods to study this topic.

Methods presentation

You will teach the class about a specific type of qualitative methods (sign-up sheet with choices to come), with a partner. You will prepare a lesson plan in advance and submit it with a reflective essay, due one week after your presentation.

Coding assignment

We'll practice coding data, memoing to develop the analysis, and reporting findings. This will be challenging!

Participation and professionalism

Since our goal is to create a community of learning, your prepared participation in class is important to not only your own educational experience but also that of your colleagues. In the classroom we will have activities, discussions, and presentations that help us synthesize material and bring concepts into greater clarity. This synchronous experience cannot be replicated and will rely upon your preparation and thoughtful contributions. **Professionalism also includes staying home when you are sick or have been exposed to an airborne disease, such as Covid-19.** You will not be penalized for missing class on these occasions.

SUSTAINING A LEARNING COMMUNITY

We all play a part in creating and maintaining a positive shared learning environment. Below are some of the major expectations for this course.

Learning in unprecedented times

From the Covid-19 pandemic to uprisings for racial justice to climate catastrophe, we are all going through a lot. The university is working to continually update plans and resources

(<https://www.pdx.edu/coronavirus-response>), and everyone is doing what they can to support student success under these extraordinary circumstances. Please do your part by:

- getting your Covid-19 booster shot immediately
- following MANDATORY COURSE POLICIES to reduce Covid transmission
 - If you have a known Covid exposure¹: stay home for 10 days, get [tested](#) 3-5 days after exposure
 - If you have Covid symptoms and test negative: stay home until symptoms resolve
 - If you test positive for Covid: stay home for 10 days after the test sample was collected or five days after your symptoms resolve (loss of smell/taste may continue), whichever is greater

You will not be penalized for missing class when you are home sick/self-isolating. Please stay home when you have any type of potentially communicable disease and/or your emotional well-being is better served by time away.

I aim to create space for inquiry and excellence, but also to acknowledge the intense logistical challenges and cognitive load we are experiencing. If health, technology, caregiving etc. complications are influencing your learning, please let me know so that we can make adjustments accordingly. I aim not to penalize you for the impact of these challenges on your performance. Communication is key, please reach out if you are feeling frustrated, overwhelmed, etc. You can quickly report absences online instead of e-mailing me (see URL above).

Meaningful conversations (adapted from Beth Duckles)

In this class we may deal with topics that are controversial, thought-provoking, and which may challenge your worldview. In order to address these issues in a scholarly manner, we will operate with a foundation of respect for all persons, acknowledging that there are a variety of viewpoints to be considered. You are always free to express your own opinions, however you must be ready to consider those opinions using a social science lens. You are always free to disagree with the conclusions of your professor, your peers, or the authors you read. Disagreeing with the material does not excuse you from engaging with it, however.

Unauthorized distribution of course material

Students are prohibited from distributing text or images from the Canvas shell—e.g., cutting and pasting comments from a discussion board—without prior consent of the instructor or student poster. Our online and real-life classroom is a private space; to protect everyone’s learning and psychological safety, refrain from sharing screenshots etc. with anyone who is not in the course. Course recordings are to be used only for the purpose of reviewing course material and may not be shared.

Some specific teaching goals

These aspects of my teaching bear particular mention.

People first

All the information one might want is available without enrolling in college, yet we all choose to be here: to be together, learning in community. I try to get to know my students so that I can help them best achieve their goals. I encourage you to get to know your classmates so that you may benefit from their insights and support. We often tell students that they should critique ideas and not people, and while that is a helpful guideline to reduce *ad hominem* attacks, it is an oversimplification. A person’s ideas stem from

¹ Exposure is defined as being within 6 feet for a total of 15 minutes or more (in one day) to someone who has symptoms of Covid-19 or has recently tested positive for Covid-19. For the purposes of our class, I would exclude clinical encounters where you are wearing professional PPE.

who they are, so having meaningful dialog requires understanding ideas and the context from which they came. Before critiquing, seek to understand.

Trauma-awareness

Whether it's recent world events or things that have happened in our life stories, many of the people in our class have experienced trauma, which affects people's capacity to feel safe, build relationships, and learn. Women, people of color, people with disabilities, people who have experienced housing or financial instability, LGBTQ+ people are at elevated risk of experiencing trauma—so paying attention to it is another way of fostering equity. When it comes to teaching, this is a humble journey of trying to lead with empathy, providing structure for students, and empowering them to chart their own course. I encourage you to join me in this effort by learning more about living with traumatic stress and being an ally to people who have experienced trauma.

Countering oppression

Core to the practice of community development is honoring people's dignity and create spaces that encourage equitable participation and power-sharing. This requires active effort because it is a radically different paradigm from the larger society. As a White upper-middle class educator and community member, I am on a lifelong journey to work against oppression and particularly racism. I am especially inspired by the Movement for Black Lives' calls to imagine a more just future. Some ways this manifests in my teaching are efforts to . . .

- Center the margins: seeking out materials authored by and/or depicting the stories of people who have historically been marginalized
- Interrupt oppressive speech: “calling in” people whose actions may be doing (unconscious or otherwise) harm to others
- Recognize the effect of trauma as well as its differential impacts (see above)
- Apply an equity lens to decision-making
- Use a critical race lens to identify and name racism and oppression when I see it

I appreciate your support and feedback on this process. For your part, I expect you to be thoughtful about your own identity and attentive to power dynamics in the classroom, contributing to an environment that may benefit students from diverse backgrounds. If you would like to learn more about anti-racism in academia, the Academics for Black Survival and Wellness collaborative maintains this resource list:

https://docs.google.com/spreadsheets/d/1PakgQkLLZ5kk6EuUw6F7PKkbGXiEZxyt8Q_Bm1zFZzQ

UNIVERSITY POLICIES AND RESOURCES FOR STUDENT SUCCESS

Academic integrity

The PSU Student Code of Conduct and Responsibility can be found at: <https://www.pdx.edu/dos/psu-student-code-conduct>. We are all responsible for upholding it!

It states, in part:

“Academic Misconduct is defined as, actual or attempted, fraud, deceit, or unauthorized use of materials prohibited or inappropriate in the context of the academic assignment. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student's own work, or must clearly acknowledge the source(s). Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person's stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j)

unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student's work.”

Please be mindful of this, particularly when it comes to writing. Do not try to pass off other people's work (including uncited photos from the internet!) as your own. Not only is it unethical, it could result in failing an assignment or course, or getting suspended or expelled from the university. The Writing Center and your instructor are available to support you as you learn appropriate practices of scholarship and attribution. **I reserve the right to give a failing grade for the course to any student with multiple academic integrity issues in the class.**

Access and inclusion for students with disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Title IX² and mandatory reporting

Portland State is committed to fostering a safe, productive learning environment. Title IX and PSU policies prohibit discrimination on the basis of sex/gender, including sexual harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class.

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/ or other forms of prohibited discrimination to PSU's Title IX Coordinator (<http://titleixcoordinator@pdx.edu>), the Office of Equity and Compliance (<https://www.pdx.edu/diversity/file-complaint-discriminationharassment>), or the Dean of Student Life (<https://www.pdx.edu/dean-student-life/student-conduct>) and **cannot keep information confidential**. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Title IX Coordinator, Office of Equity and Compliance, or the Office of the Dean of Student Life.

If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, **you can contact a confidential advocate at (503)894-7982 or by scheduling online (psuwr.c.youcanbook.me)**. You may also contact other confidential employees found on the sexual misconduct resource webpage <https://www.pdx.edu/sexual-assault/get-help>. For more information about PSU's expectations of our campus community standards

² of the federal Education Amendments of 1972

and resources for sex/gender discrimination and sexual violence, please complete the required student module Understanding Sexual Misconduct and Resources (<https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resources-student-module>) in Canvas.

Belonging, Dignity, and Justice Committee

If you have feedback about Belonging, Dignity, and Justice (BDJ) issues in the School of Urban Studies and Planning (USP), you can share kudos, ideas, and concerns with the School's BDJ committee at uspdei@pdx.edu.

Problems, concerns, complaints

If something is not going well with a classmate, instructor, staff member, your first step is to approach that person for a constructive dialogue. If that does not resolve the matter or seems impossible due to power dynamics or the level of harm you have experienced, there are many avenues for getting support. The USP BDJ committee offers a helpful rundown on their website at: <https://www.pdx.edu/urban-studies-planning/resources-and-reporting>

Other resources

- Helpdesk for problems with e-mail, passwords, Canvas, and other computer/tech things (open until midnight!): <https://www.pdx.edu/technology/support>
- Writing Center: <https://www.pdx.edu/writing-center/>
- Legal advice, assistance with food, and more: <https://www.pdx.edu/dean-student-life/student-resources>
- Overview of campus resources in Covidtimes: <https://www.pdx.edu/new-way-forward/students>

TENTATIVE COURSE CALENDAR

| Date/topic | Reading FOR MONDAY (* indicates on Canvas) | Assignments due/notes |
|--|--|--|
| 1 - Jan. 3 rd Intros REMOTE | read this week (no need to write it up) if you have extra time: Lichtman, Chapter 2 “Qualitative research—a reflexive stance” | |
| 2 - Jan. 10 th Inquiry in the qualitative tradition REMOTE | <ul style="list-style-type: none"> Luker Ch. 1-3 “Salsa dancing? In the social sciences?”, “What’s it all about?”, “Ode to canonical social sciences” Creswell, J. W., & Poth, C. N. (2018). <i>Qualitative inquiry & research design: Choosing among five approaches</i> (4th ed.). SAGE. Ch. 2 “Philosophical assumptions and interpretive frameworks”, Ch. 4 “Five qualitative approaches to inquiry”* | <ul style="list-style-type: none"> Reading summary of <u>this week’s</u> readings @ Mon. 9am Writing like a camera @ Fri. 5pm |
| 3 - Jan. 17 th | no class or readings for MLK day, university closed | <ul style="list-style-type: none"> Review paper @ Fri. 5pm |
| 4 - Jan. 24 th Observation | <ul style="list-style-type: none"> Luker Ch. 8 “Field (and other) methods” Smith Ch. 3 “Colonizing knowledges” Geertz, C. (1973). “Thick description” from <i>The interpretation of cultures: Selected essays</i>. New York: BasicBooks.* | <ul style="list-style-type: none"> Reading summary @ Mon. 9am |
| 5 - Jan. 31 st Ethnography | <ul style="list-style-type: none"> Jones (whole book) <i>Optional</i>: Luker 4 “What is this a case of, anyway?” | <ul style="list-style-type: none"> Reading summary @ Mon. 9am |
| 6 - Feb. 7 th Coding | <ul style="list-style-type: none"> Coffey and Atkinson “Concepts and coding” and “Narratives and stories” from <i>Making Sense of Qualitative Data</i>, SAGE* Gibbs, G. R. (2018). <i>Analyzing qualitative data</i> (2nd ed.). SAGE. Ch. 4 “Thematic coding and categorizing” <i>Optional</i>: Leavy Ch. 28 “Coding and analysis strategies” by Saldaña | <ul style="list-style-type: none"> Reading summary @ Mon. 9am Methods presentation in class (<i>select students</i>) practice coding in class |
| 7 - Feb. 14 th Ethics and relationships | <ul style="list-style-type: none"> Wolf (whole book) And choose one chapter from below . . . Critical Methodologies Collective (Eds.). (2021). <i>The politics and ethics of representation in qualitative research: Addressing moments of discomfort</i>. Routledge. <ul style="list-style-type: none"> Kolankiewicz “On challenges and dilemmas of anonymization in a study of anti-Muslim racism” Sixtensson “‘To say no wasn’t something we could do’: Reflexive accounts and negotiations of the ethical practice of informed consent during the research process and beyond” Ocejo, R. E. (Ed.). (2019). <i>Urban ethnography: Legacies and challenges</i>. Emerald Publishing Limited. <ul style="list-style-type: none"> Lacy “The missing middle class: Race, suburban ethnography, and the challenges of ‘studying up’” Beaman “Black (American) girl in the banlieue: Doing race and ethnography as an American in France” | <ul style="list-style-type: none"> Reading summary @ Mon. 9am Coding assignment @ Fri. 5pm Methods presentation |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> - Hanson “The gendered dynamics of urban ethnography: What the researcher's ‘location’ means for the production of Ethnographic Knowledge” | |
| <p>8 - Feb. 21st Memoing and making meaning</p> | <ul style="list-style-type: none"> • Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). <i>Writing ethnographic fieldnotes</i> (2nd ed.). The University of Chicago Press. Ch. 6 “Processing fieldnotes: coding and memoing”* • Lichtman Ch. 12 “Drawing meaning from the data” • Luker Ch. 6 “On sampling, operationalization, and generalization” • <i>Optional</i> chapters from Corbin, J. & Strauss, A. (2008). <i>Basics of qualitative research: Techniques and procedures for developing grounded theory</i> (3rd ed.). <ul style="list-style-type: none"> - Ch. 6 “Memos and diagrams” - Ch. 8 “Analyzing data for concepts” - Ch. 12 “Integrating categories” | <ul style="list-style-type: none"> • Reading summary @ Mon. 9am • Methods presentation • practice memoing in class |
| <p>9 – Feb. 28th Case studies</p> | <ul style="list-style-type: none"> • Leavy Ch. 22 “Case study research: In-depth understanding in context” by Simons • Flyvberg, B. (2006). Five misunderstandings about case-study research. <i>Qualitative Inquiry</i>, 12(2), 219-245. • Select Simmons chapters TBD | <ul style="list-style-type: none"> • Reading summary @ Mon. 9am • Methods presentation • Memoing assignment @ Fri. 5pm |
| <p>10 - Mar. 7th Synthesis</p> | <ul style="list-style-type: none"> • Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. <i>Qualitative Inquiry</i>, 16(10), 837-851. • Luker Ch. 11 “Living your life as a salsa-dancing social scientist” • Harjo, L. (2019). <i>Spiral to the stars: Mvskoke tools of futurity</i>. University of Arizona Press. Ch. 6 “It is your turn: Tools of futurity” • <i>Optional</i>: Lichtman Ch. 13 “Communicating your ideas” | <ul style="list-style-type: none"> • Reading summary @ Mon. 9am • Methods presentation • work on final assn. in class |
| EXAM WEEK: upload final Monday, March 14 th at 2.20pm. | | |

CLASSROOM REQUIREMENTS FOR ALL STUDENTS AND FACULTY DUE TO COVID-19

The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires all students to comply with the following.

Masks required at all times in classroom

- [Wear a mask or face covering indoors](#) at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight-fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. **Because a mask must be worn in the classroom, there should be no eating or drinking in the classroom.** If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from the [Disability Resource Center \(DRC\)](#) to be exempt from this requirement.
- CDC, State, and County guidance does not limit class size for in-person instruction or require physical distancing.

Vaccination

Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](#) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

Health check, illness, exposure, or positive test for COVID-19

- Complete the [required self-check for COVID-19 symptoms before coming to campus each day](#).
- If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call [The Center for Student Health and Counseling \(SHAC\)](#) to discuss your symptoms and situation at 503-725-2800. They will advise you on testing, quarantine, and when you can return to campus.
- If you test positive for COVID, [report your result to SHAC](#) and do not come to campus. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus.
- Please notify me (i.e., your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
- If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Failure to comply with any of these rules

As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom, or I may need to cancel the class session entirely.

In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU's Code of Conduct. A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the [Student Code of Conduct & Responsibility](#).

Guidance May Change

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response](#) webpage and look for emails from the University on these topics.

PARAMETERS FOR COURSE FORMAT, JAN 22ND, 2022**When will class be remote?**

- During the first two weeks of the term (for people's movement to calm down after the winter holidays, to learn more about omicron and get boosters)
- When there are predictions of weather situation that would make it difficult (snow) or dangerous (heat) to get to campus
- If the instructor is under the weather but still able to teach remotely
- When someone in the class has tested positive for Covid in the past 10 days – if this happens to you let me know as far in advance as possible at <https://forms.gle/e68rrPp7bXQNYuim6>
- When 30% of students are experiencing a situation where they cannot come to the classroom but are able to do a videoconference – let me know as far in advance as possible at <https://forms.gle/e68rrPp7bXQNYuim6>
 - If at least two people (slightly below 30%) are absent due to Covid exposure, we will also go remote - if you have been exposed, please let me know as far in advance as possible at <https://forms.gle/e68rrPp7bXQNYuim6>

Doing your part

In addition to the university and course policies listed above, I urge you to make the following contributions to making our classroom as safe as possible:

- Wear a high-quality face mask, such as a KN95 respirator: see <https://www.umms.org/coronavirus/what-to-know/masks/mask-types> for guidance
- Get your flu shot and any other vaccines for communicable diseases.
- Please try to consider the germs that you are bringing into the classroom: minimize *our* Covid risk by minimizing *your* avoidable exposure to large groups of people, esp. unvaccinated.
- Help keep the air flowing in the classroom – doors/windows open when possible (bring an extra layer to stay warm!).
- Assume that we have people in the classroom who have heightened vulnerability to Covid-19 and other respiratory illnesses.
- Know that many of us are very concerned about bringing germs back to our households and loved ones.
- Know that many of us have a lot of Covid-related or Covid-adjacent anxiety and burnout. Be mindful of each other's comfort and try to give everyone a lot of sympathy and leeway. This includes yourself: take breaks, be gentle on yourself, reach out when you're struggling