INSTRUCTOR OF RECORD
Instructor: Jos C.N. Raadschelders
Office: 350D Page Hall
Email: raadschelders.1
Office hours: By appointment

COURSE OVERVIEW
Public Affairs 5062 is the second component of a two-course, six credit, certificate program specifically designed for mid-career professionals working in public and nonprofit organizations who aspire to further develop their managerial and leadership skills.

Managers in public organizations need to not only assemble the skills and talents of individuals, but also direct and lead them to solving the problems at hand and achieving the organization’s public service mission. The successful execution of these roles requires managers to be able to understand what they bring to and need from their subordinates, formulate goals and strategy, make effective decisions, influence diverse individuals, both inside and outside of the organization, apply their own skills and abilities to their teams, optimize the structure and culture of their organization and drive organizational change. The purpose of this course is to help public managers to develop the leadership skills and competencies needed to successfully direct their workgroup/organization to achieving its public service goals. In other words, where the focus of the first course was on practical skills, the focus of this course is on aspirational objectives. This part of the Leadership Certificate has 42 contact hours, and another 126 hours of study.

This course also consists of two subcomponents. In the first subcomponent, the students are expected to learn about effective leadership practices and to develop analytical and interpersonal skills necessary to effectively use these practices in various work situations. Given the applied nature of this course, we will rely extensively on case studies, videos, and individual/group exercises in addition to reading about effective leadership practices and skills. Additional content to complement in-class learning will be posted on Carmen to optimize class time for application and problem solving. In addition to the instructor of record, other subject matter experts and instructors will provide knowledge and will share in the delivery of course content. The second subcomponent is designed to hone and demonstrate students’ accumulated leadership knowledge and skills through an intervention exercise. Students will be asked to identify an opportunity within their public or nonprofit organization to integrate and apply leadership concepts, diagnose, analyze and solve a specific personnel and/or organizational problem, and to explore personal styles of leadership. Students will be required to reflect on outcomes and the application of their leadership abilities.

LEARNING GOALS AND OBJECTIVES
By the end of the course, students will have:
1. Knowledge of how leadership theory informs practice
2. Design, coach, develop, and lead cross-functional teams within and across organizational boundaries
3. Strategies for leading during times of crisis and change
4. Strategies for learning how to resolve ethical dilemmas and value conflicts and for leading teams ethically
5. developed skills in analyzing, synthesizing, critical thinking, problem solving, and decision making relevant to leaders in public and nonprofit organizations;
6. the ability to articulate and apply a public service perspective;
7. the ability to communicate and productively interact with a diverse and changing workforce and citizenry.
8. knowledge of the challenges in managing a public or nonprofit organization;
9. further developed skills in analyzing, synthesizing, critical thinking, problem solving, and decision making relevant to managers and leaders in public and nonprofit organizations;
10. the ability to articulate and apply a public service perspective;
11. The ability to communicate and productively interact with a diverse and changing workforce and citizenry.
12. demonstrated accumulated leadership and management skills through practical application.

COURSE SCHEDULE AND READINGS
Each of the six class meetings for this course will be 7 hours in-person. This format satisfies requirements regarding contact time and credit hours. The graduate school requires about 40 hours for each credit. Hence, 42 contact hours (6 days x 7 hours) assumes another 126 hours for study and homework time.

For LCERT 5060 and 5062 the following book is prescribed:

Each of the modules lists extra readings that can be found in Carmen. It is upon the instructor to determine which ones are required, and which are recommended.

COURSE SCHEDULE AND READINGS
Module 1: Designing and Leading High Performing Work Teams
Readings:
- Thomas, chapter 7
- Posner, Barry and James M. Kouzes: The Five Practices of Exemplary Leadership
- Hackman, Richard: Teams Don’t Work
- Edmondson, Amy C., Richard M.J. Bohmer, and Gary P. Pisano: Speeding Up Team Learning
- Videos:
- Case Study:
  - Taran Swan at Nickelodeon Latin America (A, B, C, D) by Linda A. Hill and Kristin Doughty (HARVARD)
  - Managing Your Team by Linda A. Hill (HARVARD)

Module 2: Leading Without or With Authority
Readings:
- Thomas: chapter 7
- Dutton, J. & Healthy, E.: The Power of High Quality Connections at Work
- Cuddy, A.J.C., Kohut, M. & Neffinger, J.: Connect then Lead
- Cross, R., Baker, W. & Parker, A.: What creates energy in organizations?
  - Video:
    - Why Doctors Should Care About Happiness by Sarah Pressman (TED Talk)
  - Case Study:
    - Ramesh and Gargi (A and B)
  - Readings:
    - Understanding Power in Organizations by Pfeffer
    - Diagnose the Political Landscape by Heifetz
    - Act Politically by Heifetz
  - Video:
    - 12 O’ Clock High
  - Case Study:
    - Meadville State Prison

Module 3: Unlocking the Subtle Forces of Change
Readings:
- Thomas: chapter 11
- Heifetz: Creative Deviance on the Frontline
- Heifetz: Modulating the Provocation
- Meyerson: Tempered Radicals: How Everyday Leaders Inspire Change at Work
  - Video:
    - Norma Rae
  - Case Study:
    - Bobbie D’Alessandro
  - Building a Dialogue around Race to Change Political Institutions, the City of Seattle Starts the Race and Social Justice Initiative (TBD)
  - Group discussion: In the military career, one gets used to frequent base changes and thus to working with and adjusting to new groups of people. A base change can be disruptive for, e.g., family life, but changing into civilian life may be more disruptive. If so, in what way?

Module 4: Leading in Times of Crisis
Readings:
- Thomas: chapter 9
- Bonanno: Loss, Trauma and Human Resilience
- Couto: How Resilience Works
- Dutton et al.: Leading in traumatic times
  - Case Study: The Heart of Reuters

Group discussion: Describe a moment of crisis in your team. In what context did this crisis emerge (in a war context or not), and how did you resolve it?
Group discussion: How would you characterize the nature of leadership in the military? How different or similar is it to what you are experiencing or expecting in civilian life?
Module 5: Making Decisions under Uncertainty and Ethical Leadership
Readings:
- Thomas: chapters 8 and 10
  - Video:
    o Dan Arieli TED Talk: Are we in control of our own decisions?
  - Case Study:
    o Bay of Pigs Invasion (HARVARD)
  - Readings:
    o Ethical Breakdowns (Bazerman & Tenbrunsel)
    o How (Un)Ethical Are You? (Banaji et al.)
    o Moral Manager and Moral Person (Trevino et al.)

Case Study: Loyalty, Ethics and "Whistle Blowing": Confronting Corruption in the Volatile World of Law Enforcement
Group discussion: How can ethical leadership reduce extreme reactions to prolonged tense situations?

Module 6: Intervention Plans
Reading: Thomas, chapter 12.
Elevator-style presentation of intervention plan, the complete content of which will have to be posted by the student on Carmen

Readings: Any required readings will be posted in Carmen.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

GRADING AND ASSIGNMENTS
All work is to be submitted through Carmen. If you cannot deliver an assignment through Carmen, you are responsible for submitting assigned material to the Program Manager through some other means (email a Microsoft Word attachment to glenn-training@osu.edu) Informing us of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g., A- to B+).

The graded components in this course include:

1. **Intervention plan (25 points)**
Each student will develop a one page intervention plan to address a relevant organizational problem or challenge. The intervention can demonstrate application of any of the topics covered in PA 5060 or PA 5061, and should support the organization’s ongoing work and strategic initiatives. A project planning template will be provided to address the following elements:

- Problem description
- Approach or methodology
- Alignment of intervention with organizational goals or strategic initiatives
- Anticipated outcomes
- Identification of project sponsor

<table>
<thead>
<tr>
<th>Management or Leadership Challenge</th>
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<tr>
<td>Briefly describe the organizational challenge or issue that your proposed project will address.</td>
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<td>Do not describe how the problem will be addressed, only the challenge.</td>
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<td>5.0 pts</td>
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<tr>
<th>Anticipated Outcomes &amp; Organizational Impact</th>
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<tr>
<td>Describe the anticipated outcome(s) and impact to your organization if the challenge is successfully addressed and your recommendations are implemented. How will your proposed intervention benefit your organization?</td>
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<td>10.0 pts</td>
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<tr>
<th>Approach</th>
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<td>Describe how you plan to address the challenge or issue. What is your approach? This should include a general description of how you will achieve the desired outcomes that you outlined above. What concepts and skills from Public Affairs 5059, 5060, and 5061 will you apply?</td>
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<td>10.0 pts</td>
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2. **Implementation of Intervention Plan And Presentation (25 points)**
   Using a case analysis model (problem identification, generation of alternative solutions, evaluation of alternative solutions, implementation of recommended solution, analysis of outcomes) each student will implement his or her intervention plan. Students will be required to deliver a 10 minute presentation on his or her case analysis. One-third-letter grade penalty (e.g., A- to B+) will be assessed for exceeding the 10 minute limit.

3. **Analysis of Intervention Plan (40 points)**
   Using a case analysis format, each student will write a 3-5 page paper describing the implementation of their intervention plan, highlighting the application of management and leadership concepts, tools, and insights (12 pt. font, Times Roman, double space, APS format for all citations). Students will be expected to reflect on the outcome of the intervention as well as their management and leadership abilities during the intervention. How did you apply what you learned in PA 5060 and PA 5061 to this intervention? What worked and what did not? What would you do differently in future interventions? How did your leadership style impact outcomes? What did you learn about yourself as a leader? See extended syllabus for detail about this assignment.

4. **Peer Evaluations (10 points)**
You receive 10 points for completing peer evaluations -- evaluating your fellow students 10 minute intervention presentations. Additional information on the evaluation process will be given to students in class.

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

GRADING AND ASSIGNMENTS
All work is to be submitted through Carmen. If you cannot deliver an assignment through Carmen, you are responsible for submitting assigned material to the Program Manager through some other means (email a Microsoft Word attachment to glenn-training@osu.edu) Informing us of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g., A- to B+).

The graded components in this course include:

1. **Class Participation & Completion of Evaluations (15 points)**
   Active participation in class discussions and activities is expected. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class. Voluntary participation is preferred, but you should expect to be called upon at any time. Effective class contribution entails providing good answers to questions. Effective comments add to our understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from other courses and experience, and show evidence of analysis rather than mere opinion or “gut feeling”. Effective responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Additionally, you receive 1 point for completion of the each course evaluation (5 points total).

2. **Self-Reflection Journals (5 points)**
   Weekly journal entries will be required throughout the program. For each set of course readings, students will draft a one-page reflection journal (1-inch margins, double-spaced, 12-point font). Each entry will be worth 5 points.

   In response to the readings of this week, the journals should address (but not limited to) the following:
   - Reflect on your personal experience relevant to the theories discussed (Do you look at something differently now? Why or Why not).
   - Provide examples of uses relevant to the theories discussed (Any real world/personal experiences that relate to these theories?).
You are not required to write in formal, academic paragraphs/sentences. It is OK to make bulleted lists or to use a table to organize your response (for this assignment only).

3. **Leadership Interview, Summary, and Carmen Posts (30 Points) OR Group Case Analysis and Presentation**

If you did not complete the Group Case Analysis in 5060, you must complete this in 5061. Or, if you did not complete the Leadership Interview, Summary & Carmen Posts in 5060, you will complete this assignment in 5061. At the end of the certificate program students will have completed the Leadership Interview, Summary, and Carmen Posts and one Group Case Analysis.

**Leadership Interview, Summary, and Carmen Posts (30 Points)**

For this assignment you will interview a public or nonprofit leader – someone you admire or who interests you -- about their personal leadership philosophy, style, challenges and celebrations. You will write up your findings in an interview summary, and you will share your insights and the lessons you learned from conducting the interview with the class through an online post in Carmen. The assignment is worth a total of 30 points. The interview summary is worth 15 points and your Carmen posts are worth 15 points.

The purpose of this assignment is to support your professional growth by helping you to explore a deeper understanding of leadership, link leadership theory to practice, and to reflect on your own leadership based on the insights and experiences of other public and nonprofit leaders.

1. **Identify a public or nonprofit leader for a 20 minute interview** -- Your leader should have at least five years of experience working in the public or nonprofit sector and have responsibility for managing others. To help push you out of your comfort zone, this person cannot be a friend, relative, or anyone else close to you.

2. **Create an interview protocol** – the open-ended questions you will ask your leaders to learn more about his/her philosophy, style, successes and challenges.

3. **Interview the leader** – An in-person interview is preferable. However, phone or Skype interviews are acceptable.

4. **Write up your findings in an interview summary**. The length of the summary should be 3-5 pages (double-spaced, 1-inch margin, 12-point Times New Roman font, APA style when citing any references or supporting materials). At a minimum your summary should answer the following:
   - What did you learn about leadership from interviewing this person (philosophy, style, challenges, failures, successes etc.)?
   - How do your lessons learned connect or align with course readings?
   - How did this exercise influence your view of leadership and leadership development?

Your leadership summary will be graded based on the following criteria.

<table>
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<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Summary addresses all three topics (what you learned, how your lessons learned connect or align with course readings, how the exercise influenced your views re: leadership);</td>
<td>10</td>
</tr>
<tr>
<td>Evidence of having diligently pursued and thoughtfully executed the interview;</td>
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</table>
Main points are adequately developed and supported by your insights, the interview itself, and course readings.

Prose is clear, concise, and error-free

(5) **Carmen Posts**

- After submitting your interview summary, post to Carmen your response to the following question: *How did this exercise influence your view of leadership and leadership development?*
- Choose posts from at least two other members of the cohort and comment on these posts.

Posts will be graded based on the content, depth, and quality of your contributions to the discussions.

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<thead>
<tr>
<th>Criteria</th>
<th>0 points</th>
<th>1-5 points</th>
<th>5-10 points</th>
<th>10-15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Posting Content</strong></td>
<td>Response attempts to answer the question, but is not specific, too vague, or off-topic.</td>
<td>Response addresses the question with thought and clarity. Applies content and material from the course readings and/or lecture content in the response.</td>
<td>Response addresses question with thought, clarity and analysis, showing depth of understanding. Applies concepts outside of course content which relate to question demonstrating thoughtful analysis through use of appropriate examples.</td>
<td>No posting is made in response to posed question or post. Post is inappropriate and subsequently removed by professor.</td>
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**Group Case Analysis and Presentation (30 points)**

Throughout the course, case studies will be presented in class by students to help reinforce course concepts with practical application. While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion for any given week. Specifically, students will be assigned one case and will serve as the facilitator for case discussion along with 4-5 other classmates. Students will receive a group grade for facilitation of the class discussion. To prepare for the case facilitation, students will be expected to meet ahead of time (outside of class) with their team. Teams will be graded on the following five components:

- A clear synopsis of a management challenge evident in the case, as it relates to the course materials for the week;
- Application of concepts, tools or insights from course materials to the identified management challenge in the case;
- Discussion of different alternatives available to the decision maker(s);
- Assessment of the lessons learned from the case as they relate to the course materials for the week;
- Effectiveness of the presentation style.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Point s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear synopsis of the management challenge(s) evident in the case, as it relates to the course materials for the week.</td>
<td>5</td>
</tr>
</tbody>
</table>
4. **Individual Case Analysis (30 points)**

You will write a 3-5 page case study analysis paper for this course (double-spaced, 1-inch margin, 12-point Times New Roman font, APA style when citing any references or supporting materials). The paper is designed to assess your ability:

1. to diagnose key management problems/challenges evident in the case;
2. to apply the course readings and discussions to solve the management challenges/problems in the case;
3. to suggest a specific and viable course of action to address the challenge(s); and
4. to communicate your thoughts and recommendations in a clear and professional manner (i.e., structure and quality of writing).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate your thoughts and recommendations in a clear and professional manner (i.e., structure and quality of writing)</td>
<td>5</td>
</tr>
<tr>
<td>Diagnose key management problems/challenges evident in the case</td>
<td>10</td>
</tr>
<tr>
<td>Apply the course readings and discussions to solve the management challenges/problems in the case</td>
<td>5</td>
</tr>
<tr>
<td>Suggest a specific and viable course of action to address the challenges</td>
<td>10</td>
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You **CANNOT** choose to write your individual case analysis on the case study that is assigned for your group presentation.

**WORKLOAD**

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. So for a one-credit class, you should expect 14 hours of in class instruction and about twice that outside of class preparing and doing homework and assignments.

**CLASS PARTICIPATION**

Students are expected to have all readings and other assignments (presentations, assessments) completed before the class session where assigned.

**CLASS ATTENDANCE AND EXPECTATIONS**

Attendance is required because class work and discussion are critical to the course. Your attendance and involvement in class is vital, be prepared to discuss the material assigned. Group work is critical as is in-class discussion. Absence can be excused for religious observances, and
students can reschedule, without penalty, required class work that may fall on religious holidays. There will be no final exam.

**GRADING SCALE**

Students can earn up to 100 points in this course. Transformation of numerical grade to a letter grade will be according to the schedule below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>C</td>
<td>73-76.9</td>
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<tr>
<td>C-</td>
<td>70-72.9</td>
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<tr>
<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>D</td>
<td>60-66.9</td>
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<td>E</td>
<td>&lt; 60</td>
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**ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)**

Link to Ohio State University’s Code of Student Conduct is available here: [http://studentconduct.osu.edu](http://studentconduct.osu.edu)

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s [Code of Student Conduct](http://studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University’s [Code of Student Conduct](http://studentconduct.osu.edu), Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s [Code of Student Conduct](http://studentconduct.osu.edu) is never considered an “excuse” for academic misconduct.

Link to Ohio State University’s Code of Student Conduct is available here: [http://studentconduct.osu.edu](http://studentconduct.osu.edu)

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the program manager.

Other sources of information on academic misconduct (integrity):

- The Committee on Academic Misconduct web page: [http://oaa.osu.edu/coam.html](http://oaa.osu.edu/coam.html)
- *Eight Cardinal Rules of Academic Integrity*: [www.northwestern.edu/uacc/8cards.html](www.northwestern.edu/uacc/8cards.html)

**GLENN COLLEGE DIVERSITY VALUES STATEMENT**

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.
***Please note: Some of these services are available only to students enrolled in the program for credit. However, we will do whatever we can to accommodate any student’s needs.***

ACCOMMODATION POLICY
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH STATEMENT
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800--273--TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit [http://advocacy.osu.edu/](http://advocacy.osu.edu/).

GRADE APPEALS
The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

COPYRIGHT DISCLAIMER
The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**TRIGGER WARNING**
Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

**STATEMENT ON TITLE IX**
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).