SYLLABUS

ENGR 303 — FALL 2022

Class Section 2 #52405

Room 3115 (3rd floor, wing 1, room 15)

“Gender and Engineering”

Men and Women Building Effective Partnership

in the Engineering Workplace

A group of people looking up

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2 units

Fulfills a requirement for CORE Engineering and Society

INSTRUCTOR: Bonita Banducci

Telephone/text: (650) 529-9336 Email: bbanducci@scu.edu

Office Hours (Zoom): Thursdays, 4 pm to 7 pm, or by appointment

In person Office Hours by appointment

Zoom Links: Find Zoom Pro in Camino Class Section for Office Hours and for remote class access, if required

Class Section ENGR 303 Section 1 52404

Saturdays 9 AM to 3:30 PM SCDI 3115 with 1¼ hour lunch

Class 1: October 29

Class 2: November 5

Class 3: November 12

Class 4: November 19

The weekly assignments schedule, full descriptions and resources for each class meeting are available on Camino in the “Modules” section with a module for each class.

**Full Assignment 1 found in Welcome email & Camino Modules**

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**Course Description**

This course is an interactive course on gender differences in the engineering workplace. It draws on research in brain science, social linguistics, and cross-cultural understanding as well as business practices and students’ real workplace and life scenarios. Women and men and people across the gender spectrum bring different cultural lenses and paradigms to the workplace—leading to different mindsets and competencies, communication styles, and leadership styles. This course provides a foundation for managing these different worlds effectively. Effective management of differences increases productivity, customer focus and empathy, strategic thinking and innovation in research, and the development and marketing of products, and is a catalyst for developing an entrepreneurial mindset. In turn, these results and new perceptions of competencies increase advancement of both women and men and the full spectrum of gender.

Additionally, this innovative approach provides new perspectives and communication skills for preventing and resolving gender issues, which contributes to social change and brings the benefits of “belonging” to all.



**About the Instructor**

**Bonita Banducci** is President of Banducci Consulting based in Hayward, California. Her original research (“What is the Contribution Women Make that Could Be the Competitive Advantage in the Global Marketplace”), completed for a Vice President of one of Silicon Valley's Fortune 500 companies, launched her specialization in *Unmasking the Gender Effect* and the development of Gender Competence®. In 2014 she was named a Woman of Influence by the Silicon Valley Business Journal. In 2017 she led a panel/workshop (“Realize Planet 50/50: Brilliant Women and Great Men in Partnership—for the fulfillment of the Sustainable Development Goals”) for the UN Women Parallel Forum in New York City. In 2018 she presented her undergraduate course “Diversity & Innovation in STEM) as a non-engineering course that develops entrepreneurial mindset for the Kern Family Foundation KEEN Conference. She is a founder and faculty member ofwhat was originally the SCU Global Women's Leadership Network, and the Women Leaders for the World program sponsored by the Leavey School of Business and the School of Engineering, now a program of How Women Lead. She co-authored an Executive Handbook for the Royal Bank of Canada (now RBC), *Making the Differences Work: Closing the Gender Gap—What We Can Do,* that was distributed to all employees, vendors, and customers as a guideline for the Bank's commitment to gender equity. (Available on her website: www.genderwork.com/publications.) As a consultant she has delivered workshops at Santa Clara University, USF, Haas School of Business at UC Berkeley, and Stanford's Institute for Research on Women and Gender (now the Clayman Institute) as well as a variety of engineering companies of Silicon Valley and companies throughout the US. She founded and managed 3 successful businesses and trained and worked for three transformational education companies before developing her own programs and course work.

**Schedule of Readings and Assignments see also Camino Modules**

|  |  |  |  |
| --- | --- | --- | --- |
| **Readings** | **Assignments** | **Due Dates** | **In-Class Activities** |
| ***PRE-COURSE/***  ***CLASS 1 Oct 29*** |  |  |  |
| Reading 1A:  *Gender Intelligence*, Part 1 (chapters 1-5)  Reading 1B:  *Gender Gap* booklet |  | Complete Readings 1A and 1B before the start of Class 1 9 AM, Saturday Completion by 2 pm Friday, ,is preferable. | Discussion and video during Class 1 Saturday  Form Groups |
| Due by Oct 29 9 AM | Assignment #1  Pre-Course Reading Response with your Questions Paper | Upload to Camino before class 1 (9 AM, Saturday) and bring a hard or soft copy to class for discussion | Discussion during Class 1 Saturday |
| ***CLASS 2 November 5*** |  |  |  |
| Reading 2: *Gender Intelligence*, chapters 6-8.  Chapters 9-11 are helpful for Assignment #2B, and required for Assignment #2C and #5. |  | Complete Reading 2 before the start of Class 2 9 AM, Saturday | Apply Scenario to Discussion during Class 2 |
| Due by November 5, 9 AM | Assignment #2A  Your Scenario Draft | Upload to Camino before the start of Class 2 9 AM, Saturday, and bring a hard or soft copy to class for sharing with other team members | Discussion of scenarios in teams to pick one for presentation during Class 2 |
| Reading 3: “Integrity”  To apply to class and group work | (Also part of Assignment #3, Team Evaluation due after Class 4 |  | Discussion during Class 2 For use in group work |
| Reading 4 & 4.5: *Heteronormativity in Engineering*  *LGBT Students in Engineering* | Make notes for discussion and for Assignment 4 due by end of quarter | Complete Reading 4 and 4.5 before the start of Class 3 9 AM, Saturday | Dr. Ray Plaza  Workshop  Discussion during Class 3 Saturday, |
| ***Class 3 November 12*** |  |  |  |
| **Video 2:** **“**Gender Justice Panel”: Watch the presentation by Dr. Rosenberg (first speaker; UCSF), “The Biology of Gender Identity” | Make notes for discussion and for Assignment 4 due end of quarter | Watch it before Class 3 9 AM, Saturday  IMPORTANT: You must use the handout from the Module section of Camino, in order to see and understand the slides (which are unclear in the video). | Discussion during Class 3 with Dr. Ray Plaza in person Saturday |
| ***CLASS 4 November19*** |  |  |  |
| Due November19, 9 AM  With option to have it due by the end of the quarter Dec. 11 | Assignment #4: Reflection on Heteronormativity in Engineering, video and the LGBTQ Discussion | Upload to Camino by 9:00 am Saturday, or earlier | Request extra time |
| Due November 19, 9 AM | Assignment #2B: Team Scenario Presentation | Upload to Camino by the start of Class 4 9 AM, Saturday | Presentations during Class 3 |
| ***POST-Class***  ***To end of Quarter*** |  |  |  |
| Reading #5: *Gender Intelligence*, Chapters 9 to 11 |  |  | Use in Assignments #2C and #5. |
| Due by November 27 | Assignment #2C: Individual Final Scenario | Upload to Camino by midnight, Sunday |  |
| Due by November 27 | Assignment #3: Team and Self Evaluation & Integrity Assessment | Upload to Camino by midnight, Sunday, |  |
|  |  |  |  |
| Due by December 11 | Assignment #5: Final Paper | Upload to Camino by midnight,  or earlier (early papers are appreciated) | Extra time available by request 2 more days |
| Grades Due to Registrar |  | 6 PM, Wed., Dec. 14 |  |
| Grades Available |  | 9 AM, Thursday, Dec. 15 |  |

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**Course Objectives and Learnings**

**Course Objectives:**

* Learn how to “Mine the Gold" of each individual of your organization and of the diversity of your market by using new skills and understanding in order to work effectively with different gender-cultures, mindsets and competencies.
* Build collaboration, workability, productivity and innovation by permeating organizational culture with new competencies.
* Reduce bias and harassment and increase retainment and promotability of people, men and women and a spectrum of gender identities, who are able to work effectively with different leadership and communication styles and different competencies.
* Develop reflection practices to take knowledge of science and data into the realm of recognizing or creating relevance for yourself, your work, society and the world.
* Enrich organizational and global community: recognize your contribution to realizing “Planet 50/50” for fulfilling the UN Sustainable Development Goals.

**Students will develop the knowledge and skills to:**

* Explain how socialization and brain functions contribute to differences in perception, logic and communication styles of men, women and a spectrum of gender identities as well as some aspects of international cultures, and the different competencies that result.
* Create your own solutions to gender issues, eliminate blame and “walking on eggshells,” and build understanding and confidence to create and manage effective, inclusive working relationships.
* Use new rationales for dealing with persistent obstructions to organizational effectiveness.
* Introduce new valuable competencies that will contribute to organizational success by Identifying, demonstrating and utilizing different attributes of collaboration and leadership.

**Students will learn and be expected to incorporate into each of their assignments at least 3 of the following strategies and skills for individual, team, and organizational effectiveness:**

* Self-identification of your own lens/context and resulting competencies, from a spectrum rather than from biological absolutes.
* Recognize associated communication styles as the doorway into identifying others’ lens along a spectrum.
* “Think through” different lenses for solutions to gender issues as well as for increasing productivity and innovation—and an entrepreneurial mindset.
* Build aptitude for working with all cultures
* “Adapt” the people you work with to your strengths and “Adopt” the ability to speak the language of others to convey your ideas without having to change yourself.
* Teach others to recognize difference and add value.
* Have conversations about conversations.
* Prevent gender-linked miscommunication that can unintentionally result in harassment and discrimination complaints--eliminate blame and build understanding.
* Design “comebacks” to **turn appropriate** communication into teachable moments.
* Become alert to implicit bias and stereotype threat.
* Name, rename and reframe what is unarticulated, unacknowledged or misinterpreted by identifying terminology for relational competencies as well as individualistic competencies.
* Have the choice to use your strengths and recognize the limits of your competencies, and to go “beyond who you know yourself to be.”
* Create a synergy of different communication styles and competencies:

Devil’s Advocate and Angel’s Advocate

* Take the dialogue for valuing differences from your workplace into all of life.

**Class Procedures**

* Class time will be devoted to lectures, group discussions and video presentations as well as experiential exercises and team presentations. During class: cell phones off. If access is remote: Zoom video and audio on.
* Class participation, including contributing to both class and team discussion, is required and is worth 10% of your grade. See later in this syllabus for details about the grading of class participation.
* Questions in class are particularly encouraged both to clarify and to explore concepts being presented.
* Attendance at all class sessions is required. Academic standards require attendance for 20 class hours: 4 days of 5 hours of class (with 1 1/4 hour for lunch and 2 15-minute breaks). Daily attendance will be recorded, and combined with class participation, is worth 10% of your course grade.
* If you’re sick or something very important and unavoidable comes up, please notify the instructor in advance or within a week of the missed class in order for the absence to be considered “excused.” One excused absence will not affect your grade. However, you are required to watch the class recording and include the material appropriately in any assignments. However, all unexcused absences and all excused absence after the first will affect your attendance and class participation grades.
* While we are able to meet in person—Remember: You’re not doing yourself or anyone else any favors if you come to class sick. You can always make up the work and you have the option to attend by zoom, if arranged with instructor.
* Students are required to come to class and return from breaks on time.
* I recommend that you have a photo taken at the SCU Access Office for the class photo roster. Class participation is important, and the photo allows for more accurate participation assessment.
* Camino is integrated with eCampus and the system automatically creates accounts for students in each class. Log into Camino with your SCU user id and password at https://www.scu.edu.
  + You can set up Camino to forward class announcements to your preferred email address. **CHECK WITH ED TECH ON ANNOUNCEMENTS**

See the instructions at: https://community.canvaslms.com/docs/DOC-10592-4212710338

* + **You will need to upload assignments to Camino, for ENGR 303. See the instructions for uploading at: https://community.canvaslms.com/docs DOC-10663-421254353**
  + **To view grades and instructor comments in Camino, select the class section for ENGR 303 on Camino**
  + **Print out or have available on your laptop for each class:**  The *Building Gender Competence Workbook* (see “Required Texts” below). Download it from the first module in Camino and bring the digital copy to class or print it out at the Design Center or the Library.

**Technology Help**

**help with Camino, contact Camino Technical Assistance at caminosupport@scu.edu, 408-551-6087 or 408-551-3572, or Jeremy Kemp at jwkemp@scu.edu, 408-551-1842.** You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

•For general SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

**Class Recordings**

*All class meetings will be recorded and made available for review on Camino. Class attendance is required, except with permission. Do not use the recordings as a substitute for class attendance.*

*Do not post, email, or otherwise share any of the class recordings beyond sharing your own viewing with family, friends and colleagues without permission of the instructor.*

**Copyright Statement**

Materials in this course are protected by United States copyright laws.  I am the copyright holder of the materials I create, including notes, handouts, slides, and videos.  You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course.  You may not publicly distribute the course materials without my written permission.  I do support your teaching others so I would expect to support what you may want to do with the materials.

**GRADING**

**Grading Criteria for each assignment is outlined in each rubric in Camino**

Pre-Course Work = **15% (Assignment #1)**

Individual Scenario Draft = 5**% (Assignment #2A)**

Team Scenario Presentation= **20%**  **(Assignment #2B)**

Individual Final Scenario = **10% (Assignment #2C)**

Team and Self Evaluation = **5%** + Integrity = **5%** **(Assignment #3)**

Reflection Paper on Heteronormativity in Engineering= **10% (Assignment #4)**

Final Paper= **20% (Assignment #5)**

Class participation= **10%** (see details below)

Final Grades (Percentages).

|  |  |
| --- | --- |
| A 94/100 | C 73/76 |
| A- 90/93 | C- 70/72 |
| B+ 87/89 | D+ 67/69 |
| B 83/86 | D 63/66 |
| B- 80/82 | D- 60/62 |
| C+ 77/79 | F < 60 |

**Information About Grading:**

**Comments** **on assignments** will be available on Camino. You will not receive notice of comments so be sure to check when you see your grade.

**All assignment grades and participation numerical (percentage) grades** will be available on Camino, including your final percentage course grade.

**Final letter grades** will be submitted to the University as soon as all papers have been submitted and graded. See the schedule later in this syllabus for the dates. Your letter grade will be recorded with the Registrar in eCampus when all students’ grades are in at the end of the quarter. There are no official grades given out before that time. If you need confirmation of course completion before the end of the quarter, upon your finishing all the assignments, I will write a letter acknowledging the grade and completion of the course.

International students should contact the Office of Global Engagement with any questions regarding the availability of grades at before the official end of the quarter.

**Class Participation Grading Criteria**

The Class Participation grade includes self-evaluation, peer evaluation in the group project and instructor evaluation.

At the end of each class: You will fill out a Google Form in the class Camino Module that includes these criteria plus opportunity for you to make comments of your own.

|  |  |
| --- | --- |
|  | **Participation Self-Assessment** |
| 1 | • Absent or Late |
| 2 | * Present * Demonstrates little or infrequent involvement with other students and in class discussions with professor |
| 3 | * Demonstrates adequate preparation … knows basic facts * Is attentive and interested in the discussion * Contributes to class discussion to a moderate degree when called on with relevance of application of learning to experience * Goes along with appropriate behavioral without distraction of cell phone and laptop and participates in small group activities |
| 4 | All of 2 above, plus…   * Demonstrates good preparation * Participates actively in exercises or small group discussions and activities and participates in presentations—both as a presenter and as audience. * **Raises hand** to contribute to class discussion with questions and/or ideas. Speaks out in full class discussion to make a contribution with relevant comments that forwards the discussion and learning |
| 5 | All of above plus:   * Clearly adds value, **raises hand often to participate full-class discussion** and in making the group presentation, bringing new ideas, what they have learned and accomplished in class and outside the class, applying what they have learned, and what they have taught others. * Shares acknowledgement of their own and others’ contributions in group activity in the classroom or from outside the classroom: teaching, making amends, being brave, making a difference * Brings added resources to the attention of the class |

**Readings and Video for Assignments**

**Texts/Study Materials**

**In Camino Modules See Individual Full Assignment Description**

**and Dates Due**

**Required Workbook:**

B. Banducci, *Building Gender Competence: Men and Women Building Effective Partnership in the Engineering Workplace.* Available for download on Camino Module Print it out at the Design Center or library if you want a hard copy.

This workbook is useful to expand on content and exercises in class. Bring it with you to have it available for note taking in class. Hard copies of exercises from the workbook will be provided by instructor.

**Required Book and Article Readings:**

**Readings 1A (chapter 1-5) Pre-Course Prep and Assignment; Class 2 and Assignments 2 A, and B, (chapters 6-8); Post-Classes Assignments 2C and 5 (chapters 9-11):** B. Annis and K. Merron, *Gender Intelligence: Breakthrough Strategies for Increasing Diversity and Improving Your Bottom Line*. New York: Harper-Collins 2014. ISBN 978-0-06-230743-9,Often available used (e.g., amazon.com, hpb.com, bn.com, alibris.com, abebooks.com); also available by digital download for Kindle, Fire, etc.

**Reading 1B** **(Pre-Course Prep and Assignment):** B. Banducci, J. O’Mara and J. Wildfogel. *Making the Differences Work Closing the Gender Gap*. Publication of the Royal Bank of Canada, 1995. Available as a Welcome Letter attachment, at [www.genderwork.com](http://www.genderwork.com) under publications, and by request from Bonita Banducci. The link in Camino goes to the genderwork website.

**Reading 3 (Class 2):** “Integrity is a matter of a person’s word –nothing more and nothing less.” Interview of Michael C. Jensen, Jesse Isidor Straus Professor of Business Administration Emeritus at Harvard Business School, conducted by Karen Christensen Available in Module for Class 2 in Camino

**Reading 4 (Class 2):** E. A. Cech and T. J. Waidzunas, “Navigating the Heteronormativity of Engineering:  The Experiences of Lesbian, Gay, and Bisexual Students, “ *Engineering Studies* (2011): 1-24. Available in Module for Class 3 in Camino

Additional Readings (not required) will be available on Camino in the “Modules” section.

**Required Video:**

**Video 1 (for Class 3): “**Gender Justice Panel” (25 minutes): Watch the presentation by Dr. Rosenberg (UCSF), “The Biology of Gender Identity: Emerging Topics.” (He is the first speaker of the panel.) See the Module section for Class 3 in Camino for the video link and handout to view slides (The rest of the panel is worth watching, but only Dr. Rosenberg’s presentation is required.).

**IMPORTANT:** Use the handout pack, also available in the Module section of Camino, in order to see the slides used in the presentation but not visible to video viewer.

**Optional “Bonus”:**

An audio download of ***You Just Don't Understand, Women and Men in Conversation*** by Deborah Tannen is available at audible.com. The book and audio focus on communication in personal relationships rather than in the workplace. However, it gives a stronger foundation for understanding differences than does her later book on the workplace, *Talking 9 to 5*.

A video lecture by Deborah Tannen, “He Says, She Says,” is also focused more on personal relationships but is very helpful in the workplace as well. It is available online on Kanopy through the SCU Library.

**Assignments**

**There are detailed instructions for the assignments and reading documents and video links, in the Modules section of Camino.**

**For specific dates see calendar above**

If you have any questions regarding the assignments, or would like to discuss any of them, feel free to email me at bbanducci@scu.edu or text or call me at 650-529-9336.

You can also join me on Zoom for my office hours Thursdays from 4 pm to 7 pm or by appointment. In-person meetings are available by appointment.

Note that Assignment #1 and Assignments #4 & #5 are due before and after the course class dates. Because so much is due at the end of the quarter I moved Assignment #4 to be due Class 4 but you have the option of turning it in later.

**List of Assignments, Due Dates, Suggested Lengths, and % of Course Grade**

***Assignment #1*** *(Pre-Course Readings 1A and 1B): Pre-Course Reading and* ***Reflection/Response Paper*** *(15% of course grade)*

Upload to Camino by the start of Class 1 (9 AM) or earlier. Bring a hard or soft copy to class; it will be discussed during Class 1. Suggested length (though not restricted to) 1-2 pages double spaced.

**Assignment #2 Scaffolded, it has three parts A, B & C building upon the previous:**

***Assignment #2A: Individual Scenario Draft*** *(5% of course grade which will have additional 10 points in final version 2C)*

Upload to Camino by the start of Class 2 (9 AM, class 2) or earlier. Bring a soft or hard copy to class; drafts will be discussed in teams during Class 2 and one scenario per team chosen for the Team Presentation (Assignment #2B). Suggested length (though not restricted to) 1½-2 pages double spaced and/or PowerPoint.

***Assignment #2B: Team Scenario Presentation*** *(20% of course grade) The group presentation scenario*

Upload one group assignment document, video, script or combination (with all team members’ names) to Camino by the start of Class 4 (9 AM, day of class 4). Team presentations during Class 4 should be timed for up to 40 minutes: 10-15 minutes for the presentation and 20-30 minutes for the professor and class to make comments and suggestions). (If your presentation needs more time, ask for it! I do not want to reduce the quality of the presentation by limiting the time. see the assignment handout for details.)

***Assignment #2C: Final Individual Scenario*** *(10% of course grade in addition to 5% for draft). Complete -your own -scenario*

Upload to Camino by midnight on Sunday, one week after final class (1 week after the Team Scenario Presentation in final class). Include what you have learned from team discussion, additional reading and class presentations. If your scenario was chosen for class presentation, submit several paragraphs on what you learned from the class about your scenario from making your final presentation and from other presentations

***Assignment #3: Team and Self Evaluation*** *(5% of course grade)* ***& Integrity Assessment*** *(5% of course grade)*

Download the Team Evaluation & Integrity Assessment Form from Camino (Module section) following Class 4 on Feb 6. Upload the completed form by midnight, Sunday, after Class 4. (Extensions may be granted by special request.)

***Assignment #4: Reflection Paper on Heteronormativity in Engineering*** *(10% of course grade)*

Reflect on Reading 4 and the discussion in Class 3. Upload to Camino by midnight, December 13 or earlier. Suggested length 1 to 2 pages but not limited to 2 pages.

***Assignment #5: Final Paper*** *(20% of course grade)*

Upload to Camino by midnight, Sunday (after finals week) or earlier (early papers are appreciated). Suggested length 3-5 pages double spaced and/or PowerPoint.

**Class Participation:** The remaining 10% of the course grade = class participation. You will be making your self-assessment on a Google Form which will be added to Peer Assessment from the group project and my own assessment.

**Assignment Submission Guidelines**

• Please put the following information at the top of each assignment:

***Course Number, Section Number, First Name, Full Last Name, Assignment Number***

• Then upload the paper to Camino.

• See instructions at: https://community.canvaslms.com/docs/DOC-10663-421254353

• If you need help: contact Camino Technical Assistance at 408-551-6087, or Jeremy Kemp at jwkemp@scu.edu, 408-551-1842

**Other Important Information**

**Academic Integrity**

The Academic Integrity pledge is an expression of the University’s commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity as needed for assignments and exams. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, including the appropriate use of course sharing sites such as Chegg, see this site created by the SCU Library at <https://libguides.scu.edu/academic-integrity> or visit [www.scu.edu/academic-integrity](https://www.scu.edu/academic-integrity/).

**Discrimination, Harassment and Sexual Misconduct (Title IX)**

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](https://www.scu.edu/title-ix/) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](https://www.scu.edu/title-ix/resources/student/) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a **confidential** resource who is not required to report, please contact one of the following SCU resources for support:

* Bree Van Ness,[Assistant Director for Student Survivor Advocacy and Campus Support,](https://www.scu.edu/wellness/survivor-advocacy--support/) SCU Wellness Center, 852 Market St, (408) 551-3307, [bvanness@scu.edu](mailto:bvanness@scu.edu)
* [SCU Wellness Center](https://www.scu.edu/wellness/)
* [CAPS](https://www.scu.edu/cowell/)
* Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

**Accommodations for Pregnant and Parenting Students**

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student’s doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. [https://www.scu.edu/title-ix/resources/pregnancy/pregnancy](https://www.scu.edu/title-ix/resources/pregnancy/).

**Office of Accessible Education**

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education ([oae@scu.edu](mailto:oae@scu.edu), [http://www.scu.edu/oae](https://www.scu.edu/accessibility/)) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

**Safety Measures**

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. I expect everyone to adhere to current university mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. It is expected that everyone will follow university guidelines about health and public safety measures outlined on the [Prepared SCU website](https://www.scu.edu/preparedscu/health-and-safety/).

**Use of Classroom Recordings**

All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: “...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.”

**Copyright Statement**

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

**Technology Support**

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino (SCU’s branded instance of Canvas) support, contact [caminosupport@scu.edu](mailto:caminosupport@scu.edu) or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone with our vendor.

For Zoom assistance, contact Media Services at [mediaservices@scu.edu](mailto:mediaservices@scu.edu) or 408-554-4520. You can also get support from the [Zoom](https://support.zoom.us/hc/en-us)[Help Center](https://support.zoom.us/hc/en-us) website.

For SCU network and computing support, contact the SCU Technology Help Desk at [techdesk@scu.edu](mailto:techdesk@scu.edu) or 408-554-5700. They can provide support for MySCU Portal, Duo, eCampus, hardware and software issues, and more.

**Syllabus Statements on Diversity, Inclusion, and Wellness**

Santa Clara University syllabi are encouraged to include information for students to promote a more inclusive classroom. Below are recommended examples of syllabi statements that faculty may use. For more on developing an inclusive syllabus and course design see a campus resource on [Inclusive Teaching](https://www.scu.edu/provost/teaching-and-learning/digital-resources-for-teaching-drt/inclusive-teaching/) and a toolkit from the [Association of College and University Educators (ACUE)](https://acue.org/inclusive-teaching-practices-toolkit/#sec1).

**Land Acknowledgment**

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

**Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Gender Inclusive Language**

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see [www.mypronouns.org](http://www.mypronouns.org/)

**Wellness Statement and Mental Health Resources**

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental health, physical health, and/or well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn’t coming to you on a screen. Eat good food; laugh; enjoy friends and family; look for opportunities to connect with others in new ways; pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don’t think you need it. Lots of folks, including me, are here to support you. It’s never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

**Wellness Center**: <https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

**CAPS**: <https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: **408-554-5220**.

**SCU Culture of Care**: <https://www.scu.edu/osl/culture-of-care/>If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](https://www.scu.edu/osl/culture-of-care/for-students/) website provides resources for recognizing and helping someone in distress.

**Academic Concerns**  
If you are concerned with your progress in this class, please contact me so that we can find solutions together. [Drahmann Center](https://www.scu.edu/drahmann/) can also offer support with issues regarding your academic progress more broadly.

SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

* [Drahmann Tutoring](https://www.scu.edu/drahmann/tutoring/) (Numerous courses in the College of Arts & Sciences including Natural Sciences, Modern Languages, Economics, and Computer Science)
* [The HUB Writing Center](https://www.scu.edu/provost/writingcenter/) (Writing and Public Speaking)
* [Mathematics Learning Center](https://www.scu.edu/cas/mathematics-learning-center/) (MATH 4, 6, 8, 11-14, 30-31, 35-36, 51, 53)