**COMM 6200: Climate Communication and Community:**

**Youth-Centered Participatory Action Research**

**Spring 2025**

January 15 - April 30

Youth sessions: Wednesdays 9:00-11:30 AM

In-class sessions: Thursdays 9:30-11:30 AM

Office hours: Thursdays 11:30-12:30 PM or by appointment

ASC 225 (unless otherwise noted)

**Instructors**

**Andy Tan (he/him)**

I am Associate Professor at the Annenberg School for Communication and lead the Health Communication & Equity Lab. Our lab’s research focuses on integrating communication science and community-engaged research to improve health equity in areas including tobacco use prevention and cessation, lung cancer screening, and COVID-19 vaccinations.

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**Emily Falk (she/her)**

I am a Professor at the Annenberg School for Communication, with secondary appointments in Psychology, Marketing, and Operations, Information and Decisions (Wharton). I direct Penn’s Communication Neuroscience Lab, as well as the Annenberg Public Policy Center’s Climate Communication Division. My research is focused on how we can use communication to improve health, and increase climate action, and equity.

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**Dani Cosme (she/her)**

I am a senior researcher in the Communication Neuroscience Lab and Scientific Director of the Climate Communication Division at the Annenberg Public Policy Center. My research takes insights from social and developmental psychology, neuroscience, and communication to design interventions to promote individual and collective behavior change, and health, well-being, and civic participation more broadly. I’m particularly interested in supporting adolescents and emerging adults to deepen their sense of self, and gain a sense of agency, purpose, and connection to their communities.

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**Learning Assistant**

**Omaya Torres (she/her)**

I am a Senior Research Coordinator and a joint research fellow with Communication Neuroscience Lab and the Netter Center for Community Partnerships. I combine my background in public health and visual arts to make research more broadly accessible through use of visual health communications strategies.

Email: [otorres@falklab.org](mailto:otorres@falklab.org)

**Course overview**

This doctoral-level, academically based community service (ABCS) research seminar focuses on co-developing research questions with local youth in West Philadelphia to explore their experiences with climate change and identify potential solutions for how to mitigate, adapt to, and build resilience in the face of climate change. This course will apply frameworks and theories from climate communication, behavior change, and Youth Participatory Action Research (YPAR). Students will engage in a hands-on, youth-engaged research project and apply YPAR principles to empower youth voices in climate discourse and action.

This course provides a unique opportunity for doctoral students to gain practical experience in participatory research while addressing pressing social and environmental issues in the West Philadelphia community.

**Course objectives**

1. Understand core theories about behavior change, communication intervention design, and YPAR.
2. Design and implement a study, using qualitative and/or quantitative research techniques to conduct formative research, message design, and testing focused on climate and health/well being in partnership with youth.
3. Develop proficiency in data analysis, interpretation, and presentation of findings.
4. Understand the ethical and practical considerations in youth-centered research, relationship building, community engagement strategies, and effective facilitation skills.

**Course Structure**

* There will be two sessions each week: in-class sessions (Thursdays 9:30-11:30AM) and youth engagement sessions (Wednesdays 9:25-10:55AM at Sayre High School)
* In-class sessions will typically be divided as follows:
  + 55 minute class discussion of weekly readings
  + 10 minute break
  + 55 minute planning / co-working session to prepare for youth engagement sessions and debrief the previous session
* To gain experience with facilitation, graduate students will facilitate class discussions in weeks 5-13. The goal is to help students become more comfortable with facilitation and navigating conversations in which people have different views. Although this is one of the course assignments, it will be graded pass/fail and should not feel socially evaluative. Instructors will lead discussions weeks 1-4 and model facilitation strategies.
* Wherever possible, we will strive to put principles from YPAR—community building, deep listening, consensus decision making—in practice during in-class sessions. In addition to helping promote a positive classroom culture, this will enable us to practice the processes we’ll use with high school students during engagement sessions.
* Course assignments are listed in the following section.
* Youth engagement work will include approximately 2.5 hours/week (outside of class time and based on availability) facilitating the research study development with your team. The day/time of engagement visits are on **Wednesdays 9:25-10:55AM**. Please plan to arrive around 9:15AM to ensure we can begin promptly at 9:25AM.
* Engagement sites will be at Sayre High School in Ms. Schwalm’s 12th grade civics class. We understand there may be scheduling conflicts. Please let us know as soon as possible if this is an issue.
* As this course will include working with community partners, we ask for your flexibility over the semester if there are changes in the schedule.
* Note that for this course, background checks and HR clearances will be required for engagement with youth partners. The Netter Center will be organizing a clearance blitz the week of January 27th. A link to the instructions can be found below and more information will be provided about this process the first day of class.

**Course assignments**

* Complete weekly readings and post reflections on canvas before class [20%]
  + Graded pass/fail based on completion each week
  + Write 1-2 paragraphs reflection on the readings and raising questions for in class discussion
* Prepare for and facilitate a discussion about the weekly readings [10%]
  + Graded pass/fail
  + Read and synthesize student reflections on canvas, generate discussion questions, and facilitate the in class discussion
* Active participation in youth engagement activity planning, preparation, and implementation [30%]
  + Graded pass/fail based on completion each week
  + Work with co-facilitators to plan the youth engagement session, facilitate the session, and complete the debrief worksheet
* Final paper outline [5%]
  + Graded pass/fail based on completion
  + Outline final paper in order to receive feedback from instructors
* Final paper [20%]
  + Graded assignment
  + Instructions will be posted on canvas
* Presentation with youth partners [15%]
  + Graded assignment
  + Instructions will be posted on canvas

**Course schedule and materials**

| **Week** | **Youth session (Wednesdays)** | **In-class session (Thursdays)** | **Weekly readings** |
| --- | --- | --- | --- |
| 1 | **January 15**  **No session** | **January 16**  Course introduction |  |
| 2 | **January 22**  **9:30-11:30AM**  **ASC 223**  Netter orientation & presentation on Philly schools with Zac Steel | **January 23**  YPAR & positive youth development | **Academic**   * Ozer, E. J., et al. (2024). Youth-Led Participatory Action Research and Developmental Science: Intersections and Innovations. *Annual Review of Developmental Psychology*, *6*(1), 401-423. <https://doi.org/10.1146/annurev-devpsych-010923-100158> * Ozer, E. J., & Piatt, A. A. (2018). Youth-led participatory action research (YPAR): Principles applied to the US and diverse global settings. Community-Based Participatory Research for Health; Wallerstein, N., Duran, B., Oeztel, J., Minkler, M., Eds. * Fuligni, A. J. (2019). The need to contribute during adolescence. *Perspectives on Psychological Science*, *14*(3), 331-343. <https://doi.org/10.1177/1745691618805437>   **Practical**   * [Leveraging Best Practices to Design Your Youth Participatory Action Research (YPAR) Project](https://yparhub.berkeley.edu/sites/default/files/updated_final_ypar_design_guide_.pdf) * [Community Future Community Lores Stepping Stone 1](https://ypar.cfcl.ucdavis.edu/ss1.html) |
| 3 | **January 29**  **9:30-11:30AM**  **ASC 223**  Community building, community agreements, and navigating conflict with Restorative Practices at Penn | **January 30**  Climate & high school partner topics | **Academic**   * Choi HM, Heo S, Foo D, Song Y, Stewart R, Son J, Bell ML. Temperature, Crime, and Violence: A Systematic Review and Meta-Analysis. Environmental Health Perspectives. Environmental Health Perspectives; 2024 Oct;132(10):106001 <https://doi.org/10.1289/EHP14300> * Bushover B, Mehranbod CA, Roberts LE, Gobaud AN, Fish C, Gao X, Zadey S, Morrison CN. Temperature and firearm violence in four US cities: testing competing hypotheses. Injury Prevention [Internet]. BMJ Publishing Group Ltd; 2024 Jul 18 [cited 2025 Jan 22]; Available from:<https://injuryprevention.bmj.com/content/early/2024/07/18/ip-2024-045248> * Thompson R, Lawrance EL, Roberts LF, Grailey K, Ashrafian H, Maheswaran H, Toledano MB, Darzi A. Ambient temperature and mental health: a systematic review and meta-analysis. The Lancet Planetary Health. Elsevier; 2023 Jul 1;7(7):e580–e589. <https://doi.org/10.1016/S2542-5196(23)00104-3> * Uejio CK, Wilhelmi OV, Golden JS, Mills DM, Gulino SP, Samenow JP. Intra-urban societal vulnerability to extreme heat: The role of heat exposure and the built environment, socioeconomics, and neighborhood stability. Health & Place. 2011 Mar 1;17(2):498–507.<https://doi.org/10.1016/j.healthplace.2010.12.005>   .  **Practical**   * [Community Future Community Lores (CFCL) Stepping Stone 2](https://ypar.cfcl.ucdavis.edu/ss2.html) * [Demystifying Youth-Engaged Research](https://assets.hopelab.org/wp-content/uploads/2024/09/FINAL-Youth-Engaged-Research-report-092024.pdf) * [Philadelphia Heat Vulnerability Index map](https://phl.maps.arcgis.com/apps/webappviewer/index.html?id=9ef74cdc0c83455c9df031c868083efd) |
| 4 | **February 5**  **9:25-10:55AM**  **Sayre High School**  Relationship building   * Get to know each other * Introduce YPACR and topic | **February 6**  Behavior change theory & interventions | **Academic**   * Falk et al. HSP6e * Albarracín, D., Fayaz-Farkhad, B., & Granados Samayoa, J. A. (2024). [Determinants of behaviour and their efficacy as targets of behavioural change interventions](https://www.nature.com/articles/s44159-024-00305-0). *Nature Reviews Psychology*, 1-16. * Whitmarsh, L., Poortinga, W., & Capstick, S. (2021). Behaviour change to address climate change. *Current Opinion in Psychology*, *42*, 76-81. <https://doi.org/10.1016/j.copsyc.2021.04.002>   **Practical**   * [CFCL Stepping Stone 3](https://ypar.cfcl.ucdavis.edu/ss3.html) |
| 5 | **February 12**  **9:25-10:55AM**  **Sayre High School**  Relationship building   * Break into teams * Form community agreements | **February 13**  Communication theory & interventions | **Academic**   * [YPACR framework](https://www.tandfonline.com/doi/full/10.1080/10410236.2024.2386713?casa_token=S8R0dUVF8ZMAAAAA%3A0XP7cZQ3kTxl0qmKqR01DQaQJHjP_TBmCx582DEfm5HLJ7QAUyi0mYA4Tf2YPW5kqOABgjKrUWr7qg) (Kikut et al) * [Scoping review](https://journals.sagepub.com/doi/10.1177/20552076231219117) (Malloy et al.) * Yzer, M. (2012). [The integrative model of behavioral prediction as a tool for designing health messages.](https://books.google.com/books?hl=en&lr=&id=9x5zAwAAQBAJ&oi=fnd&pg=PA21&dq=overview+of+the+integrative+model+of+behavior+change&ots=J6lhReqTY9&sig=MLexU41E1_STmn15vTjsJArfkGk) *Health communication message design: Theory and practice*, *2012*, 21-40.   **Practical**   * [Youth Voice Playbook Chapter 6](https://digitalthriving.gse.harvard.edu/playbook/chapter-6/) * [CFCL Stepping Stone 4](https://ypar.cfcl.ucdavis.edu/ss4.html) |
| 6 | **February 19**  **9:25-10:55AM**  **Sayre High School**  Brainstorming   * Consider problems and potential solutions | **February 20**  Ethical considerations | **Academic**   * Thompson and Harrington eds. (2021) Chapter 34 Ethical issues in health communication * Cullen, O., & Walsh, C. A. (2020). A narrative review of ethical issues in participatory research with young people. *Young*, *28*(4), 363-386. <https://doi.org/10.1177/1103308819886470>   **Practical**   * [CFCL Stepping Stone 4](https://ypar.cfcl.ucdavis.edu/ss4.html) |
| 7 | **February 26**  **9:25-10:55AM**  **Sayre High School**  Planning   * Develop research question & brainstorm ideas for how to test it * Logic model | **February 27**  Role of theory in developing communication interventions | **Academic**   * Fishbein, M. and Cappella, J. N. (2006), The Role of Theory in Developing Effective Health Communications. Journal of Communication, 56: S1–S17. https://doi.org/10.1111/j.1460-2466.2006.00280.x * Cappella, J. N. (2006). Integrating Message Effects and Behavior Change Theories: Organizing Comments and Unanswered Questions. Journal of Communication, 56, S265–S279. <https://doi.org/10.1111/j.1460-2466.2006.00293.x>   **Practical**   * [CFCL Stepping Stone 5](https://ypar.cfcl.ucdavis.edu/ss5.html) |
| 8 | **March 5**  **9:25-10:55AM**  **Sayre High School**  Planning   * Finalize plan for testing research question | **March 6**  Formative research | **Academic**   * [Project SMART](https://academic.oup.com/ntr/advance-article-abstract/doi/10.1093/ntr/ntae203/7739502) using interviews (Theis et al.) * [Picturing Adelante](https://journals.sagepub.com/doi/abs/10.1177/1524500416656586?journalCode=smqa) using Photovoice (Cubilla-Batista et al. )   **Practical**   * [CFCL Stepping Stone 6](https://ypar.cfcl.ucdavis.edu/ss6.html) * [Designing, conducting, and analyzing focus groups data Chapters 1, 3, 6 (Krueger & Casey)](https://ebookcentral.proquest.com/lib/upenn-ebooks/detail.action?docID=7106821) * [Elicitation survey templates](https://people.umass.edu/aizen/pdf/tpb.measurement.pdf) (Fishbein & Ajzen) |
| 9 | **March 12**  **Canceled: Penn spring break** | **March 13**  **Canceled: Penn spring break** |  |
| 10 | **March 19**  **9:25-10:55AM**  **Sayre High School**  Implementation   * Implement plan for testing research question | **March 20**  Message co-design | **Academic**   * Kikut-Stein, et al. (2024). Integrating youth participatory action research and health communication to inform youth and young adult covid-19 vaccine communication research. Health Education Research, 39(5), 411-425. <https://doi.org/10.1093/her/cyae026> * Thorn, P., et al. (2020). Developing a suicide prevention social media campaign with young people (The# Chatsafe project): co-design approach. JMIR mental health, 7(5), e17520. <https://doi.org/10.2196/17520>   **Practical**   * [Co-designing with young people](https://www.orygen.org.au/Training/Resources/Service-knowledge-and-development/Guidelines/Co-designing-with-young-people-The-fundamentals/Orygen-Co-designing-with-YP-the-fundamentals?ext=) * [CFCL Stepping Stone 6](https://ypar.cfcl.ucdavis.edu/ss6.html) |
| 11 | **March 26**  **9:25-10:55AM**  **Sayre High School**  Implementation   * Implement plan for testing research question | **March 27**  Climate & youth health | **Academic**   * Dooley, L., Sheats, J., Hamilton, O., Chapman, D., & Karlin, B. (2021). Climate change and youth mental health: Psychological impacts, resilience resources, and future directions. Los Angeles, CA: See Change Institute. <https://seechangeinstitute.com/wp-content/uploads/2022/03/Climate-Change-and-Youth-Mental-Health-Report.pdf> * Lewandowski, R. E., et al. (2024). Climate emotions, thoughts, and plans among US adolescents and young adults: a cross-sectional descriptive survey and analysis by political party identification and self-reported exposure to severe weather events. The Lancet Planetary Health, 8(11), e879-e893. <https://doi.org/10.1016/S2542-5196(24)00229-8>   **Practical**   * [CFCL Stepping Stone 7](https://ypar.cfcl.ucdavis.edu/ss7.html) |
| 12 | **April 2**  **9:25-10:55AM**  **Sayre High School**  Synthesis & summary   * Analyze data | **April 3**  Climate communication & action | **Academic**   * Sinclair preprint on gap between perceived effectiveness and actual effectiveness * Maibach, E. W., Uppalapati, S. S., Orr, M., & Thaker, J. (2023). [Harnessing the power of communication and behavior science to enhance society's response to climate change](https://www.annualreviews.org/content/journals/10.1146/annurev-earth-031621-114417). *Annual Review of Earth and Planetary Sciences*, *51*(1), 53-77.   **Practical**   * [CFCL Stepping Stone 7](https://ypar.cfcl.ucdavis.edu/ss7.html) |
| 13 | **April 9**  **9:25-10:55AM**  **Sayre High School**  Synthesis & summary   * Interpret findings and summarize them * Presentation prep | **April 10**  Youth climate communication & action | **Academic**   * Ojala, M., & Lakew, Y. (2017). Young people and climate change communication. In Oxford research encyclopedia of climate science. <https://doi.org/10.1093/acrefore/9780190228620.013.408> * Trott, C. D. (2024). “It Can't Just Be the Younger People”: Exploring Young Activists' Perspectives on Intergenerational Tensions and Solidarities for Climate Justice. Journal of Community & Applied Social Psychology, 34(6), e70001.<https://doi.org/10.1002/casp.70001>   **Practical**   * [CFCL Stepping Stone 8](https://ypar.cfcl.ucdavis.edu/ss8.html) |
| 14 | **April 16 [Sayre spring break]**  **9:30-11:30AM**  **ASC 223**  Reflections and Q&A with Ira Harkavy | **April 17**  Climate communication, policy and equity; integration with students' research programs | **Academic**   * Lewis Jr, N. A., Green, D. J., Duker, A., & Onyeador, I. N. (2021). Not seeing eye to eye: Challenges to building ethnically and economically diverse environmental coalitions. *Current Opinion in Behavioral Sciences*, *42*, 60-64. * Song, H., Lewis Jr, N. A., Ballew, M. T., Bravo, M., Davydova, J., Gao, H. O., ... & Schuldt, J. P. (2020). What counts as an “environmental” issue? Differences in issue conceptualization by race, ethnicity, and socioeconomic status. *Journal of Environmental Psychology*, *68*, 101404.   **Practical**   * [CFCL Stepping Stone 9](https://ypar.cfcl.ucdavis.edu/ss9.html) |
| 15 | **April 23**  **9:25-10:55AM**  **Sayre High School**  Synthesis & summary   * Presentation prep | **April 24**  Collective retrospective |  |
| 16 | **April 30**  **9:25-10:55AM [tentative]**  **Penn location TBD**  Presentation + celebration |  |  |

**Supplementary YPAR resources**

In addition to the assigned practical readings, these resources may be helpful for planning the youth engagement sessions and future YPAR projects:

* YPAR activity database: <https://bit.ly/ypar-resources>
* Youth Voice Playbook: <https://digitalthriving.gse.harvard.edu/playbook/>
* Berkeley YPAR Hub: <https://yparhub.berkeley.edu/home>

**Course Policies**

**Attendance/Participation.** One of the objectives for this course is developing relationships with community partners. Participatory research depends on relationships—on establishing trust and a sense of community within our class and on site. Missing meetings or showing disrespect in any way has consequences for the young people we work with, and for the sustainability of these partnerships. This means showing up to both class and your engagement work is essential. What does it mean to show up?

1. **Be present**, both physically and mentally.Your class participation grade will be lowered if you miss or show up late to class or engagement without communicating with me. Your grade will also be lowered if you are seen texting, using social media, or emailing during class or at your engagement site (unless these are part of the work itself).
2. **Engage respectfully:** Be willing to share your ideas and experiences with others. This is an environment where everyone should feel comfortable participating. In class and at the engagement site, use “I” statements when speaking, step up/ step back, and give others the benefit of the doubt.
3. **Honor partner relationships:** We are guests in our engagement sites. Be respectful of both youth partners and adult staff—their workload, experience, and knowledge—as well as site norms and rules. Dress professionally; communicate professionally; act professionally. Remember you are coming from an educational institution with tremendous resources. The partners we work with may be coming from different contexts. Partner relationships and mental health should always be prioritized over a deadline. Please communicate with us as early as possible if you experience any difficulty.

**Statement on Soliciting Feedback**. At Penn and in this course, we aim to educate and respect students with diverse backgrounds and perspectives. The diversity students bring to class is a resource and an essential feature of university education. We aim to present materials and activities that are respectful of diversity, including academic background as well as gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions to improve diversity and inclusivity in the course are encouraged and appreciated.

**CITI training for human subjects’ research.** This training is required for all students involved in conducting human subjects research in this class. For students who have not done so, complete Human Subjects Research Training (choose social/behavioral research track) <https://irb.upenn.edu/mission-institutional-review-board-irb/guidance/citi-human-research-protections-training> as soon as possible. Netter Center has obtained IRB approval for research conducted at the engagement sites. Familiarize yourself with submitting new human subjects research for approval by Penn IRB. <https://irb.upenn.edu/initial>

**Communication with instructors.** When emailing or sending messages to instructors on Canvas, please include all instructors as the default. If you want to communicate with specific instructors only, you do not need to include the others.

**Google Drive.** A Google Drive folder has been created to facilitate saving your team’s work and to provide in-class feedback during workshops. The link to the folder is: <https://bit.ly/ccc-google-drive>

**Netter Center Student Handbook.** More information about the Netter Center for Community Partnerships, ABCS courses, University-Assisted Community Schools, and engagement expectations can be found in the Student Handbook: <https://bit.ly/netter-handbook>

**Clearances.** All students working in School District of Philadelphia schools are required to start their background checks/clearances process with the Netter Center for Community Partnerships BEFORE they start their placements. If you have done clearances with the Netter Center in the past, you do not need to redo them. If you have done clearances elsewhere, you should obtain an electronic copy and send it to the office manager, Yetunde Pinckney at Penn’s Netter Center for Community Partnerships ([myetunde@upenn.edu](mailto:myetunde@upenn.edu)). The Netter Center is organizing a clearance blitz January 27-31. Instructions for how to complete the clearance process can be found here: <https://www.nettercenter.upenn.edu/what-we-do/abcs-courses/clearances-abcs>

**Late and Make-up Work.** Pleasecontact us if you anticipate a delay for submitting any of the assignments so that we can plan on a workaround.

**Student Accessibility.** Please refer to the following resource and notify the instructors regarding accommodations. <https://wlrc.vpul.upenn.edu/sds/>

**Academic Integrity.** Students are expected to adhere strictly to the University’s Code of Academic Integrity. All individual work submitted for this course are expected to be the student’s individual and original work. Material obtained from another source must be appropriately acknowledged and cited. Other important guidelines are listed in the University’s policy on academic integrity, which can be viewed at <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>

**Use of generative AI tools.** In this course, generative AI tools (e.g. chatGPT) are only permitted for preparatory work such as brainstorming, generating initial versions of climate & health solutions, or other such tasks as specified by course instructors. All written assignments should be your own original work, created for this class. Written work created by generative AI tools is not considered as original work. It is worth noting that generative AI tools can sometimes generate information that may be inaccurate, incomplete, or otherwise problematic. It is your responsibility to fact-check and proofread all the information you receive from AI tools.

**Cell Phone/ Electronic Devices.** Out of respect for each other and the learning environment, the use of cell phones, pagers, and other electronic devices are *not* permitted in the classroom and when you are engaging with partners at the engagement sites. Please keep them off (not silent, not vibrate, but OFF) during class time.

**Positionality Statement**. In this course we will be reading work from a range of scholars, engaging with school partners, and with youth whose position, privilege, commitments, and lived experiences may be vastly different from our own. Together, our goal in this class is to come to these texts and engagement sessions with mutual respect and an eagerness to learn. Our identities influenced how we approached the development of this course and communication research. For Andy, these include being an immigrant, first-generation college graduate, gay man, husband, son, brother, ethnic Chinese, and having received my training in medicine, public health, business management, and communication. For Dani, these include being an American, White, woman, from the pacific northwest, who has received educational training in communication, biology, neuroscience, social and developmental psychology, and practical training in restorative practices and relational organizing. For Emily, these include being an American, White, woman, who has received training in neuroscience, psychology, and communication.

We are socialized into an unjust and unequal society, and we inherit biases woven into the fabric of that society. We aim to approach the course (and its diverse content) in a way that prioritizes the needs and well-being of scholars from historically and currently marginalized groups. We can do this by listening to our colleagues, fellow students, and community partners, practicing intellectual humility, and being actively curious about our biases, blindspots, and areas of ignorance.

**Names and Pronouns**. In this course, it is important that we refer to everyone by their names and by their pronouns. Pronouns can be a way to affirm someone's gender, but they can also be unrelated to a person's gender. They are simply a public way in which people are referred to in place of their name (e.g., “he” or “she” or “they” or “ze” or many others). In this classroom, you are invited but not required to share the pronouns you use (or the pronouns you want to use in this particular space), and we ask that all of us commit to being attentive to and using each other’s pronouns. If you accidentally misgender someone or use an incorrect pronoun for them, please simply correct yourself to their pronoun. If during the course you would like us to change the pronoun we are using for you, please let us know.

**Name Designation***.* The University of Pennsylvania is committed to providing an equitable and safe experience for students whose birth name and/or legal name does not reflect their gender. Any student, including transgender, genderfluid, genderqueer, gender diverse, non-cisgender and cisgender students who wish to designate a name different from their birth or legal name can do so by editing their Personal Information page in Path@Penn. For additional Preferred First Name, Pronouns, and Gender Identity Information, see<https://srfs.upenn.edu/student-records/update-data>.

**Bathrooms in Annenberg**. Two all-gender bathrooms are located on the second floor. The first one is ADA-compliant and includes a diaper changing table. The second one has three toilets, one of which is ADA-compliant. Four single-use all-gender bathrooms are located on the first floor of the Annenberg School, through the double doors next to the main elevator. Two additional single-use all-gender bathrooms are located on the fifth floor outside room 500. Free sanitary products are available in the all-gender bathrooms of the LGBT Center, 3907 Spruce St. Please let your instructor know if you require other information about spaces of accommodation.