



## SYLLABUS

### **ENVD 400: THE LEADER IN YOU: Environments of Revolutionary Imagination**

**Instructors:** Julie Voelker-Morris; Barbara Mossberg

**Language of Instruction:** English

**UO Credits:** 6

**Contact Hours:** 60

**Total Hours of Student Engagement (THSE) in all course activities:** 180

**UO Core Ed Connections:** Creative Thinking, Critical Thinking, Cultural Literacy: Global Perspectives

**Location:** OXFORD, ENGLAND

#### **Contacts:**

Julie: [jvoelker@uoregon.edu](mailto:jvoelker@uoregon.edu), WhatsApp, mobile phone

Dr. B: [bmossberg@uoregon.edu](mailto:bmossberg@uoregon.edu), WhatsApp, mobile phone

**Classroom:** Oxford, England; day trips to Bath, London, Stratford-on-Avon, and Stonehenge. Canvas course site, especially for pre-trip and post-trip assignments and engagement activities.

**Office hours:** TBA with regularity during our journey together

#### **Course Description:**

The Leader in You is an active, innovative global learning course about leadership and its interdisciplinary creativity. This course builds on the University of Oregon's mission to foster the next generation of informed transformational leaders and active participants in the global community. Topics include the actual and intellectual study abroad journeys of Exemplars such as architects and artists, authors and scientists, technologists and legislators, performers and others whose own study abroad influenced how they developed new, revolutionary ways to conceive, express, and live in their world. The focus is on people who created these environments and how those environs impacted their lives and inspired others culturally, politically, or through design. Each student will choose an individual Exemplar to research and map, a process that will inform their own career pathway. Faculty will highlight historical and contemporary Exemplars throughout the course lectures and discussions as a common feature of our learning community. Course work builds upon the introductory winter term ENVD course and ENVD spring studio, but these ENVD courses are not required in order to join this program. Students from any major and any level in their academic degree program are encouraged to participate.

**Course and Study Abroad Experience Motto:** Honor your genius within.

#### **Course and Study Abroad Experience Quotes:**

*"And that sweet City with her dreaming spires/She needs not June for beauty's heightening."* -

[Describing the view of Oxford from Boars Hill] ~ Matthew Arnold, Thyrsis

*"I went to the woods because I wished to live deliberately"*—Henry David Thoreau

*"When I went to Venice I discovered quite simply & incredibly that my dream had become my address"*—Marcel Proust

*"The more you know the more you see."* - Aldus Huxley

In essence, the more you cultivate your ability to see, experience, and sense, the more insights, knowledge, and perspectives you bring to living intentionally in the daily, immediate world around you. Based in Oxford, historic epicenter and microcosm of a global community for lectures and seminars of diverse and interdisciplinary creativity manifest in the arts and sciences, we retrace the routes of the writers, thinkers, leaders, and others who trod the cobblestone streets, strolled the riverbanks, sculled the river, and learned in libraries and halls, gardens and pubs. Like our Exemplars, we will take the opportunity to see and experience plays, artistic and other happenings, and to produce our own. In such

a phenomenal environment and meeting of minds as Oxford exemplifies, you will examine your own Exemplar's path.

### Course Philosophy

Oxford, England's vibrant cultural life and history provide the setting for an immersive three-week course that investigates dynamically interactive international and interdisciplinary aspects of creativity in cultural leadership - including yours. Since at least the 12th century, travelers from abroad have come to Oxford seeking to expand both their interior and external lives through study, learning, creativity, and reflection in a beautifully inspiring location. This course will explore ways in which revolutionary imagination and self-reflection appear in side-by-side movements in architecture, landscape, arts, language, science/technology, monuments, watering holes, happenings, and legislation on human rights and equality as students retrace the actual and intellectual paths of people who developed new ways to conceive and express our world -- and live in it. Each path students follow is a lens into how imagination, creativity, and genius are incubated and nourish leadership. We will look at the ways in which the self-knowledge grounding these leadership paths entail "study abroad"—that is, crossing borders in imagination and in fact—to begin *your* own career pathways. We will consider broad modes of thinking and experiencing the world:

- *Like geologists*, we will drill down to the intellectual forces that result in ideas and products and actions that change how we see and think.
- *Like botanists*, we will consider the roots of generative theories and concepts our civic culture needs to survive.
- *Like cultural historians*, we will track influences upon minds and movements, whether they result in a cathedral, a theory like relativity, or a new kind of human expression.
- *Like creatives*, we will keep journals of observation and engagement, attend artistic events, and create our own performances or other artistic expressions
- *Like geographers*, we will trace cultural, physical, and intellectual journeys of selected Exemplar iconic figures who engage with *genius loci* (the spirit of place), and the intertwining roles of leadership, self-reflection, and interdisciplinary thought.
- *Like planners*, we will consider ways in which our decisions and policies impact people, places, and systems.
- And finally, *like reflective practitioners*, we will learn how tracing these paths lead to self-knowledge and ideas about *our own purposes and where we are going* in our life journeys.

### Who Should Participate:

The academic program is designed to serve students from all majors including psychology, biology and pre-med, pre-law, political science, architecture, humanities, languages, math and economics, music, and education, art, business or finance, journalism and more. This course is especially designed to engage and challenge students in the College of Design, the Clark Honors College, and the College of Arts and Sciences. Students will attend seminars, performances, and events, visit historically significant venues, and participate in interactive class productions and one-on-one advising sessions with each faculty member.

Students studying abroad with Professors Voelker-Morris and Mossberg are expected to be:

- **Intellectually curious.** That is, you are interested in learning -- and learning more! You are aware that most important issues are complex and interrelated and require rigor to unpack.
- **Ethically motivated.** You seek to understand the ethical consequences of yours and others' decisions, actions, and beliefs. You articulate your values and can evaluate new ideas or experiences and make informed and principled decisions.
- **Tolerant and Flexible.** You tolerate ambiguity, embrace uncertainty, and can solve problems in new or unusual settings. You are willing to suspend judgment while investigating a topic from multiple perspectives.
- **Connected.** You contextualize issues relevant today as well as historically and seek links or

patterns between multiple disciplines, experiences, and perspectives.

• **Self-learners.** You seek out ideas, information, and questions. You process what you experience and learn, reflect on it, and apply it.

### Course Learning Objectives

The aim of this course is to study the ideas, as Thoreau said, in living “deliberately,” by going away. With readings ranging widely across time and discipline, our goal is to place ourselves in that long line of Exemplars, creating new work out of our study abroad encounters, while also encountering the knowledge and vision of the people who call Oxford home.

Students who successfully complete this course will reach:

- **Personal and Intellectual Discovery** - Describe the theory and practice of study abroad as a means of personal and intellectual discovery, learning, and growth. We will do this through the literature we read and perform, the Exemplars we study and explore, the historical and cultural sites we visit, and the personal and research journaling and mapping we conduct.
- **Self-Reflection Through Travel** - Prepare to be effective for a complex, unpredictable environments in the real world that needs creative leadership. We will study people who became famous for cultural leadership in Oxford and around the world as well as encounter our own senses of self as travelers, outsiders looking in, and the necessity of new thinking about oneself and the world in a new place.
- **Self-Knowledge and Professional Growth** - Gain self-knowledge and professional growth as grounding for leadership through journaling about experiences in a new culture and location, identifying and learning from experiences of difference, and developing their own final reflective, creative project.
- **Independent Research Skills** - Conduct independent research on an Exemplar of their own choosing by reading travel accounts, philosophy, and journals, learning about ways to make journals agencies of significant learning and discovery for leadership, and other ways to develop appreciation and insight as a response to one’s environment.
- **Presentation and Creative Critical Analysis** - Present research and reflective thinking through a creative final project and presentation and a supporting analytical essay relevant to their field and major goals.
- **Critical Thinking and Writing** - Build and refine skills in critical thinking, writing, and research by recreating the ways course Exemplars conceived and negotiated their travel and time in a place new to them.

### NACE Professional Values and Competencies

The Leader in You also embodies specific National Association of Colleges and Employers (NACE) career learning outcomes as adopted by the University of Oregon. Students who successfully complete this course will be better prepared for their future careers through:

- **Career and Self Development** - Proactively developing oneself and one’s career through continual personal and professional learning, awareness of one’s strengths and weaknesses, and networking to build relationships.
- **Communication** - Clearly and effectively exchange information, ideas, facts, and perspectives with others.
- **Critical Thinking** - Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
- **Leadership** - Recognize and capitalize on personal and group strengths to achieve goals.
- **Professionalism** - Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

### Instructional Methodology

**On-site** - This course includes a three-week on-site component in Oxford combined with pre- and post-departure, and onsite work. In Oxford, class time will be divided between classroom lectures and

discussions, prompts for assigned readings, reflections, and daily site visits to museums, galleries, architectural monuments, walking tours, art and design centers, or relevant field sites, and multiple events. Site visits, tours, and guest lectures will provide access to leading cultural, historic, and artistic venues, sites, and objects. Students will deeply engage Oxford's vibrant cultural and educational world, past and present, and conduct independent research related to their chosen Exemplar. Students will choose their own Exemplars from their chosen field of study to research and "follow," and create their own book, "How [my Exemplar] Can Change Your Life."

**Pre-departure** work will include significant reading and reflection to frame the onsite learning experience.

**Post-trip** work will conclude in an individualized final project with creative and written components and class presentation that synthesizes the research and reflection conducted by the student as a way to imagine and position next steps in their academic, professional, and life career.

Throughout pre-trip, on-site, and post-trip experiences, course mentoring and professional development coaching will be provided to each student through 1:1 conferences with the faculty team. The faculty will share course content responsibilities for lectures, discussions, excursions, and related activities. Mossberg will be the content and pedagogy lead regarding specifically highlighted Exemplars based on her work in the "The Genius of Study Abroad." Voelker-Morris will be the point of contact for all student questions about logistics, assignment deadlines, support from the University of Oregon, and related responsibilities.

### **Readings**

*A Reader for THE LEADER IN YOU: The Art & Science of Revolutionary Imagination through Study Abroad*® is an anthology course packet developed for this class that includes articles from multiple disciplines (landscape architecture, art, psychology, education, linguistics, and humanities), on the role of exposure to difference, and a multicultural, interdisciplinary environment for new and transformational learning. Readings will be available on the course Canvas site. Students may choose to purchase titles through other print or eBook outlets. Excerpts within the Reader will be drawn from the sample list later found in this syllabus. Some readings will be assigned as pre-trip work, with written reading responses due before the commencement of our course in Oxford. This is meant to focus and to enable us to hit the ground running in Oxford with common reading and reflective writing, knowledge, and practice. Short reflection prompts and readings will enrich our understanding of our planned encounters and experiences during our journey. You are welcome, and encouraged, to get a head start on these, too, as it will translate into more time for exploring Oxford and the region. Students are encouraged to engage imaginatively and critically with each reflective prompt and reading that make our classroom and field discussions personally meaningful as you chart your study abroad experience.

### **Course Expectations**

- Arrive promptly for all class sessions, activities, and excursions.
- Be prepared to take notes and contribute to the course discussion.
- Respond thoughtfully to prompts designed to ground our course readings and experiences.
- Ask questions, reflecting your own interests and perspectives.
- Take responsibility and initiative.
- Respect each learning opportunity and experience in this course.
- Remember that on this study abroad experience you represent yourself and the larger UO community.

### **Responsibilities**

You must always have with you:

- Your Map to trace the path of your Exemplar.
- Journal with pencils and pens, other writing/drawing materials per your preferences for

observations and note taking.

- Smartphone with ability to get in touch with the faculty for the course.
- Contact information for you and your family at home, Professor Voelker-Morris's and Mossberg's information, UO contact information, any necessary medical supplies.
- Water bottle (Oxford and other field trip locations can be hot and humid in the summer; stay hydrated)
- Study abroad buddy (please always be with at least one other person from the trip)

**Significant Note:** You must complete the UO independent travel form when you plan to be on your own outside of Oxford and the expected class and course excursion experiences.

### **Course Format and Workload**

This course will include a variety of formats, including lecture, discussion, and experiential learning. To be successful in this course, undergraduate students should expect to spend at least 20 hours a week on course requirements, including in-class and out-of-class work.

### **Attendance and Participation**

Attendance and participation are imperative. You are expected to be on time and to be present, ready, and engaged for each class meeting and every experiential learning activity. While each student is on their own path of learning, our class is a learning community to enrich and illuminate each person's journey. Each person is necessary for the success of our ecosystem of group learning and common leadership. You will not master the course material if you don't attend and participate in class.

Equally important: Attendance is imperative for safety and accountability on this study abroad experience. If you need to miss class or a planned outing (regardless of reason), it is YOUR responsibility to speak with Voelker-Morris prior to the class period or activity you are missing. Attendance will be taken in every class session. You will be called, texted, or emailed until a response is heard if you miss or are not on time for a class session or activity.

Lack of consistent, timely attendance and participation will significantly hamper your own -- as well as your classmates -- ability to engage in planned and ticketed events and overall learning in a timely and significant manner. You are also expected to actively participate in every class session: answer questions, ask questions, and discuss course topics.

### **Deadlines, Late Work & Make-Ups**

Deadlines will be given for all work. Deadlines are firm, and flexibility is built into the course in two ways:

- All students have two "life happens" tokens—an opportunity to turn in an assignment up to one week late for any reason, no questions asked (except for final papers or projects due by Finals Week).
- Your lowest assignment score will be dropped.

We hope both the regular deadlines and some built-in flexibility support your work in the course. Note that late work may not receive the same level of detailed feedback.

### **Course Calendar**

Available via "modules" on the course Canvas site.

### **Methods of Evaluation (Grading)**

Students will be assessed in the following manner:

- **Discovering One's World Through Writing, Drawing, and Text: An Observer's Journal (pre-trip, post-trip, and onsite/in Oxford) - 20%** - Students will keep a journal developing their own learning style of engagement and based on experimental writing from models across the disciplines that will be explored during the course. Students will both read from journals and keep their own journals including sketching, photography, and arts of observation, focus, and reflection. In this journal, students will chronicle responses to writers and works of conscience

and consciousness. It will also be the place mapping is drawn out for one's exemplar project. Plan to write at least 200-300 words per week (or similar related time/numbers for sketching, photography, other forms of observation) beginning June 3 (pre-trip). Final Submission of the journal will be due no later than *on Friday, July 26*.

- **Mapping the Path of Oneself (pre-trip, post-trip, and onsite/in Oxford) - 10%** - Students will create their own memoirs and maps of their development leading to their purpose and future goals and directions. Final Submission of the Map is due no later than *on Friday, August 16*.
- **Reading responses (pre-trip, onsite/in Oxford) - 10% (1% each reading response).** Guidelines for reading responses will be provided for each reading and may take the forms such as annotations of plays, letters to home, or questions for group discussion. Due pre-trip and throughout the three weeks in Oxford per the course calendar.
- **Exemplar/Discovery Paper and Map (pre-trip, post-trip, onsite/in Oxford) - 10%** - In this assignment, students will choose a figure of interdisciplinary and international aspect who worked in or nearby Oxford and in whose path—literal and learning--they will walk. Students will research this figure and develop both a short paper and a map/timeline to retrace this exemplar's transformational learning experiences. Student findings will be shared as a presentation (and ideally a literal tour when possible) for the class. Pre-trip paper due June 21. Presentation/Tour shared as part of course excursions on site in Oxford. Exemplar Map due no later than *on Friday, August 16*.
- **Final Exemplar Research Project (research onsite/in Oxford and project due post-trip) - 20%** - While in Oxford, students will conduct independent research on their Exemplar/Discovery area of focus, although you may bring other examples, content, and related history or contexts into your discussion. Your analysis should be rooted in the focused content and experiences of our course as well as scholarly research. While the references required and recommended for this course will comprise a good starting point, it is expected that you will seek resources beyond them (e.g., reviews, scholarly articles, etc.) that address your chosen subject specifically. While much of your work on this assignment may necessarily take place in Oxford, your Exemplar/Discovery paper allows you a head start before arriving. Sites we will visit should have information about your exemplars/discoveries (e.g., on current exhibitions, in the case of museums) available online as well as on site. You will have ample time post-trip for further development of your project, research and application of scholarly resources, etc. In past iterations of this course, students have created everything from a business plan for their creative entrepreneurial adventure; a dinnerware set of ceramic plates representing their Exemplar's journey in relationship to their own experience as a budding chef; and writing a full sci-fi novel or script, among many other possibilities. The project is designed to develop a significant research endeavor that can position you for honors' theses, exploration of internships or graduate and professional study, or for jobs, fellowships, or other post-graduate opportunities. Final Project due no later than *Friday, August 30*.
- **Attendance and Participation (onsite/in Oxford) - 30%** - Students are expected to attend all classes and class excursions, 1:1 mentoring/coaching sessions with the faculty members, and to actively participate in discussions and in-class exercises.

## COURSE OUTLINE

### Pre-Departure Class Session

The class will meet in person for one introductory three-hour academic session during the Spring 2024 term. There also will be individual conferences with the faculty team to explore one's Exemplar and ways in which the course can amplify your own academic and professional interests. At the introductory session, students and faculty will get a chance to know one another as well as introduce course content and expectations. Sample journal entries will be shared to make expectations clear regarding the required journal. The first reading and journal entry will be assigned, with the response due before departure so that students may receive feedback on their approach to their Exemplar topic before arriving in Oxford. This session is in addition to the required GEO pre-departure training.

### WEEK 1 Introducing Oxford and Revolutionary Imagination

- MON, 6/24: Introduction/Orientation
  - *Excursion: Walking tour of Oxford; Afternoon Tea at The Alice*
  - Reading: *How Proust Can Change Your Life*
- TUES, 6/25: Lewis Carroll's linguistic/mathematical background and the emergent field of photography and ways of thinking and thought for *Alice in Wonderland*.
  - *Excursions: Follow Alice's footsteps with brief stops at Christ Church College and Museum of Oxford; More time for Oxford Botanic Garden and Punting on the Isis (Thames)River*
  - Readings: *Alice in Wonderland excerpts*
- WEDS 6/26: World-Impacting Women Leaders
  - *Excursions: Somerville College Tour - Learn about influential world-impacting women leaders who attended Somerville and how the college influenced their life trajectories; Theatre in Oxford*
  - Reading: Excerpts from Jessica Lahey's *The Gift of Failure*, Kathryn Schulz's *Being Wrong*, Malala, Virginia Woolf, Carol Dweck, or Angela Duckworth
- THURS 6/27: Sir Christopher Wren
  - *Excursions: Pitts River Museum*
  - Readings: Excerpts from Lisa Jardine's *On a Grand Scale: The Outstanding Career of Sir Christopher Wren* (2003) and Adrian Tinniswood's, *His Invention So Fertile: A Life of Christopher Wren* (2001),
- FRI 6/28: Exemplars in London
  - *Excursions: St. Paul's Cathedral, British Museum, West End Show*

>>> *Weekend optional/suggested excursions: London suggested sites include Royal College of Art; Royal Academy of Art; Tate Modern, The National Gallery; Saatchi Gallery; London Eye, Graffiti Tunnel, Piccadilly Square, Tower of London, London Bridge, the British Library, St. George's Church, Westminster Abbey, any garden, Burrough Market, concerts in Royal Albert Hall and St. Martin-in-the-Fields, or take a backstage tour of the Royal Opera House, or so much more!*

### WEEK 2: Inspirations and Oxford

- MON 7/1: Oscar Wilde: "Outsider" and Exemplar of individual liberty, civil, and human rights. Upon entry into the U.S., Wilde noted, "The only thing I have to declare is my own genius."
  - *Excursion: Bodleian Library tour*
  - Readings & Production: *The Importance of Being Earnest*
- TUES 7/2: What We Can Learn from Radiohead
  - *Excursion: Jericho Tavern (where Radiohead was launched) and related walking tour*

- *locations in Oxford where the band was launched*
- Readings: excerpts from *Radiohead: Life in a Glasshouse*
- WEDS 7/3: Thinking Like Intercultural Professional Experts
  - *Excursions: Ashmolean Museum & Museum of History of Science*
  - Readings: Excerpts from *The Culture Map* by Erin Meyer and *The Reflective Practitioner*
- THURS 7/4: Legends of Bath: Jane Austen, Romans, and Fox Talbot
  - *Excursion: Your choice!*
  - Readings: Excerpts from *Peripheral Vision*, Mary Catherine Bateson; “And Where You Are Is Where You Are Not—The Difference Difference Makes,” Barbara Mossberg; and *Difference Matters*, Brenda Allen
- FRI 7/5: Day Trip to Bath
  - *Excursions: Roman Baths, walking tour of Jane Austen’s influential legacy on the city, free time, and show at Theatre Royal Bath with its renowned Ustinov Studio. Possible tour of Lacock Abbey’s museum regarding the invention of the photographic negative or tea at the Royal Crescent*

>>> Weekend optional/suggested excursions: *Alice’s Shop, Isis (Thames) River Walk, The Shark House, Minister Lovell Hall and Dovecote, White Horse Hill, Oxford Castle and Prison, Oxford Covered Market, Broughton Castle, Bristol, Cotswolds, Blenheim Palace*

### WEEK 3: Time Travel

- MON 7/8: Sir Peter Shaffer
  - *Excursion: City of Dreaming Spires Tour*
  - Readings and Performance: *Lettice and Lovage*, dealing with medieval, Renaissance, and contemporary culture, history, architecture, and literature
- TUES 7/9: Day trip to Stratford-on-Avon
  - *Excursion: Stratford-on-Avon, Theatre production*
  - Readings: excerpts from Shakespeare’s poetry
- WEDS 7/10: Free day
  - *Excursions: Your choice!*
- THURS 7/11: Learn from historic tools, technology, ideals, and the sun
  - *Excursion: Stonehenge*
- FRI 7/12: Closing Celebration of our Journey Together
  - *Excursions: Outing to one of the oldest pubs in Oxford*

### Sample Course Readings

Excerpts from the resources such as the following will be used throughout the class. Additional material will be provided at site visits and readings shared via our Canvas course site.

- *Alice in Wonderland*, Lewis Carroll (An Oxford mathematician uses logic and storytelling to examine how we are initially “undone” by experience of new cultures and then discover ourselves as learners resilient in the process of study abroad)
- *How Proust Can Change Your Life*, Alain de Botton (A bi-cultural philosopher discusses how one can see for the first time the objects in a new land, teaching us to see our own lives anew)
- *Peripheral Vision*, Mary Catherine Bateson (An anthropologist, daughter of Margaret Mead, discusses the role of proximity to difference, not only in living in a different culture, but in immediately adjacent different cultures).
- “And Where You Are Is Where You Are Not—The Difference Difference Makes,” *The Fulbright Experience: 1948-1992*, Barbara Mossberg, (A poet and cultural leader discusses the



role of study abroad in transformational experience that lead to new career paths)

- *Walden*, “Walking,” and *The Journals of Henry David Thoreau, 1837-1861*, Henry David Thoreau (A scientist/journalist human rights advocate on the role taking oneself “away” plays in one’s own development and career path)
- *The Reflective Practitioner: How Professionals Think in Action*. D. Schon. (A leading M.I.T. social scientist and consultant examines five professions -- engineering, architecture, management, psychotherapy, and town planning -- to show how professionals solve problems through the kind of improvisation learned in practice and how this vital creativity might be fostered in future professionals.)
- *Difference Matters: Communicating Social Identity*, Brenda Allen (Allen offers life-changing guidance in harnessing the potential of diverse perspectives—whether to improve interpersonal relationships and workplace communication or to build a more just society.)
- *The Culture Map* Erin Meyer. (Based on her work at INSEAD, the “Business School for the World” located in Paris, Erin Meyer provides a field-tested model for decoding how cultural differences impact international relationships and business through eight cultural dimensions. These well-researched dimensions enable you to decode how culture influences your own international perspective.)
- Journal excerpts on the art of observation and attention for science and discovery include: Charles Darwin, John Muir, Einstein, Beethoven, Mark Twain, Thomas Jefferson, Alexis de Tocqueville, Ralph Waldo Emerson;
- Journal excerpts on training the mind for translating experience into meaning: Virginia Woolf, Anais Nin, Franz Kafka, Oscar Wilde, W.H. Auden, Madeleine L’Engle, Sylvia Plath.
- Readings from writers and thinkers who studied abroad may include: Ta-Nehsei Coates, Jessica Lahey (*The Gift of Failure*), Kathryn Schulz (*Being Wrong*), James Zull (*The Art of Changing the Brain*), Carol Dweck, Angela Duckworth (*Grit*), Arinda Kundi, and Xiaodong Lin-Siegler (*Discussing Struggles* featuring studies of international students), Marcel Proust, Mark Twain, T.S. Eliot, Robert Graves, Gandhi, Joyce Cary, George Orwell, George Eliot, the Romantics, Goethe, James Baldwin, Tolstoy, Nelson Mandela.

### **Academic Misconduct**

The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [researchguides.uoregon.edu/citing-plagiarism](http://researchguides.uoregon.edu/citing-plagiarism).

### **Prohibited Discrimination and Harassment Reporting**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](http://respect.uoregon.edu) or [aaeo.uoregon.edu](http://aaeo.uoregon.edu) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting

requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at [titleix.uoregon.edu](http://titleix.uoregon.edu).

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

### **University of Oregon Policy Statement on Equal Opportunity**

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation or any other extraneous consideration not directly and substantively related to effective performance.

### **DACA**

The UO supports all students regardless of immigration status and country of origin. Learn more: <https://president.uoregon.edu/statement-daca-and-support-students>. For support, students can visit <https://blogs.uoregon.edu/dreamers/> or contact Justine Carpenter [justcarp@uoregon.edu](mailto:justcarp@uoregon.edu).

### **Food Insecurity**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Professor Voelker-Morris, GEO, and the UO Dean of Students Office (346-3216) for support.

### **Inclement weather/emergency**

If any changes are needed because of inclement weather or an emergency, details will be posted on Canvas and messaged to our official group chat.

### **Recording**

Unless specifically noted, no audio or video recording or photography of any kind are permitted during class.

### **Diversity and Inclusion**

Diversity is valued at the University of Oregon. We respect the dignity and essential worth of all individuals; reject bigotry, discrimination, violence, and intimidation; practice personal and academic integrity and expect it of others; and promote a diversity of ideas, opinions, and backgrounds.

### **Students with Disabilities**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your

participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu).

**Final Note**

Your physical and emotional health are a top priority. If you are experiencing challenges in this course and study abroad experience or if complexities in your life are hindering your success in this course, please let Professor Voelker-Morris know ASAP. We want to do everything we can to support you. We want you to be successful in this course and experience and will do my best to help you excel. We believe in your success and look forward to working with each of you this term.

### **Suggested sites if Visiting London**

St. Pancras Train Station  
Sky Garden at 20 Fenchurch Street (Free but need appointment) Top of the Shard  
Tower Bridge (Bridge lift is worth seeing – check their calendar) Trafalgar Square  
Yamaha Music (Wardour St. in Soho – visit the upstairs piano room) Ye Olde Cheshire Cheese (Pub)

### **Street Life** Brick

Lane Burrough Market  
Camden Town (up to Camden Stables; Camden Market) Carnaby Street  
Covent Garden  
Denmark Street (London's Tin Pan Alley)  
Leadenhall Market  
Leicester Square down to Piccadilly Old Spitalfield's Market  
Portabello Road (Nottinghill)  
Regent's Canal  
Seven Dials (near Covent Garden) Soho  
Southbank (Jubilee Trail)

### **Theatres and Concert Venues**

Barbican Theatre  
Cadogan Hall  
King's Place  
National Theatre  
Queen Elizabeth Hall  
Ronnie Scott's (Soho on Frith St.)  
Roundhouse  
Royal Albert Hall (BBC Proms)  
Royal Opera House  
St. John's Smith Square West  
End Theatres Wigmore Hall