

Algorithms & Society

SI 431 -- Winter Semester 2023

Classes meet Tuesdays and Thursdays, 8:30 a.m. - 9:50 a.m. in 1255 North Quad

Course Credit

Completing this course provides three units of credit. This course is an elective in the [Bachelor of Science in Information degree](#) and may be counted as a required course toward [the minor in Digital Studies](#) and/or [the minor in Science, Technology, and Society](#) in the "Technology" track.

Course Description

An algorithm is a set of rules that are followed to solve a particular problem. The increasing power and widespread use of computers in many domains of human life has produced new opportunities for computer algorithms to solve problems. Yet these algorithms are often complex, confusing, and hidden. New algorithmic systems are emerging, and existing systems are changing rapidly. These algorithms can make (or ruin) reputations, determine what we see, send people to jail, grant life-saving medical treatment, or even kill. The design of algorithms has long been assumed to be neutral and technical. In contrast, this course will consider the societal and moral implications of algorithmic systems. This will prepare students to design and analyze technological systems that may have serious consequences. This may be particularly useful for students interested in design, management, leadership, and public policy related to emerging technologies. A technical background is not required.

Learning Objectives

1. Identify and assess algorithms in technological systems
2. Describe the human and social infrastructures that co-produce technical systems like computer algorithms
3. Understand the most likely risks of algorithmic systems in several important domains
4. Be able to describe and explain fairness, justice, discrimination, and related concepts as these relate to algorithmic systems
5. Design technologies that consider the consequences of algorithms for their users and society
6. Discuss emerging technologies with subtlety and nuance

Instructors

Prof. **Christian Sandvig**

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Office: 5385 North Quad OR 4244 ISR Thompson

Physical mail: My most frequently-checked physical mailbox is in the Communication Studies 5th floor mailbox room (5334 North Quad)

Office Hours: **drop-in (no appointment needed) in-person office hours** from 2:00-3:00 p.m. Wednesdays in 4244 ISR Thompson. Also by appointment.

GSI **Gabriel Grill**

ggrill@umich.edu

Office Hours: Mo/Th 11am-12pm EST (please sign up via Google Calendar), slots are in 20-minute increments; you may sign up for multiple slots if you need them, or by appointment.

Course Structure

The course consists of **two meetings** each week. These include both **lecture** and interactive **discussion** activities. These class meetings supplement but do not duplicate the **readings**; readings supplement but do not duplicate the class meetings. Some of the content of the course is available only from class meetings, and students are responsible for the content of both.

Readings will all be online and available via the Files tab of this Canvas site. Some assigned content may be videos or interactive media. Even though assigned media are not textbooks, they function as readings and you are responsible for doing them (that is, watching or playing/using/trying them).

Each week there will be a short **reading diary and reflection** due on Wednesdays at 5:00 pm. These are about one page long and are submitted on Canvas. You will be able to drop some of your lowest grades for these assignments.

There will be **short papers** due on selected Fridays at 5:00 p.m. over the course of the semester. These are from four to five pages. You must submit at least three of these papers. If you submit more, your lowest grades will be dropped.

There is a required **final project** that will require significant attention over the last four weeks of the course, and some planning before this. You may complete this project in a small group if you wish.

Participation is graded on the basis of your performance in section. Participation includes **attendance**, which is required.

(There is no midterm or final exam. The final project mentioned above counts as the final exam for this course, and is due during the final exam period assigned to this class by the registrar.)

Course Schedule

[N.B.: Readings without clickable links are found in the Files page. This schedule will be updated as the semester progresses.]

Part I: How Do We Identify Algorithmic Problems?

Th 1/5: **Introduction**

Tu 1/10: **What's Special About Algorithms?**

Read: SEP, "[Max Weber](#)" (excerpts)

Read: Weber, "[Bureaucracy](#)" (excerpt)

Th 1/12: **What is an Algorithm Really?**

Read: Gillespie, "[Algorithm](#)"

OPTIONAL: Read: O'Neil, "[What is a Model?](#)"

IN CLASS ACTIVITY: [Reading Diary and Reflection Prompt](#)

ALSO DISCUSSED TODAY: [Writing Expectations](#), [Grading Rubric for Written Work](#), [Grading Rubric for Participation](#)

Tu 1/17: **What is Machine Learning?**

Read: Seaver, "[Knowing Algorithms](#)"

IN CLASS ACTIVITY: [Teachable Machine](#)

OPTIONAL: [What is Machine Learning? A Visual Explanation](#)

OPTIONAL: Greene et al., [Better, Nicer, Clearer Fairer](#)

W 1/18: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 1/19: **What is Justice? Fairness?**

[Project Group Matchmaking Begins](#) (in class)

Read: D'Ignazio & Klein, [Collect, Analyze, Imagine, Teach](#)

OPTIONAL: Davis et al., [Algorithmic Reparation](#)

Tu 1/24: How Should We Analyze the Implications of Algorithms?

(Includes: Patients/Actants, Harm, Scripts, Politics)

Read: Pasquale, [The Black Box Society](#) (Introduction)

OPTIONAL: Read: Ananny & Crawford, [Seeing without knowing: Limitations of the transparency ideal](#)

OPTIONAL: Read: [Poehhacker & Kacianka, Algorithmic Accountability in Context](#)

ALSO DISCUSSED IN CLASS: Winner, [Do Artifacts Have Politics?](#); Akrich, [De-Description](#)

IN CLASS ACTIVITY: [Final Project Skills Bank](#), [Final Project Topics Bank](#)

Part II: How Should We Fix Broken Algorithmic Systems?

W 1/25: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 1/26: What is Algorithm Literacy? Transparency?

(Can More Literacy and/or Transparency Help?)

Short Paper #1 Due: Write and Analyze an Algorithm (by 5:00 p.m.)

Read: Sandvig et al., [Auditing Algorithms: Research Methods for Detecting Discrimination on Internet Platforms](#)

OPTIONAL: Kayser-Bril, [Despite transparency, the Nutri-Score algorithm faces strong resistance](#)

ALSO DISCUSSED IN CLASS: [Most Likely Machine](#) (for middle school children)

Tu 1/31: Can Outside Auditors Diagnose Algorithmic Problems with Audits?

Read: [Miceli et al., Studying up machine learning data](#) Download Miceli et al., [Studying up machine learning data](#)

OPTIONAL: Elish, [Moral Crumple Zones](#)

ALSO DISCUSSED IN CLASS: [Rental Gymnastics](#)

W 2/1: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 2/2: When is Better Data the Answer? How about Dataset "Nutrition" Labels?

Read: Green & Kak, [The False Comfort of Human Oversight as an Antidote to AI Harm](#)

OPTIONAL: Reisman, [Algorithmic Impact Assessment](#)

ALSO DISCUSSED IN CLASS: [Datasets Have Worldviews](#)

Tu 2/7: When Would a Human-in-the-Loop Be a Good Idea? Or Algorithmic "Impact Assessment?" What About Banning Algorithms? ([slides](#) [Download slides](#))

Read: [NSA's SKYNET Program May Be Killing Thousands of Innocent People](#)

OPTIONAL: Read: Sharkey & Suchman, [Wishful Mnemonics and Automated Killing Machines](#)

IN CLASS ACTIVITY: [Final Project Working Groups](#)

W 2/8: Weekly Reading Diary and Reflection Due (5:00 p.m.)

**Part III: What Algorithmic Systems Have Important Implications for Society?
What Are The Risks? How Do We Mitigate Them? (Case Studies)**

Th 2/9: Automated Killing, Facial and Other Recognition

Short Paper #2 Due: Watchdogs (by 5:00 p.m.)

Watch: Buolamwini, [How I'm fighting bias in algorithms.](#) (video)

Read: Mozur, "[One Month, 500,000 Face Scans: How China Is Using A.I. to Profile a Minority.](#)"

OPTIONAL: Read: Ferretti & Rahal, [Detroit council OKs controversial contract for facial recognition software.](#)

OPTIONAL: Read & Watch: Colbert, "[Hyundai's mini EV puts young hospital patients at ease](#)"

Tu 2/14: Search (and Inferred Characteristics)

Read: Chen et al. [Investigating the impact of gender on rank in resume search engines.](#)

IN CLASS ACTIVITY: Quiz on Inferred Characteristics: [NY Times Political Party Quiz](#)

W 2/15: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 2/16: Credit (and Cumulative Disadvantage)

Read: Lauer, [Creditworthy \(excerpts.\)](#)

IN CLASS ACTIVITY: [Claritas My Best Segments Demo](#)

IN CLASS ACTIVITY: [Mapping Inequality](#)

OPTIONAL: Read: Gandy, [Race and Cumulative Disadvantage](#)

Tu 2/21: Advertising

Read: Sweeney, "[Discrimination in Online Ad Delivery.](#)"

OPTIONAL: Kofman and Tobin, "[Facebook Ads Can Still Discriminate Against Women and Older Workers, Despite a Civil Rights Settlement.](#)"

IN CLASS ACTIVITY: [Facebook Ad Topics](#) (also covers Instagram) or [Google Ad Center](#)

W 2/22: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 2/23: Recommendation

Short Paper #3 Due: Recognition (by 5:00 p.m.)

Read: Ciocca, "[How Does Spotify Know You So Well?](#)"

OPTIONAL: Read: Seaver, "[Seeing Like an Infrastructure: Avidity and Difference in Algorithmic Recommendation](#)"

OPTIONAL: Read: Park, "[How Dating App Algorithms Predict Romantic Desire](#)"

OPTIONAL: Read: McCluskey. [These TikTok Creators Say They're Still Being Suppressed for Posting Black Lives Matter Content.](#)

Tu 2/28: **NO CLASS SPRING BREAK**

Th 3/2: **NO CLASS** SPRING BREAK

Tu 3/7: **Education**

Read: Pasquale, "[Beyond Machine Learners.](#)"

OPTIONAL: Read: Swauger, [Our Bodies Encoded: Algorithmic Test Proctoring in Higher Education.](#)

IN CLASS ACTIVITY: [Mid-Semester Evaluation](#)

W 3/8: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 3/9: **Transportation**

Read: Awad et al., [Ethical Dilemmas of Self-Driving Cars](#)

Read: [The "Avoid Ghetto" Function](#)

OPTIONAL: Read: Levy, [Beating the Box: How Truckers Resist Being Monitored](#)

OPTIONAL: Read: Hamilton et al., [The Image of the Algorithmic City.](#)

IN CLASS ACTIVITY: [Moral Machine Test](#)

Tu 3/14: **Policing and Criminal Justice**

Project "Ideas Meetings" Begin

Read: Angwin et al. [Machine Bias.](#)

OPTIONAL: Read: Benthall and Haynes, [Racial categories in machine learning](#) Download [Racial categories in machine learning.](#) (FAT* 19).

OPTIONAL: Richardson, et al. "[Dirty Data, Bad Predictions: How Civil Rights Violations Impact Police Data, Predictive Policing Systems, and Justice.](#)" (pp. 193-203)

DISCUSSED IN CLASS: [Final Project Assignment](#); one-paragraph [Project Idea Form](#)

W 3/15: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 3/16: **Racial, Gender, and other Discrimination**

Short Paper #4 Due: Education and Learning (by 5:00 p.m.)

Read: Selbst et al., [Fairness and Abstraction in Sociotechnical Systems.](#) Download [Fairness and Abstraction in Sociotechnical Systems.](#)(FAT* '19)

Watch: Benjamin, [Race After Technology](#) (video)

OPTIONAL: Read: Hoffmann, [Where fairness fails: data, algorithms, and the limits of antidiscrimination discourse.](#)

Tu 3/21: **Conversation and Interaction**

Read: [In 2016, Microsoft's Racist Chatbot Revealed the Dangers of Online Conversation](#)

Optional: Read: [The Man of Your Dreams for \\$300](#)

Optional: Read: [ChatGPT is Dumber Than You Think](#)

IN CLASS ACTIVITY: [ChatGPT](#)

W 3/22: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 3/23: Catch-Up Day ([slides](#) Download slides)

No readings assigned.

Tu 3/28: **Art**

Project Progress Report #1 Due (by 5:00 p.m.) [Fill in the form here.](#)

Read: [AI Selfies and Their Critics Are Taking the Internet By Storm](#)

Read: [DALL-E 2 Explained: The Promise and Limitations](#)

IN CLASS ACTIVITY: [OpenAI Dall-E Content Policy](#); [AI Art Generators Face Copyright Lawsuits](#)

W 3/29: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 3/30: **Disability**

Short Paper #5 Due: Predicting the Future (by 5:00 p.m.)

Read: Whittaker et al., [Disability, Bias, and AI.](#)

OPTIONAL: Read: Bennett & Keyes. [What is the Point of Fairness? Disability, AI and The Complexity of Justice.](#)

OPTIONAL: Guo et al., [Toward Fairness in AI for People with Disabilities: A Research Roadmap.](#)

Tu 4/4: **Worker Surveillance and Risk**

Read: Moradi & Levy, [The Future of Work in the Age of AI: Displacement or Risk-Shifting?](#) [Download The Future of Work in the Age of AI: Displacement or Risk-Shifting?](#)

OPTIONAL: Rosenblat et al., [Discriminating Tastes: Uber's Customer Ratings as Vehicles for Workplace Discrimination](#)

OPTIONAL: Quadri & D'Ignazio, [Seeing like a driver: How workers repair, resist, and reinforce the platform's algorithmic visions](#)

OPTIONAL: Read: Grill, [Future Protest Made Risky](#)

W 4/5: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 4/6: **Privacy and Surveillance**

Project Progress Report #2 Due (by 5:00 p.m.) [Fill in the form here.](#)

Read: City and County of San Francisco, [Acquisition of Surveillance Technology Ordinance.](#)

OPTIONAL: Read: Greene, "[Why Amazon's Ring and Facial Recognition Technology are a Clear and Present Danger to Society.](#)"

IN CLASS ACTIVITY: [Project Green Light](#) Risks/Responses Task

Tu 4/11: **Health & Healthcare**

Watch: [Obermeyer, Dissecting Racial Bias in an Algorithm that Guides Health Decisions for Millions.](#) (video)

OPTIONAL: Read: Char et al, "[Implementing Machine Learning in Health Care.](#)"

OPTIONAL: Watch: Stein, "[Genetic research has a white bias...](#)"

OPTIONAL: Read: Guo & Hao, "[The Stanford vaccine algorithm.](#)"

IN CLASS ACTIVITY: [Hidden Bias](#)

Project Presentation Help Released: see [Presentation help document](#) (PDF)

W 4/12: Weekly Reading Diary and Reflection Due (5:00 p.m.)

Th 4/13: **Public Welfare**

Watch: [Automating Inequality](#) (video)

Read: [States' Automated Systems Are Trapping Citizens in Bureaucratic Nightmares](#)

Read: [Dutch scandal serves as a warning for Europe over risks of using algorithms](#)

OPTIONAL: Read: Allhutter et al., [Automated Profiling of Job Seekers in Austria](#)

OPTIONAL: Read: [This Algorithm Could Ruin Your Life](#)

Part IV: Our Contribution (Final Projects)

Tu 4/18: Conclusion and **Final Project Presentations**

No readings assigned.

Th 4/20: NO CLASS; FINALS WEEK; **Final Projects Due**, 1:30 p.m.

Course Requirements

1. **Attendance** at in-person class sessions.
2. Careful **listening** to, close **reading** of, and critical **reflection** upon course materials, readings, and lectures.
3. Courteous and informed **participation** during in-class activities and discussions.
4. Timely, thoughtful completion of **assignments** (these include weekly reading diary and reflection, short papers, and the final project)

Grading Scale

Your final grade for this course will be determined as follows.

Final Project: 34%

Short Papers: 33% (3 x 11%/ea; if you complete more than 3 the lowest grades will be dropped)

Weekly Reading Diary and Reflections: 18% (9 x 2%/ea; if you complete more than 9 the lowest grades will be dropped)

Participation: 15% (*)

(*) - Participation includes attendance, quality & quantity of contribution in class and other contributions to class (if applicable) as determined by the instructors as the semester progresses.

Extra Credit Events may be announced during the semester. Attending an event in real-time (not watching a recording), writing an accurate one-paragraph summary of the event, and emailing it to the instructors provides 0.2% of additional participation credit.

Letter grades will be calculated using the following scale. Letter grades are translated to percentage grades using the midpoint of the ranges below.

Grading Scale

A+ 100%	
A 93%-99%	C 73-76%
A- 90-92%	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 59% or below

For more details on how these grades are applied, see our "Grading Rubric" handouts that will be distributed as the class progresses. They are linked here for your convenience, but additional rubrics may be passed out later. Here are the initial rubrics:

- [Grading Rubric for Written Work](#)
- [Grading Rubric for Participation](#)

Course Policies

Class Attendance

You are expected to attend all class meetings and to be on time for class. Attendance is taken and factored into your grade (see "participation" above). As attendance may be taken at the beginning of class, if you arrive after it is taken this can be counted as an absence.

Late Work and Examinations

You are responsible for planning ahead and taking whatever steps are necessary to allow you to be available to complete and submit the required assignments by the scheduled deadlines. Late work is accepted only in documented cases of illness or emergency (see below). Otherwise the grade assessed for late work is reduced by one letter grade per 24 hours. Computer problems are not acceptable as an excuse for late work: if an assignment requires use of unfamiliar software, allow enough time to get help if you have problems.

Point-of-View

The fact that something is assigned on the syllabus or referenced in class does not necessarily mean it is correct or endorsed by the instructor. In this class we have readings by different authors that sometimes implicitly or explicitly contradict each other, as there may be areas of controversy and debate.

The readings, lectures, and instructor comments in class will suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a college education is learning about the complexity of the world. Therefore it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion. To accomplish this we will strive to abide by the Guidelines for Dialogue listed in the next section.

Guidelines for Dialogue

This course practices the "Guidelines for Dialogue" developed by students and faculty from the University of Michigan [Program on Intergroup Relations](#). That means that we will do our best to:

1. Maintain confidentiality. We want to create an atmosphere for open, honest exchange.
2. Commit to learning from each other. We will listen to other and not talk at each other. We acknowledge differences among us in backgrounds, skills, interests, identities and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
3. Not demean, devalue, or "put down" people for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. Trust that people are always doing the best they can. We will give each other the benefit of the doubt. We will assume we are all trying our hardest and that our intentions are good even when the impact is not.
5. Challenge the idea and not the person. If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.

6. Speak our discomfort. If something is bothering us, we will share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
7. Step Up, Step Back. We will be mindful of taking up much more space than others. On the same note, empower ourselves to speak up when others are dominating the conversation.
8. Not to freeze people in time. We are all works in progress. We will be willing to change and make space for others to do so. Therefore we will not assume that one comment or one opinion made at one time captures the whole of a person's character.

--Students and Staff in the Program on Intergroup Relations, University of Michigan, 2012

Extended Illness or Family Emergency

If an extended illness or family emergency makes it impossible for a student to attend to their responsibilities, they should complete the college's [Illness and Absence Reporting Form](#). The advising center will notify the student's instructors. The instructor will then make any necessary accommodations after receiving notice from the advising center.

COVID Policy

UMSI is committed to delivering our educational mission while aiming to protect the health and safety of the community. Our entire community is responsible for protecting the collective health of all members by being mindful and respectful in carrying out the guidelines laid out on the [University's Health Response page](#).

In our classrooms all students are expected to adhere to the required safety measures and guidelines of the State of Michigan and the University of Michigan, such as not coming to class when ill or in quarantine. It is important to also be thoughtful about group gatherings as well as about classroom activities and exercises that require collaboration.

Remember, anyone entering a campus building is expected to complete [the ResponsiBLUE survey](#) daily before entering. **Do not attend class if you have symptoms.**

I will be wearing an N95 mask during class and I encourage you to do so.

University of Michigan Environmental Health and Safety policy states that high-quality masks are an "effective strategy" for preventing COVID transmission. Campus policy follows the CDC's Community-Level Guidance, which states that anyone may choose to wear a mask at any time, and **masks are particularly recommended** under some conditions, such as:

- You are in a high-risk group.
- You have had contact with someone who tested positive within the last 10 days.
- **You will be indoors when transmission rates are medium or high.** The current transmission rate for the Ann Arbor campus is listed on this page: <https://healthresponse.umich.edu/>.

Any student who is not able and willing to comply with campus safety measures for this course should contact the course instructor or their academic advisor to discuss alternate participation or course options. For additional information refer to the [University of Michigan's Health Response website](#) and the OSCR Addendum to the Statement of Student Rights and Responsibilities on the [OSCR website](#).

Academic Integrity

All assignments must be your own work. The university has very [strict and explicit policies](#) prohibiting plagiarism, cheating, fabrication, and facilitating these acts. Sanctions for violations can be severe, such as an automatic failing grade in the course. These rules will be strictly enforced.

- **Collaboration**: UMSI strongly encourages collaboration in many situations, such as interpreting reading assignments. Active learning is effective. Collaboration with other students in the course will be especially valuable in summarizing the reading materials and picking out the key concepts. However, for all assignments except the final project you must write your assignment submissions on your own, in your own words, before turning them in.
- **Plagiarism**: All written submissions must be your own, original work with the exception of the final project. Original work for narrative questions is not mere paraphrasing of someone else's completed answer: you must not share written answers with each other at all. At most, you should be working from notes you took while participating in a study session. Largely duplicate copies of the same assignment will receive an equal division of the total point score from the one piece of work. You may incorporate selected excerpts, statements or phrases from publications by other authors, but they must be clearly marked as quotations and must be attributed. If you build on the ideas of prior authors, you must cite their work. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. See the BSI student handbook available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for intentional or unintentional plagiarism.

Course Recordings

We will be doing audio and video recording of all sessions to enable those who cannot attend class in person on a given day (due to quarantine, illness, or emergency) to access the content. These recordings will not be made available publicly. Recordings of all sessions will be available on Canvas only to students registered for this class. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact the professor during the first week of class to discuss alternative arrangements. The camera only picks up the front of the room (instructor and slides), but this may require you to sit in a particular place in the room, outside the cameras' view. Our classroom does not have a ceiling mike that picks up student voices, but instructor's microphone records audio in the room. Students may not copy and share the lecture videos with those not in the class, or upload them to any other online environment (this is a violation of the Federal Education Rights and Privacy Act (FERPA)). Personal recordings are prohibited except with permission. Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Disability Statement

The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities <https://ssd.umich.edu/>; 734-763-3000 or ssdoffice@umich.edu. For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience. The instructional team will treat any information that you provide in as confidential a manner as possible.

Student Well-Being

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please

contact me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- [Counseling and Psychological Services \(CAPS\)](#) - confidential; 734-764-8312; for after-hours urgent support, call and press 0; counseling, workshops, groups and more
- [Dean of Students Office](#) - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community
- [Ginsberg Center for Community Service Learning](#) - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- [Maize and Blue Cupboard \(MBC\)](#) - 734-936-2794; Food pantry with groceries, kitchen and cooking supplies, personal and household items, and support
- [Multi-ethnic Student Affairs \(MESA\)](#) - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- [Office of Student Conflict Resolution](#) - 734-936-6308; offers multiple pathways for resolving conflict
- [Office of the Ombuds](#) - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- [Services for Students with Disabilities \(SSD\)](#) - 734-763-3000; accommodations and access to students with disabilities
- [Sexual Assault Prevention and Awareness Center \(SAPAC\)](#) - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- [Spectrum Center](#) - 734-763-4186; support services for LGBTQ+ students
- [Trotter Multicultural Center](#) - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- [University Health Service \(UHS\)](#) - 734-764-8320; clinical services include nurse advice by phone, day or night
- [Well-being for U-M Students website](#) - searchable list of many more campus resources
- [Wolverine Wellness](#) - confidential; 734-763-1320; provides Wellness Coaching, Collegiate Recovery Program, and much more

The student well-being statement above is based on an original proposal made by the student government. Thank you to the student government for proposing this.

Religious and Cultural Observances

Persons who have religious or cultural observances that coincide with this class should let the instructors know in writing (by e-mail for example) by the end of week three. I strongly encourage you to honor your cultural and religious holidays! However, if I do

not hear from you by the end of week three, I will assume that you plan to attend all class meetings.

Instructor/Student Interactions

The instructors of this course follow the recent pledge proposed by the Faculty Senate to govern instructor/student interactions. Instructors in this course pledge to:

- ...conduct office hours with the door open unless the student requests a closed-door meeting.
- ...document meeting times with students so that this record can be reviewed.
- ...meet students individually only at university venues.
- ...conduct off-campus meetings only at places where alcohol is not served.
- ...communicate privately with students online only on university platforms and not on social media, text, and non-university apps.

Sexual Misconduct Policy

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and at sapac.umich.edu.

Alleged violations can be non-confidentially reported to the Equity, Civil Rights, and Title IX Office (ECRT) at institutional.equity@umich.edu