Persuasion or Manipulation?
The Ethics and Psychology of Influence

Instructor: Colin Marshall, Office 382, Savery Hall. crmarsh@uw.edu
Canvas site: https://canvas.uw.edu/courses/1401508

Course description and format

Description: Influence is everywhere, from job interviews to social media. When is influence effective? When is it respectful persuasion vs. immoral deception? Is using psychological insight manipulative or just good people skills? How do biases shape persuasion, and how should we navigate them? Examines the psychology of persuasion through an ethical lens. Assessments focus on real-world applications, helping people improve as persuaders.

Format: This course will be taught remotely. The course lectures (typically 2x/week) will be asynchronous, meaning that you will be able to choose when to watch them. However, there will be a short assignment (with a due date) for you to complete while watching each lecture, so you should watch the lecture well before the due date. Once a week, there will be a synchronous part of the class (on Fridays, except for Nov. 25), which you should plan on attending.

Learning objectives

By the end of this course, students will demonstrate the ability to:
- distinguish two ethical frameworks and apply them to questions of persuasion: the framework of respect and the framework of beneficial consequences
- apply recent work on persuasion from different branches of psychology
- reflected on and develop their own skills at in-person, respectful persuasive conversation
- analyze and assess persuasion techniques used by one's peers
- apply philosophical frameworks to uses of persuasion in mass media
- understand connections between the topics of this course and their own career goals

Course expectations

To help you and your classmates get as much for the class as possible, please:
- Do the readings before watching lectures.
- Have your cameras on for all Zoom discussions.
- Be respectful in discussing sensitive topics.

Assessment

This course uses an *additive grading* model. That means you earn points for assignments that *build up* to a 4.0. Some assignments are non-interchangeable, while others are interchangeable. To get full points, you must complete all the non-interchangeable assignments, but you can choose which interchangeable assignments to complete.

Note: Canvas will display a grade for you throughout the course. Despite what it looks like, this is not your final grade! Your final grade is not determined until all your assignments have been submitted and graded.

Non-Interchangeable Assignments (3.0 points)

Most of your grade will come from the following assignments. A full 3 points requires getting full points on all of these.

Comprehension quizzes (.3 points)
After key readings and videos, students complete a short quiz about their content on Canvas (note: watching the lectures will not be sufficient to pass the quizzes.). These are typically due the day after I recommend doing the readings, though, up to the due date, you will be able to take the quiz as many times as you like. There will also be a quiz about the syllabus in the first week. Passing 1/3 of the quizzes will suffice for .1 point, 2/3 for .2 points, and 3/3 for .3 points.

Lecture question response document (.6 points)
At regular points in the recorded lecture, I will ask you to take two minutes to write a short answer to some question. **Make a single Word (.doc) or RTF (.rtf) document for all your answers, and label each answer with the number-letter combination from lecture (for example: 3b).** These questions are designed to provide the basis for discussion in our synchronous sessions, and to help you develop your Individual Persuasion Guide.
You will upload your document at three points during the quarter. Each upload will be given 0, .1, or .2 points.

Random call participation (.4 points)
Students begin class with .4 points, and lose points for not participating during random call in the discussion portions of the class. Note that the random call questions will be about the content of small group discussions, and so not about remembering content. Answers can take the form of typed responses in chats, moreover, and so need not be spoken.

Persuasion Attempts (.6 points)
At three points in the course, you will attempt to persuade each other on particular points. You may choose to do so in speech or in writing, and will score each other for effectiveness. The scorecards will be used to award credit/no credit for each persuasion attempt (you receive credit for completing a scorecard).
- *Persuasion attempt 1* (.1 point)
  o You will be randomly assigned to groups of three. Based on a survey identifying topics of disagreement, each student in the group attempts to persuade another student about some issue (after briefly indicating how much they think they disagree). The persuadee and the third student then assess (using a provided rubric) on (a) how *persuasive* the attempt was and (b) how *respectful* the attempt was.
- *Persuasion attempt 2* (.2 points)
  o Following a new randomization, this activity is the same as Attempt 1, except that the assessment now concerns (a) how *persuasive* the attempt was, (b) how *respectful* the attempt was, and (c) which lessons from the course material the attempt incorporated.
- *Persuasion attempt 3* (.3 points)
  o Following a new randomization, this activity is the same as Attempt 2.
Following scoring, students will briefly discuss the persuasion attempts with their groups. Later, students will use these attempts as material in creating their own Individual Persuasion Guides (see below).

Individual persuasion guide (.5 points)
Based on the Persuasion Attempts, you will develop a 1-page persuasion guide for yourself to use in the future, aimed at preempting the mistakes you have found yourself making. The guide should include specific examples of your past mistakes, and indications of how to avoid those mistakes in the future.

Final exam (.6 points)
Open-note exam: you will be randomly assigned one of several scenarios involving persuasion, and will have two hours to produce a short (<500 word) essay in which you explain how they think an ideally-effective and ideally-moral persuader would act (including *whether* such an ideal persuader would try to persuade). In so doing, you should (a) apply at least two ideas from Weeks 3 through 8, (b) briefly describe some other non-fictional example that illustrates both ideas, and (c) describe a mistake that you would be likely to make in such a situation.

Interchangeable Assignments (1.0 points)

This is the choose-your-own-adventure part of the class. You may do up to three of the following assignments (if you do more than 3, your TA will randomly choose 3 to grade). Each is worth up to .5 points. Taken together, they can contribute up to 1.0 point for your final grade. Please notice the different due dates for the different assignments.

Week 2 content generation (.5 points): Due by 11:59pm on Saturday, Oct. 10
Post one online (but suitably anonymized) example of failed persuasion on the Canvas discussion board and respond to at least two others from classmates. Your responses should briefly describe one reason you think the attempt failed.

Get-out-the-vote postcard to an anonymous voter (.5 points): Due by 11:59pm on Friday, Oct. 16
Using the model of Postcards to Voters (postcardstovoters.org), compose a postcard-length message that could persuade an anonymous US voter who shares your political viewpoint to vote on Nov. 3. In 300-500 words, say how ideas from Section 1 of the course helped you make a persuasive message.

Persuasive email or text chain to friend or family member (.5 points): Due by 11:59pm on Sunday, Nov. 29
Write a short email or chain of texts to a friend of family member, attempting to persuade them of something. Copy these into a paper (or include a screenshot), and then analyze your own persuasion attempt. Say how your attempt connected to at least two themes we discussed in class. Then say whether or not it was successful, and offer an explanation of why.

Ceasefire persuasion attempts (.5 points) : Due by 11:59pm on Sunday, Nov. 29
Read the rules and mission statement for ceasefire.net. After reading at least two recent threads, add a comment to one thread using the #Phil118 hashtag, and follow the discussion for at least one day. You will need to set up a profile, but it can be anonymous. On Canvas, upload your comment (or a screenshot). In 300-500 words, reflect on whether the attempted persuasion in the thread was effective and respectful.

Career and persuasion (.5 points): Due by 11:59pm on Sunday, Dec. 6
In 300-500 words, describe a decision involving persuasion that you expect to face in your intended career, and explain how the material covered in class should inform that decision.

Interview with a persuasive community member (.5 points): Due by 11:59pm on Sunday, Dec. 13
Record an 8- to 12-minute interview with a community member you know (someone not affiliated with UW) who has experience with persuasion. Ask them what they have found effective, what they have found ineffective, and what they think are the moral limits on persuading people. Your recording may be video, audio-only, or a transcript.

Propose your own assignment (.5 points): *Proposal* due by 11:59pm on Monday, Nov. 23.
Propose a different assignment to show your engagement with the material. Send the instructor an email with your proposal, being clear about how it will help you achieve the learning objects for the class. Your proposal should also include a due date and time no later than 11:59pm on Dec. 15.

Colin-Specific Policies

Too often, discussions in philosophy classes are dominated by a small number of students, both in amount of talking and in uptake. Please keep this in mind, and help me create an inclusive conversation!

We live in politically charged times, and philosophy classes offer a rare opportunity for respectful discussion of differences. I will not always hide my opinions, nor will I ask you to hide yours. Moreover, many of the readings we draw on present or presume mainstream scientific (but politically controversial) positions on issues like climate change and social biases. However, if you ever feel that I am pressuring you to agree with me or that I am (in any way) advocating for any particular political *policy* or *candidate*, let me or my department chair know immediately.

Unexcused late work will receive no credit. However, I regularly grant extensions due to personal difficulties, including mental health difficulties. Please let me know in advance if you have having trouble!

Plagiarism on any assignment will be reported to CSSC and be penalized. **It is your responsibility to know what counts as plagiarism.** It is easy to avoid plagiarism in this class, since you should do no outside research for any of the assignments.

See end of syllabus for additional, department-wide policies.

For more of my policies, including an explanation of my approach to grading, see
https://sites.google.com/site/colinmarshallphilosophy/teaching/teaching-policies

For some resources for writing paper and doing philosophy, see:
https://sites.google.com/site/colinmarshallphilosophy/teaching/links-for-students

Lecture and Discussion Schedule

The dates given here for readings and videos are recommendations. You'll want to do the readings before the comprehension quizzes are due, however!

For most sessions, you'll see some videos/readings under the heading of "Going deeper." These are always optional, and tend to be more difficult… but also really cool.

0. Introduction and warm-up

Sept. 30 (Wednesday): Introduction to the course

Oct. 2 (Friday): Discussion and Persuasion Attempt 1
- Prior to this class, complete the Disagreement Survey

1. When persuasion works

Oct. 5 (Monday): Some promising cases
Read:
- "Teen Girls Are the Best at Convincing Parents That Climate Change Is Real, Study Finds"[1]

Watch/listen to at least two of the following:
- Daryl Davis on persuasion and respect: https://www.youtube.com/watch?v=ORp3q1Oaezw
- Chris Voss on negotiation: https://www.youtube.com/watch?v=MjhDkNmtjy0
- Fred Rogers' congressional testimony: https://www.pbs.org/video/mister-rogers-goes-washington-ycjrnx/
- Interview with 'Sam', nurse and crisis line volunteer: https://www.youtube.com/watch?v=veFfJ46-gSk

Going deeper:
- J. Horne et al., "Countering antivaccination attitudes"[2]

Oct. 7 (Wednesday): Pop psych principles
Read:
- R. Yeung's overview of persuasion strategies, from *I is for Influence*.

Watch:
- R. Cialdini's Principles of Persuasion[3]

Oct. 9 (Friday): Discussion

2: When attempted persuasion fails

Oct. 12 (Monday): Some discouraging cases
Read/watch
- Class-generated content

Oct. 14 (Wednesday)
Read:
- T. Pope, "How to read a psychology article"
- C. Bail et al., "Exposure to opposing views on social media can increase political polarization"[4]
- E. Porter et al., "Can presidential misinformation on climate change be corrected?"[5]

Going deeper:

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[1] https://www.vice.com/en_ca/article/mb8bv8/teen-girls-are-the-best-at-convincing-parents-that-climate-change-is-real-study-finds

[2] http://www.pnas.org/content/112/33/10321.abstract

[3] https://www.influenceatwork.com/principles-of-persuasion/

[4] https://www.pnas.org/content/115/37/9216

[5] https://journals.sagepub.com/doi/full/10.1177/2053168019864784

- K. Quealy, "The More Education Republicans Have, the Less They Tend to Believe in Climate Change"[6]

Oct. 16 (Friday): Discussion

3: Respect and Persuasion

Oct. 19 (Monday): Respect and reason-giving
Read:
- G. Tsai, "Rational Persuasion as Paternalism" (selections)
Going deeper:
- R. McKenna, "Persuasion and Epistemic Paternalism"

Oct. 21 (Wednesday): Respect and reciprocity
Read:
- R. Rini, "Abortion, Ultrasound, and Moral Persuasion" and "Contingency Inattention" (selections)
Watch:
- Interview with Rini[7]

Oct. 23 (Friday): Discussion

4: Consequentialism and Persuasion

Oct. 26 (Monday): When not to persuade
Read:
- I.M. Young, "Activist challenges to deliberative democracy" (selections)
Watch:
- Interview with Ishani Maitra[8]
Going deeper:
- J.S. Mill, *On Liberty*, Ch. 2[9]
- Robert Post, "Introduction: After *Bakke*[10]
- P. Yaure, "Deliberation and Emancipation"

Oct. 28 (Wednesday): Consequentialism
Watch:
- Interview with Jeff Sebo[11]
Going deeper:
- J. Driver, *Ethics: The Fundamentals*, Chapters 3-4 (selections)

Oct. 30 (Friday): Discussion and <u>Persuasion Attempt 2</u>

5: The Elaboration Likelihood Model (ELM)

Note: The material we're reading on ELM is the densest stuff we'll tackle in this class. It's worth the effort, though! Do the best you can with it, and I'll help clarify the core ideas in lecture.

Nov. 2 (Monday): A dual-process approach to persuasion
Read:
- D. Kahneman, *Thinking, Fast and Slow* (Chapter 1)

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[6] https://www.nytimes.com/interactive/2017/11/14/upshot/climate-change-by-education.html

[7] https://www.youtube.com/watch?v=6HegLWKWtIY

[8] https://www.youtube.com/watch?v=OCV-jYHFn8I

[9] https://www.gutenberg.org/files/34901/34901-h/34901-h.htm#Page_28

[10] https://digitalcommons.law.yale.edu/fss_papers/199/

[11] https://youtu.be/PTjoH8eeCWY

- R. Petty & D. Wegener, "The elaboration likelihood model" (pp. 41-52)

Watch:
- Interview with Richard Petty[12]

Going deeper:
- D. Kahneman, Talk at Google[13]
- D. Rucker, R. Petty, P. Briñol, "What's in a frame anyway?"

Nov. 4 (Wednesday): Details of dual-process persuasion
Read:
- D. Kahneman, *Thinking, Fast and Slow* (Chapters 4 and 5)
- R. Petty & D. Wegener, "The elaboration likelihood model" (pp. 52-64)

Nov. 6 (Friday): Discussion

6: ELM and Emotions

Nov. 9 (Monday): The multiple roles of emotions in persuasion
Read:
- R. Petty & P. Briñol, "Emotion and persuasion" (selections)
- Paul Bloom, "The case against empathy"[14]

Going deeper:
- M. Rocklage et al., "Persuasion, Emotion, and Language: The Intent to Persuade Transforms Language via Emotionality"

Nov. 11 (Wednesday) **No class**

Nov. 13 (Friday): Discussion

7: Social Biases

Nov. 16 (Monday): Gender bias
Read:
- L. Carli, "Social influence and gender" (selections)
- Interview with 'N', conservative national security professional

Going deeper:
- S. Khader, "Must Theorising about Adaptive Preferences Deny Women's Agency?"

Nov. 18 (Wednesday): Racial and other biases
Read:
- S. Fiske, A. Cuddy, & P. Glick, "Universal dimensions of social cognition: Warmth and competence"

Going deeper:
- Chung, "An introduction to epistemic injustice"
- Podcast: Kristie Dotson on epistemic oppression[15]
- J. Swencionis, C. Dupree, and S. Fiske, "Warmth-Competence Tradeoffs in Impression Management across Race and Social-Class Divides"
- A. Bierria, "Missing in Action"

Nov. 20 (Friday): Discussion

8: Terror Management Theory (TMT)

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[12] https://youtu.be/zkPbFKtVkpg

[13] https://www.youtube.com/watch?v=CjVQJdIrDJ0

[14] https://www.vox.com/conversations/2017/1/19/14266230/empathy-morality-ethics-psychology-compassion-paul-bloom

[15] https://lucian.uchicago.edu/blogs/elucidations/2017/01/14/episode-92-kristie-dotson-discusses-epistemic-oppression/

Nov. 23 (Monday): A theory of why we self-affirm instead of persuade
Watch:
- V. Hill, "Terror Management Theory"[16]
- Interview with Jeff Greenberg[17]

Read:
- J. Greenberg & J. Arndt, "Terror Management Theory"
- J. Jordan & D. Rand, "Are You 'Virtue Signaling'?"

Going deeper:
- I. Kant, *Metaphysics of Morals*, Doctrine of Virtue §24-§25

Nov. 25 (Wednesday): Discussion and Persuasion Attempt 3

Nov. 27 **No class**

9: Technology and Persuasion

Nov. 30 (Monday): Social media and persuasion
Read:
- Paul Lewis, "Our minds can be hijacked"
- J. Zaki, "The technology of kindness"

Watch:
- Tristan Harris' 2017 TED talk[18]
- Interview with Kal Turnbull

Going deeper:
- Wired article on Harris and human downgrading[19]

Dec. 2 (Wednesday): Robots and morality
Watch:
- Colin Allen, "Robot morality and moral machines"[20]

Going deeper:
- Cathy O'Neil and Hanna Gunn, "Near-Term Artificial Intelligence and the Ethical Matrix"

Dec. 4 (Friday): Discussion

Dec. 7 (Monday): Future tech and persuasion
Watch:
- *Ex Machina*

Dec. 9 (Wednesday): Future tech and persuasion
Read:
- Tali Sharot, *The Influential Mind*, Ch. 9 ("The future of influence?")
- Martin L. Shoemaker, "Today I am Paul"

Dec. 11 (Friday): Discussion

Dec. 16 (Wednesday), 2:30-4:20: Exam

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[16] https://ernestbecker.org/resources/terror-management-theory/

[17] https://www.youtube.com/watch?v=HgpgJUZYCww

[18] https://www.ted.com/talks/tristan_harris_how_a_handful_of_tech_companies_control_billions_of_minds_every_day

[19] https://www.wired.com/story/tristan-harris-tech-is-downgrading-humans-time-to-fight-back/

[20] https://www.youtube.com/watch?v=LdtVZzGYwHE

Information for Students
University of Washington, Department of Philosophy

POLICIES AND RESOURCES

Academic Misconduct
Academic misconduct, including plagiarism, is prohibited by the Student Conduct Code for the University of Washington and is taken very seriously by the UW. According to the student conduct code, academic misconduct includes:
1. "Cheating" which includes, but is not limited to:
   a. The use of unauthorized assistance in taking quizzes, tests, or examinations, or completing assignments;
   b. The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s);
   c. Using online sources, such as solution manuals, without the permission of the instructor to complete assignments, exams, tests, or quizzes; or
   d. Requesting, hiring, or otherwise encouraging someone to take a course, exam, test, or complete assignments for a student.
2. "Falsification," which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s), or scholarly research.
3. "Plagiarism," which is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
   a. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
   b. The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
4. Unauthorized collaboration.
5. Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
6. Multiple submissions of the same work in separate courses without the express permission of the instructor(s).
7. Taking deliberate action to destroy or damage another's academic work in order to gain an advantage for oneself or another.
8. The recording of instructional content without the express permission of the instructor(s), unless approved as a disability accommodation, and/or the dissemination or use of such unauthorized records.
(Source: WAC 478-121 - Academic Misconduct)

Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved.

Incompletes
Incomplete grades may only be awarded if a student is doing satisfactory work up until the last two weeks of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. *(Sources: Office of the Registrar – Incomplete Grades), UW General Catalog, Student Guide – Grading System)*

Grade Appeal Procedure
A student who believes that the instructor erred in the assignment of a grade, or who believes a grade recoding error or omission has occurred, shall first discuss the matter with the instructor before the end of the following academic quarter (not including Summer Quarter). If the student is not satisfied with the instructor's explanation, the student, no later than ten days after their discussion with the instructor, may submit a written appeal to the chair of the Department of Philosophy with a copy of the appeal also sent to the instructor. The chair consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the chair believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the chair, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Department of Philosophy to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. *(Source: UW General Catalog, Student Guide – Grading System)*

Concerns About a Course, an Instructor, or a Teaching Assistant
If you have any concerns about a philosophy course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Department of Philosophy, 361 Savery Hall).
If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Department of Philosophy, 361 Savery Hall), or the Graduate School at G-1 Communications Building (543-5900).

Equal Opportunity
The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

Access and Accommodations
Your experience in this class is important to the instructor. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the instructor at your earliest convenience so you can discuss your needs in this course.
If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 (Voice & Relay) or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Sexual Harassment
Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.
If you believe that you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, the undergraduate advisor (363 Savery Hall), graduate program advisor (366 Savery Hall), or the chair of the philosophy department (364 Savery Hall). In addition, you should be aware that the University has designated special people to help you. For assistance you may contact: SafeCampus; Office of the Ombud (339 HUB, 206-543-6028); Title IX Investigation Office (for complaints that a University student has violated the sexual misconduct provisions of the Student Conduct Code); University Complaint Investigation and Resolution Office (for complaints concerning the behavior of University employees, including faculty, teaching assistants, and other student employees).

Integrity
The Office of Research Misconduct Proceedings (ORMP) coordinates the University's handling of allegations of research misconduct against members of the University community, in consultations and cooperation with the University's schools, colleges, and campuses.
University rules define scientific and scholarly misconduct to include the following forms of inappropriate activity: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research.
Students can report cases of scientific or scholarly misconduct either to the ORMP, to their faculty adviser, or the department chair. The student should report such problems to whomever he or she feels most comfortable.
(Sources: Executive Order No. 61 – Research Misconduct Policy; Office of Research Misconduct Proceedings: minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98.)

SafeCampus
Preventing violence is everyone's responsibility. SafeCampus is the University of Washington's Violence Prevention and Response Program. They support students, staff, faculty, and community members in preventing violence. SafeCampus staff will listen to your concerns and provide support and safety plans tailored to your situation. Caring, trained professionals will talk you through options and connect you with additional resources if you want them.
If you're concerned, tell someone.
- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up for UW Alert online.
- For more information visit the SafeCampus website.

Religious Accommodations
Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/).

Food Insecurity and Hardship
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 the UW Any Hungry Husky Program. Any Hungry Husky provides hunger relief free of judgment or stigma. Go to https://www.washington.edu/anyhungryhusky/ for information about the food pantry and food security grants. In addition, UW offers emergency aid for students experiencing unexpected financial hardships that may disrupt their education or get in the way of completing their degree. Go to https://www.washington.edu/emergencyaid/ for more information about how to apply.

Guidance to Students Taking Courses Outside the U.S.
Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events.
If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws.
If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

Face Coverings and Social Distancing in the Classroom during COVID
The health and safety of the University of Washington community are the institution's priorities. Until otherwise stated **face coverings are required** per UW COVID Face Covering Policy: indoors where other people are present and outdoors when keeping a 6-foot distance may not be possible. **This includes all classrooms and buildings/public spaces on each of the UW campuses.**
If you physically can't wear a mask, you choose not to wear a mask, your mask isn't appropriate/sufficient, or if you aren't wearing a mask properly *(covering both your nose and mouth-diagram below)*, you *CANNOT* be in the classroom and will be asked to leave.
If you have a medical condition or health risk as outlined in the UW COVID Face Covering Policy, you may request an accommodation. Please contact Disability Resources for Students office *BEFORE GOING TO CLASS* at uwdrs@uw.edu (Seattle) drsuwt@uw.edu (Tacoma) uwbdrs@uw.edu (Bothell).
A face covering must:
- Fit snugly against the sides of the face
- Completely cover the nose and mouth
- Be secured with ties, ear loops, elastic bands, or other equally effective method
- Include at least one layer of cloth, although multiple layers are strongly recommended
- Allow for breathing without restriction
- Be capable of being laundered and machine dried without damage or change to shape

CDC: How to Wear Masks