GEOG 395: Climate Justice and Social Action
FALL 2025
T/Th 12:30 – 2:20 PM
MUS 223

Instructor

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Course Description

In this course, we will ask: ***what does action on climate change look like when we place social and environmental justice at its foundation***?

Our class takes seriously the idea that learning is far more effective when you actually ***do*** the things you are learning, rather than just talk about it. Our work together will center on an immersive, team-based social action project: ***your team will work with a Seattle or UW campus-based organization to co-develop and enact a social action campaign that addresses an existing climate injustice***. Your team's campaign will seek to change a policy, whether on campus or in the broader municipal/regional community, to address this injustice.

We will hit the ground running in this class! In order to be prepared to launch your campaign this quarter, we will start reviewing and developing your campaigns and associated actions *immediately*. On the second day of class, representatives of different local organizations pitch the class and give overviews about their existing campaigns; you will pick one of these organizations to work with!

While this class will still incorporate academic readings and discussion, by mid-quarter our focus will shift to researching, designing, and implementing your team's social action campaign in conversation with a local community organization. The first half class will bring you up to speed with the basics of climate justice, scalar community organizing tactics, and theories of collective change.

By mid-quarter, you will have begun working in earnest in your teams to organize your campaigns. We will continue to incorporate readings, videos, and guest lectures examining case studies of prior and existing environmental campaigns (including what worked and what didn't), while building your skills and troubleshooting issues that come up in real time while completing campaign actions. You will apply and integrate foundational concepts from class to foreground climate justice as part of your team's social action campaign.

Learning Outcomes

In this course, you will:

- Acquire and apply foundational knowledge of climate justice theory and geographies of collective action

- Develop and implement the knowledge, skills, strategies and tactics to create and conduct grassroots social action campaigns in a U.S. political context
- Co-design and enact a social action campaign on a climate justice issue in collaboration with a local organization as a student wing of that organization
- Understand and implement strategies for working effectively with community organizations
- Develop skills for working effectively in teams on collaborative projects

Social Action Campaign

Your team will operate as a student 'wing' of an existing campus, city, or regional organization's existing campaign. If there is sufficient interest in the class, we can also brainstorm ideas for a student-driven climate justice campaign in addition to the partnering community organizations.

There are three requirements for your social action campaign:

1. You have a minimum of 3 students on your team.
2. Your campaign tries to change some type of policy relating to climate justice.
3. You have passion for the issue/organization!

All students in this class will be involved in social action! You should expect to **spend a minimum of 2 ours per week on campaign work**, in addition to the time spent on readings/assignments[1] and in class. This works out to 20 hours minimum over 10 weeks. You should aim for roughly half of this time to be spent in organizational and preparation labor (e.g. meetings, developing campaign materials), with the other half spent on campaign *activities* (e.g. tabling, flyering, giving organizational raps to classes, etc.) and/or campaign *actions* (e.g. marches, rallies, meeting with decision-makers, etc.). If you want to do *more* campaign work, that is great! Anyone interested in continuing work on their campaigns in the future is welcome to talk to me about options such as Independent Study.

Political affiliation

Your climate justice campaign can come from a liberal, conservative, social democrat, or libertarian perspective – or it may have no ideology. No matter what campaign you choose to work on, we will work together to learn about democracy, power, climate justice, and change. My role is to offer guidance about strategy and tactics, to help you consider the variety of options available, and support student campaigns in deciding how to best move forward. My role is *not* to tell you what ideological position to take on your climate justice campaigns.

The only hard and fast rule about climate justice campaigns for this class is that they *cannot* involve violent strategies or tactics (e.g. property destruction, hurting other people, etc.). We will discuss such strategies and tactics in class, including case studies where they have been used, and whether they are ever justified. But for the purposes of this class, your social action campaigns cannot employ these approaches.

[1] I have reduced the course reading load significantly to offset your time spent on campaign work.

Changing campaigns

You will be choosing your campaign during the first full week of class. If for some reason you want to change campaigns, you need to contact me. We will discuss what campaign you would like to join, and why. I will then contact that campaign to discuss the possibility of a new addition. Campaign groups have the right to refuse new additions if they feel there would be too great a disruption due to potential lack of trust, transparency issues, negative behavior, etc. If that student still wishes to join the campaign, I will make the final decision.

In the event that a student wants to leave a team that only has three members, we will make such determinations on a case-by-case basis, as that choice would leave the team with fewer than the minimum number of students.

If a student wishes to leave their current team but is unable to join another campaign, I will work with that student to develop an independent study with no repercussions to their grade.

Course Structure

This course is student-driven! It is founded on a ***collaborative learning model***, with the understanding that we can learn far more together than alone. You and I will be collaborators and co-creators of knowledge in this class.

Approximately 50% of the course will focus on readings and discussion. We will treat the discussion aspects of this class like a seminar: you will prepare by reading material outside of class, then review and discuss the readings in class. The goal is for *you* to do most of the talking, though I will provide short explanations/lectures as needed.

At least 50% of the course will focus on social action. ***Teamwork is a fundamental aspect of this process!*** Over the entire quarter, you will work in small groups of at least three (3) students on a climate justice social action campaign of your choice.

A typical class will look something like the following:

- Before class:
    - Complete the assigned readings
    - Post your discussion question(s) to that day's Canvas discussion board (if completing)
- During class:
    - Discussion Question voting
    - Announcements (as needed)
    - 1-2 student organizational raps (A short 1-2 minute summary of the who, what, why, where, and when of a campaign)
    - Mini-lecture on the reading (as needed)
    - Class discussion
    - Campaign group work (2nd half of class)

Course Materials

We will read selections from the following textbooks:

- Myers-Lipton, S. (2023) *Change! A Student Guide to Social Action*. 2nd Edition. Routledge.
- Rice, J. L., J. Long and A. Levenda. Eds. (2023) *Urban Climate Justice: Theory, Praxis, Resistance.* University of Georgia Press.
- Harvey et. al. (2018) *Designing Climate Solutions*.
- Ordower and Zafair (2024) *Power Lines*.

I will make all readings available to view and/or download through Canvas and/or the UW Library system. All readings are listed in Canvas. You can find each day's readings listed on that week's course materials page, which are linked from the Canvas home page. I will also make all readings available in multiple formats for accessibility. (e.g. PDF, e-book link, Word doc, and/or EPUB). If you need any course materials in a specific format, please contact me directly.

If you have any issues meeting the course requirements due to a lack of access to resources (e.g. computer, internet, time, etc.), please come talk to me to discuss possible solutions!

(Un)Grading System & Policies

Labor-Based Grading

Because *labor* is at the heart of how you can expect to be successful in this class, our class will use a ***Labor-Based Contract*** grading system. Labor-based grading reflects our focus on *doing the work* of social action, rather than just discussing it. Labor-based grading is a form of 'ungrading,' meaning a method of assigning grades that gives students (you!) control and autonomy over the assessment process. In this way, labor-based grading aligns with my own personal goal of making the classroom a more just and equitable place, by acknowledging that imposing standardized grades is a deeply inequitable and bias-laden practice.

At their core, labor-based grading contracts are a set of social agreements that we will collaboratively create to decide how much labor it will take for a student to get a certain grade in this class. The focus here is on *labor* (i.e. time and work) rather than the instructor's (often very subjective) interpretations of 'quality'. I will not be assigning letter-grades or percentages to assignments; instead, I will grade assignments as 'complete' or 'incomplete'. I will provide written formative feedback on your assignments, just no grades!

We will negotiate the class labor contract together on our first day of class, and again at mid-quarter. After that point, there will be no further edits made to the contract. The contract will apply to everyone in the class.[2] At the end of the quarter, you will submit a write-up to me explaining what grade you believe you have accomplished based on the class contract, and justifying that choice.

[2] Labor-based grading has (rightly!) been criticized for applying a 'one size fits all' approach to how much time students are able to devote to classes, without taking into consideration the impacts of, say, disabilities on student time. I will work with students on a case-by-case basis to alter the class labor contract as needed to reflect any mitigating circumstances.

Late Policy

Assignment deadlines help me manage my workload (i.e. grading all your stuff!) so I can turn around grades and feedback in a timely and manageable way. That said, I'm not interested in harsh late policies which can disproportionately impact more vulnerable students (e.g. those with care-taking responsibilities, full-time jobs, health concerns, etc.).

For *individually-graded* assignments, depending on how late the assignment is turned in, I may not be able to provide much (or any) feedback. ***The final deadline for turning in any late/missing individual assignments will be Sunday, 12/10 by 11:59 p.m.*** Unless there are extenuating circumstances, **I will not accept any work past this date** to allow myself sufficient time for grading!

For assignments impacting your group, please keep in mind that your team will be relying on you to complete your tasks in a timely manner – they will not be able to fully function without you doing your part! These assignments will include team evaluations.

We will negotiate our class late policy as part of the grading contract on our first day of class.

Attendance

Because this class is heavily based in collaborative teamwork, ***your absences may negatively impact your team's ability to complete tasks***. This can in turn affect whether and how your team accomplishes your planned social action(s). For this reason, participation – and by proxy, attendance – are part of our class grading contract (see Labor-Based Grading, above).

Each class will set aside time for group campaign work. Due to the many responsibilities students have outside of class (e.g. internships, jobs, family, extra-curricular activities, etc.), in addition to any transportation or commuting concerns, it can be very difficult to find time outside of class when everyone on your team will be able to meet in person. **I strongly recommend that you commit to coming to class in person so that your team will have regular meeting time together!**

If you are unable to be in class in-person, I recommend you try to join your team discussion remotely if possible. Please communicate with me *and* your team as early as possible if you are unable to join either in person or remotely!

Course Assignments

Participation

Because this class is heavily based in collaborative teamwork, participation is a central aspect of how your team will be successful – and how you will learn about social action and climate justice! As part of our class labor contract negotiation, we will co-create a community agreement and participation policy. As this is an 'ungraded' class, I am not imposing a grading percentage on participation (or any other assignment). Please see the course grading contract on Canvas for more information about what participation in this course entails.

Course Intake Form

In the first week of class, you will complete a short form to answer some questions about yourself and help me get to know you! **Due Wed. 10/1, 11:59 p.m.**

Team Evaluations

You will complete two separate team evaluations. This evaluation will focus on holistically considering how well your team is working together, and where your team performance can improve. Your team will also have time in class to review and discuss your team evaluations at mid-quarter.

- Team Evaluation 1: **Due Sun. 10/26, 11:59 p.m.**
- Team Evaluation 2: **Due Sun. 12/7, 11:59 p.m.**

Weekly Reading Responses

Many university classes ask you to demonstrate your understanding of course content in an exam. This class will not have any exams – instead, you will complete weekly written responses in which I ask you to integrate course texts with your campaign work. While you can talk to your teammates about your written responses, your work must be your own. Each week's response prompt will be posted on Canvas. **Due each Sunday by 11:59 pm unless otherwise noted**

Social Action Labor/Time Log

You will keep a log of your time spent on all campaign-related labor, which you will submit three times in the course. Please use this template log to keep track of your community work throughout the quarter.

- Social Action Log 1: **due Sun. 10/19, 11:59 p.m.**
- Social Action Log 2: **due Sun. 11/16, 11:59 p.m.**
- Social Action Log 3: **due Sun. 12/7, 11:59 p.m.**

Virtual Campaign Binder and Presentation

Instead of a final exam, each team will give a group presentation to the class on their social action campaign. In addition, your team will complete and turn in a virtual campaign binder using Mural Board, which will be used by any students who choose to continue your campaign in future classes. Both the Virtual Campaign Binder and Presentation Slides will be **due Wed. 12/10, 11:59 p.m**.

Final Grade Assessment

You will submit a short write-up explaining what grade you have achieved, referring to our negotiated class labor contract, and why you have achieved that grade. Please note: *I do reserve the right to change student-generated grades based on my own assessment.* **Due Thurs. 12/11, 11:59 p.m.**

Additional Course Policies & Resources

Disability Resources

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state

law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented 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 not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

Labor-based grading has (rightly!) been criticized for applying a 'one size fits all' approach to how much time students are able to devote to classes, without taking into consideration the impacts of disabilities on student time. I will work with students on a case-by-case basis to alter the class labor contract as needed to reflect any mitigating circumstances such as disability accommodations.

Technology Policy

It is fine to use technology during class to support your learning. In fact, it's a really good idea to bring your laptop or other device, as there will be lots of time allocated during allocated to do group work on your campaigns!

I request that you refrain from using technology to check email, do other classwork, check social media, or do anything not directly related to class during our time together to avoid distracting yourself or your classmates. If you need to do something that is not related to class, please excuse yourself and step outside the classroom to take care of what you need to do, then return to class to be fully present in our work together.

Academic Integrity

The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:

- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers, and previewing quizzes/exams)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on assignments)

Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred to the UW Community Standards and Student Conduct (CSSC) office for investigation. Students found to have engaged in academic misconduct may receive a zero on the assignment.

ChatGPT and other LLM tools in the classroom

There are a lot of resources for useful ways that you can incorporate Large Language Models (LLMs) into your learning. We may even use some LLMs during certain in-class activities. However, using LLMs to

'write' your assignments is **not an appropriate use of these tools in this class**. Any time you are copy-pasting work from an LLM into your assignment and passing off this work as your own is a red flag – in such cases you should strongly reconsider how you are using these tools.

Essentially, LLMs are **not a replacement for your own intellect!** Consider whether you would ask a friend who is majoring in a completely different area and has no knowledge of this class or discipline to do a task. If you *do* trust such a friend to do this task (e.g. proofread a paper draft), that is likely a task an LLM can do! If you *do not* trust such a friend to do this task (e.g. draft an assignment, identify useful resources, etc.), then that is NOT a task an LLM can accomplish.

If I find you have used an LLM to generate all or part of your assignment and are passing it off as your own work, I will consider this as plagiarism. I will refer such cases to the UW Community Standards and Student Conduct (CSSC) office for investigation.

UW Counseling Center

Students are often at high risk of mental health concerns. This has been, and continues to be, greatly exacerbated due to the COVID-19 pandemic. The UW Counseling Center offers multiple options for students seeking help coping with stress and mental health concerns:

- Short-term individual counseling
- Group counseling options, including the Umoja Interpersonal Processing and Support group for Brown and Black women (undergrads considered if space permits), Act for Anxiety - Unstuck, Between Cultures (for bi-/multi-cultural and bi-/multi-racial students), Procrastination and Perfectionism Group, Queer TTRPG (Table-top Role Playing Game) Group, Getting through Grief, and Understanding Self and More.
- Workshops on various topics, including a BIPOC grief group, a drop-in space for break ups, pet therapy, self-compassion, mindfulness, yoga, and meditation.

More information can be found online at https://www.washington.edu/counseling/

Title IX

UW, through numerous policies, prohibits sex- and gender-based violence and harassment, and we expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments.

For support, resources, and reporting options related to sex- and gender-based violence or harassment, visit UW Title IX's webpage, specifically the Know Your Rights & Resources guide.
Please know that if you choose to disclose information to me about sex- or gender-based violence or harassment, I will connect you (or the person who experienced the conduct) with resources and individuals who can best provide support and options. You can also access those resources directly:

- Confidential: Confidential advocates will not share information with others unless given express permission by the person who has experienced the harm or when required by law.
- Private and/or anonymous: SafeCampus provides consultation and support and can connect you with additional resources if you want them.You can contact SafeCampus anonymously or share limited information when you call.

Please note that some senior leaders and other specified employees have been identified as "Officials Required to Report." If an Official Required to Report learns of possible sex- or gender-based violence or

harassment, they are required to call SafeCampus and report all the details they have in order to ensure that the person who experienced harm is offered support and reporting options.

Title IX website: uw.edu/titleix/
Survivor resources page: uw.edu/titleix/survivor-resources/
Confidential advocates: uw.edu/sexualassault/support/advocacy/
SafeCampus: uw.edu/safecampus/
Officials Required to Report: uw.edu/titleix/employee-reporting-expectations/
Related policies: uw.edu/titleix/policies/

Face Coverings in the Classroom

UW recommends face coverings indoors and in the classroom when COVID-19 community levels, and strongly recommends face coverings when community levels are medium. Face coverings are strongly recommended for:

- Individuals not up to date on COVID-19 vaccines and boosters
- Immunocompromised individuals or those at high risk for severe illness
- Crowded settings

UW requires face coverings for anyone who has tested positive for COVID-19 or been in close contact with someone who tested positive: wear a mask until 10 days after start of symptoms, 10 days after positive test with no symptoms, or 10 days after their last contact with the COVID-19 positive person. The health and safety of the University of Washington community are the institution's priorities. Please review and adhere to the UW COVID Face Covering Policy [pdf].

I will be wearing a mask indoors when within six feet of other individuals. I will mic myself and/or remove my mask as necessary when speaking to the class to reduce any accessibility concerns (e.g. difficulty hearing or reading lips).

GEOG 395 Grading Contract

How many times have you felt that the amount you learned in a class was *not* accurately represented by the grade you got in that class? Maybe you learned a lot in a class, but actually got a low grade – or you got an excellent grade but didn't feel like you learned much at all.

Grading appears to be objective and standardized, but the truth is that it is anything but. More and more research is showing that conventional grades (i.e. letter grades) are actually quite subjective. In fact, as education researcher Alfie Kohn has argued, grades actually seem to get in the way of true learning: students strive to get an A, but don't necessarily learn what they are supposed to. So how do we make sure you are *learning*, and not just trying to get a certain grade?

Additionally, research is showing that letter grades make students risk-averse. In other words, in order not to risk their grade, students don't want to practice failure. But failure is actually how we learn best! So how can we create a grading system where students aren't penalized for failure – but rather, are able to learn from it?

This is the first draft of a labor-based grading contract that we will continue to negotiate throughout the quarter. The goal of this learning contract is to help you focus, not on the letter grade you will receive, but on creating a supportive community of care where you are not graded based on subjective qualities of your work, but on doing the work itself. As educational researcher Asao Inuoe writes in *his* class grading contract (which provided the inspiration for *this* grading contract), "The best way to learn is to teach others, to help, to serve. So we will function as collaborators, allies, as fellow-travelers with various skills, abilities, experiences, and talents that we offer the group, rather than adversaries working against each other for grades or a teacher's approval." This is particularly true of this class, which is founded in a participatory and team-based model.

How will this work? I will be giving you feedback and assessment on your work throughout the quarter, but will not be assigning grades or percentages. You will use this feedback to rethink your ideas and improve your analysis, writing, and other practices. I encourage you to take risks and to fail, and to learn from those experiences. While I will read everything you submit, I might not comment directly on all of it – but we *will* be discussing it. I will use your work (and that of your classmates) to shape our discussions in class.

The default grade for this course is a B (3.1). This means if you do everything asked of you (see list below) in the manner and spirit it is asked, you will get a B. It doesn't matter what I think about your writing – as long as you put in the labor, you are guaranteed a B (3.1) course grade.

To put it bluntly: If you put in the work, you will get the grade. But what does 'putting in the work' mean?

B (3.1) Grades

You are guaranteed a course grade of B (3.1) if you meet the following conditions:

1. **All work/labor and writing meets the following conditions**:
    a. ***Complete***: You agree to complete all parts of the instructions/prompts for all assignments.
    b. ***On Time***: You agree to turn in all assignments on time, by the stated date and time they are due.
    c. ***All work is your own***: Your work is original. It is not plagiarized, and no parts of your writing are copy-pasted from an LLM (e.g. CoPilot, ChatGPT, etc.)
2. **Participation**. You agree to **fully participate in at least 85%** (17 of 20) of our scheduled class sections and all associated activities and assignments. Much of your team organizing work will take place in class, which means you cannot miss them and participate.
    a. NOTE: If you aren't able to be in class due to a university activity, illness, or emergency, please contact your team members and me as soon as possible. I (Dr. S) will consult with students on a case-by-case basis to come up with a solution that is fair to all parties involved, including you, the members of your team, and me.
3. **Collaboration**. You agree to work **cooperatively in your teams** and to **communicate in a timely fashion** with your teammates and with me. This includes spending a minimum of **1.5-2 hours per week** on team campaign-associated work and activities, for a total of 15-20 hours over the quarter.
4. **Late/Incomplete Work**. You agree to turn in all work/assignments expected of you **on time** and in the spirit they are assigned, meaning you will complete all parts of the instructions for each assignments. Late or incomplete work is defined as **any work/document turned in AFTER the stated due date/time, but WITHIN 48 hours of the deadline**.
    a. During the quarter, you may turn in some assignments late – the exact number is stipulated on the table on the final page of this contract, which we will collaboratively negotiate.
5. **Missed Work**. Missed work is work turned in **AFTER the 48 hour mark** stipulated for late/incomplete work (Item 3). Missed work is weighted more seriously in your grading contract, because it is less likely to be useful for you/the class after that point, and its absence may impact your teammates or other members of the class.
6. **Ignored Work**. You agree not to ignore any work expected of you. Ignored work is **any work you do not do or turn in**. All of the work in this class is designed to support your learning and development – thus, ignored work will keep you from meeting contract expectations (see grade contract table).

Improving your grade

The baseline grade of B (3.1) is a function of your behavior and labor. Have you shown consistent effort in the class? Have you done what was asked of you, in the spirit it was asked? To get a higher grade than the default therefore requires that **you complete more labor that supports the class, your team, and/or your own learning** in class discussions and campaign activities. Each activity will raise your grade by the amount stated in parentheses at the start of the description.

To raise your grade, you can complete as many of the following items of labor as you would like.

- **Discussion Questions** (.1 per two classes, unlimited): To help prepare for class discussion, you can submit 2 discussion questions based on the assigned materials to that day's Canvas discussion board. At the start of each class, we will collectively choose which discussion questions to discuss. Your discussion questions should go beyond asking whether your classmates liked/disliked the readings, or having them summarize the materials – they should demonstrate that you have critically engaged the materials, and help your classmates to do the same. **Due by 11:59 p.m. the night before class**
- **Campaign Time Contributions** (.1 per two hours, unlimited): For every additional two hours over 20 hours spent working on your team's campaign.
- **Attending Other Teams' Social Actions** (.1 per action, once per team): For each team social action (other than your own team's) that you attend.
- **Individual Learning Reflection** (.3, one time only): You will complete a structured individual reflection and assessment of your learning in this class. You will reflect on your work throughout the quarter, using artifacts of your learning (e.g. completed assignments, assignment drafts, feedback, response to feedback, notes, team evaluations, etc.) to show me how your learning has developed over the class. **Due Sun. 12/7 by 11:59 p.m.**
- **DIY Labor** (.3, one time only): You can contribute some other form of labor that benefits the class and our mutual learning about climate justice and collective action. Examples might conclude identifying, writing about, and reporting on a current event relating to the class; reading a relevant scholarly article and reporting on its key findings to the class; or identifying and attending a climate justice-related community event and reporting on your experience to the class. If you have an idea, come discuss it with me (Dr. S) early – we will plan it together and make sure the amount of labor is appropriate.

For example – if you complete the baseline requirements for a B (3.1), completing the Individual Learning Reflection would raise your grade to a 3.4. Attending at least two other teams' social actions would raise your grade further to a 3.6. Completing an additional 4 hours of campaign labor would raise your grade to 3.8. Turning in discussion questions for at least four days of class would raise it to a 4.0.

If you are working towards a different grade contract (e.g. C, or 2.1), you can still use these items to raise your grade for the same amount as the B-level baseline. Likewise, if you have not achieved certain baseline requirements for the B-level (e.g. due to lack of participation or late, missed, or ignored assignments), you can use these actions to raise your grade. You can do as many (or as few) of the activities above as you would like to raise your grade.

Grade Contract Breakdown

Below is a table showing the main components affecting your grading contract. We will negotiate the quantities in this table on Day 1 of class, and again mid-quarter.

	# of non-Partic. Days	# of Late Assigns.	# of Missed Assigns.	# of Ignored Assigns.
A (4.0)	3	4	1	0
B (3.1)	3	4	1	0
C (2.1)	4	5	2	0
D (.7)	5	6	3	1
E (0.0)	6+	7	4	2

Registering a Plea

I (Dr. S), as the administrator of our contract, will decide in consultation with the student whether a plea is warranted in any case. The student must come to me (Dr. S) as early as possible, usually before the student is unable to meet the contract (i.e. before breaching the contract), for us to make arrangements that are fair and equitable to the student, their team, others in the class, and still meet the university's regulations on attendance, conduct, and workload. **You can use a plea for any reason, but only once per quarter**.

NOTE: the contract is a public, social contract, agreed upon through group discussion and negotiation. My job is to make sure individual agreements arranged through a plea will not be unfair to others in the class. A plea does not allow you to ignore work expected of everyone in the class. A plea is also not an 'out clause' for anyone who is not fulfilling the contract. Registering a plea is for rare and unusual circumstances out of the student's control.

By staying in GEOG 395 and attending class, you accept this contract and agree to abide by it. I (Dr. S) also agree to abide by the contract, and to administer it fairly and equitably.

_____

Student Name (Print)

_____ _____

Student Signature Date