Semester/Year: Fall 2020
Course Title: Inequities and Incarceration
Course Prefix/Number/Section: SOCW 4371/5371 (formerly SOCW 4329/SOCW 6329)-003
Instructor Name: Anne Nordberg, PhD, MSW
Faculty Position: Associate Professor
Faculty Profile: https://mentis.uta.edu/explore/profile/anne-bain
Office Number: 101B
Phone Number: N/A
Email Address: annenordberg@uta.edu
Office Hours: by appointment
Day and Time of Class (if applicable): Online
Location: Online

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/

A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

B. Description of Course Content

This course develops a broad critique of the US criminal justice system and will take the student from international comparisons to critical social work and social science research that explores the inequities of mass incarceration. This course will focus on human rights theory, and major mental health and substance use issues within carceral settings. Diverse populations including juveniles, adults, people accused of crimes, and people at risk for criminal justice involvement, will be included and special attention paid to gender and racial/ethnic inequities among these diverse groups. Innovative approaches to smart decarceration including specialty courts and restorative justice will be explored. Prerequisites: none.

C. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities Competency
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1 and 2, the main focus is competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

**Competency 1: Demonstrate Ethical and Professional Behavior**

Advanced practitioners working with mental health clients practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.

Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Advanced practitioners in mental health/substance abuse implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.

**Competency 2: Engage Diversity and Difference in Practice**

Advanced social workers in mental health/substance abuse can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Advanced social workers in mental health/substance abuse use cognitive and affective processes to understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses ad psychiatric disabilities, and incorporate them in their assessment and intervention.

Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and identify health disparities.

**D. Required Textbooks and Other Course Materials**

All required readings, videos, podcasts, and other course materials are available online and accessible remotely through the UTA libraries website.

**E. Additional Recommended Textbooks and Other Course Materials**

There are no additional recommended textbooks and other course materials.
F. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Points</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Scavenger Hunt</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Guided Reflections</td>
<td>5</td>
<td>1, 6, 9, 13, 14</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>5</td>
<td>2, 3, 4, 8 (optional), 12</td>
</tr>
<tr>
<td>Infographic Assignments</td>
<td>10</td>
<td>5, 10, 11</td>
</tr>
<tr>
<td>Word Cloud Assignment</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Speaker Bio Assignments(s)</td>
<td>5-10</td>
<td>8 (optional), 15</td>
</tr>
</tbody>
</table>

**Syllabus Scavenger Hunt**

This is a set of 10 questions about the syllabus to help you get to know the class, how we shall communicate with one another, some of the expectations and flexibility, and some of the policies that shape our semester. Each correct answer will earn 0.5 points for a total of 5 points.

**Guided Reflections**

There are 5 guided reflection assignments scattered through the semester. Each reflection should be a brief (300 - 500 word) reflection of your personal responses to the topic, some or all of the materials posted for that topic. This is a personal reflection of your experience of the class materials and will only be read by me. Each reflection will earn up to 5 points for a total of 25 points over the semester.

**Reading Responses**

There are 4 mandatory and 1 optional reading responses. Each response should consist of 2 things: 1) a 400-500 word summary of the major points of the assigned readings for that module, and 2) your academic response (an additional 300-400 words) to it (how well you think the arguments were made, what you think might be missing or downplayed, etc.). Each reading response will earn up to 5 points for a total of 20 points (or 15 points should you elect to complete a Speaker Bio Assignment in module 8 instead of a reading response).

**Infographic Assignments**

There are 3 mandatory infographic assignments that will ask you to produce a creative, visual, summary and synthesis of module materials. These are fun alternatives to writing that help you engage with materials in different ways. Assignment instructions will guide you to free online infographic tools to produce these documents. Each infographic assignment will earn up to 10 points for a total of 30 points over the semester.

**Word Cloud Assignment**

This is an easy and creative way to use Microsoft word to summarize the experiences of justice-involved people. For up to 5 points, I will guide you through the process of ensuring you have developer loaded into your Word software and ask you to briefly (250 words) analyze what you produce. Please see the home page of our canvas class for a word cloud I created from our class schedule!

**Speaker Bio Assignment(s)**

Context and sources matter! The background, credentials, politics, and experiences of the sources (authors,
speakers, teachers, etc.) influences the substance of what people say, the way they say it, and how we interpret their words/thoughts/ideas. So, I will ask that you complete one (and you may opt for another) Speaker Bio Assignment in which you will research the biographies of speakers. The first (and optional) Speaker Bio Assignment occurs in module 8 and will earn up to 5 points for a 500 word bio of one of the speakers of that module. The mandatory Speaker Bio Assignment occurs in module 15 and will be 1000 words about 2 speakers from that module. Therefore, these assignments will range between 10-15 points total.

G. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

This is an online asynchronous class. This means that we will not meet as a class at any specific time.

H. Grading

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th># of mandatory assignments (x maximum points)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Scavenger Hunt</td>
<td>1 (x 5)</td>
<td>5</td>
</tr>
<tr>
<td>Guided Reflections</td>
<td>5 (x 5)</td>
<td>25</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>4 (x 5)</td>
<td>20</td>
</tr>
<tr>
<td>Infographic Assignments</td>
<td>3 (x 10)</td>
<td>30</td>
</tr>
<tr>
<td>Word Cloud Assignment</td>
<td>1 (x 5)</td>
<td>5</td>
</tr>
<tr>
<td>Speaker Bio Assignments</td>
<td>1 (x 10)</td>
<td>10</td>
</tr>
<tr>
<td>EITHER Reading Response OR Speaker Bio Assignment</td>
<td>1 (x 5)</td>
<td>5</td>
</tr>
<tr>
<td>Bonus points</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>102</strong></td>
</tr>
</tbody>
</table>

All assignments are due the last day of the module (always a Monday) at 11:59pm via canvas. That means, for example that in Module 2, your Reading Response is due by 11:59pm on 09/07. Please note that the Module 1 assignments are due Friday, September 4th, 2020 at 11:59pm.

<table>
<thead>
<tr>
<th>Point Range (this is also your %)</th>
<th>Letter Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

I. Make-Up Exams

There are no exams or quizzes in this class and therefore no make-up exams. There will also be no make-up assignments. There is some choice in your assignments and bonus points are available. Also, under extraordinary circumstances, due dates for assignments may be extended.

J. Course Schedule

<table>
<thead>
<tr>
<th>Module #: Topic</th>
<th>Dates</th>
<th>Module Objective</th>
<th>Materials (articles, video, etc.)</th>
<th>Assessment (Graded)</th>
<th>Activity (Ungraded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introduction to Inequities of the CJ system in the US</td>
<td>08/26 - 08/31</td>
<td>1. To review the syllabus and to demonstrate basic knowledge of syllabus content 2. Overview the US CJ system in an international context</td>
<td><strong>Professor’s Video:</strong> Welcome to the class!  <strong>Reading:</strong> Syllabus  <strong>Podcast:</strong> “Deconstructed Anthems” by Ekene Ijeoma  <strong>Powerpoint Presentation:</strong> US Mass Incarceration in Global Context</td>
<td>Syllabus Scavenger Hunt (5 points) Guided Reflection #1 (5 points)</td>
<td>Review Read Watch Listen</td>
</tr>
<tr>
<td>Module #: Topic</td>
<td>Dates</td>
<td>Module Objective</td>
<td>Materials (articles, video, etc.)</td>
<td>Assessment (Graded)</td>
<td>Activity (Ungraded)</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
Optional Watch: 13th, Ava DuVernay, Director available for free on youtube | Reading Response (5 points)  
**Bonus:** Compare and Contrast this module’s reading with 13th (2 points) | Read  
Watch (optional) |
**NPR:** “The Drug Laws That Changed How We Punish” | Reading Response (5 points) | Read  
Watch |
<table>
<thead>
<tr>
<th>Module #:</th>
<th>Dates</th>
<th>Module Objective</th>
<th>Materials (articles, video, etc.)</th>
<th>Assessment (Graded)</th>
<th>Activity (Ungraded)</th>
</tr>
</thead>
</table>
**TedTalk:** Alice Goffman, “How we're priming some kids for college — and others for prison”  
**Video:** American Kids and the School to Prison Pipeline | Infographic Assignment #1 (10 points)                                              | Read, Watch, Create, Synthesize                                                              |
**Podcast:** NPR's History Podcast 'Throughline' Explores Policing in America  
**TedTalk:** Renee Mitchell, "Policing in America needs to change. Trust me, I'm a cop" | Guided Reflection #2 (5 points)                                                   | Read, Watch, Listen |
**Reading:** explore articles archived by the Marshall Project's "Life Inside" Project | Word Cloud Assignment (5 points)                                                  | Read |
<table>
<thead>
<tr>
<th>Module #</th>
<th>Topic</th>
<th>Dates</th>
<th>Module Objective</th>
<th>Materials (articles, video, etc.)</th>
<th>Assessment (Graded)</th>
<th>Activity (Ungraded)</th>
</tr>
</thead>
</table>
| Module 8 | Race & Class Disparities in the CJ System | 10/13 - 10/19 | 1. To explore the data of racial disparities of the CJ system  
2. To explore the data of class disparities of the CJ system  
3. To understand the connection between race and class in the CJ system | **Reading:** Wacquant, L. (2010). Class, race & hyperincarceration in revanchist America. *Daedalus (Cambridge, Mass.),* 139(3), 74-90. doi:10.1162/DAED_a_00024  
**TedTalk:** Bryan Stevenson, "We need to talk about an injustice"  
**TedTalk:** Salil Dudani, "How jails extort the poor" | Reading Response (5 points)  
**OR**  
Speaker Bio Assignment (5 points) | Read  
Watch |
| Module 9 | Justice-Involved Women | 10/20 - 10/26 | 1. To explore the data related to women in the CJ system  
2. To listen to women’s voices about their experiences of the CJ system | **Reading:** Joyce, K. (2020). How reporting domestic violence works against women in family court, *The Marshall Project.*  
**Reading:** explore The Sentencing Project: Women  
**TedTalk:** The Lady Lifers "A moving song from women in prison for life" | Guided Reflection #3 (5 points) | Read  
Watch |
<table>
<thead>
<tr>
<th>Module #: Topic</th>
<th>Dates</th>
<th>Module Objective</th>
<th>Materials (articles, video, etc.)</th>
<th>Assessment (Graded)</th>
<th>Activity (Ungraded)</th>
</tr>
</thead>
</table>
**Video:** Vice News, “Institutional mental health”  
**Powerpoint Presentation:** Mental Health | Infographic Assignment #2 (10 points) | Read, Watch, Create |
| Module 11: Infectious Diseases and Incarceration | 11/03 – 11/09 | 1. To explore the impact of covid-19 insider jails and prisons | **Reading:** Marshall Project, “A state-by-state look at coronavirus in prisons”  
<table>
<thead>
<tr>
<th>Module #</th>
<th>Topic</th>
<th>Dates</th>
<th>Module Objective</th>
<th>Materials (articles, video, etc.)</th>
<th>Assessment (Graded)</th>
<th>Activity (Ungraded)</th>
</tr>
</thead>
</table>
Video: Nowhere To Go | Reading Response (5 points) | Read  
Watch |
| Module 13 | Specialty Courts and Restorative Justice | 11/17 - 11/23 | 1. To explore the variations and potential of restorative justice efforts  
*TedTalk*: John Zottola, "Specialty Courts"  
*Powerpoint Presentation*: Specialty Courts  
*Powerpoint Presentation*: Restorative Justice | Guided Reflection # 4 (5 points) | Read  
Watch |
<table>
<thead>
<tr>
<th>Module #</th>
<th>Topic</th>
<th>Dates</th>
<th>Module Objective</th>
<th>Materials (articles, video, etc.)</th>
<th>Assessment (Graded)</th>
<th>Activity (Ungraded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 15</td>
<td>Current Trends in CJ Reform</td>
<td>12/01 - 12/07</td>
<td>1. To listen to advocates’, reformers’, and activists’ ideas for social change</td>
<td><strong>TedTalk:</strong> Adam Foss, “Prosecutor’s Vision for a Better Justice System”  <strong>TedTalk:</strong> Alicia Garza, Patrisse Cullors, and Opal Tometi, &quot;An Interview with the Founders of Black Lives Matter&quot;  <strong>TedTalk:</strong> Robin Steinberg, “What if we ended the injustice of bail?”  <strong>TedTalk:</strong> Anthony D. Romero, &quot;The ACLU's Call to Defund the Police&quot;</td>
<td>Speaker Bio Assignment (10 points)</td>
<td>Watch Research</td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.
K. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

L. Grade Grievances


M. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

N. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians....................... http://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ...................... http://library.uta.edu/how-to
Connecting from Off- Campus........ http://libguides.uta.edu/offcampus
Ask a Librarian......................... http://ask.uta.edu

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration
period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aoa/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.
UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.