

PUBLIC POLICY GRAD PROGRAM WEEKLY NEWSLETTER

Spring Term Week 8: May 20 – May 24

Dissertation/Thesis Defense

Name	Date	Time	Location	Title
Warda Ajaz	Tuesday, May 21 st	12:00 pm	Bexell Hall 211	<i>Microgrids and the Transition Toward Decentralized Energy Systems in the United States: A Multi-Level Perspective</i>
Allison Daniel	Wednesday, May 22 nd	9:00 am	Bexell Hall 414	<i>Public Opinion and the Food-Water-Energy Nexus: Using Shared Preferences as a Pathway to Policy</i>
Cody Sibley	Thursday, May 30 th	10:00 am	Bexell Hall 326	<i>We're Not Doing It Anymore: Analyzing Neoliberalism's Impacts on Teachers' Decisions to Strike</i>
Andrew Lade	Friday, May 31 st	1:00 pm	Bexell Hall 326	<i>Eroding Narratives: Applying the Narrative Policy Framework to a Coastal Erosion Narrative Shift</i>
Angela Lavado Alvarado	Monday, June 3 rd	10:00 am	Bexell Hall 414	<i>Understanding Barriers for Food-Water-Energy Nexus Implementation in Oregon</i>
Arpine Mazhinyan	Monday, June 10 th	10:00 am	Bexell Hall 326	<i>Child Poverty in the US and Europe: From Conceptualization to Policy Action</i>

Heather Moline	Tuesday, June 11 th	10:00 am	Bexell Hall 414	<i>Kids in the Grid: The Role of Family Energy Lifestyles in Changing Energy-Use Behaviors</i>
Kathryn Duvall	Tuesday, June 11 th	2:00 pm	Bexell 211	<i>The Impacts of Rural Electrification on Women's Time Use in Guatemala and El Salvadore</i>
Regina Yaites	Wednesday, June 12 th	10:00 am	BCC Gathering Hall	<i>Program Evaluation of BCC and CCC</i>
Pravesh Raghoo	Wednesday, June 12 th	2:00 pm	Bexell Hall 414	<i>Towards a sustainable future: A global empirical analysis on the diffusion & innovation of climate change mitigation policies</i>
Greg Stelmach	Thursday, June 13 th	10:00 am	Bexell Hall 326	<i>Demand Flexibility and time-of-use pricing in Fremont, California</i>

*If you are defending this term, please contact Lena Cottam at lena.cottam@oregonstate.edu with time, date, location, and title details at your earliest convenience.

Funding, Research and Job Opportunities

Costal Economics Program Specialist

The S.C. Sea Grant Consortium (Consortium) is seeking a Coastal Economics Program Specialist to be based in its administrative office in Charleston, South Carolina. The Coastal Economics Program Specialist will conduct and coordinate the Consortium's efforts in developing and implementing rigorous applied economic methods to document the (1) market and non-market value of the state's coastal and marine resources, including their management and use,

(2) economic value associated with Consortium-supported programs and activities, and (3) economic benefits which accrue from the Consortium's science-based coastal engagement programs.

The S.C. Sea Grant Consortium is a university-based state agency established in 1980 to optimize the environmental, social, and economic potential of the coastal and marine resources of the state and region through the support of high-quality research, extension, education, and communications programming. For more information about the Consortium, visit <http://www.scseagrant.org>.

Major Responsibilities

The Coastal Economics Program Specialist will provide the applied economic research and outreach expertise necessary to expand our capabilities, broaden our reach, and provide a wider range of services to the many constituencies which are requesting objective, economics-based information and technical assistance. The Coastal Economics Program Specialist will work independently and with applied economics professionals at Consortium member institutions and with key stakeholders throughout the state to assist coastal communities in analyzing the market and non-market value of the state's coastal and marine resources, and their uses, in terms of contributions to local economies, public safety, community resilience, and human health. In addition, the Coastal Economics Program Specialist will institute an ongoing economic assessment of the value of the Consortium's research, extension, and education program activities and outcomes.

The Coastal Economics Program Specialist will develop and lead the Consortium's applied economic research and outreach proposing new projects, coordinating project partnerships, tracking scopes of work and expenses, and producing deliverables and reports on results. Work plans for this position will be based on and consistent with the strategic plans of the S.C. Sea Grant Consortium, with guidance provided by the NOAA National Sea Grant College Program, the State of South Carolina, and target stakeholder and constituent groups.

The Consortium's Coastal Economics Program Specialist will:

1. Quantify and communicate the market and non-market value and contributions of the state's coastal and marine resources and sectors at the regional and state levels to coastal communities, organizations, businesses, and individuals.
2. Quantify and communicate the market and non-market value of science-based information and products supported by the Consortium and others to coastal communities, organizations, and businesses, and to state leadership, funding organizations, and institutional sponsors
3. Initiate and nurture partnerships with universities, federal and state agencies, and non-profit organizations to develop coordinated and cutting-edge approaches for conducting economic assessments of coastal ecosystem services in South Carolina.
4. Identify best management practices which will serve the Consortium well in evaluating and presenting economic benefits from diverse data sources and methodologies.

5. Generate and utilize tools and mechanisms to improve reliability and accuracy of the Consortium's economic impact reporting to the National Sea Grant College Program through its annual reporting process and to the State of South Carolina through its State Accountability Report.
6. Develop, produce, and distribute recommendations and guidance to Consortium researchers and program staff to ensure reliable and consistent documentation of the economic value and significance of the agency's science-based coastal engagement programs.
7. Assist in the planning and implementation of Consortium-sponsored state and regional conferences, workshops, and meetings.
8. Prepare performance-based program objectives, benchmarks, metrics, program evaluations, and other programmatic reports as required by the Consortium.
9. Supervise student assistants and interns and serve on graduate student committees when appropriate.

Required Qualifications

- ♣ Master's degree in economics, public policy economics, natural resource economics, coastal science with strong economics focus, or related technical field
- ♣ Practical experience in and knowledge of traditional and emerging approaches to resource valuation, impact analysis, and cost and benefit analysis
- ♣ Basic knowledge of and/or experience with marine and coastal systems (e.g., demographics, maritime community, climate, water, living and non-living resources, ecosystem health) in South Carolina and the southeastern United States.
- ♣ Demonstrated ability to build partnerships and communicate, collaborate, and work effectively with diverse groups of internal and external stakeholders
- ♣ Ability to interpret scientific research for non-technical audiences
- ♣ High level of analytical, organizational, and planning skills, effective communication skills
- ♣ Ability to work independently and as part of a team

Preferred Qualifications

- ♣ Three years of experience in applied resource economics
- ♣ Experience in program/project valuation
- ♣ Demonstrated proficiency in grant writing and management
- ♣ Knowledge of coastal policies at the federal, state, and local levels and experience working with state agencies, stakeholders, and other experts on coastal and marine issues
- ♣ Proven record of success in proposal writing and securing extramural funding

Position Type

Regular, full-time position contingent upon continued state and federal funding and on successful performance of duties. The successful candidate will be an employee of the Consortium. Agency hiring range: \$48,662 to \$59,500. The finalist for this position must successfully complete an e-Verify application and driver's license background check.

Work Location and Hours

This position is based in Charleston, South Carolina. Normal Consortium business hours are Monday through Friday 8:30 am to 5:00 pm. However, work beyond regular business hours, including evenings and weekends, may be necessary in order to complete the requirements of the position. Travel throughout the state and region is necessary; a valid driver's license is required.

To Apply:

Applicants must submit a complete application consisting of a letter of interest, curriculum vita (or detailed resume), and the names and contact information for three professional references, including their email addresses, to:

Ryan Bradley

Review of applications will begin immediately and continue until the position is filled. NO PHONE CALLS PLEASE.
Applicants will be contacted for interviews.

Assistant Director for Administration

287 Meeting St.

Charleston, SC 29401

ryan.bradley@scseagrant.org

The South Carolina Sea Grant Consortium is an Equal Opportunity/Affirmative Action Employer.

PNWPSA 2019 Call for Papers

Pacific Northwest Political Science Association members and friends:

This is the first call for papers and posters for the 2019 conference of the PNWPSA, which will be held in Boise, ID, **Thursday November 7 through Saturday November 9**, at the Grove Hotel.

Please submit your proposal directly to the appropriate section chair, found at www.foley.wsu.edu/pnwpsa-meeting/. The deadline for applications is **October 1**, although earlier submissions are strongly encouraged to expedite the process, and also to ensure that you have time to book accommodation at the conference hotel if accepted. Poster proposals from undergraduates are also welcomed with the expectation that a sponsoring faculty member be in attendance at the conference. Poster proposals are not limited to undergraduates.

If you have any questions contact either myself or the PNWPSA President Kevin Pirch at kpirch@ewu.edu.

Also, please forward this call on to any faculty or graduate students that might be interested in attending.

We look forward to seeing you in Boise!

Oregon Climate Change Research Institute's 10th Anniversary Symposium

A reminder to please join the Oregon Climate Change Research Institute (OCCRI) on May 20th for the 10th Anniversary Symposium followed by a reception. This FREE event will celebrate the past, present, and future of climate change research in Oregon and will feature keynote speakers and panel discussions focused on climate science supporting solutions.

Please RSVP HERE: <https://forms.gle/1CmHZqDuJPqHT7eS7>

This event, beginning at 1:00 pm, will be held in the Memorial Union at Oregon State University, Room 13 (Multipurpose room). Following the Symposium, we will be hosting a reception from 5 to 6 pm with food and drinks.

Featured speakers include: Dr. Phil Mote (former OCCRI Director), Director Janine Benner (Oregon Department of Energy), Director Jim Rue (Oregon Department of Land Conservation and Development), and many more (see attached program).

About OCCRI (<http://www.occri.net/>):

Following what was outlined in the original legislation that established OCCRI (HB3543) the institute serves a number of unique and critical functions for the State of Oregon:

- OCCRI facilitates research on climate change and its impacts on the environment, communities, and economies; OCCRI is the hub of a network of over 150 scientists and practitioners interested in climate change and its impacts
- OCCRI serves as a climate change information clearinghouse, and provides expert consultation to local, county, and state agencies; The climate change information and technical assistance that OCCRI provides to these entities is geared towards assisting them in developing climate change policies, practices, and programs such as adaptation plans.
- OCCRI also produces a periodic assessment report on the state of science of climate change as it applies to Oregon, the last report being the Fourth Oregon Climate Assessment Report that was released just earlier this year in January (<http://www.occri.net/publications-and-reports/4th-oregon-climate-assessment-report-2019/>)

Since it was founded in 2009, OCCRI has more than delivered on the legislative vision of providing critical seed funding to leverage significant external resources. Roughly \$160K/year in state support over the past 10 years has resulted in OCCRI winning dozens of grants and contracts totaling ~20 million in research awards to OSU and partner institutions such as PSU and UO.

Please don't forget to RSVP: <https://forms.gle/1CmHzqDuJPqHT7eS7>

Please contact Susan Osredker with any questions: Susan.Osredker@oregonstate.edu

We hope to see you there!

Apply for a Scholarship or Submit Research Poster to Transboundary Conference



CONFERENCE SCHOLARSHIPS AVAILABLE

Apply for a scholarship of up to \$400 to attend One River, One Future

Calling all post-secondary students and non-profit professionals!

We want to make sure money isn't an obstacle if you want to attend [Columbia Basin Transboundary Conference: One River, One Future](#). Apply for a scholarship of up to \$400 CAD by June 14 at www.transboundaryriverconference.org/scholarship-request/.

This international conference, which addresses key issues related to the future of the Columbia River, its ecosystem, management and international implications, takes place in Kimberley, B.C., from September 12 to 14, 2019. Registration is \$199.

In order to receive a scholarship applicants must:

- Be available to attend the full conference
- Work for a non-profit or be a registered post-secondary student
- Volunteer at the conference for up to four hours (e.g. help at registration table, keep time at sessions, prepare registration packets, etc.)
- Register or be registered at the time of application. Eligible costs for travel, accommodation and registration will be reimbursed
- Submit a final report including expenses, receipts and a short summary (250 words) on what was important about the conference; and
- Be at least 19 years of age.

There are a limited number of scholarships available and applicants will be assessed on a first-come, first-served basis.

POSTER SESSION CALL FOR SUBMISSIONS

Have your work displayed and discussed at the poster social event

Attention researchers, students, or project leads! You're invited to submit a poster presentation abstract of up to 200 words for an opportunity to have your work displayed and discussed at the Columbia Basin Transboundary Conference poster social.

We are seeking posters featuring future research, overview of research processes or results of research projects related to any of the following topics:

- Columbia River Treaty
- Reintroduction of salmon to the Upper Columbia River; or Columbia River above Grand Coulee Dam, or Columbia River Basin in British Columbia
- Impacts of and response to invasive species
- Energy issues including hydropower, energy efficiency (conservation), transmission, and renewable resources

- Climate change-related impacts;
- International water governance issues and opportunities.

More information and the submission form can be found at: www.transboundaryriverconference.org/poster-submissions/.

Poster abstract submission deadline: Friday, May 31, 2019. You will hear from us by Friday, June 21, 2019, if your poster was chosen.

If you have questions, please direct them to Avery Deboer-Smith at info@transboundaryriverconference.org.

Connect with us for the latest information on [Facebook](#), [Instagram](#) and [Twitter](#).

Thank you to our presenting sponsors [Columbia Basin Trust](#) and [Northwest Power and Conservation Council](#).



info@transboundaryriverconference.org | transboundaryriverconference.org

Specialist in Natural Resources Policy

Open: 5/8/2019 – 6/7/2019

Salary: \$137,849 to \$166,500 per year

The Congressional Research Service (CRS) Resources, Science and Industry Division is seeking a Specialist in Natural Resources Policy to join its Natural Resources and Earth Sciences Section. The specialist will cover natural resources policy with an emphasis on Native American or Native Alaskan issues. The candidate should understand all facets of these areas including the current status of lands, natural resources, and energy and mineral issues in a Native American or Native Alaskan context.

This position requires the ability to utilize analytical methods and techniques to analyze policy issues for the U.S. Congress. Applicants should be comfortable with quantitative approaches in research and familiar with natural

resources policy issues with an emphasis on Native American or Native Alaskan issues. Strong writing and presentation skills, including the ability to synthesize complex analyses into easy-to-understand language for a non-technical audience, are required.

The analyst will prepare authoritative, objective, and non-partisan analytical studies and descriptive and background reports on policies and programs pertaining to Native American or Native Alaskan issues; provide personal consultation and assistance to congressional committees, Members, and staff throughout the legislative process on Native American or Native Alaskan policies, programs, and issues; and participate in or lead team research projects and seminars.

CRS is fully committed to workforce diversity. Interested applicants must apply online
<https://www.usajobs.gov/GetJob/ViewDetails/533035200>.

RA job listings for MPP students:

https://oregon.wd5.myworkdayjobs.com/SOR_External_Career_Site/5/refreshFacet/318c8bb6f553100021d223d9780d30be

Courses of Interest

Sociology 439/539 Welfare and Social Services 4 credits Section 400 (online)

Instructor : Professor Mark Edwards **Instructor's e-mail:** medwards@oregonstate.edu **Instructor's message phone:** 541-737-5379

Syllabus effective for 2019

State and federal programs that serve low income people are informally referred to as ‘safety net’ programs. Much misunderstood and much maligned, for better or worse, they serve millions of people in the United States and hundreds of thousands in Oregon. Social science and policy researchers and students are positioned to offer useful insights into why and how these programs operate as they do. This course will not only acquaint students with the “weave” of programs that comprise the safety net, but will critically evaluate the current status of the net and be prepared to comment on pending changes. *Official Catalog Description:* Analysis of social, political, and economic forces affecting welfare and social service systems, with overview of current programs, policy issues, public opinions, occupational aspects and societal impacts. **PREREQS:** (SOC 204 [D-] or SOC 204H [D-]) The course will have a U.S. focus with an Oregon emphasis, taking seriously the unusual ways Oregon has implemented federal safety net programs, and addressing the geographical uniqueness of Oregon, with special attention to its rural areas. These Oregon observations will provide interesting comparisons for students living in or familiar with other states, territories, or countries. We will include outside expertise, drawing upon policy and advocacy professionals. If possible, the class will produce useful

policy analyses for at least one off-campus partner engaged in policy work. At the least, student research will tackle real questions that advocates, academics and state agencies wish to answer. Graduate students enrolled in this course will also explore the unique rural dimensions of these questions, considering how rural places are more or less in need of services, and are more or less easily served. For all students, the course will encourage a critical analysis of the safety net, identifying ways that it disproportionately impacts particular people and places. We will not shy away from the political arguments over the safety net, but will seek to maintain an even-handed evaluation of various approaches, whereby some people advocate for less versus more government intervention. **Communication**
Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact the instructor This course is offered through Oregon State University Extended Campus. For more information visit: <http://ecampus.oregonstate.edu>.

privately for matters of a personal nature. The instructor will reply to course-related questions within 24-48 hours, and will strive to return your assignments and grades for course activities to you within five days of the due date. **Technical Assistance** If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](#) online.

Learning Resources

There is no textbook for this course. Instead, students will read a series of sociological research reports, essays, websites, and book excerpts. All will be available on-line as .pdf files which can be read with Adobe Acrobat.

As a student in Sociology 439/539 you will be learning about welfare and social services through several resources available to you online.

1. You will be reading the course texts and trying to draw connections between them and other material in the course. There are on-line reading review questions about the texts, designed to give you advice and questions for reflection as you read them. Completing the fill-in sections of these sheets and uploading them provides some evidence to the instructor of your reading these materials.
2. You will also view a variety of narrated brief lectures that either supplement the readings or deal with them directly.
3. You will learn from other students as well in directed discussions using the discussion boards, where the professor will participate as well.
4. Each week you will produce at least one item to demonstrate that you are engaging with the material. Sometimes you will be asked to write a few pages of response to the course material, other times you will be asked to complete a tutorial, and/or you will be asked to communicate with classmates through an addition, more extensive on-line discussion page. These assignments will strengthen your comprehension of the material, will provide the instructor a basis for evaluating and grading your progress, and will help create an interactive learning environment between you and the other students. [Canvas](#)

This course is delivered via Canvas, where you will interact with your classmates and your instructor. You will access the learning materials within the course site, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#). This course is offered through Oregon State University Extended Campus. For more information visit: <http://ecampus.oregonstate.edu>.

Student Learning Outcomes

By fully participating in the learning activities for this class, all students should be able to:

- a) Accurately describe the major safety net programs in terms of scope, size, focus, and consequences
- b) Critique the reasons for the current focus and status of existing programs by applying relevant sociological theory
- c) Evaluate implementation of programs and how program experiences in the field compare with intended impacts of programs
- d) Articulate regional and state differences in the experience of the safety net
- e) Assess the potential impact of proposed alterations in safety net programs

In addition to the above undergraduate learning outcomes, graduate students will be able to:

- f) Identify the uniquely rural v. urban dimensions of each week's thematic topics
 - g) Apply research methodology training to critically analyze a policy related to one of the safety net programs, or
 - h) Professionally summarize and present a relevant monograph or set of readings to a college-educated audience.
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Evaluation of Student Performance

Undergraduates: Undergraduate students will complete one midterm, one final, and many small writing assignments.

Due dates appear on the course calendar on Canvas.

Each item will be graded on a 100 point scale and each item is weighted as follows:

Midterm 20% Weekly writing assignments (combined) 35%

Final 20% Reading completion & response 10% Project 20%

Late assignments will decline by 10 points for each day late.

Late exams will decline by 20 points for each day late. See the more detailed 'Grade Calculation' page on Canvas which describes the weights of each of the assignments.

Graduate students:

Grades and late-assignment/late-exam penalties are the same for graduate students, as described above. However, the "project" for graduate students will be This course is offered through Oregon State University Extended Campus. For more information visit: <http://ecampus.oregonstate.edu>.

of a greater scope, and the weekly readings will be more extensive and sophisticated. Graduate students, with help from the instructor, will work together using the graduate discussion board for mastering the graduate readings.

See the more detailed ‘Grade Calculation” page on Canvas which describes the weights of each of the assignments.

Letter Grades (undergraduate and graduate student) 92-100 A 80-81 B- 68-69 D+ 90-91 A- 78-79 C+ 62-67 D 88-89 B+ 72-77 C 60-61 D- 82-87 B 70-71 C- <60 F

Course Policies

1. Discussion Participation Students are expected to participate in all graded discussions. Expectations for each assignment are clearly outlined in each assignment or assigned discussion.

2. Late Work Policy

Recognizing that unexpected events sometimes get in the way of finishing an assignment, there will be no penalty for the first late assignment from a student, as long as it is turned in within 24 hours of the due date. Subsequent late assignments will be penalized as indicated above. All exams will be penalized for late submission. These “late policies” are in place to honor the other students in the class who make necessary sacrifices to meet the deadlines. If unexpected life events begin to regularly keep you from completing the course in a timely way, please let the instructor know quickly so that we can together determine if you should continue with the class, if we need to modify the timeline in a way that is fair to all, or if we need to make some other arrangement. **3. Makeup Exams** If an emergency or anticipated time conflict prevents you from taking the exam at the assigned time, it is usually possible to arrange an alternative time for the exam. **4. Incompletes** Incompletes are only given when students have had passing grades on the first two-thirds of the course assignments and exams and when there are compelling reasons for why the student cannot finish the course on time. Students will have 3 months to finish the course work or else the “Incomplete” will be converted to a “F”. Students cannot receive credit for the course with a “F” on the final exam.

5. Guidelines for a Productive and Effective Online Classroom Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this This course is offered through Oregon State University Extended Campus. For more information visit: <http://ecampus.oregonstate.edu>.

course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

☒ Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.

☒ Read your posts carefully before submitting them.

☒ Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.

☒ Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

6. Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

7. Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

8. Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

9. Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit

[Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty: This course is offered through Oregon State University

Extended Campus. For more information visit: <http://ecampus.oregonstate.edu>.

- a. Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- b. It includes: i. CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit. ii. FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references. iii. ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114). iv. TAMPERING - altering or interfering with evaluation instruments or documents. v. PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

- c. Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Basic Needs Statement 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 Director of Care in the office of the Dean of Students for support (studentassistance@oregonstate.edu, 541-737-8748). There might also be a food pantry in your community to help. You can search by zipcode here:

<http://www.feedingamerica.org>. You can find information about enrolling in SNAP (food stamps) in your state here:

<https://www.fns.usda.gov/snap/apply>.

Tutoring and Writing Assistance

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live This course is offered through Oregon State University Extended Campus. For more information visit: <http://ecampus.oregonstate.edu>.

tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

The Oregon State [Online Writing Lab \(OWL\)](#) is also available for students enrolled in Ecampus courses. **TurnItIn** Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

Student Evaluation of Courses

The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

Upcoming Workshops and Campus Happenings

Ideologies and U.S. Foreign Policy International History Conference

This conference will include public forums, scholarly panels, and a keynote address, all confronting crucial issues in U.S. foreign policy, in both historical and contemporary contexts. Free and open to the public (with on-site registration). **Friday, May 31 – Monday, June 3**. For more information please visit: <https://liberalarts.oregonstate.edu/shpr/citizenship/ideologies-and-us-foreign-policy-conference>.