

Introduction to Social Media
JMC:1500:0AAA
Fall 2024

Course logistics

Lecture: Tuesday/Thursday, 8:30–9:20 a.m. in Shambaugh Auditorium, Main Library

Discussion section: Friday (see MyUI for your section location and time)

Instructor: Dr. Brian Ekdale (he/him), E324 Adler Journalism Building, brian-ekdale@uiowa.edu

Drop-in hours: Tuesday from 1:30–3:30pm & Thursday from 1–2pm or by appointment

Drop-in location: E324 AJB and on Zoom (<https://uiowa.zoom.us/my/bekdale>)

Supervisor: Associate Dean Christopher Cheatum, christopher-cheatum@uiowa.edu

SJMC DEO: Associate Professor Melissa Tully, E332 AJB, melissa-tully@uiowa.edu

Sections	TA	Office	Drop-in Hours
8:30-9:20am (A06) 9:30-10:20am (A02) 11:30am-12:20pm (A04)	Akachukwu Ikefuama	E331	Fridays, 1-4pm or by appointment
1:30-2:20pm (A05) 2:30-3:20pm (A01) 3:30-4:20pm (A03)	Sazzad Hossain	E331	Mondays, 1:30-4:30pm or by appointment

What is the point of this course?

Most of us use social media every day. Some of us use it a lot. But there is a difference between being on social media and being an informed, critical social media user who understands how to navigate social media platforms intelligently and ethically. This course is designed to help you become such a user. Throughout the semester, we will discuss a variety of topics (e.g., identity, privacy, speech, politics, branding, etc.) that are essential features of our digital society.

Introduction to Social Media is a survey course with no prerequisites. It is intended for students of any major and interest. For Journalism & Mass Communication majors, it satisfies your major requirement in *Introduction Courses*. For everyone, it satisfies the CLAS General Education requirement in *Values and Culture*.

Who are you?

I am an Associate Professor in the School of Journalism and Mass Communication. Before earning a Ph.D. and becoming a professor, I worked in IT and video production. I teach courses about media production (e.g., video, audio, photo), and I study digital media in a global context. Please call me Brian. If you feel more comfortable using use a formal title, I prefer Dr. Ekdale or Professor Ekdale.

I have studied social media for years and taught this course for nearly a decade. I'm also 46 years old, which means I'm an old person on the internet. While I have expertise in digital media research, I'm excited to learn from you all about the latest trends, apps, celebrities, memes, etc.. My primary social media platforms are Instagram, Reddit, and X/Twitter, but I also spend time on Threads, LinkedIn, WhatsApp, YouTube, and TikTok. I still have a Facebook account so my mom can tag me in photos.

I have two terrific teaching assistants (TAs) this semester. I'll let them introduce themselves:

Sazzad Hossain (mdsazzad-hossain@uiowa.edu): "My name is Md Sazzad Hossain; please call me "Sazzad." I am a second-year PhD student in Journalism and Mass Communication, and my research interest is the impacts of new technology, particularly AI, on mass communication and journalism. Before joining this program, I did my MA in Journalism from the University of Mississippi, and I have ten years of journalism experience, including eight years of TV reporting. Although I have an account on X, LinkedIn, and Instagram, I am more active on Facebook. I like to play soccer a lot. I am excited to meet with you and have wonderful sessions."

Akachukwu Ikefuama (akachukwu-ikefuama@uiowa.edu): "I am a first-year PhD student in the School of Journalism and Mass Communication. I am interested in the intersection(s) between digital literacy, social media usage, and election campaign processes, especially in the global south. Also, I am interested in examining bottom-to-top and non-legal approaches to addressing digital technology misuse in political ecosystems. Feel free to call me Akachukwu (pronounced as "Aka-chu-kwu"). I currently use X and LinkedIn. I look forward to wonderful sessions with you throughout the semester."

What is the course structure?

This course has two weekly lectures taught by me that take place from 8:30–9:20am on Tuesdays and Thursdays. Each of you is also registered for one weekly discussion section taught by Sazzad or Akachukwu that takes place on Fridays (check MyUI for your time). You must attend your assigned discussion section. If you have a scheduling conflict on a particular week, you can ask me about temporarily switching sections for the day. But don't make a habit of it.

Lecture: During lecture, I will review key ideas from the readings as well as discuss additional concepts related to the day's topic. To make lecture more dynamic and active, I will be using PearDeck to ask you questions and get your thoughts during lecture. While we will not take attendance in lecture, we will have several unannounced, graded Instant Reaction Papers (see below) to incentivize you to attend and to help you apply course content to your lives. Attending lecture also will help you learn the course content that will appear on our exams. I realize lecture is early, but attending lecture is worth your time. Based on my experience there's a clear relationship between attending lecture and performing well in the course.

Discussion: Discussion sections are designed to make sure you understand key ideas introduced in the week's readings and lecture. Each week, I will assign a Trending Story, a recent article, podcast, or video that relates to one or more of the week's concepts. The Trending Story will be posted by Tuesday of the respective week. I do that so I can include the latest issues relevant to course concepts. You should read/listen to/watch the Trending Story before section and come prepared to discuss it. Attendance and participation in discussion section will contribute to your course grade (see below).

How will I be graded?

You will be evaluated on the following criteria: attendance/participation, instant reaction papers, three papers, and three exams. More information about each is below:

Attendance and Participation – 25 points

- Your Attendance and Participation grade will reflect our assessment of your preparedness, cooperation, and contribution in discussion section. While attendance means being present, preparedness means completing assigned tasks on time, cooperation means working well with others, and contribution means adding value to class discussions and activities. In short, we expect you to do more than “just show up.”
- In terms of attendance, every student gets two automatic excused absences from discussion section. Use them wisely because each additional unexcused absence will result in an automatic 5-point deduction from your Attendance and Participation grade. For example, three total absences from discussion section will result in a maximum Attendance and Participation grade of 20 points, instead of 25 points.
- If you wish to request more than two excused absences, you must contact me via email to set up an in-person meeting to discuss before your third absence. Your TA cannot approve additional excused absences. Additional excused absences will be rare. I want you to stay home if you're sick, but if you're missing three or more discussion sections, you're missing an important part of the course.
- Discussion sections will not meet the Friday after an exam.

Instant Reaction Papers (IRP) – 25 points

- At various points in the semester during lecture, you will be prompted to write a short reaction to concepts and issues we are discussing. You will be given sufficient time during lecture to write your instant reaction papers so that you can submit them by the end of class. These are low stakes writing assignments, and will be graded as follows:
 - *Full credit: Follows directions and addresses prompt fully and thoughtfully*
 - *Half credit: Does not follow directions or address prompt fully and thoughtfully*
 - *No credit: Missing*
- You are welcome to use laptops, tablets, phones, or other computing devices to write your IRPs and upload them directly to ICON. If you prefer, you can write your IRP on paper and turn it in to your TA before you leave class.

- There will be a total of seven IRPs (5 points each) throughout the semester. We will drop your two lowest scoring papers. IRPs will not be announced in advance and cannot be made up. You must be in class when the IRP is assigned to receive credit and you should submit your IRP before you leave the classroom. Dropping your lowest scoring papers accounts for excused absences. If you wish to request more than two IRP drops, you must contact me via email to set up an in-person meeting to discuss before your third drop. Additional approved drops will be rare.

Identity Management Paper – 25 points

- For this assignment, you will be asked to create one or more profiles for fictional social media platforms. You will then write a short reflection paper (500- to 750-words) that asks you to reflect on your choices using course concepts related to identity management.
- *This assignment will be discussed in greater detail in lecture and discussion section.*
- Assigned Week 3; Due Week 5

AI Bias Paper – 50 points

- For this assignment, you will be given a task to do with generative AI. You will write a 750-1000 word paper that describes your task, the product, and potential biases discovered through the process.
- *This assignment will be discussed in greater detail in lecture and discussion section.*
- Assigned Week 7; Due Week 9

Branding Critique Paper – 50 points

- For this assignment, you will be asked to select a brand (e.g., corporation, influencer, etc.) and analyze it using principles of social media marketing discussed in class. You will write a 750- to 1000-word paper that includes a description of the campaign and an assessment of its strengths and weaknesses.
- *This assignment will be discussed in greater detail in lecture and discussion section.*
- Assigned Week 12; Due Week 14

Exam #1 (week 6) – 50 points

- Covers weeks 1–5, including material from lecture, readings, and discussion section.

Exam #2 (week 11) – 50 points

- Covers weeks 7–10, including material from lecture, readings, and discussion section.

Exam #3 (finals week) – 50 points

- Covers weeks 12–15, including material from lecture, readings, and discussion section. Exam #3 will not be a cumulative exam.
- **Note:** Exam #3 will be held during our assigned final exam time. The date and time for our final exam will be announced by the Registrar early in the semester. Do not make end-of-the-semester travel plans until the final exam schedule is made public.

Total Points = 325

Grading Scale: Your final grade will be determined by your cumulative percentage, which includes rounding up.

A+	96.5-100%	B+	86.5-89.5%	C+	76.5-79.5%	D+	66.5-69.5%
A	92.5-96.4%	B	82.5-86.4%	C	72.5-76.4%	D	62.5-66.4%
A-	89.5-92.4%	B-	79.5-82.4%	C-	69.5-72.4%	D-	59.5-62.4%
						F	59.4% and below

Grade Inquiries

If you have questions or concerns about your grade on an exam or an assignment, please speak with your TA in person during their drop-in hours. If you feel like the situation has not been resolved during this conversation, you must contact me via email to set up an in-person meeting to discuss. **These conversations will not happen over email.** You must be in contact with us within one week of receiving your grade to discuss it.

Is there a textbook?

We will be reading *Digital Media & Society (2nd Edition)* by Simon Lindgren (Sage, 2022, ISBN: 978-1529722499). This book is available at a reduced rate through ICON Direct. ICON Direct allows you to access the book electronically via ICON. ICON Direct has a few other cool features as well that we will discuss during our first week together. You may opt out of ICON Direct if you wish to purchase a hard copy of the book on your own. For more information about ICON Direct, visit <https://teach.uiowa.edu/icon-direct>.

In addition, we will read a variety of academic articles and book chapters about social media and Trending Stories that relate to our weekly topics. You are expected to complete the readings/podcasts/videos by the start of the class indicated unless otherwise directed. All required readings and links will be posted on ICON.

Learning objectives

The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified 12 specific learning goals for the SJMC curriculum. I have bolded the learning goals that I will emphasize in this course:

We learn to ...

- ***Write correctly and clearly***
- ***Conduct research and evaluate information critically***
- *Present images and information effectively*
- ***Use media tools and technologies appropriately***
- *Apply basic numerical and statistical concepts accurately*

- *Evaluate work for accuracy, fairness, style, and clarity*
- *Create audience-aware, culturally responsive communication*

We explore ...

- ***The multicultural history of media professionals and institutions***
- ***The role of media in shaping cultures***

We value ...

- ***The First Amendment and free speech***
- ***Equity and inclusion for a diverse global community***
- ***Ethical principles in pursuit of truth, accuracy and fairness***

In addition, I have identified the following course-specific learning outcomes:

- Understand the historical roots of contemporary social media
- Recognize and apply major theoretical and conceptual issues in social media studies
- Understand how social media affect various aspects of contemporary life
- Navigate the world of social media in a more professional and ethical manner
- Read critically and analyze information posted on and about social media
- Write analytically about digital and social media

Commitment to diversity, equity, and inclusion

The School of Journalism and Mass Communication is dedicated to equity, anti-racism and social justice. A fuller statement of this commitment can be found [here](#). We strive to serve our students well in this regard, and consider diversity, equity, and inclusion as social resources that inform our learning environment. We train our students to achieve cultural competency across the diversity of groups that inhabit our global society. Among other things, this involves enhancing students' ability to communicate effectively with people from different backgrounds and experiences. In our classes, we discuss these themes through the concepts of media representations, bias and resulting stereotypes, and the effects of discrimination and structural inequalities as they pertain to all aspects of the media, from foundational concepts to advanced professional and graduate training. In accord with the First Amendment of the U.S. Constitution, and the dictates of academic freedom, we support an open discussion of all relevant viewpoints, even those with which we disagree. We encourage conversation that is based on facts and documentation, and on a mutual respect for one another.

In this class, we will be discussing current events and social issues, including potentially sensitive subjects like hate speech, misinformation, and radicalization. We will also be discussing political and cultural topics from a variety of perspectives. We will be reading, listening, and viewing content that captures the life experiences of marginalized and vulnerable communities. In lecture and section, we support the open presentation and discussion of viewpoints, even those we don't like or disagree with, and we will be respectful of others'

ideas. However, we do not support hateful comments. This course is a place to explore new ideas and to think through the complexities of our socially mediated lives.

Important policies and procedures (more policies below the course schedule)

Email: As per university policy, you are responsible for all course correspondence sent to your uiowa.edu email. Please check your email regularly for emails from me and your TAs. Although I make every effort to respond to student emails within 24 hours, I do have other commitments (e.g., meetings, research, family, sleep, etc.) that may keep me from immediately responding to your emails. I am happy to offer feedback and answer specific questions over email, but I cannot answer a barrage of questions or review full drafts of assignments over email. If your email would take me more than 5 minutes to answer, I will encourage you to visit my drop-in hours or schedule an appointment.

ICON: I will use ICON announcements as official communication for the class. I expect you to check ICON regularly. We also use ICON for all assignment submissions. Because of compatibility issues, you must submit your assignments as a Microsoft Word document (.doc or .docx) on ICON. We will not accept assignments via email or in any other format. In general, you will find all relevant course materials on the lecture (AAA) ICON site and you will submit all of your assignments on the section (A0#) ICON site.

Late Policy: Do your best to submit your work on time. Late papers will incur a 10 percent penalty per day late. For example, a paper that would have received a 93% if it were turned in on time will receive an 83% if submitted a day late, 73% if submitted two days late, and so on. After 5 days late, the paper will receive a 0. If you run into truly extenuating circumstances, please contact me as soon as possible so we can address the situation together.

Missed Class: If you miss class, please take it upon yourself to learn what was covered that day by asking a fellow classmate or visiting drop-in hours for me or your TA. Your TA and I are happy to discuss course content during drop-in hours, but we cannot cover the material with the same amount of detail as we can during lecture and discussion section. Please do not email me or your TA asking, “Did I miss anything Important?” (the answer is “Yes!”) or “What did I miss?” (the answer would take longer than 5 minutes to write).

Accommodations for Students with Disabilities: The University is committed to providing an educational experience that is accessible to all students. If a student has a diagnosed disability or other disabling condition that may impact the student’s ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services](#) (SDS). SDS is responsible for making Letters of Accommodation (LOA) available to the student. The student must provide a LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Additional information can be found on the [SDS website](#).

Extra Credit: There may be extra credit opportunities during the semester. You should not anticipate that the amount of extra credit offered will be enough to make a significant impact on your final grade. I will let you know if and when extra credit opportunities are available.

Academic Misconduct: Students are not allowed to collaborate with each other on course assignments and exams. Do not share your work with others or ask others to see their completed assignments—both are considered academic misconduct. If you need assistance on your work, please meet with your TA or professor. Clear evidence of academic misconduct will result in a failing grade for the assignment/exam and possibly the course. Per college policy, we are required to report academic misconduct to the College of Liberal Arts & Sciences. According to university policy, academic misconduct includes, but is not limited to:

- Using direct quotations without quotation marks and/or without crediting the source
- Paraphrasing information and ideas from sources without crediting the source
- Failing to provide adequate citations for material obtained through electronic research
- Downloading and submitting work from electronic databases without citation
- Submitting as your own material fully or partially written by someone else as one's own, including purchased papers, previous students in the course, etc.

In short, academic misconduct occurs whenever someone else's work or idea is presented as your own. Any written assignments (IRPs or larger paper assignments) that violate this policy will result in a 0 and a meeting with the course instructor.

Students are responsible for understanding this policy. If you have questions, please ask me or your TA for clarification.

Generative AI: You may use AI programs (e.g., ChatGPT, Bard, Co-Pilot) to help generate ideas for paper assignments. However, as we will discuss throughout the semester, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. It also may stifle your own independent thinking and creativity.

You may not submit any text or visual material generated in part or in whole by an AI program unless explicitly instructed otherwise in an assignment prompt. Submitting any written assignments (including Instant Reaction Papers) that include text or visual material created by generative AI presented as if it were your own original creation constitutes academic misconduct. Doing so will result in a 0 for the assignment and a required meeting with the course instructor.

Course Schedule*

**Due to the contemporary nature of the subject matter, the schedule is subject to change. Changes to topics and readings will be noted in lecture and on ICON.*

Week 1

Tuesday (8/27) – Introduction to the course

Read: The syllabus!

Thursday (8/29) – Social media and society

Read: Simon Lindgren, (2022). *Digital Media & Society*, ch. 1: “Digital Society”

Friday (8/30): Discussion

Trending Story: TBA

Week 2

Tuesday (9/3) – Foundations

Read: Lindgren, (2022). *DM&S*, ch. 2: “Social Media Platforms”

Thursday (9/5) – Causality

Read: Lindgren, (2022). *DM&S*, ch. 3: “Beyond Optimism and Pessimism”

Friday (9/6): Discussion

Trending Story: TBA

Week 3

Tuesday (9/10) – Affordances

Read: Jenny L. Davis & James B. Chouinard, (2016). Theorizing affordances: From request to refuse. *Bulletin of Science, Technology & Society*, 36(4), 241-248.

Thursday (9/12) – Identity

Read: Kate Orton-Johnson, (2023). *Digital Culture and Society*, ch. 3: “The Digitally Mediated Self: Identity and Social Media” (*you may skip pgs. 62-69*).

Assigned: Identity Management Paper

Friday (9/13): Discussion

Trending Story: TBA

Week 4

Tuesday (9/17) – Social formations

Read: Lindgren, (2022). *DM&S*, ch. 5: “Communities and Networks”

Thursday (9/19) – Privacy

Read: Alice Marwick, (2023). *The Private is Political*, ch. 2: “The Violation Machine: Networked Privacy and Social Media”

Friday (9/20): Discussion

Trending Story: TBA

Week 5

Tuesday (9/24) – Speech

Read: David A Strauss, (2022). “Social Media and First Amendment Fault Lines.” In *Social Media, Freedom of Speech, and the Future of our Democracy*, Lee C. Bollinger and Geoffrey R. Stone (eds.)

Thursday (9/26) – Platform governance

Read: Robert Gorwa, (2024). *The Politics of Platform Regulation: How Governments Shape Online Content Moderation*, ch. 2 “Governance by Platforms Definitions, Histories, Concepts”

Friday (9/27): Discussion

Trending Story: TBA

Due: Identity Management Paper due by 11:59 p.m.

Week 6 – Exam Week

Tuesday (10/1): Guest Speaker & Exam #1 Review

Guest: Maddie McCarron, Associate Producer at FOX Sports

To do: Submit questions before lecture for exam review

Thursday (10/3): Exam #1

Exam 1 will be held during our regularly scheduled lecture time.

Friday (10/4): No Discussion Sections

Week 7

Tuesday (10/8) – Algorithms

Read: Lindgren, (2022). *DM&S*, ch. 10: “Datafication and Algorithms”

Thursday (10/10) – Artificial Intelligence (AI)

Read: Regina Luttrell & Adrienne A. Wallace, (2024). Social Media and Society, ch. 5
“The Impact of Artificial Intelligence”

Assigned: AI Bias Paper

Friday (10/11): Discussion

Trending Story: TBA

Week 8

Tuesday (10/15) – News and information

Read: Nic Newman, (2024). “Journalism, Media, and Technology Trends and Predictions 2024” *Reuters Institute for the Study of Journalism*.

Thursday (10/17) – Information disorder

Read: Claire Wardle, (2020). “Understanding Information Disorder” *First Draft*.

Friday (10/18): Discussion

Trending Story: TBA

Week 9

Tuesday (10/22) – Visual culture

Read: Lindgren, (2022). *DM&S*, ch. 6: “Visuality and Visibility”

Thursday (10/24) – In my feelings

Read: Lindgren, (2022). *DM&S*, ch. 7: “Emotions and Affect”

Friday (10/25): Discussion

Trending Story: TBA

Due: AI Bias Paper due by 11:59 p.m.

Week 10

Tuesday (10/29) – Power

Read: Lindgren, (2022). *DM&S*, ch. 8: “Power and Exploitation”

Thursday (10/31) – Politics

Read: Lindgren, (2022). *DM&S*, ch. 9: “Activism and Mobilisation”

Friday (11/1): Discussion

Trending Story: TBA

Week 11 – Exam Week

Tuesday (11/5): Exam #2 Review

To do: Submit questions before lecture for exam review

Thursday (11/7): Exam #2

Exam 2 will be held during our regularly scheduled lecture time.

Friday (11/8): No Discussion Sections

Week 12

Tuesday (11/12) – Social media marketing

Read: L. Meghan Mahoney and Tang Tang, (2024). *Strategic Social Media: From Marketing to Social Change*, ch. 10 “Social Media Marketing Strategies”

Thursday (11/14) – Influencer marketing

Read: Karen June Freberg, (2021). *Social Media for Strategic Communication*, ch. 8: “Influencer Marketing”

Assigned: Brand Critique Paper

Friday (11/15): Discussion

Trending Story: TBA

Week 13

Tuesday (11/19) – Mental health

Read: Jonathan Haidt, (2024). “End the Phone-Based Childhood Now,” *The Atlantic*.

Thursday (11/21) – Dark participation

Read: Thorsten Quandt, (2023). “Dark Participation: A Critical Overview,” In Oxford Research Encyclopedia, Communication.

Friday (11/22): **Asynchronous Discussion Section**

Trending Story: TBA

THANKSGIVING BREAK

Week 14

Tuesday (12/3) – Global social media

Read: Anu Bradford, (2023). “After the Fall of the American Digital Empire.” *Knight First Amendment Institute at Columbia University*.

Thursday (12/5) – Global digital labor

Read: James Muldoon, Mark Graham & Callum Cant, (2024). *Feeding the Machine: The Hidden Human Labor Powering A.I.*, “The Extraction Machine”

Friday (12/6): Discussion

Trending Story: TBA

Due: Brand Critique Paper due by 11:59 p.m.

Week 15

Tuesday (12/10) – Wrapping up

Read: Lindgren, (2022). *DM&S*, ch. 13: “Epilogue: Digital Media and Society”

Thursday (12/12): Exam #3 Review

To do: Submit questions before lecture for exam review

Friday (12/13): Discussion

Trending Story: TBA

Finals Week

Day/Time TBD: Exam #3

Additional university, college, departmental, and course policies

Attendance and Absences: University regulations require that students be allowed to make up examinations which have been missed due to illness or other unavoidable circumstances. Students with mandatory religious obligations or UI authorized activities must discuss their absences with me as soon as possible. Religious obligations must be communicated within the first three weeks of classes.

Exam Policies

School of Journalism and Mass Communication Resources

- [Find Your Path](#) – SJMC careers page
- [Journalism Student Center](#): on the third floor of Adler, find our internship coordinator, academic advisor, and peer mentors here
- School of Journalism and Mass Communication social media: [Instagram](#), [Facebook](#), [Linked In](#), [Twitter](#)
- [School of Journalism and Mass Communication labs](#): rooms and hours for our multimedia labs

Help with Classes and Careers

- [Center for Inclusive Academic Excellence](#): Support for historically marginalized and/or first-generation students and students from low socioeconomic backgrounds
- [Writing Center](#): make in-person or online appointments for writing help
- [Tutor Iowa](#): Resources for all kinds of academic support
- [Career Center](#): help with jobs, internships, and other career services
- [Student Disability Services](#): help with course accommodations for students with disabilities

Health Support and Advocacy

- [University Counseling Service](#): mental health counseling support
- [Mental Health at Iowa](#): comprehensive list of resources including 24/7 support line
- [CommUnity Crisis Services](#): free, nonjudgmental emotional support to anyone who needs it via phone, chat or text
- [Student Health](#): Provides medical care to all University of Iowa students
- [Rape Victim Advocacy Program](#): Free, confidential care for people affected by sexual violence
- [Domestic Violence Intervention Program](#): Free services for people affected by domestic violence and dating violence

Food, Finances, and Other Basic Needs

- [Financial Aid Offices](#): support and information on loans and other financial support
- [Student Life Emergency Fund](#): support for students in a financial emergency
- [UI Food Pantry](#): free food for any student, staff, or faculty member at Iowa who needs it
- [Being Not Rich at Iowa](#): crowd-sourced resource guide by University of Iowa Student Government

- [Hawkeye Meal Share](#): you can request up to 14 free meals a semester from dining halls through Hawkeye Meal Share

Identity and Belonging

- [Pride House](#)
- [Afro-American Cultural House](#)
- [Asian Pacific American Cultural House](#)
- [Internation Student Support and Engagement](#)
- [Latino Native American Cultural Center](#)
- [Women's Resource and Action Center](#)

The Dean of Students also has a [master list](#) that has more campus resources for students. And the Division of Student Life has this page for [Basic Needs and Support](#).

University Policies

[Classroom Expectations](#)

[Exam Make-up Owing to Absence](#)

[Free Speech and Expression](#)

[Mental Health](#)

[Military Service Obligations](#)

[Non-discrimination](#)

[Religious Holy Days](#)

[Sexual Harassment/Misconduct and Supportive Measures](#)

[Sharing of Class Recordings](#)