

University of Detroit Mercy
School of Architecture
Community Development Program

This syllabus is subject to change. Important communications regarding syllabus changes or the cancellation of a class session will be posted on Blackboard (see “Announcements”) and/or sent to students’ UDM e-mail addresses.

Course: MCD 5100 – Role of Diversity & Multiculturalism in Community Development – CRNs 25147 & 25417

Credits: 2

Term: Winter-2019, Term II

Faculty: Lara Wasner, M.A. Education, M.A.T.E.S.O.L.
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Office Hours: By appointment.

Schedule & Location: Saturdays at the following times and locations

Scheduled Meeting Times				
Type	Time	Days	Where	Date Range
Class intro & workshop	1:00 pm - 5:00 pm	S	Loranger Architecture 207	Jan 12, 2018
Site visit-AANM	2:00pm - 4:00 pm	S	AANM - 2:15-4:30	Jan 19, 2018
Site visit SWD	1:00 pm - 5:00 pm	S	UNI	Feb 02, 2018
Hamtramck visit	1:00 pm - 5:00 pm	S	Hamtramck Museum	Mar 16, 2017
On-campus presentations and team meetings	1:00 pm - 5:00 pm	S	Loranger Architecture 207	Apr 06, 2017
Final: Cultural Asset Mapping Project Presentations	1:00 pm - 2:50 pm	S	Loranger Architecture 207	Apr 20, 2017

POSTINGS DUE IN BLACKBOARD DURING ALTERNATE WEEKS. SEE COURSE CALENDAR FOR POSTING DATES AND FORMAT.

Course Description:

Prerequisites: MCD 5010 or with approval from advisor.

This course is designed to explore the role of diversity and multiculturalism on community development. Cultural identity provides the foundation for an in-depth exploration of various aspects of diversity related to individuals, organizations, communities, and physical environments. Culturally-based needs assessment is used to increase understanding related to community design and the influence of diversity in community development, specifically focusing on human services and community organizations. Awareness-raising experiences will be utilized in order to further promote cultural awareness and sensitivity.

Course Objectives:

- 1) Increase awareness of various aspects of human diversity, such as gender, age, race/ethnicity, nationality, religion, sexual orientation, socioeconomic status, and physical ability.
- 2) Increase awareness of the relationship between cultural identity and various forms of expression, such as music, dance, theatre, and visual arts.
- 3) Increase awareness of institutions dedicated to varying aspects of cultural identity, such as service organizations, places of worship, community organizations, recreation centers, and restaurants.
- 4) Demonstrate understanding of how to identify factors involved in the relationship between arts and the economic development of communities, such as marketing, geography, diversity of businesses, ability to produce indirect revenue.
- 5) Demonstrate knowledge of community organizations dedicated to attending to needs of specific cultural groups.

Guiding principles and methodologies:

-This course integrates the HOPE (human, organizational, physical, economic) model for community development.

-This course applies the 5 Cs of cultural competency:

- **Communications** – (acquiring and improving intercultural and interpersonal skills)
 - Participants will communicate more effectively in order to function in a variety of situations and for multiple purposes.
- **Cultures** – (relating cultural practices and perspectives)
 - Participants will reflect on the relationship between the products, practices and perspectives of the cultures studied in order to interact with cultural competence and understanding.
 - Practices are patterns of social interactions, behaviors. They involve the use of products. They represent the knowledge of “what to do, when, and where” and how to interact within a particular culture.
 - Products are the tangible or intangible creations of a particular culture. They reflect a culture’s perspectives.
 - *Tangible products*: paintings, a cathedral, a piece of literature, a pair of chopsticks
 - *Intangible products*: an oral tale, a dance, a sacred ritual, a system of education, a law
 - Perspectives – the philosophical perspectives, meanings, attitudes, values, beliefs, ideas that underlie the cultural practices and products of a society. They represent a culture’s view of the world.
- **Comparisons** – (investigate, explain, interact)
 - Participants assess the impact of assumptions, judgments, and/or biases related to one’s own and other cultures and develop critical insights through these comparisons.
- **Connections** – (acquire information, connect with other disciplines, connect to workplace situations)
 - Participants develop an understanding of the complexity of elements important to another culture in relation to its history, values, politics, economy, institutions, economy, beliefs and practices.
 - Participants access and evaluation information and diverse perspectives in order to function in academic and career-related situations.
- **Communities** - (**contact** with people! at home and around the world)
 - Participants will interact, dialogue and collaborate in their communities and the globalized world.
 - Participants communicate and interact with cultural competence in order to participate and serve at home and around the world.
 - Lifelong learning occurs because of working, interacting with individuals and groups/within diverse communities and cultures.

Required Readings: (Please purchase prior to class; preliminary readings will be discussed during the first class session, and will help you prepare for our first site visits.

TEXT:Borup, T. (2011). *The Creative community builder’s handbook: How to transform communities using local assets, art, and culture*. Saint Paul, MN. Fieldstone Alliance.

COMMON READINGS:

- DiAngelo, R. (2017). *White Fragility*
- Beydoun, K. (2017).

Required use of technology: This course will use Blackboard/Knowledge. Log on to access the Discussion Board, get course documents, announcements, calendar, and current grades. Internet site is Knowledge.udmercy.edu. You can access it by logging in to your UDM email account.

Other required class readings, websites, etc.:

- Project Implicit – Implicit Bias Tests <http://www.tolerance.org/supplement/test-yourself-hidden-bias>
- A Critical Multiculturalism: White Terror – McLaren as printed in Goldberg’s Multiculturalism (will be distributed in class)
- UNESCO Sustainable Development Goals <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
PPT on UNESCO
- **Global Detroit – Demographics Report** – See both short and long reports – Top 10 immigrant groups by country of birth; read long report for explanation of the census and reporting information, as well as details about Detroit’s immigrant groups/communities.
<http://www.globaldetroit.com/resources/demographics-report/>

Supplemental sites

- *Arts and Culture Indicators in Community Building*: <http://www2.urban.org/nnip/acip.html>
- Resources on multiculturalism in education:
http://mhhe.com/socscience/education/multi_new/weblinks/chap10link.html
- Teaching Tolerance Magazine <http://www.tolerance.org/?source=redirect&url=teachingtolerancemagazine>
- NGA Center for Best Practices. Arts & the Economy: Using Arts & Culture to Stimulate State Economic Development <https://www.nga.org/files/live/sites/NGA/files/pdf/0901ARTSANDECONOMY.PDF>
Waits (2012). Community Investment Review: Five Roles for Arts, Culture & Design in Economic Development. <http://www.frbsf.org/community-development/files/five-roles-for-arts-culture-and-design-in-economic-development.pdf>
- Southern Poverty Law Center. <http://www.splcenter.org/who-we-are>
- Take on Hate: <http://www.takeonhate.org/resources>
- UNESCO and Sustainable Development Goals <https://en.unesco.org/sdgs>
- Full list of SDGs <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- UNESCO SDGs Resources for Educators <https://en.unesco.org/themes/education/sdgs/material>
- Global resources: https://en.unesco.org/sites/default/files/sdg_global_resources.pdf
- UNESCO SDGs for Culture on the 2030 Agenda <https://en.unesco.org/sdgs/clt>
- UNESCO SDGs for Culture for Development Indicators <https://en.unesco.org/creativity/activities/cdis>
- UNESCO Case Studies for Conservation and Management in Historic Cities
<http://whc.unesco.org/en/280/?id=634&>
- UNESCO SDGs for
- UNESCO Creative Cities: <https://en.unesco.org/creative-cities/>
- UNESCO World Heritage Sites overview and links: <http://whc.unesco.org/en/about/>
- UNESCO World Heritage Sites – The List <http://whc.unesco.org/en/list/>
- UNESCO World Heritage Sites – Selection Criteria <http://whc.unesco.org/en/criteria/>

The instructor reserves the right to adjust and modify this syllabus as needed in order to fulfill student learning outcomes, address time constraints, simplify assignment instructions, and – on occasion – correct an error.

COURSE PERFORMANCE EXPECTATIONS AND ASSIGNMENTS:

1. Attendance at all site visits/active participation at site visits and in class – 10%
(These are scheduled some Saturdays during our usual class time, so there is no reason why you should not be there. Connecting site visits to the readings and blackboard assignments is part of the class and an essential part of grades)

Site visits/field trips

Students are required to attend all planned site visits. Scheduled visits will be related to cultural diversity, community development and engagement. Visits are scheduled to arts and cultural centers, community and social organizations. We will also visit locations that promote cultural awareness and sensitivity.

Rationale: Like many areas surrounding Detroit, the communities we visit contain “cultures within cultures”. These visits give us an opportunity to listen to and gain new *perspectives*, understand cultural *practices*, and view assets in the forms of tangible and intangible *products*. Field visits are important to deepen our understanding about Detroit’s populations and to gain a sense of the contributions of persons who represent various ethnic groups and to recognize and gain insights about some “cultures within cultures” represented within these communities.

A significant part of the class is increasing cultural competency by building intercultural communication skills. This first involves an interrogation of one's own standpoint epistemology and privilege. We need to start with ourselves before we can learn how to communicate with others who we may or may not share a common background. Review cultural theories and models both prior to during our site visits to give a more complete picture of how we can best relate to others. Reviewing the UNs Sustainability Goals prior to our visits allows us to ask questions about if or how these organizations might think about ways they help meet the 2030 goals.

Also, you may decide to select a geographical location for the group cultural asset mapping project that is home to a Saturday site visit. You will already have made a connection and gained critical information about a community.

2. Readings & Blackboard postings assignments based on site visits– 30%

Reading assignments:

Weekly assignments will include readings from the textbook, supplemental handouts, common reading, etc. It is expected that students will read ALL assigned readings and be prepared to fully participate during class, site visits, and in weekly Knowledge Discussion Board reflections/postings.

Blackboard Postings:

At six scheduled times, students are required to:

-**Post on Blackboard under Discussion Board** a reflection response (250-300 words) to the instructor’s prompt under the appropriate week’s Forum. The first set of questions will pertain to required readings, viewings, discussions and site visits. Please see calendar for the due dates. The second set of questions will be two posted by peers regarding the common readings.

Posting requirements. You must do all three to receive full credit for postings:

- Reflect on and respond to all of the instructor’s questions about the textbook readings and any assigned supplementals.
- Pose **two** peer questions regarding the assigned common reading.
- Respond to **two** peer questions regarding the assigned common reading.

Forums begin with new instructor prompts posted on Mondays.

Your posting to the instructor’s prompt is always due Thursday the following week (ten days later) at 11:59p.m.

Your responses to two peers are always due four days later, Sunday at 11:59p.m. No late postings will be credited.

3. Special Topics in Multiculturalism and/or Diversity: Student’s Choice Lightning Talk– 20% (10% paper; 10% presentation)

Each student will research a topic of interest, write a four-page summary, and do a lightening talk (5-7 minutes) with accompanying 20-slide maximum PPT presentation to share with the class on April 6. Topics can include any issues regarding diversity or multiculturalism you find important, want to learn more about, believe others should be informed about, etc. They can be topics such as issues of race and/or gender identity, forms of diversity, intersectionality, adapting non-binary language and vocabulary, Affirmative Action in Education, civil rights, ability issues, Title IX, etc. Be sure to include one slide with sources, and distribute a handout or unique resource (e.g. a bookmark). Print the ppt. so that others can walk away with this information and share it with others.

Email the topic to the professor no later than February 10, 2019.

4. Interviews with Arts & Cultural Organization or Diversity Events Organizer – 10% (feeds into #4 below)

Each student is required to interview two arts or cultural event planners, organizational leaders, or community organizers as part of the asset mapping project. This first requires 1) a decision with your group about your focus area/region* of your cultural asset mapping project (see 4 below), and 2) discussion with your group about which organizations, events you will focus on as part of your project, so you are not duplicating organizations.

See Part II of the cultural asset mapping project description for details about what should be included in the interview and written summary. This written summary will go into your e-Handbook (see below). Create a list of questions prior to your interview and submit via email your interviewee ahead of time. Interviews can occur over the phone if face-to-face is not convenient or possible.

Your interview must include questions that help you identify best practices or strategies for community development. Research some of the tools provided in the CCBH and use them to conduct your interview. In your written report, identify 3-5 social or economic strategies utilized and provide insights about them. Ask if the organization is familiar with the UN's Sustainability Goals and which ones they strive to meet, or – for the Cuba group – how the organization ties to UNESCO criteria and/or goals. If they are not familiar with these goals, you can let them know it is something we have reviewed in class, and offer to share the link if they would like to review the goals.

Your written report should not exceed two pages and should be inserted into the e-handbook. It is due as part of the final e-handbook project.

*Those enrolled in the Cuba section will conduct their interviews in Havana, Cuba.

5. Cultural Asset Map & Community e-Handbook Project – 30% GROUP ASSIGNMENT - Banglatown

This element includes: Group paper, presentation, accompanying visual map, HOPE/SWOT analysis

Final written e-Handbook for both groups is due midnight, Thursday, April 18 to wasnerle@udmercy.edu ; All group presentations will be delivered the final class session on Saturday, April 20 from 1-4p.m.

BACKGROUND

Purpose of an asset map:

Mapping is designed to promote connections/relationships between individuals, between organizations and individuals, and between organizations and organizations. Asset maps contain the following features:

- Starts with taking stock of the strengths and gifts already present within a community;
- Inventories the resources (people, services, etc.) through a systematic and easily accessible source (e.g. a computerized database inventory);
- Identifies both strengths and gaps;
- Gives people in the community a voice, allowing them to ask critical questions about and find solutions for their community;
- Identifies a plan for moving forward, mobilizing the community members around a unified strategic vision and plan;
- As the web of assets grows, so too does the community.

Description of a Cultural Asset Map:

- Documents cultural resources already present within a community;
- Examines long-term customs, behaviors, and activities that have meaning to individuals AND to the community;
- Interviews members of the community (both individuals and organizations) about the assets within the community and the needs of the community;
- Promotes understanding of the diversity within a community;
- Provides spaces for interaction where people can learn about, discuss and act on community challenges;
- Protects and conserves traditions, customs and resources;

- Maps inter-organizational linkages, showing the relationship that one organization has with others within the community.

ASSIGNMENT DESCRIPTION

Students will **work collaboratively to summarize the assets of a particular community or district (TBD by students and instructor) in the form of a tangible handbook similar to that in the CCBH (see p. 73)**. This handbook will be a usable produced, stored and submitted in electronic format.

The cultural assets and map should represent each aspect of the HOPE model; in, fact, you may organize them as such. That is, they can be categorized in the areas of human, organizational, physical, and environmental assets. The assets in your selected community can be organizations, institutions, projects, galleries, etc. that enhance the community, give voice to the people within the chosen district, serve as gathering spots, host cultural activities and events, etc.

You will work as a team to do the following:

- Generate a format for organizing the handbook with your classmates. (See CCBH for ideas)
- Discuss who will contribute what asset and information to the handbook.
- **Each member of the team must contribute 4 organizations to the handbook providing the comprehensive detail that is required (see required elements below).**
- For each organization listed, discuss which economic and/or social development strategy/ies are used (see p. 19 in Part II of the CCBH for guidance).
- You must communicate with each other so you do not duplicate organizations and represent as many categories as possible.
- The e-Handbook must be unified to represent as many “diverse” populations as possible (see **Course Objectives** on page 1 of this syllabus).
- The e-Handbook may include organizations we visit and discuss during this class. However, they should be included only in addition to student selections.

Required elements:

Part I. A separate written overview regarding the geographical location selected: (max. 5 pages)

- An **Introduction** – describe the selected location (i.e. District) using historic information, geographical boundaries, demographic information, and your rationale for choosing this location.
- **Prominent Aspects of Cultural Identity in Area** (population)
- **Identified Physical Assets that Address the Various Aspects of Population**
- **Methods of Data Collection Used & Sources of Data**
- **Identified Culturally-Based Needs of Community**

Part II. A section on the Number and Types of assets (social services, libraries, art institutes, galleries) in your handbook; also identify level of inclusivity. (1 page max. per asset)

Each student reports on at least 4 organizations/assets.

- Describe the type of organization (school, gallery, institution, social service organization, etc.).
- Provide a link to each organization’s website.
- Identify service(s)/activities provided by each organization (e.g. arts & cultural engagement, refugee services; educational services: English language, citizenship classes, etc.).
- Provide description of activities.
- Discuss each organization’s mission and vision and provide their statement of purpose.
- Provide demographic details in terms of intended outreach (e.g. heritage speakers).
- Describe how the organization promotes understanding of the diversity within a community.
- Describe how it protects and conserves traditions, customs and resources.
- Describe how it provides spaces for interaction where people can learn about, discuss and act on community challenges.
- Describe the social and economic impacts from the sections we have reviewed in the Borrup book.
- Briefly describe how this organization can or might fulfill one or more of the UN’s development goals.
- For the Cuba group, discuss the UNESCO World Heritage designation and its role in the cultural assets described.

Here's where the reporting regarding your interview comes in.

Each student will contribute **4** assets for the paper.

For the presentation, each will *briefly* report on the **two** for which they conducted their interview.

Part III. A separate section on how these organizations are linked. (max. 2 pages)

Work with your group to map the assets referenced in your database within the region you have selected. Provide linkages (inter-organizational and other), showing the various relationships and connections within the community, between communities, and in other relevant ways. Look for and identify clusters of organizations within certain areas. What are the characteristics of the community where organizations are clustered? Identify factors involved in the relationship between arts, social organizations, etc., and the economic development of communities?

Part IV. A SWOT/HOPE Analysis

Part V. A visual map of the community assets. Provide a key of assets. Show as many linkages as possible.

Group paper and presentation guidelines:

- Submit a group paper and PPT answering the above questions, summarizing your findings and outlining recommendations. Use and cite appropriate references. Follow the current MLA guidelines.
- You will present your findings the last day of class in the morning. All must participate in the presentation. It is up to members of the group to decide how you will coordinate, write, and present this information.
- Present your visual map the final day of class as part of your presentation.
- Submit your gap analysis and recommendations as part of the group presentation.
- The entire presentation should be 30 minutes, giving adequate time to each section (5 minutes to each of the following sections – I, III, IV, V). **For section II, you are where you present your 2 organizational/event interviews, please provide only a brief introduction (name of the asset, the type of asset it is). You should not spend more than two minutes discussing each organization during the presentation.** We can refer to the e-handbook for more detail.

Attendance Policy

Due to the fact that the course includes group presentations as well as collaborative learning activities, it is most important to attend class each session. Should a student be absent, it is the student's responsibility to obtain information about the missed lecture content. It is also the student's responsibility to inform the professor of the absence by email.

Please consult and follow the course schedule for due dates of all assignments. Written assignments are to be emailed in a Word attachment to the professor at wasnerle@udmercy.edu on or before the due date. **Late assignments or postings are not accepted and will result in a 0 for the missed assignment.** This policy holds even if a student is absent from class if the due date falls on a class date. In the event of a planned absence, the student must adhere to this policy, as well as contacting the instructor by email and attaching the assignment due.

Grading Scale: Grade:

94 – 100 A
90 – 93 A-
86 – 89 B+
82 – 85 B
79 – 81 B-
75 – 78 C+
70 – 74 C

COURSE POLICIES:

1. All assignments are expected to be complete and submitted by the due dates. 5% will be deducted for each late assignment unless an extension was granted by the instructor prior to the due date.
2. No incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing grade.
3. All students are required to complete an online course evaluation.
4. Students are expected to abide by all University policies.

UDM Policy on Plagiarism and Academic Integrity

As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts. Among the most serious academic offenses is plagiarism, submitting the style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is, retaining another writer's ideas and structure without documentation. Students are advised always to set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' words and ideas when they find their way into the writing. Whenever in doubt, cite the source. Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an assignment or in a course to dismissal from the University.

Available Support Services

The University of Detroit Mercy has a wide array of support services available to all students that include the libraries, media centers, tutoring and writing centers. The UDM Student Handbook contains information regarding location and hours of operation of the University's support services. Students are encouraged to utilize the support services provided by the University, as needed.

Disability Support Services and Accommodations

It is very important for students to be proactive with regard to requesting disability accommodations. While it is never required that you disclose your disability to your professors, all students at UDM are encouraged to talk to their professors to discuss their concerns. Faculty cannot provide disability accommodations without official notification from the Disability Support Services office. If you need an accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Emilie Wetherington as soon as possible to schedule an appointment (gallegem@udmercy.edu or 313 - 578-0310). Disability Support Services is located in the Student Success Center, Room 319, on the 3rd Floor of the Library, McNichols Campus.

Title IX

UDM is committed to fostering a safe, productive learning environment. Detroit Mercy's Title IX policy prohibits sex and gender-based discrimination including sexual or gender-based harassment, sexual exploitation, sexual assault, intimate partner violence/dating violence, stalking, cyberstalking, and retaliation.

If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), you are encouraged to report this to Detroit Mercy's Title IX coordinator, Ms. Marjorie Lang at langma@udmercy.edu or at 313.993.1802. The Title IX office is located on the 5th floor of the Fisher Academic Center on the McNichols Campus. If you speak with a faculty member about an incident, that faculty member must notify Detroit Mercy's Title IX coordinator. The Title IX coordinator is available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

All Detroit Mercy students are required to complete online Title IX training. If you have not already completed your Title IX online training, contact Detroit Mercy's Title IX coordinator, Ms. Marjorie Lang at langma@udmercy.edu or at 313.993.1802.

One of your Discussion Board postings will pertain to the training, so please schedule your training within the first month of class.

SESSION III – Community Visit – Southwest Detroit

Saturday, February 2

Urban Neighborhood Initiatives visit & walking tour

- 1:30 Arrive at UNI – see map included in syllabus
Meet with Christine Bell of UNI
- 3:30 Walking tour of mural projects

Monday, 2/4: Instructor posts **Forum 3 prompts** on Blackboard

Tuesday, 2/12: Student responses to prompts due;

Thursday, 2/14: Students post 2 peer Qs

Sunday, 2/17: Student responses to 2 peer questions due

Sunday, 2/17: Students email the professor their lightning talk topic.

FORUM 3 READINGS

Borrup: Part II: Ch. 3

Beydoun – complete book

Monday, 2/18: Instructor posts **Forum 4 prompts** on Blackboard

Tuesday, 2/26: Students respond to instructor questions

FORUM 4 READINGS

Borrup: Part III: Ch. 4 & 5

No common reading this wk

WINTER BREAK March 2-11 – Cuba group returns March 11

Tuesday, 3/12: Instructor posts **Forum 5 prompts** on Blackboard

Tuesday, 3/19: Student response to prompts due

Thursday, 3/21: Students post 2 peer questions

Sunday, 3/24: at midnight: Student responses to peer questions due

FORUM 5 READINGS

Borrup: Part III: Ch. 6 & 7

DiAngelo: Intro, first half of book

SESSION V – Hamtramck

Saturday, March 16

Monday, 3/25: Instructor posts **Forum 6 prompts** on Blackboard

Tuesday, 4/2: Student response to prompts due

Thursday, 4/4: Students pose 2 peer questions

Sunday, 4/7: Student responses to 2 peer questions due

FORUM 6 READINGS

Borrup: Part III: Ch. 8 & 9

DiAngelo: second half of

SESSION VI – On Campus

Saturday, April 6

-Special topics lightning talks and presentations – all.

-Book talk – TBA (discussion regarding one or both books)

-Asset mapping team collaboration

SESSION VII – On Campus

Saturday, April 20, 2019- Group cultural asset mapping project presentations. This final project (paper and presentation) is in lieu of a final exam.