

# **Water, Environment, and Society (GEOG/EVS 304)**

**Fall 2024**

**Mon/Wed 2:00-3:15pm**

**ENR2 S495S**

## **Course Description:**

Water and society shape one another in a process of constant flux. The ways we value and manage water have implications for the environment, for society, for land, and for the flow of the resource itself. In this course, we focus on justice as a central theme- what is the current unequal the distribution of water supply, access, quality, flood water, and the impact of climate change- and what might a more equitable water society look like? We assess the social processes of water management that transform water into an ecological resource, a hazard, a mechanism of settler colonialism to seize land, a commercial product, or a vector for pollution. Along the way, we will learn how inequitable access to quality water and inequitable exposure to water burdens are produced by human management.

We draw on history, geography, legal scholarship, economics, hydrology, climatology, ecology, social movement activism, and other social sciences to illuminate key issues surrounding water. Some of the key questions that will guide our inquiry in this course are: Who controls water, why, and how? Who are the winners and losers of water management decisions? How is a changing climate influencing who has too much water, too little water, or land loss from sea level rise? How do approaches to mitigate or adapt to climate change interact with human water systems- and who gets left out? How might we make more just and equitable decisions about how to live with (and without) water? We will use the Colorado River, Mexico City, and the United States as our main sites of focus- but will draw on other examples in the course.

## **Class Anti-Discrimination Policy**

“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.”  
— bell hooks, Teaching To Transgress: Education as the Practice of Freedom

I encourage you to bring your whole self to the classroom, and to actively make the classroom a respectful place so that others can bring their whole selves if they desire to do so. We will learn more by welcoming a diversity of perspectives and life experiences. Creating a respectful space and being anti-racist is an intentional act. Racism, discrimination, and microaggressions will not be tolerated. If you feel another student, TA, or the instructor has done or said something disrespectful to you or others please let me know to address the issue. You may also say “oops” or “ouch” if someone says something you feel is disrespectful during class to let them know. If you unintentionally make a comment that may feel like a microaggression, racist, or disrespectful, and someone points it out, I invite you to gratefully accept the learning experience. You can also file official complaints with the Director for Equity Compliance Office of Institutional Equity by calling (520) 621-9449 or emailing [equity@email.arizona.edu](mailto:equity@email.arizona.edu)

## **Land Acknowledgement**

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson

being home to the O'odham and the Yaqui. The University of Arizona has financially benefited from at least 184,000 acres of expropriated Indigenous land which was not paid for and resulted in raising over \$576,000 for its endowment in 1910 from Apache, Pima, Maricopa, Navajo, Walapai, Cocopa, and Tohono O'odham\* Tribes- see:

<https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities> for more and download the university land grab data here: <https://github.com/HCN-Digital-Projects/landgrabu-data>.

\*The data uses the term “papago” for the Tohono O'odham but this is a derogatory term the Spanish used, and thus I am using the updated term that the O'odham people prefer is used.

### **Instructor Information:**

Beth Tellman, Assistant Professor School of Geography, Development and Environment, University of Arizona. Student hours by appointment and can be held in-person (especially right before or after class) or online (via zoom) depending on your preference. Contact [btellman@arizona.edu](mailto:btellman@arizona.edu) with any questions.

### **Participation guidelines:**

Reading materials will be posted to D2L for each week of the course. We will discuss the readings, or other materials (podcasts, etc...), in some or all of the following ways: 1) I will present a PowerPoint about the materials; 2) Students will collaborate to synthesize the readings or answer a list of discussion questions (with information from the readings); 3) We may (when appropriate) watch a short video that relates to the week's material; 4) I may conduct polling activities in which students will be asked questions about the readings on a slide and they will be able to respond anonymously using their phones.

At the end of course, the class will engage in debates. Here is the debate structure:

Intro: 4 minutes each team (Pros, then Cons)

Crossfire: 2 minutes each team

Rebuttal: 3 minutes each team (Pros, then Cons)

Crossfire: 2 minutes each team

Summary: 3 minutes each team (Pros, then Cons)

### **Accessibility and Inclusion Statement:**

In this classroom, I strive to make learning experiences as accessible as possible. Accessibility in this context refers to the general ability of students to participate in classroom dynamics. To make the course accessible I aim to do the following: 1) provide instructions for assignments in a timely fashion and provide opportunities for students to decide learning goals; 2) add flexibility to course assessments so students can demonstrate their learnings in diverse ways; 3) ensure course content can be accessed; 4) continually apply student feedback to course dynamics.

If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu>) to establish reasonable accommodations. Please plan to meet with me by appointment to discuss accommodations, how my course requirements and activities may impact your ability to fully participate, and how I may improve the course to suit your needs.

### **Campus Resources:**

<https://deanofstudents.arizona.edu/support/campus-resources>

## **Learning Outcomes and Objectives:**

- Analyze and explain the ways political and economic systems (as well as White supremacy and power) affect the circulation of water and distribution of hazards such as floods and droughts.
- Critically evaluate competing narratives or solutions to water problems and form coherent arguments both for or against controversial water issues.
- Learn to apply vulnerability, adaptation, and an environmental justice lens to course material.
- Understand the role of Climate Change in shaping water and society
- Center your own experiences, culture, identity in the learning journey (and in course assignments) and critique theories proposed and instructor assumptions.

## **Required Texts and Materials:**

Required materials will be posted to D2L.

## **Course Outline:**

### **Unit 1: Introduction, Arizona, and the Colorado River**

#### **Week 1: Setting the scene (Aug 26, 28)**

Course Intro, Syllabus overview

The Colorado River- with Connie Woodhouse. <https://www.youtube.com/watch?v=HIWcn2Gfex4>

David Owen. *Where the Water Goes*. Chapter 11: Central Arizona Project. Pp 134-145.

NYTimes Podcast the Daily. *Arizona's Pipe Dream*. Podcast: <https://www.nytimes.com/2023/09/01/podcasts/the-daily/water-supply-arizona.html>?Transcript: <https://www.nytimes.com/2023/09/01/podcasts/the-daily/water-supply-arizona.html?showTranscript=1>

The Colorado River Shortage. Kyl Center for Water Policy at Morrison Institute. <https://storymaps.arcgis.com/stories/a1a782ce054d4ad28a0d7d0845e6c03d> from: The Arizona Water Blueprint. <https://azwaterblueprint.asu.edu/>

Optional Content: Podcast. Episode 50: Comparative Water Politics. *Water Talk Podcast*. <https://www.watertalkpodcast.com/episodes/episode-50>

#### **Week 2: The Colorado River, Indigenous rights, and decolonization (Sept 4)**

##### **Guest Lecture with Andrew Curley**

Journal Article by Indigenous Scholar: Curley, A. (2021). Infrastructures as colonial beachheads: The Central Arizona Project and the taking of Navajo resources. *Environment and Planning: Society and Space*.

Talk by Andrew Curley on De-colonizing the Colorado River: [https://vimeo.com/775166351?embedded=true&source=vimeo\\_logo&owner=120276151](https://vimeo.com/775166351?embedded=true&source=vimeo_logo&owner=120276151)

Anna Smith, Umar Farooq, and Mark Olalde, Supreme Court Keeps Navajo Nation Waiting for Water. *Propublica. And High Country News*. <https://www.propublica.org/article/supreme-court-navajo-nation-water-rights-scotus>

##### **Student lecture and content (September 9)**

## Unit 2: Water and Climate Change

### **Week 3: Droughts, floods, sea level rise, and expected changes to the water cycle (Sept 11)**

Read the Executive Summary and introduction (p 3-10) AND FAQ 1.1-1.3 on land use droughts and floods. (p99-104) of Chapter 8: Water Cycle Changes. Douville, H., K. Raghavan, J. Renwick, R.P. Allan, P.A. Arias, M. Barlow, R. Cerezo-Mota, A. Cherchi, T.Y. Gan, J. Gergis, D. Jiang, A. Khan, W. Pokam Mba, D. Rosenfeld, J. Tierney, and O. Zolina, 2021: Water Cycle Changes. In *Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change* [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O. Yelekçi, R. Yu, and B. Zhou (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 1055–1210, doi:10.1017/9781009157896.010.

Jim Morrison 2022. Pliocene-Like Monsoons Are Returning to the American Southwest. *Wired*. <https://www.wired.com/story/pliocene-like-monsoons-are-returning-to-the-american-southwest/>

What about Water podcast with Jay Famiglietti, “The Sea Also Rises”. <https://podcasts.apple.com/us/podcast/the-sea-also-rises/id1485919205?i=1000549736955>

### **Week 4: Climate Mitigation and Water (Sept 16)**

*The Daily* Podcast. Promise and Peril at the Bottom of the Sea. <https://www.nytimes.com/2022/09/16/podcasts/the-daily/electric-cars-sea-mining-pacific-ocean.html?>

What about water? Podcast with Jay Famiglietti. Submerged: Indigenous Communities and Mega-Hydro Projects. <https://podcasts.apple.com/us/podcast/submerged-indigenous-communities-and-mega-hydro-projects/id1485919205?i=1000587215193>

NPR *All Things Considered*: Proposed lithium mine in Serbia sparks protests over potential environmental impact. <https://www.npr.org/2024/08/16/nx-s1-5071072/proposed-lithium-mine-in-serbia-sparks-protests-over-potential-environmental-impact#:~:text=After%20the%20Balkan%20wars%20of,a%20continent%20transitioning%20to%20electric>

### **Student lecture and content (September 18)**

Reflection Essay option: Geography Colloquium Speaker Paloma Beamer, 3pm Sept 20, ENR2 S107: Still moving towards environmental justice: Community engagement in Southern Arizona

### **Week 5: Climate vulnerability and adaptation (Sept 23)**

Graphic Novel- *Everyday stories of Climate Change*. Gemma Sou, Adeeba Nuraina Risha, Gina Ziervogel, Cat Sims. [focus on the discussion questions at the end for class as you make notes reading- objective- understand global impacts of climate change on the water system for humans, what adaptation could look like, and diversity or similarity across cases.]

Wilder, Margaret, Diana Liverman, Laurel Bellante, and Tracey Osborne. “Southwest Climate Gap: Poverty and Environmental Justice in the US Southwest.” *Local Environment* 21, no. 11 (November 2016): 1332–53. <https://doi.org/10.1080/13549839.2015.1116063>.

Diana Liverman's talk on AGU 2022 Stephen Schneider Award Memorial Lecture. section on Vulnerability (35min video)

Executive Summary of working group II IPCC report on water/adaptation/vulnerability, pages 555-557- Caretta, M.A., A. Mukherji, M. Arfanuzzaman, R.A. Betts, A. Gelfan, Y. Hirabayashi, T.K. Lissner, J. Liu, E. Lopez Gunn, R. Morgan, S. Mwanga, and S. Supratid, 2022: Water. In: *Climate Change 2022: Impacts, Adaptation and*

Vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [H.-O. Pörtner, D.C. Roberts, M. Tignor, E.S. Poloczanska, K. Mintenbeck, A. Alegría, M. Craig, S. Langsdorf, S. Löschke, V. Möller, A. Okem, B. Rama (eds.)]. Cambridge University Press, Cambridge, UK and New York, NY, USA, pp. 551–712, doi:10.1017/9781009325844.006

## **Week 6: Climate Justice (Sept 25 and Sept 30)**

Seeing Carbon Reductionism and Climate Change from the Streets. 2020. Michael Mendez. Chapter 1 in *Climate Change from the Streets*. Pages 15-29.

A Conversation with Saleemul Huq, International Centre for Climate Change and Development.

<https://woods.stanford.edu/events/conversation-saleemul-huq-international-centre-climate-change-and-development>

Táiwò, Olúfẹ̀mí O. “What’s Next: Why Reparations Require Climate Justice.” In *Reconsidering Reparations*, 149–90. Oxford University Press, 2022.

## **Student lecture and content (September 30)**

### **Week 6: Guest Lecture with Diana Liverman- Earth System Governance and Planetary Boundaries for Water (Oct 2)**

Stewart-Koster, Ben, Stuart E. Bunn, Pamela Green, Christopher Ndehedehe, Lauren S. Andersen, David I. Armstrong McKay, Xuemei Bai, et al. “Living within the Safe and Just Earth System Boundaries for Blue Water.” *Nature Sustainability* 7, no. 1 (November 16, 2023): 53–63. <https://doi.org/10.1038/s41893-023-01247-w>.

Reflection Essay option: Geography Colloquium Speaker Gemma Smith, 3pm Oct 4, ENR2 S107: Designing diplomacy: collaborative governance in transboundary rivers

## **Unit 3: Assessing Water through an Environmental Justice Lens**

### **Week 7: Environmental Justice- Water Quality (Oct 7)**

Lloréns, Hilda, and Maritza Stanchich. “Water Is Life, but the Colony Is a Necropolis: Environmental Terrains of Struggle in Puerto Rico.” *Cultural Dynamics* 31, no. 1–2 (February 2019): 81–101. <https://doi.org/10.1177/0921374019826200>.

Podcast: *Today, Explained*. The water crisis in Jackson, Mississippi. <https://podcasts.apple.com/us/podcast/the-water-crisis-in-jackson-mississippi/id1346207297?i=1000578860007>

Podcast: *In Deep*. Poison Pipes.

<https://open.spotify.com/episode/0fGrQj2EGic3F1b6Zdm2My?si=vxxbtiHIR1mPRN4B-aPfEw>

### **Week 8: Environmental Justice- Water Access (Oct 9)**

News Article by Indigenous Journalist: Nina Lakhani. (2021). Tribes without clean water demand an end to decades of US government neglect. <https://www.theguardian.com/us-news/2021/apr/28/indigenous-americans-drinking-water-navajo-nation>

News Article by Indigenous Journalist: Nina Lakhani. (2021). Almost half a million US households lack indoor plumbing: ‘The conditions are inhumane’. <https://www.theguardian.com/us-news/2021/sep/27/water-almost-half-million-us-households-lack-indoor-plumbing>

David Owen. *Where the Water Goes*. Chapter 17: The Delta. Pp. 214-225.

## **Student lecture and content (October 14)**

**Essay Draft due Oct 14: In a five-paragraph draft essay you can either i) explain major themes and issues of water, transboundary governance, and environmental justice and in the US Southwest, or Planetary Boundaries incorporating information from Paloma Beamer, Gemma Smith, Andrew Curley, or Diana Liverman’s talks. ii) Write a five-paragraph essay about an environmental injustice or climate justice. Assignment value: 10 points.**

## **Unit 4: Floods**

### **Week 8: Flood exposure and vulnerability (Oct 16)**

Tellman, B., J. A. Sullivan, C. Kuhn, A. J. Kettner, C. S. Doyle, G. R. Brakenridge, T. A. Erickson, and D. A. Slayback. “Satellite Imaging Reveals Increased Proportion of Population Exposed to Floods.” *Nature* 596, no. 7870 (August 5, 2021): 80–86. <https://doi.org/10.1038/s41586-021-03695-w>.

20 minute audio clip *KQED*: How Disaster Planning Leaves Out Queer People  
<https://www.kqed.org/news/11906110/disaster-planning-leaves-out-queer-people>

OPTIONAL -note this is based on the research article-> Goldsmith, Leo, Vanessa Raditz, and Michael Méndez. “Queer and Present Danger: Understanding the Disparate Impacts of Disasters on LGBTQ+ Communities.” *Disasters* 46, no. 4 (October 2022): 946–73. <https://doi.org/10.1111/disa.12509>.

OPTIONAL- a webinar/video about this research article (~1hr) is available here: California Legislature

Approves Senator Padilla’s Legislation to Protect LGBTQ+ Community after Disaster  
<https://sd18.senate.ca.gov/news/california-legislature-approves-senator-padillas-legislation-protect-lgbtq-community-after>)

**Essay Feedback due Oct 21: Give detailed feedback to your essay partner with a one-two paragraph summary review of its weeks a strong points with concrete suggestions for improvement. Assignment value: 5 points.**

### **Week 9: Flood insurance (Oct 21)**

Chapters 1 and 2 (p 7-29) of *Understanding Disaster Insurance*. By Carolyn Kousky.

Portions of Chapters 2 and 3 (p101-124 and 70-92). From *Underwater*. By Rebecca Elliot.

Optional: America adapts podcast. Disaster Insurance is having a moment: New Tools for a more resilient future with Dr. Carolyn Kousky.

<https://open.spotify.com/episode/7r7nHIDAAYsNoBRbvCXKXX?si=v2VhgnylRc6vvFyKGDadNw>

### **Week 10: Flood Justice (Oct 23)**

Capps, Kriston, and Christopher Cannon. “Redlined, Now Flooding.” *Bloomberg*, March 15, 2021.  
<https://www.bloomberg.com/graphics/2021-flood-risk-redlining/>.

Rivera, Danielle Zoe, Bradleigh Jenkins, and Rebecca Randolph. “Procedural Vulnerability and Its Effects on Equitable Post-Disaster Recovery in Low-Income Communities.” *Journal of the American Planning Association* 88, no. 2 (April 3, 2022): 220–31. <https://doi.org/10.1080/01944363.2021.1929417>.

Podcast In Deep: **The Cavalry**.  
<https://open.spotify.com/episode/2cB7R2XGewSzvnAlIfJAJy?si=v3CorUeHR2aIpAcceUsGsQ>

### **Student lecture and content (October 28)**

**Essay Final/Revised due Oct 29: Improve your essay based on the feedback. Assignment value: 5 points.**

## **Unit 5: Water Governance**

### **Week 11: Water as a common pool resource, for markets, and as an ecosystem service (Oct 30)**

Anderies and Janssen 2016. *Sustaining the Commons* Textbook Chapter 1 (Why Study the Commons) and Chapter 5 (Water Governance). <https://sustainingthecommons.org/>

Elinor Ostrom 2009 Nobel Prize in Economics Lecture: <https://www.youtube.com/watch?v=T6OgRki5SgM> (or you can read instead of watching!- she starts speaking at 14:30. )

Podcast Planet Money. Two Indicators: Water pressure.  
<https://open.spotify.com/episode/6mSAoqVwNtnCrcftSnmqXW?si=KyCyvSB9TcC86jr2li6b3g>

Waterfunds Info Sheet 20202. The Nature Conservancy (.pdf)

### **Guest Lecture with Lucas Belury- FLUJOS RGV- Flood Justice Using Satellite Observations Rio Grande Valley (Nov 4)**

Lucas Belury. 2020. Flooded: How Natural Disasters Lead to Predatory Lending in the Rio Grande Valley.  
<https://shelterforce.org/2020/11/06/flooded-how-natural-disasters-lead-to-predatory-lending-in-the-rio-grande-valley/>

*Flood Justice en Las Fronteras Podcast*: Flood Justice in the US-Mexico Borderlands: Ambos Nogales.  
<https://jsw.arizona.edu/multimedia/podcasts/lucas-belury-flood-justice-borderlands/>

**NO CLASS Nov 11 or Nov 6**

**Student lecture and content (Nov 13)**

**FINAL PAPER one paragraph summary plus outline due Nov 13 before class with at least 3 sources you plan to use. The summary should include your plan of what you want to write about, the topic, and why it is an important and critical project to considering involving people, water, and the environment.**

## **Unit 6: Social-Hydrological Risk in the Mexico City Basin**

### **Week 13: Water and Human Agency in a social-ecological system (Nov 18)**

Watts, J. 2015. Mexico City's water crisis – from source to sewer. The Guardian. November 2015.  
<http://www.theguardian.com/cities/2015/nov/12/mexico-city-water-crisis-source-sewer>

*ABC News*, November 10, 2014 “Mexico City’s water crisis: serious concern as tap runs dry”.  
<https://www.youtube.com/watch?v=3dblb5Jdo5k>

Loop Diagrams: <http://systemsandus.com/2012/08/15/learn-to-read-clds/>

Tellman, B., Bausch, J.C., Eakin, H., Anderies, J.M., Mazari-Hiriart, M., Manuel-Navarrete, D., Redman, C.L., 2018. Adaptive pathways and coupled infrastructure: seven centuries of adaptation to water risk and the production of vulnerability in Mexico City. *Ecol. Soc.* 23, art1. <https://doi.org/10.5751/ES-09712-230101>

## **Week 14: Vulnerability, Risk, and Resilience with Water in Mexico City (Nov 20)**

Fecht, Sarah, 2021. Study Paves Way for Rainwater Harvesting in Mexico City. *State of the Planet- news from Columbia Climate School*.  
<https://news.climate.columbia.edu/2021/01/14/study-rainwater-harvesting-mexico-city/>

Ortiz-Moreno, **Tellman**, Rodríguez-Izquierdo, Morelos, Rodríguez-Bustos. *In press- 2024*. Scaling-up rainwater harvesting in Mexico City: A socio-environmental review. In. *Rainwater harvesting for the 21st century*. Edited by Aisha Bello-Dambatta, Kemi Adeyeye, and Ilan Adler.

**Mid Week 14 and Week 15: Water Debates (Nov 25, Dec 2, Dec 4)** *Each student will participate in a debate with a partner on a key water issue randomly assigned to the pro or con side. Students will vote for the winner. We will decide the resolutions together after spring break. Examples could include:*

**Final Project due Monday December 16: This assignment has two objectives: 1) to apply the thinking developed in this course on the relationships between, people, water and the environment. 2) to research a topic of your interest. The most straightforward final project approach is to take either the debate topic you were assigned, or the discussion topic you were assigned, and to summarize the key issue, its history, possible solutions, and the role of social actors in the issue. This research paper should be approximately 5 pages of single spaced text, with at least 10 citations. At least 3 citations should be from material outside this course. You may also take the topic you wrote about in essay 2, and dig deeper. You may write an well-researched op-ed for local newspaper instead of a final paper if you choose. Assignment value: 20 points.**

## **THERE IS NO CLASS NOV 27, DEC 9, OR DEC 11**

### **Assessments:**

Your grade will be based on the following:

#### Participation

There will be assigned readings almost every week throughout the course. For full credit, you will need to attend class sessions and contribution to the discussion with questions and ideas

#### Discussant Lead

In weeks 3-12 of the course, there are 9 weeks where the Friday class will be lead by a team of 3 students. The team is responsible for i) assigning a reading, podcast, or other media for the class to prepare for the discussion. Your media material is due one week in advance (the Friday before) your presentation on D2L. ii) a 10-15 presentation an issue or case study based on the theme or topic of the week. Iii) leading the class in an engaging discussion or activity by preparing discussion questions based on the material you presented or additional questions from the readings that week. Student teams may meet with the instructor for guidance- and the instructor will aid in facilitation.

#### Debates



Students will engage in debates at the end of the course. Students will sign up for a topic and be randomly assigned to a partner and side of the debate (pro or con).

### Essay with peer review feedback (1)

This assignment will ask you to respond in depth and detail to course topics and may require additional research beyond course readings. Essays should be written for an academic audience and should include proper citation of scholarly work. It should be 5 paragraphs long (1-3 pages depending on spacing). This assignment will be released at the beginning of the semester. The first draft is due and will be due March 3, peer reviews March 17, and finally essay April 3.

### Final Project Essay

We will have a final research paper that will ask students to synthesize and apply their learning from this course going deeper into a topic covered in class or of their choice. Outline and one paragraph summary due April 12. All material should be uploaded to D2L by May 6, 2022. Papers should be 3-5 pages single space, 12 pt font using at least 10 cited sources.

### Grading

Participation	= 5% (5 points)
Discussant Lead	= 25% (25 points)
Debate	= 25% (25 points)
Essay assignments	= 20% (10 points for first draft, 5 for feedback, 5 for revision)= 20 points)
Final project	= 25% (25 points, outline is worth 5 points, full paper 20)
Total	= 100% (100 points)

### Grading Scale and Policies

It is possible to earn 100 points in this course. 90 required for an A, 80 for B, 70 for C, 60 for D, below 60 is an E.

### **University Policies:**

All university policies related to the syllabus are available at: <https://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template>

Subject To Change Notice: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor of this course.

Classroom Behavior Policy: To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Preferred Gender Pronoun: This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct instructors on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me directly in class or via email (instructor email). If you wish to change your preferred name or pronoun in the UAccess system, please use the following guidelines:

Preferred name: University of Arizona students may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student's preferred name will appear instead of the person's official/legal first name in select University-related systems and documents, provided that the name is not being used for the purpose of misrepresentation. Students are able to update their preferred names in UAccess.

Pronouns: Students may designate pronouns they use to identify themselves. Instructors and staff are encouraged to use pronouns for people that they use for themselves as a sign of respect and inclusion. Students are able to update and edit their pronouns in UAccess.

More information on updating your preferred name and pronouns is available on the Office of the Registrar site at <https://www.registrar.arizona.edu/>.

Campus Pantry: 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 Dean of Students for support. In addition, the University of Arizona Campus Pantry is open for students to receive supplemental groceries at no cost. Please see their website at: [campuspantry.arizona.edu](http://campuspantry.arizona.edu) for open times.

Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Additional Resources for Students:

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Campus Health

<http://www.health.arizona.edu/>

Campus Health provides quality medical and mental health care services through virtual and in-person care.

Phone: 520-621-9202

Counseling and Psych Services (CAPS)

<https://health.arizona.edu/counseling-psych-services>

CAPS provides mental health care, including short-term counseling services.

Phone: 520-621-3334

The Dean of Students Office's Student Assistance Program

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Student Assistance helps students manage crises, life traumas, and other barriers that impede success. The staff addresses the needs of students who experience issues related to social adjustment, academic challenges, psychological health, physical health, victimization, and relationship issues, through a variety of interventions, referrals, and follow up services.

Email: [DOS-deanofstudents@email.arizona.edu](mailto:DOS-deanofstudents@email.arizona.edu)

Phone: 520-621-7057

Survivor Advocacy Program

<https://survivoradvocacy.arizona.edu/>

The Survivor Advocacy Program provides confidential support and advocacy services to student survivors of sexual and gender-based violence. The Program can also advise students about relevant non-UA resources available within the local community for support.

Email: [survivoradvocacy@email.arizona.edu](mailto:survivoradvocacy@email.arizona.edu)

Phone: 520-621-5767

Academic integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>. Students enrolled in academic credit-bearing courses are subject to this Code. Conduct prohibited by this Code consists of all forms of academic dishonesty.

Student responsibility for academic integrity: Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the generally applicable provisions of this Code whether or not faculty members establish special rules of academic integrity for particular classes. Students are not excused from complying with this Code because of faculty members' failure to prevent cheating.

Incomplete (I) or Withdrawal (W): Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Threatening behavior by students: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.  
UA Nondiscrimination and Anti-harassment Policy: The University is committed to creating and maintaining an environment free of discrimination, <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Nondiscrimination and Anti-harassment Policy: The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, including how to report a concern, please see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Accessibility and Accommodations: At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu>) to establish reasonable accommodations. If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Absences: The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>. The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>