

GEOG/HIST/GHS 3780
U.S. Energy Policy in Global Context
Spring 2023



TTH 2:00-3:15pm
[S301 Lindquist Center \(LC\)](#)

University of Iowa
College of Liberal Arts and Sciences

The world belongs to the energetic.
-- Ralph Waldo Emerson

Professor Richard (Tyler) Priest, Departments of History and GSS

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Drop-In Hours: Tues 3:30-5:30pm & Thurs 12:00-1pm. In person or by Zoom:
<https://uiowa.zoom.us/j/9397749856> (permanent personal meeting room link).

Meetings may also be arranged by appointment.

Bio: <http://clas.uiowa.edu/geography/people/tyler-priest>
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Teaching Assistant

Melanie Comer

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Chair/DEO, Department of Geographical and Sustainability Sciences
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Course Description and Objectives:

Energy defines how we live. It is what keeps us alive, moves us around, and shapes our relationships with each other. The discovery and exploitation of concentrated forms of carbon-based energy from the earth -- coal, oil, and natural gas the three principal fossil fuels -- gave rise to the Industrial Revolution and launched parts of the world on a trajectory of rapid economic growth. Fossil fuels also have been a source of social and geopolitical conflict. In the future, the world's appetite for energy is predicted to grow at a staggering rate, and the impacts of climate change caused by the burning of fossil fuels, foremost among other environmental harms, are expected to become more severe. Eventually, humans will have to draw on a wider array of energy sources. We appear to be at the beginning of an "energy transition" to using "unconventional" forms of fossil fuels and non-fossil fuel energy. This transition offers opportunities, but it also presents challenges and problems. As in the past, the United States and other energy intensive societies will have to make choices about how to find and consume energy. These choices are not easy, and they are inherently political. They must attempt to balance the interests of different groups and stakeholders. They must consider factors of price and cost - both social and environmental -- that are not static and are often based on assumptions about the future that are highly uncertain. Finally, there is the challenge of making local, regional, and national policy toward energy markets that transcend these boundaries and are often global in scope.

The purpose of this course is to take a close look at how these policy choices in energy have been made by the United States in the recent past, how they are being made now, and what choices we face in moving into a new energy future. We will examine the historical and contemporary aspects of U.S. governmental planning and policymaking on a wide range of energy issues in global context. We will explore the legal, political, and administrative dimensions of producing energy from fossil fuel, nuclear, and renewable sources; we will look at how energy policy shapes systems of transportation, power and electricity generation, geopolitics and national security, and consumer and financial markets; and we will consider how the impacts of energy development affect the environment and environmental policy.

The course is designed in three parts. The first part of the semester, Weeks 1 through 4 (Foundations), will be devoted to studying basic energy concepts and the fundamentals of national energy governance in the United States within a broader global context. Graded assignments for this part of the semester consist of three in-class quizzes. In the second part of the semester, Weeks 5 through 8 (Policy Realms), we will examine the history and current aspects of different

elements of U.S. energy policy. The graded assignment for this part will be a midterm exam. In the third part of the semester, Weeks 9 through 16 (Policy Issues), we will analyze specific policy issues and controversies and look at different scenarios and prospects for our energy future. Graded assignments for this part will consist of a 5-7-page essay on hydraulic fracturing, a news story post, and a policy journal.

The main objective of this course is to improve your energy literacy, which is increasingly important to becoming an informed citizen in the 21st century, and to give you a beginning practitioner's knowledge of energy policymaking. You should be able to evaluate debates over energy policy and take a position in those debates by marshaling evidence and formulating a logical argument. In addition to expanding your knowledge base, this course aims to improve your oral and written expression of ideas and sharpen your skills in critical reading and writing.

Course Requirements:

Required Text

The following book is available for purchase at the [UIowa Hawk Shop](#) and most online book retailers; it is also available as an e-book through UI Libraries, <https://www.lib.uiowa.edu/>:

Daniel Raimi, *The Fracking Debate: The Risks, Benefits, and Uncertainties of the Shale Revolution* (Columbia University Press, 2018), paper.

Additional readings are posted in PDF or via hyperlink form on the Canvas course website.

Expectations

The general expectation is that you bring to class an eagerness to learn about energy policy. The course is designed with the assumption that you have little prior knowledge of the subject. It helps for you to have some background in environmental studies, geography, economics, political science, or U.S. history, but this is not required.

According to University of Iowa guidelines, in a 3-semester-hour course, students should expect (on average) 6 additional hours of outside work per week or a total around 9 hours per course if classroom time is included. A student taking 5 courses (3 s.h. each) should expect to spend around 45 hours a week on academic work. The university considers 45 hours of academic work a week the norm.

We will be using the **UIowa ICON/Canvas** Course Management Website, <https://uiowa.instructure.com> to manage materials for the class. The syllabus,

PDFs of readings, website links, announcements, and grades can all be accessed through Canvas. Remember to check the Canvas course website regularly. You should also check your **UIowa email** account daily for messages or updates from me. Also be alert to weekly communications from me via “Announcements” in Canvas. These will be my principal means of communicating with you outside of class.

Format

Each 75-minute class meeting will be conducted primarily through lectures along with open discussion and small-group work. You are responsible for arriving to class having done the assigned reading for the day. I will usually post a study guide for each week in advance. The purpose of these is to help focus your reading. You should take notes on both readings and lectures. I will also post PPT lecture slides after each class, so you should not have to take notes on every detail of the slides. Part of learning is listening actively and taking notes on things you find important.

Drop-In Hours: Tues 3:30-5:30pm & Thurs 12:00-1:00pm, or by appointment.

During these times, I will be available to meet either in my office or via Zoom.

My “Personal Meeting Room” link is: <https://uiowa.zoom.us/j/9397749856>.

Please speak with me whenever you have any questions about the course materials or requirements, if you need help, or would like to know more about a particular topic. “Drop in” means that you do not need an appointment. If your schedule makes it difficult for you to come to my office hours, send me an email or talk to me after class so that we can set up an appointment at some time that works for both of us. Email is the best way to contact me outside of the classroom. My policy is to respond to all student emails during weekdays within 24 hours. I cannot guarantee that I will respond to emails on weekends, but I usually find time to do so.

Students who need assistive technologies will have different computer and technology requirements. Please check with your [Student Disability Services](#) to determine the requirements for the specific technologies needed to support your online classes.

Need help with ICON or technology? Please contact the [ITS Helpdesk](#) (319 384-HELP).

Attendance and Absences

This class demands a high level of engagement by students with the readings and assignments. Regular and prompt attendance is required to complete the course successfully. Although participation is not graded, it is strongly encouraged. There will be ample opportunity for questions, comments, and discussion.

Come to class having thoroughly prepared from the readings assigned for that day and be ready to discuss them. I will occasionally call on students for their

input. Occasionally, in-class activities will include short writing assignments to gauge your preparation and comprehension. If you are unable to attend class because of illness, authorized University activities, or other circumstances that warrant special attention, you must notify me by email or telephone at the earliest possible opportunity or within 24 hours of missing the class. Only an excused absence entitles students to make up graded work. You are allowed a maximum of two *unexcused* absences without suffering a penalty to your attendance grade. You are allowed two *excused* absences for short-term illness without medical documentation, provided that you notify me by email within 24 hours of missing the class. For absences beyond those two, you must provide documentation, using [this form](#) to share the reasons for an absence with me, or else it will be counted as unexcused. The form also may be found on ICON under the **Student Tools** tab at the top of the page where course evaluations are located.

COVID-19 absences will of course be excused. Students testing positive, who have been informed they were in close contact with an individual testing positive, or who are experiencing symptoms of COVID-19, are instructed to fill out the COVID-19 [self-reporting form](#).

For illness that requires you to miss more than three consecutive classes, you must provide additional documentation for the absence, which may include a list of appointments from MyChart or a note from a health care provider stating that you have been under the doctor's care. For your own privacy, you should not share your specific medical record. For long-term absences (generally, more than five days of classes), I will require a notification from the Registrar of the reasons for the absences.

If a personal crisis affects your ability to complete the course or affects an entire semester's registration, you should immediately contact CLAS Academic Programs and Student Development (120 Schaeffer Hall). Students may call or stop by to make an appointment. Here is the Office of the Registrar's policy for class absences: <https://registrar.uiowa.edu/absence-class>.

Classroom Conduct

Arrive to class on time and be attentive for the entire period. If you arrive late, come in quietly – but don't make arriving late a habit. During class time, do not chat with neighbors, read materials unrelated to class, or otherwise disturb the meeting. Laptop computers are allowed in the classroom, provided that they are used only for notetaking, consulting course readings, or tasks directly related to the course. **All phones and handheld devices must be stowed away during class time.** Silence all cell phones before you enter the room. Do not answer phones or send/check messages during class. At all times, please be respectful of classmates and the professor. The goal is to learn from others' ideas in an open, tolerant atmosphere.

EvaluationAt A Glance:

<i>Assignment</i>	<i>Due Date</i>	<i>Points/Approx %</i>
Attendance	Ongoing	20 points (10%)
Quizzes (three)	Jan 26, Feb 2, 9	30 points (15%)
Midterm Exam	Mar 9	50 points (25%)
Fracking Essay	Apr 10	30 points (15%)
News Story	Various	10 points (5%)
<u>Policy Journal</u>	May 9	60 points (30%)
Total		200 points (100%)

Course Letter Grade:

There will be 200 points possible in the course, corresponding to the percentages listed above. Your final grade will be calculated according to the following scale:

200-185 - A
 184-180 - A-
 179-173 - B+
 172-165 - B
 164-160 - B-
 159-153 - C+
 152-145 - C
 144-140 - C-
 139-133 - D+
 132-125 - D
 124-120 - D-
 119- -- F

A grade: demonstrates exceptional work that goes beyond the mere recitation of content encountered in the class. Written A work demonstrates a high level of critical thinking and analysis and the ability to synthesize concepts learned throughout the semester to produce an insightful perspective on the subject at hand. To achieve an A, students must consistently attend class and demonstrate preparedness.

B grade: attempts critical thinking and analysis and shows solid grasp of the required reading. Students who achieve B-level work consistently attend class and demonstrate preparedness.

C grade: demonstrates a basic level of effort and competence with the course materials but also gaps in critical thinking, comprehension or synthesis of the material, and incomplete command of basic facts. Irregular attendance often results in C-level work.

D grade: does not meet basic standards of competency in the course. D-level work shows incomprehension of the course content and falls short of

expectations for college-level coursework. A significant number of absences and a failure to complete assignments often result in substandard work.

There is a window of two weeks for appealing grades. Once you have received a grade for a given assignment (paper, quiz), you have two weeks to appeal if you think you have received an incorrect score. For example, I will not consider an appeal at the end of the semester for the fracking essay. Rarely, and almost only in the case of an obvious error, do I change grades.

Attendance

I will take class attendance every period. Grading criteria is as follows:

20 - No more than 2 unexcused absences during the semester

17 - No more than 3 unexcused absences during the semester

15 - No more than 4 unexcused absences

13 - No more than 5 unexcused absences

11 - No more than 6 unexcused absences

0 - More than 6 unexcused absences

"F" for class - More than 10 unexcused absences

Quizzes

To ensure that students are completing the course readings and understanding the material, there will be three reading quizzes administered in class on January 27, February 3, and February 10. They each will consist of a series of questions (multiple choice, fill-in-the-blank, or short answer) on the assigned reading and will take no more than 10-15 minutes of class time. They are intended to give you extra incentive to master the basic concepts of energy and energy policy. Each quiz is worth 10 points. The quizzes are worth a combined total of 30 points or 15 percent of your final grade.

Midterm Exam

On Tuesday, March 10, there will be an in-class midterm exam covering material from Weeks 5-8, the section of the course on "Policy Realms." The exam will consist of a series of multiple-choice questions, short answers, and an essay based on the assigned readings, lectures, and discussion. Further instructions will be provided. The exam is worth 50 points or approximately 25 percent of your final grade.

Fracking Essay

Sometime before April 8 you will submit a 5-7-page, double-spaced (1,250-1,750 word) essay on the politics and policy of hydraulic fracturing, or "fracking." The prompt for this essay will ask you to analyze material from *The Fracking Debate*, from lecture/discussions in the three class meetings on fracking, and from recent news stories. Further instructions will be provided. The essay is worth 30 points or 15% of your final grade.

News Story

Before one class meeting during second half of the semester (Weeks 12-16), you will post a link to a story from E&E News (log in through [InfoHawk](#)) or another approved source (see sources below) that discusses a recent policy development (within the last year) on a topic covered in the assigned reading. With your link, you will also include a one paragraph summary of the issue, including a discussion of its policy relevance. All posts and summaries must be submitted to Canvas by 9am on the day of the class meeting to discuss your selected topic. Upload them to both "Discussions" and "Assignments." You will be assigned a particular topic later in the semester. The News Story assignment is worth 10 points each, or 5% of your final grade.

Policy Journal

During our discussions of specific policy issues in Weeks 12-16, students will keep a journal record of readings, class lectures/discussions, and news story posts from other students. Each entry should reference at least two news stories posted by other students to discussions. Journal entries should be in complete sentences and paragraphs, not bullet points or fragments. There are **eleven possible topics** in the schedule (marked with an * below), and you will choose to record a journal entry for **five, one from each of the last five weeks**. The Policy Journal is worth 60 points or 30% of your final grade. Further instructions will be provided.

Missed Assignments

Only students whose absences are excused will be given the opportunity to make up overdue assignments without penalty. It is expected that all work will be made up as soon as possible after the missed assignment. It is the student's responsibility to contact the instructor immediately if a paper or exam was missed (or is about to be missed). Specific arrangements for make-ups will be made on a case-by-case basis. Unless there are truly extraordinary circumstances, students must contact the instructor within one day after the missed assignment to make arrangements.

Collaboration

In this class, students may study with classmates and collaborate on ungraded exercises. However, please be aware that to succeed in this class you will have to be able to work through and master the material on your own. You may not share your work with others or ask to see others' work prior to submitting the assignment for a grade, as it is considered academic misconduct. Students are responsible for understanding this policy; if you have questions, ask for clarification.

Extra Credit

Extra credit assignments or opportunities may be offered during the semester.

***Grades for each assignment will be posted within 10 days and usually no sooner than one week after the assignments are submitted.

SCHEDULE

Part I: **FOUNDATIONS**

Week 1

1/17 - Introduction

1/19 - Global Climate Change and Climate Action

Reading: "Climate Brief" articles from *The Economist* (2020-2021) (PDFs)

Week 2

1/24 - What is Energy?

Website: U.S. Energy Information Administration (EIA), "[Energy Explained](#)"

Animated Graphic: [Energy Transitions in U.S. History, 1800-2019](#)

1/26 - Federal Law, Politics, and Policy (Governance)

Reading: CRS, "Introduction to the Legislative Process in the U.S. Congress" (2020) (PDF); CRS, "An Overview of Federal Regulations and the Rulemaking Process" (2019) (PDF)

Quiz #1 (Will cover material from 1/19, 1/24, and 1/26)

Week 3

1/31 -U.S. Energy Governance

Reading: Benjamin K. Sovacool and Roman Sidortsov, "Energy Governance in the United States," *The Handbook of Global Energy Policy* (2013) (PDF)

Recommended Maps: [FracTracker National Energy Map](#); [EIA, Energy Infrastructure and Resources Maps](#)

2/2 - The Global Oil and Gas Industry

Reading: Andrew Inkpen and Michael H. Moffett, *The Global Oil & Gas Industry: Management, Strategy & Finance* (2011), Chapter 1, pp. 2-38 (PDF)

Quiz #2 (Will cover material from 1/31 and 2/2)

Week 4

2/7 - The New Energy Order

Reading: Jason Bordoff and Meghan O'Sullivan, "The New Energy Order: How Governments Will Transform Energy Markets," *Foreign Affairs* (July/ August, 2022) (PDF)

2/9 - The Quest for a Comprehensive Energy Policy

Reading: Laurance R. Geri and David E. McNabb, "The Long Search for a Sustainable Energy Policy," in *Energy Policy in the U.S.: Politics, Challenges, and Prospects for Change* (CRC Press, 2011) (PDF)

Quiz #3 (Will cover material from 2/7 and 2/9)

Part II **POLICY REALMS**

Week 5

2/14 - Oil Policy

Reading: American Geosciences Institute (AGI), "U.S. Regulation of Oil and Gas Operations: Federal and State Regulation of Exploration, Production, and Transportation," *Petroleum and the Environment Series* (2018) (PDF);

Environmental and Energy Study Institute (EESI), "Fossil Fuel Subsidies: A Closer Look at Tax Breaks and Societal Costs" (2019) (PDF)

Recommended Map: [EIA Energy Atlas, Petroleum](#)

2/16 - Natural Gas Policy

Reading: NaturalGas.org, "[The Market Under Regulation](#)" (2013); Center for LNG, "Factsheet: Steps for LNG Project Approval" (2022) (PDF); "[A Top Energy Regulator is in Turmoil Over Climate Rules](#)," *Washington Post* (April 27, 2022);

Recommended Maps: [FracTracker National Energy Map](#) (sort for natural gas infrastructure in "Layers"); [EIA Energy Atlas, Natural Gas](#); [Global Fossil Infrastructure Tracker](#); [Europe Gas Tracker](#)

Week 6

2/21 - The Electricity System

Reading: EIA, [Electricity Explained, Electricity 101](#)

Recommended Map: [EIA Energy Atlas, Electricity](#)

2/23 - Operating and Governing the Electric Grid

Reading: National Energy Technology Laboratory (NETL), "Power Markets" (2013) (PDF); NETL, "North American Electric Reliability Corporation" (2013) (PDF); NETL, "Regional Transmission Organizations and Independent System Operators" (2013) (PDF)

Week 7

2/28 - Nuclear Policy

Reading: Jason Bordoff, "3 Reasons Nuclear Power Has Returned to the Energy Debate" *Foreign Policy* (January 6, 2022) (PDF); Samuel Miller McDonald, "Is Nuclear Power Our Best Bet Against Climate Change?" *Boston Review* (October 12, 2021) (PDF)

3/2 - Coal Policy

Reading: EIA, [Coal Explained](#); Sierra Club, "Designing Coal Retirement Mechanisms for Equity and Impact" (2021) (PDF); "[China Is Burning More Coal, a Growing Climate Challenge](#)," *New York Times* (November 10, 2022)

Recommended Maps: [Global Coal Plant Tracker](#); [Global Coal Plant Finance Tracker](#); [EIA Energy Atlas, Coal](#)

Week 8

3/7 - Air Emissions Regulation

Reading: CRS, "Clean Air Act: A Summary of the Act and Its Major Requirements" (2022) (PDF)

3/9 - MIDTERM EXAM

Week 9

3/14 - NO CLASS - SPRING BREAK

3/18 - NO CLASS - SPRING BREAK

Part III: **POLICY ISSUES **

Week 10

3/21 - Hydraulic Fracturing - Technology and Environmental Impacts

Reading: Raimi, *The Fracking Debate*, pp. 1-88.

3/23 - Hydraulic Fracturing - Policy and Science

Reading: Raimi, *The Fracking Debate*, pp. 89-132.

Week 11

3/28 - Hydraulic Fracturing - Economic and Global Aspects

Reading: Raimi, *The Fracking Debate*, pp. 135-214.

***3/30 - Offshore Oil**

Reading: CRS, "Five-Year Offshore Oil and Gas Leasing Program: History and Background" (2022); CRS, "Five-Year Offshore Oil and Gas Leasing Program: Status and Issues in Brief" (2022) (PDF)

Recommended: CRS, “Offshore Oil and Gas Development: Legal Framework” (2018)

Recommended Website: [Deepwater Gulf of Mexico Story Map](#)

Week 12

***4/4 – Interstate Pipelines**

Reading: CRS, “Pipeline Transportation of Natural Gas and Crude Oil: Federal and State Regulatory Authority” (2016) (PDF).

Recommended Websites: [FracTracker National Energy Map](#) (sort for Pipelines in “Layers”); EIA Energy Atlas, [Petroleum](#) and [Natural Gas](#) (sort for Pipelines and Transmission in “Layers”)

***4/6 – Biofuels (Renewable Fuel Standard)**

Reading: Adin Richards, Institute for Progress, “[How Biofuel Mandates Raise Food and Energy Prices](#)” (November 4, 2022)

Recommended Website: [U.S. DOE Alternative Fuels Data Center](#)

Week 13

4/10 – FRACKING ESSAY DUE, 11pm in Canvas

***4/11 – Transportation Fuels (Fuel Taxes, Fuel Efficiency Standards, and EVs)**

Reading: CRS, In Focus, “Vehicle Fuel Economy and Greenhouse Gas Standards” (2021) (PDF); CRS, “Electric Vehicles: A Primer on Technology and Selected Policy Issues” (2020) (PDF)

***4/13 – Energy for Buildings**

Reading: The Verge, “[Heat Pumps: What they Do and Why They’re Hot Now](#)” (August 11, 2022); David Roberts, “[The Earth Itself Could Provide Carbon-Free Heating for Buildings](#),” Vox.com (November 13, 2020)

Week 14

***4/18 – Wind Energy Policy (Renewable Portfolio Standards and Renewable Energy Tax Credits)**

Reading: CRS, “The Renewable Electricity Production Tax Credit: In Brief” (PDF); Sarah Knuth, “[Renewable Energy: U.S. Tax Credits for Wind and Solar Mostly Benefit Big Banks](#),” The Conversation (January 25, 2022)

Recommended Websites: [U.S.G.S. Wind Map](#); [EIA Energy Atlas, Wind](#)

***4/20 – Solar Energy Policy (Distributed Generation, Net Metering, Tariffs and Pricing)**

Reading: CRS, “Net Metering: In Brief” (2019) (PDF).

Recommended Websites: [NREL Solar Resources Maps and Data](#); [EIA Energy Atlas, Solar](#)

Week 15

***4/25 – Electricity Markets**

Reading: NETL, “Energy Market;” NETL, “Capacity Market;” NETL, “Ancillary Services” (2018) (PDFs)

***4/27 – Electricity Transmission, Security, and Resilience**

Reading: Peter Fox-Penner, “Not in My Backyard-State-Region,” in *Power After Carbon: Building a Clean, Resilient Grid* (2020), pp. 132-148 (PDF)

Week 16

***5/2 – Infrastructure Investment and Jobs Act (IIJA)**

Reading: Bipartisan Policy Center Blog, “[The IIJA is a Big Deal for Carbon Management](#)” (September 10, 2021), “[Let’s Get Excited About DAC Hubs](#)” (September 15, 2021), “[The Grid Wins Big in the IIJA](#)” (September 23, 2021); Midwest Energy Efficiency Alliance, “[Energy Efficiency Gets a Raise Through Historic Infrastructure Investment & Jobs Act](#)” (December 9, 2021)

Recommended: CRS, “Energy and Minerals Provisions in the Infrastructure Investment and Jobs Act,” (2022) (PDF)

***5/4 – Inflation Reduction Act (IRA)**

Reading: Bipartisan Policy Center, “Inflation Reduction Act Summary: Energy and Climate Provisions” (2022) (PDF)

Recommended: CRS, “Inflation Reduction Act of 2022 (IRA): Provisions Related to Climate Change” (2022) (PDF)

Finals Week

5/9 – POLICY JOURNAL, Due 11pm in Canvas

CLAS College of Liberal Arts and Sciences, Teaching Policies & Resources

ATTENDANCE AND CLASSROOM EXPECTATIONS

Students are responsible for attending class and for knowing an instructor’s attendance policies, which vary by course and content area. All students are expected to attend class and to contribute to its learning environment in part by complying with University policies and directives regarding appropriate

classroom behavior or other matters.

ABSENCES

Students are responsible for communicating with instructors as soon they know that an absence might occur or as soon as possible in the case of an illness or an unavoidable circumstance. Students can use the CLAS absence form to help communicate with instructors who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under "Student Tools." Delays by students in communication with an instructor could result in a forfeit of what otherwise might be an excused absence. Please read and follow CLAS policies on [Attendance and Absences](#).

ACADEMIC MISCONDUCT

All students in CLAS courses are expected to abide by the [CLAS Code of Academic Honesty](#). Undergraduate academic misconduct must be reported by instructors to CLAS according to [these procedures](#).

COMMUNICATION: UI EMAIL

Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community.

COMPLAINTS ABOUT ACADEMIC MATTERS

Students with a complaint about a grade or a related academic issue should first visit with the instructor and/or the course supervisor (if applicable), and next with the DEO or Chair of the school, department, or program offering the course. Undergraduate students should contact [CLAS Undergraduate Programs](#) for support when the matter is not resolved at the previous level.

University Policies

[Accommodations for Students with Disabilities](#)

[Basic Needs and Support for Students](#)

[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](#)

If the University is closed during class time for any reason, you are responsible for checking the class ICON homepage for immediate updates.

The instructor reserves the right to modify this syllabus and/or course policies as the semester progresses. Any changes will be presented in class and in announcements through ICON.