

Sociology 2077: Environment & Society

Professor Jill Harrison

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Office hours: Tues 2:00-4:00 and by appt

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Office hours: Weds 4:00-6:00 and by appt

COURSE OVERVIEW AND OBJECTIVES

I have designed this course to introduce you to the field of environmental sociology. The environmental crises unfolding throughout the United States and across the world pose grave threats to the health of human beings, other animals, and ecosystems. Yet we do not all share this burden equally. Rather, an extensive body of scholarship on “environmental inequalities” has demonstrated that people living in poverty, people of color, Indigenous communities, and other marginalized groups are disproportionately exposed to environmental hazards, have disproportionately less access to environmental goods like parks and open space, and are disproportionately vulnerable to the harms caused by those environmental conditions. The scope, depth, and urgency of environmental inequalities have arguably never been clearer. In the United States, COVID-19 is disproportionately killing Native Americans and people of color; this stems from many factors, including racially unequal patterns of air pollution, which systematically compromise people’s immune systems and exacerbate respiratory conditions. We also see this in the social unrest over the murders of George Floyd, Breonna Taylor, and other Black Americans – unrest that is fueled by outrage over racial inequalities in people’s abilities to survive their everyday environments.

The overarching goals of this course are for students to be able to (a) identify primary structural factors that contribute to environmental crises in general and to environmental inequalities in particular; (b) specify the key roles social movements – especially those led by Indigenous people, people of color, and other marginalized groups – have played in challenging these problems; and (c) apply course concepts to current events. We will draw on core concepts from environmental sociology, sociology of race and ethnicity, sociology of science, and social movement theory throughout the semester.

The problems we will confront throughout this course are complex and daunting, defying simple, ‘silver bullet’ solutions. You should be prepared to grapple with, struggle with, consider, and deliberate multiple and often conflicting perspectives about the causes of serious environmental problems, as well as equally varied (and inconclusive) debates about how these problems should be solved. I am more concerned with posing difficult questions (and showing why they matter) than with offering definitive answers. I want to help you develop your critical thinking skills, become better equipped to engage in environmental problem solving in a way that takes justice seriously, and become a more compassionate and engaged citizen.

COMMITMENTS AND ACKNOWLEDGEMENTS

I want to be clear from the beginning that I approach this course and all of my work with the conviction that scholars, citizens, and governments have an obligation to challenge and reduce environmental and other inequalities. I have designed this course accordingly, and we will review key environmental sociological concepts to better understand the roots and potential solutions to environmental injustice. I hope that you find this focus on inequality and justice compelling and engaging.

As a member of the CU community, I pledge to adhere to the [CU Anti-Racism Creed](#), and I expect my students to do so as well. Please read it and the accompanying 2-page document, [“An Antiracist CU”](#); we will discuss them together early in the semester.

I acknowledge that the University of Colorado Boulder sits upon land within the territories of the Ute, Cheyenne, and Arapaho peoples. I further acknowledge that 48 contemporary tribal nations are historically tied to the lands that make up the US state of Colorado. In this class, we will discuss ways that this recognition can help strengthen the ways we study and address environmental crises.

LECTURES, RECITATIONS, AND OFFICE HOURS

Lectures will meet *remotely* via Zoom at the days/times scheduled each week. Recitations will all be remote for the first four weeks of class; after that, recitation section 101 may meet in person as listed in the schedule of classes (we will confirm this in early February), while recitation sections 102 and 103 will continue to meet remotely for the rest of the semester. Please see the course Canvas page for the Zoom links.

Office hours will be held *remotely* via Zoom. Please see the course Canvas page for the office hours Zoom links, including instructions for scheduling a time slot in Prof. Harrison's office hours. We are happy to meet with you!

EMAIL

Be sure to check your email regularly (i.e., daily). It is a key mechanism through which you will receive important updates and other correspondence.

You can email either of us to ask a question or to schedule a meeting outside of our normal office hours. We will respond to emails within about 24 hours on weekdays. We do not normally check or respond to emails outside of regular working hours (9am-5pm Monday-Friday).

REQUIRED READINGS

All readings, some lecture materials, and other key information are available through Canvas. Please note that I will periodically assign additional short readings and make other small changes to the syllabus. You should log on to Canvas and check your email regularly to stay informed of changes to the schedule and new materials.

ASSIGNMENTS

Your final grade for this course will be based on the following requirements (1000 points total):

1. **Attendance** (100 points; 10% of final grade)

Your attendance is required this semester. You simply cannot do well without attending lectures and recitations and participating with the rest of us. I will not regularly share the lecture recordings, my lecture notes, or my Powerpoint slides, because you will learn the material more effectively if you come to class regularly and actively take notes. That said, I will post certain Powerpoint slides on Canvas (those with graphs or considerable text).

Lectures: I will record our lectures. If a serious illness, learning disability, technology failure, or another extenuating circumstance prevents you from being able to attend a lecture, please email me to request access to the recording of the lecture. For these and all other absences, you should obtain notes from a fellow classmate; you may then meet with one of us in office hours to ask about updates to the syllabus and clarifications on specific points that you do not understand.

Recitations: We will regularly track attendance in recitations, often through polls, which will be administered at varying times of the class meeting. You can miss up to 3 recitations for any reason without penalty. After that, you will lose 15 points for each absence. If you miss recitation, you should obtain notes from a fellow classmate; you may then meet with one of us in office hours to ask about updates to the syllabus and clarifications on specific points that you do not understand.

If you are having trouble attending lectures and/or recitations, please come see me sooner than later; I would be glad to talk with you about it and help you think about how to address the problem.

2. **Participation** (100 points; 10% of final grade)

This course requires active participation. You need not always have something to say, but your consistent and informed participation in class is a course requirement. To earn participation points, you can ask substantive questions or make substantive comments about course concepts in lecture and recitation (verbally and/or through chat), engage actively in class discussions, participate in polls we administer in class, and/or meet with us in office hours. We will track your participation through these mechanisms. Many absences will affect your participation grade, to be determined on a case-by-case basis.

Participating well requires that you do the assigned readings each week before coming to class. Doing the readings well means carefully reading, taking notes about the main arguments and evidence, jotting down your questions, and re-reading. Please have the reading materials, your reading response, and your notes with you during class and be prepared to ask questions and discuss your reactions to the readings. You are expected to spend an average of six hours per week preparing for this course (outside of our time together in lecture and recitation). Note that we will evaluate your participation based on your engagement with the academic concepts, arguments, and evidence, not on your opinions (either those in agreement or disagreement with what you think ours may be).

3. **Reading Responses** (200 points max; 20% of final grade)

Each week, you can submit a reading response that addresses the reading questions posted on Canvas about that week's readings. These reading responses will help you prepare for class discussions and help you stay on top of the readings. These are due by 11:00am on Wednesdays to the appropriate assignment folder in Canvas. We will count the highest 10 scores you receive on these. Each is worth up to 20 points.

Your reading responses must demonstrate meaningful engagement with the reading(s) and the reading questions. Your responses should be about 1-2 single-spaced pages in length (or the equivalent thereof; about 500-1000 words), professionally composed, coherently organized, proofread, and typed in 12-point font. You can submit them as an uploaded document or by entering text directly into Canvas. We will grade reading responses according to the criteria posted in the grading rubric on Canvas. To receive full credit, your reading response must demonstrate a "high" level of engagement with the reading(s), address all of the reading questions posted on Canvas, and follow the assignment guidelines.

Late policy for reading responses: I will only grant extensions for cases of serious illness, injury, family emergency, etc. If you have a serious extenuating circumstance that you feel justifies an extension, please email me or schedule a time to meet with me in office hours.

4. **Exams** (400 points total; 40% of final grade)

This semester, there will be two exams. Both will be take-home exams. I will distribute each test about one week before its due date.

Midterm (150 points): Due Monday March 15 at 11:00am to Canvas

Final Exam (250 points): Due Tuesday May 4 at 4:00pm to Canvas

Late policy for exams: I will only grant extensions for serious extenuating circumstances (e.g., cases of serious illness, injury, family emergency, etc.). If you have a serious extenuating circumstance that you feel justifies an extension, please email me or schedule a time to meet with me in office hours.

5. **Final Assignment of Choice** (200 points; 20% of grade)

You will have one final assignment to complete this semester. For it, you will choose one of several assignment options conduct it on any environmental topic of your choice. I will share the assignment guidelines early in the semester. It is due Wednesday, April 28 at 11am to the appropriate assignment folder in Canvas.

GRADES

In sum, your final grade will be based on the following:

100 points	Attendance
100 points	Participation
200 points	Reading responses
400 points	Exams
<u>200 points</u>	<u>Assignment of choice</u>
<i>1000 points total</i>	

Your total points earned will correspond to the following final letter grades:

930-1000	A	800-829	B-	670-699	D+
900-929	A-	770-799	C+	630-669	D
870-899	B+	730-769	C	600-629	D-
830-869	B	700-729	C-	0-599	F

SCHEDULE OF TOPICS AND REQUIRED READINGS

Please note: I may periodically assign additional short readings and make other small changes to the syllabus.

Friday January 15: Introduction to the Course

Scheduling notes: Our first day of class is Friday Jan 15. CU is treating this day as a Wednesday.

Week of January 20: Introduction to Environmental Inequalities

Scheduling notes: No lecture on Monday 1/18 (in observation of Martin Luther King Jr. Day). Recitations begin Wednesday 1/20 (for sections 101 and 102) and Thursday 1/21 (for section 103).

Harlan, Sharon L., David N. Pellow, J. Timmons Roberts, Shannon Elizabeth Bell, William G. Holt, and Joane Nagel. 2015. "Climate Justice and Inequality." Pp. 127-163 in *Climate Change and Society: Sociological Perspectives*, edited by R. E. Dunlap and R. J. Brulle. New York: Oxford University Press.

Cabrera, Yvette. 2020. "Coronavirus is Not Just a Health Crisis – It's an Environmental Justice Crisis." *Grist*. April 24.

<https://grist.org/justice/coronavirus-is-not-just-a-health-crisis-its-an-environmental-justice-crisis/>

CU Anti-Racism Creed: <https://docs.google.com/document/d/1rNRmHty2hJBST1cgmfHDcYrYqol8QHHxzxchlEefGes/edit>

An Anti-Racist CU: <https://docs.google.com/document/d/1OpjFIZeWkldhxTcl6wZPCSFri8VgJcGKOS8mzZoQkC8/edit>

Week of January 25: Population and the Environment

Scheduling note: Dr. Lori Hunter will guest lecture on Wed 1/27.

Carolan, Michael. 2017a. "Population: A Problem of Quantity or Quality?" pp. 113-134 in *Society and the Environment: Pragmatic Solutions to Ecological Issues*, 2nd Ed. Boulder: Westview Press.

- Roberts, David. 2018. "I'm an Environmental Journalist, but I Never Write about Overpopulation. Here's Why." Vox. <https://www.vox.com/energy-and-environment/2017/9/26/16356524/the-population-question>
- Alexis-Martin, Becky, James Dyke, Jonathan Turnbull, and Stephanie Malin. 2019. "How to Save a Sinking Island Nation." *The Conversation*. August 15. <https://www.bbc.com/future/article/20190813-how-to-save-a-sinking-island-nation>

Week of February 1: Political Economy of the Environment

- Carolan, Michael. 2017b. "Political Economy: Making Markets Fair and Sustainable." pp. 207-228 in *Society and the Environment: Pragmatic Solutions to Ecological Issues*, 2nd Ed. Boulder: Westview Press.
- Sitaraman, Ganesh, and Anne L. Alstott. 2019. "There Should Be a Public Option for Everything." *New York Times*. July 6. <https://www.nytimes.com/2019/07/06/opinion/sunday/public-option.html?smid=nytcore-ios-share>

Week of February 8: Corporate Consolidation, Agency Capture, and Neoliberalism

- Monbiot, George. 2016. "Neoliberalism: The Ideology at the Root of All Our Problems." *The Guardian*. April 15. <https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot>
- Faber, Daniel. 2008. "Eroding Environmental Justice: Colonization of the State by the Polluter-Industrial Complex." Pp. 67-118 in *Capitalizing on Environmental Injustice: The Polluter Industrial Complex in the Age of Globalization*. Lanham, MD: Rowman and Littlefield Publishers.
- Ramirez, Rachel. 2020. "Wake-Up Call: As Coronavirus Ravages Louisiana, 'Cancer Alley' Residents Haven't Given up the Fight against Polluters." *Grist*. May 4. <https://grist.org/justice/as-coronavirus-ravages-louisiana-cancer-alley-residents-havent-given-up-the-fight-against-polluters/>

Monday February 15: Neoliberalism Cont.

Note: No lecture on Wednesday Feb 17 (CU "Wellness Day"), and no recitations this week.

- Maniates, Michael F. 2001. "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* 1(3): 31-52.
- Marris, Emma. 2020. "How to Stop Freaking Out and Tackle Climate Change." *New York Times*. January 10. <https://www.nytimes.com/2020/01/10/opinion/how-to-help-climate-change.html?smid=nytcore-ios-share>

Week of February 22: Settler Colonialism

- Whyte, Kyle Powys. 2021. "Environmental Justice, Indigenous Peoples, and Consent." Pp. 35-49 in *Lessons in Environmental Justice: From Civil Rights to Black Lives Matter and Idle No More*, ed. Michael Mascarenhas. Los Angeles: Sage.
- Hoover, Elizabeth. 2021. "For Tribal Peoples, Food Justice Requires Environmental Justice." Pp. 199-215 in *Lessons in Environmental Justice: From Civil Rights to Black Lives Matter and Idle No More*, ed. Michael Mascarenhas. Los Angeles: Sage.
- World Rainforest Movement. 2016. "For a Change of Paradigm: Interview with Tom Goldtooth from the Indigenous Environmental Network." Pp. 286-290 in *Environmental Justice in Postwar America: A Documentary Reader*, ed. Christopher W. Wells. Seattle: University of Washington Press.

Week of March 1: Environmental Movements and Environmental History

- Harrison, Jill Lindsey. 2021. "Environmental Social Movements." Pp. 329-347 in *Twenty Lessons in Environmental Sociology*, Third Ed., ed. Kenneth A. Gould and Tammy L. Lewis. New York: Oxford University Press.
- Cronon, William. 1998. "The Trouble with Wilderness, or, Getting Back to the Wrong Nature." Pp. 471-499 in *The Great New Wilderness Debate*, ed. J. Baird Callicott and Michael P. Nelson. Athens, GA: University of Georgia Press.
- Gilio-Whitaker, Dina. 2019. "(Not So) Strange Bedfellows: Indian Country's Ambivalent Relationship with the Environmental Movement." Pp. 91-110 in *As Long As Grass Grows: The Indigenous Fight for Environmental Justice, From Colonization to Standing Rock*. Boston: Beacon Press.

Week of March 8: Environmental Justice Movements

- Bullard, Robert D. 2021. "From Civil Rights to Black Lives Matter." Pp. 2-18 in *Lessons in Environmental Justice: From Civil Rights to Black Lives Matter and Idle No More*, ed. Michael Mascarenhas. Los Angeles: Sage.
- Capek, Stella M. 2021. "The Environmental Justice Frame." Pp. 19-34 in *Lessons in Environmental Justice: From Civil Rights to Black Lives Matter and Idle No More*, ed. Michael Mascarenhas. Los Angeles: Sage.

Week of March 15: Scientific Standards and the Precautionary Principle

Note: Test #1 due by 11:00am to Canvas

- Tesh, Sylvia Noble. 2001a. "Environmental Health Research." pp. 24-39 from *Uncertain Hazards: Environmental Activists and Scientific Proof*. Ithaca, NY: Cornell University Press.
- Tesh, Sylvia Noble. 2001b. "Environmental Science." Pp. 62-80 in *Uncertain Hazards: Environmental Activists and Scientific Proof*. Ithaca, NY: Cornell University Press.
- Kuletz, Valerie. 1998. "Introduction" and "Tragedy at the Center of the Universe." Pp. 3-37 from *The Tainted Desert: Environmental and Social Ruin in the American West*. New York: Routledge.

Week of March 22: Housing Policy, Discrimination, and Segregation

- Lipsitz, George. 2006. "The Possessive Investment in Whiteness." Pp. 1-23 in *The Possessive Investment in Whiteness*. Philadelphia, PA: Temple University Press.
- Plumer, Brad, and Nadja Popovich. 2020. "How Decades of Racist Housing Policy Left Neighborhoods Sweltering." *New York Times*. August 24. <https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html?referringSource=articleShare>

Week of March 29: Climate Justice

Scheduling note: Dr. Dave Cipllet will guest lecture on Wed 3/31.

- Cipllet, David. 2014. "Contesting Climate Injustice: Transnational Advocacy Network Struggles for Rights in UN Climate Politics." *Global Environmental Politics* 14 (4): 75-96.

Week of April 5: Urban Greening and Green Gentrification

Gould, Kenneth A., and Tammy L. Lewis. 2017. Selections from *Green Gentrification: Urban Sustainability and the Struggle for Environmental Justice*. Routledge.

Curren, Winifred, and Trina Hamilton. 2012. "Just Green Enough: Contesting Environmental Gentrification in Greenpoint, Brooklyn." *Local Environment* 17(9): 1027–1042.

Week of April 12: EJ Policy Reforms

Readings to be announced

Week of April 19: Surveillance and Policing of Everyday Environments

Dillon, Lindsey, and Julie Sze. 2016. "Police Power and Particulate Matters: Environmental Justice and the Spatialities of In/Securities in U.S. Cities." *English Language Notes* 52(4): 13-23.

Taylor, Keeanga-Yamahtta. 2020. "How Do We Change America?" *The New Yorker*. June 8.

<https://www.newyorker.com/news/our-columnists/how-do-we-change-america>

Week of April 26: The Great Outdoors

Note: Final Assignment of Choice due 4/28 at 11:00am

Finney, Carolyn. 2014. Selections from *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*. University of North Carolina Press.

Fletcher, Robert. 2014. Selections from *Romancing the Wild: Cultural Dimensions of Ecotourism*. Durham, NC: Duke University Press.

Tuesday May 4: Test #2 due at 4:00pm to Canvas

UNIVERSITY POLICIES

Classroom Behavior: Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Requirements for COVID-19: As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and

- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](#). Before coming to campus each day, all students are required to complete the [Buff Pass](#).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined and unable to attend class or otherwise complete your work for this class, please contact me to discuss accommodations.

Accommodation for Disabilities: If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns: CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name. In this class, I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Honor Code: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation: The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See the [campus policy regarding religious observances](#) for full details. In this class, I will make every effort to accommodate all students who have such conflicts with scheduled examinations, assignments, or attending class; students must notify me of such absences by the second week of the semester.

OTHER COURSE POLICIES

Camera and Zoom: In lectures and recitations, please have your camera on. This is important for all of us – seeing each other’s faces helps establish that we are sharing a ‘room’ together and keeps us more motivated and engaged. Also, seeing your faces helps me determine when I need to clarify a point. Seeing each other helps students participate more actively and, in turn, learn course concepts. For privacy and to reduce visual distractions, I encourage you to use a remote background if your computer is capable of doing so (for guidance, see [here](#)); this may require software updates (see [here](#)). In general, we expect that you will have your cameras on and thank you for doing so. All of this said, I realize that you may have extenuating circumstances that require you to turn off your camera. If having your camera on most of the time poses a problem for you, please contact me so that we can discuss it.

Canvas troubles: It is your responsibility to make sure that you are able to successfully submit your assignments to the appropriate assignment folder on Canvas. Double-check to make sure that each submission actually gets processed, and keep documentation of each successful submission. If you have troubles with Canvas, contact the CU IT Service Center at 303-735-4357 or oithelp@colorado.edu. Because Canvas could have problems at any time, be sure to download your readings ahead of time, and keep copies of your own essays and course readings on a flash drive or other backup device.

Grades: We will grade your work very carefully and try to be as transparent as possible about our grading decisions. If you want to discuss the grade you received on any of your assignments, you must put your concerns into writing, send it to me (Prof. Harrison), and request an appointment to meet with me in office hours. If you decide to dispute a grade, I reserve the right to alter the grade as I see fit (i.e., either up *or* down).

Plagiarism: This is an important aspect of the CU honor code. All work that you submit for this class must be your own work, and you are required to quote and cite all references properly. Although this mandate appears straightforward, I am well aware of how murky the task can be. Wherever you are unsure about quoting and citing, please come see me to figure out the best strategy. If you want to cite an idea I proposed in lecture, cite it accordingly with an in-text citation such as (lecture 1/31/13). If you want to cite a direct quote from a Powerpoint slide, put it in quotation marks.

ADDITIONAL RESOURCES

Basic Needs: In order to learn, students need to have their basic needs met: food to eat and a safe place to live. If you’re having trouble with either, the campus has some resources for you. If you’re facing food insecurity, reach out to food@colorado.edu, and they will work with you to find food resources. If you’re having trouble paying rent or facing housing insecurity, you can get in touch with these advocates: [Boulder County Housing & Human Services](#) at 303-441-1000 or [Off-campus Housing](#) at och@colorado.edu & 303-492-7053. For assistance with landlord-tenant matters, contact [Mediation Services](#) at 303-441-4364 & mediation@bouldercolorado.edu. A [Student Emergency Fund](#) has been created to support students experiencing a temporary financial hardship as a result of COVID-19. Other campus resources are available here (including mental health resources and [free therapy](#)). [Case manager resources](#) are also available to help you find appropriate campus and local resources. You can reach CU’s Counseling and Psychiatric Services at 303-492-2277 (or see [here](#) for more details). CU’s [Student Support & Case Management](#) can help you navigate difficult situations: 303-492-7348. A 24/7 [Suicide Prevention hotline](#) is available: just call 303-492-2277. Please don’t hesitate to also approach me if you have trouble negotiating these resources.