

PSYC GU4612 Frontiers of Justice  
4 points

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Office Hours: TBD

Monday: 6:10-8 pm

**Bulletin Description:** Frontiers of Justice is designed to encourage students and equip them with the skills to become active and effective “Change Agents” within their academic institutions and larger communities. Oriented by the question, *What does justice look like?*, this course aims to raise political and social awareness and engagement with the challenges facing New York City and strengthen ties between Columbia University, disadvantaged communities, and city government agencies and community organizations. Through sharing ideas about how to make structural and systemic change in ways that integrate science, law, politics, history, narrative and community engagement, the course is intended to support students in working to break down racial and ethnic barriers and toward a more fair and just society.

**Prerequisites:** An introductory course in psychology, sociology, African American studies, Human rights, or political science is recommended by not required. Permission of instructor required.

**Course Description:** Frontiers of Justice is designed to encourage students and equip them with the skills to become active and effective “Change Agents” within their academic institutions and larger communities. Focusing on the challenges facing NYC residents, this course aims to raise political and social awareness and engagement and strengthen ties between Columbia University, disadvantaged communities, and New York City government agencies and community organizations. Through sharing ideas about how to make structural and systemic change in ways that integrate science, law, politics, history, narrative and community engagement, the course is intended to support students in working to break down racial and ethnic barriers and toward a more fair and just society.

The collaborative learning environment of this course will empower a diverse group of students to share ideas and experiences, while introducing their voices into city-wide conversations that address poverty, trauma, racial inequality, the environment, and other community challenges. In this courageous space, students and community leaders will be encouraged to discuss community conflicts openly and honestly, working collaboratively to develop effective solutions.

The emphasis throughout the course will be on what kinds of empirical questions can be asked about poverty, trauma, racial inequality, and other challenges to a just society in relation to New

York City-- and how experimental, observational, and historical research as well as narrative approaches can be designed to address these questions. Together, we will explore what kinds of data can be collected and how they can be analyzed and how scientific research can inform policy changes and bring about meaningful societal change.

The emphasis is on drawing on the methods of multiple disciplines with a focus on primary sources to address the challenges facing NYC city's youth. A particular challenge is the history and geography of this rapidly and constantly evolving global city which draws people from all over the U.S. and the world and yet continues to grapple with inequalities that are an enduring legacy of slavery. These challenges need everyone's best efforts.

Frontiers of Justice is structured around three forms of change:

1. **Personal change:** Through course materials and in-class discussions, students will reflect on their identities, their relation to privilege, and their access to resources. As a capstone to this section, students will write a 3-5-page paper using what they've learned to identify an aspect of themselves they would like to improve and describing the specific work and steps they will need to undertake to achieve this personal change.
2. **Community change:** This module will introduce students to critical advocacy and intervention methods that can be used to effect structural and system change to transform NYC's most disadvantaged neighborhoods. This module will culminate in a 3-5 page data-informed paper in which students will create a plan for the work they can do personally to support specific community change in NYC and students will be connected with community organizations and government agencies to gain insights into and how communities develop their own solutions.
3. **Social change:** Throughout the semester, students will work in small groups and consult with lawyers and policymakers and other guest speakers with relevant expertise to develop policy proposals to improve adverse social conditions, particularly those affecting the lives of vulnerable youth. This work will culminate in an 8-page legislative or policy proposal.

**Learning Objectives:** Through this course, we will learn to:

- Reflect on our own identities and privilege and use this critical reflection to achieve positive personal change.
- Describe research, advocacy, and intervention methods used to effect structural and systemic change, particularly as it relates to disadvantaged communities in New York City.
- Apply critical thinking skills to evaluate individual research findings, paying particular attention to the merits and limitations of different research methodologies and approaches.
- Analyze and synthesize research findings, legal precedent, history and the expertise and experiences of change agents in communities to design a policy proposal to address poverty, trauma, racial inequality or other community challenges.

**Role in the Curriculum:** PSYC GU4612 is a seminar course open to graduate students and advanced undergraduate students.

It fulfills the following requirements in the Psychology curriculum:

- For PhD students, this course could be used to fulfill one of the seminar requirements for the MA or the MPhil.
- For Neuroscience & Behavior majors, this course could be used to fulfill the P5 Advanced Psychology Seminar requirement.
- For Psychology majors and concentrators, this course could fulfill the Group III and seminar distribution requirements.

Pending approval of the Committee on Science Instruction, this course could be used in partial fulfillment of the science requirement.

Pending approval of the Committee on the Global Core, this course could be used in partial fulfillment of the global core requirement.

### **Course Expectations and Grading:**

1. Class preparation and participation: The assigned readings, which will be selected from the list below, are designed to expand your knowledge of the field and to hone your critical thinking skills. Strong preparation and participation will enable us to have high-level, thought-provoking discussion. We rely on each other to actively and thoughtfully contribute to class discussions. This is an upper-level, discussion-based seminar. To ensure that everyone is accountable for thoroughly engaging with the material during class discussions, your active participation in these discussions will contribute to your final grade. For some people participating regularly in class discussions can be difficult. Those students who might be concerned about their ability to contribute to class discussions should see me.
2. Generally speaking, effective class preparation and participation could include:
  - Asking insightful or clarifying questions.
  - Connecting each week's reading to other reading we've done in the course or reading you've done on your own or in other classes, with your engagement in the community and current affairs, and by drawing parallels and/or contrasts among findings.
  - Actively listening to fellow classmates and responding to their ideas.
  - Offering thoughtful critiques of the research methodology and providing suggestions for how it might be improved.
  - Bringing in outside sources—potentially from the news media, your own experience, or other sources—that shed light on these questions.
3. Weekly response paper: To help prepare for discussions, you will be asked to turn in a weekly 500-word response paper that engages with the assignments for that week, e.g.,

offering personal reflection, comparing and contrasting viewpoints, synthesizing evidence presented in the readings and other multimedia assignments. We expect you to keep up with current affairs, especially, with what is going on in the NYC and broader community. There will be a number of exercises related to the weekly readings and preparation for discussions.

4. Personal change paper: A 3-5-page paper using what you've learned to identify an aspect of yourself you would like to improve and describing the specific work and steps you will need to undertake to achieve this personal change. More details to be provided in class. Due date: TBD
5. Community change paper: A 3-5-page paper in which you create a plan for the work you can do personally to support specific community change in NYC. More details to be provided in class. Due date: TBD
6. Legislative/policy proposal: An 8-page legislative or policy proposal co-authored with your group, drawing on course materials, outside research, your areas of expertise, and completed in consultation with policy makers, lawyers, and other experts in the field. More details to be provided in class. Due date: TBD

Class participation & preparation (including weekly responses).....	20% of grade
Personal change paper.....	20% of grade
Community change paper.....	20% of grade
Legislative/policy proposal.....	40% of grade

**Course materials:** Readings will comprise empirical papers, review papers, and articles from popular media sources. In addition to course readings, there will be assigned videos and/or podcasts. Pdfs of readings and links to podcasts/videos will be posted on Courseworks (Canvas).

**Schedule:** The schedule below details themes and key topics, along with assignments for each week. Required readings/assignments will be selected from these lists; other readings/assignments will be posted as supplemental but not required. This list remains subject to revision and guest speakers' availability.

Dates	Topics	Course Materials & Assignments
Understanding Identity		
Week 1:	What defines who we are and what justice looks like to us?  <b>Discussion of</b>	Elder, G. H., Johnson, M. K., & Crosnoe, R. (2003). The emergence and development of life course theory. In <i>Handbook of the life course</i> (pp. 3-19). Springer, Boston, MA.  Bronfenbrenner, U., & Morris, P. A. (2007). The bioecological model of human development. <i>Handbook of</i>

	<p><b>social change project -- In week 3 you will be assigned to groups to work together on a project</b></p>	<p><i>child psychology, 1.</i></p> <p>Dweck, C. S. (2008). Can personality be changed? The role of beliefs in personality and change. <i>Current directions in psychological science, 17</i>(6), 391-394.</p> <p>Appiah, K.A. (2018). <i>The Lies That Bind: Rethinking Identity</i>, by Kwame Anthony Appiah. Ch. 1.</p> <p>Why your worst deeds don't define you  <a href="https://www.ted.com/talks/shaka_senghor_why_your_worst_deeds_don_t_define_you">https://www.ted.com/talks/shaka_senghor_why_your_worst_deeds_don_t_define_you</a></p>
<p>Week 2:</p>	<p>Privileged vs. oppressed identities</p>	<p>Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. <i>Bulletin of Science, Technology &amp; Society, 30</i>(6), 377-386.</p> <p>London, B., Downey, G., Bonica, C., &amp; Paltin, I. (2007). Social causes and consequences of rejection sensitivity. <i>Journal of Research on Adolescence, 17</i>(3), 481-506.</p> <p>Lamont, M., &amp; Small, M. L. (2006). How culture matters for poverty: Thickening our understanding. <i>David Harris and Ann Lin (eds.) The Colors of Poverty New York: Russell Sage Foundation</i></p> <p>Cole, E. R. (2009). Intersectionality and research in psychology. <i>American psychologist, 64</i>(3), 170.</p> <p>Adverse Childhood experiences. What's missing from the list?</p> <p>Psychology still skews western and affluent. Can it be fixed? By Michael Schulson 1.20.2020 The Atlantic (undark.org)</p> <p><i>Guest: Professor Valerie Purdie Greenaway</i></p> <p><a href="#">What is Privilege?</a></p> <p>Supplemental:</p>

		<a href="#">Latino Civil Rights Timeline</a> <a href="#">Native American Timeline</a>
Identity in Historical Context: Historical roots of stigmatized identities		
Week 3:	<p>What are the legacies of slavery?</p> <p><b>Hand in and be prepared to discuss your personal change proposal in Week 4.</b></p>	<p>Pachankis, J. E., Hatzenbuehler, M. L., Wang, K., Burton, C. L., Crawford, F. W., Phelan, J. C., &amp; Link, B. G. (2018). The burden of stigma on health and well-being: A taxonomy of concealment, course, disruptiveness, aesthetics, origin, and peril across 93 stigmas. <i>Personality and Social Psychology Bulletin</i>, 44(4), 451-474.</p> <p><a href="#">Prison Industrial Complex</a></p> <p><a href="#">Collateral Consequences of Felony Convictions</a></p> <p><a href="#">Spirit of Justice: Angela Davis and Michelle Alexander in Conversation</a></p> <p><a href="#">13th Documentary Trailer</a></p> <p><b>Discussion of personal change project and associated readings:</b> Prochaska, J. O., DiClemente, C. C., &amp; Norcross, J. C. (1992). In search of how people change: applications to addictive behaviors. <i>American psychologist</i>, 47(9), 1102.</p> <p>McAdams, D. P., &amp; McLean, K. C. (2013). Narrative identity. <i>Current directions in psychological science</i>, 22(3), 233-238.</p> <p>Supplemental:  <a href="#">Chapter 10: Brother's 'Dreams Deferred'</a></p>
Week 4:	<p>Mass incarceration and the school-to-prison pipeline</p>	<p>Eberhardt, Jennifer L., et al. "Seeing black: race, crime, and visual processing." <i>Journal of personality and social psychology</i> 87.6 (2004): 876.</p> <p>Western, B., &amp; Pettit, B. (2010). Incarceration &amp; social inequality. <i>Daedalus</i>, 139(3), 8-19.</p>

	<p><b>Discussion of community change project.</b></p>	<p>Legewie, J., &amp; Fagan, J. (2019). Aggressive policing and the educational performance of minority youth. <i>American sociological review</i>, 84(2), 220-247.</p> <p>TED Talks:</p> <ul style="list-style-type: none"> <li>- <a href="#">What prosecutors and incarcerated people can learn from each other</a></li> <li>- <a href="#">We need to talk about an injustice</a></li> <li>- <a href="#">How we're priming some kids for college and others for prison</a></li> </ul> <p>Short Documentaries</p> <ul style="list-style-type: none"> <li>- <a href="#">'Kids for Cash' Documentary</a></li> <li>- <a href="#">"13th" Documentary</a></li> <li>- <a href="#">Conversation with a Cop about Race</a></li> </ul> <ul style="list-style-type: none"> <li>● <a href="#">'No Child Left Behind'</a></li> </ul> <p>Meiners, E. R. (2011). Ending the school-to-prison pipeline/building abolition futures. <i>The Urban Review</i>, 43(4), 547.</p> <p>Are Prisons Obsolete? (Angela Davis) Ch. 1 and Ch. 6 <a href="https://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are_Prisons_Obsolete.pdf">https://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are_Prisons_Obsolete.pdf</a></p> <p>Marcellino, P. A. (2012). Preparing Educational Leaders for Social Justice, Action-Learning, and Democratic Activism. <i>International Journal of Educational Leadership Preparation</i>, 7(3), n3.</p>
<p>Racial Disparities, policy and politics</p>		
<p>Week 5:</p>	<p>Understanding systematic disparities and political implications</p>	<p>Sharkey, Taylor, &amp; Serkez NYT June 19, 2020, The gaps between White and Black America, in Charts. <a href="https://nyti.ms/3fDJ39J">https://nyti.ms/3fDJ39J</a></p> <p>Harris, F.C. (2015). The Next Civil Rights Movement? <i>Dissent</i>, Volume 63, Number 3, Summer 2015</p>

		<p>Harris, F.C. (2016). The invisible hand of racial inequality in the U.S.A. World Social Science Report academic.edu</p> <p>Blacklivesmatter.com</p> <p>Guest: Professor Fred Harris, Dean of Social Sciences, Professor of Political Science</p>
Week 6	<p>What does justice look like? Informed policy development</p>	<p>Evidence-based policy development</p> <p>Desmond, M., &amp; Valdez, N. (2013). Unpolicing the urban poor: Consequences of third-party policing for inner-city women. <i>American sociological review</i>, 78(1), 117-141.</p> <p>Look at how a policy and political platforms are developed.</p> <p>Guest: Casey Addison, Office of the NYC Public Advocate; Lucy Lang, Director, Institute for Innovation in Prosecution, John Jay.</p>
Social environment and health		
Week 7:	<p>Environmental vulnerability and community outcomes</p>	<p>Solomon, D., Maxwell, C., &amp; Castro, A. (2019). Systemic Inequality: Displacement, Exclusion, and Segregation. <i>Center for American Progress</i>, 7.</p> <p>Song, H., Lewis Jr, N. A., Ballew, M. T., Bravo, M., Davydova, J., Gao, H. O., ... &amp; Romero-Canyas, R. (2020). What counts as an “environmental” issue? Differences in issue conceptualization by race, ethnicity, and socioeconomic status. <i>Journal of Environmental Psychology</i>, 101404.</p> <p>Heald, S. (2017). Climate silence, moral disengagement, and self-efficacy: How Albert Bandura's theories inform our climate-change predicament. <i>Environment: Science and Policy for Sustainable Development</i>, 59(6), 4-15.</p> <p>Tsui, E., Bylander, K., Cho, M., Maybank, A., &amp; Freudenberg, N. (2012). Engaging youth in food activism in New York City: lessons learned from a youth organization, health department, and university partnership. <i>Journal of Urban Health</i>, 89(5), 809-827.</p>

		<p>Background information (will select among them):</p> <ul style="list-style-type: none"> <li>● <a href="#">Timeline of Environmental Justice Actions (EPA)</a></li> <li>● <a href="#">Environmental justice, explained</a> (great video)</li> <li>● <a href="#">WEACT Story</a> (a great video for getting ideas for Week 2)</li> <li>● <a href="#">Ted talk about racism/food injustice in NYC</a></li> <li>● <a href="#">the Black Lives Matter movement and environmental justice</a></li> <li>● <a href="#">Environmental racism has left Black Americans 3x more likely to die from pollution</a></li> <li>● <a href="#">Native Americans protest Trump's Mt. Rushmore Rally</a></li> <li>● <a href="#">National Black Food &amp; Justice Alliance</a></li> <li>● <a href="#">Harlem Grown</a></li> <li>● <a href="#">350.org</a></li> <li>● <a href="#">Utah Dine Bikeyah</a> (indigenous group)</li> <li>● <a href="#">Black Girls Breathing</a> (article) (<a href="#">website</a>)</li> <li>● <a href="#">The Unplug Collective</a> (a student-run platform for story-telling and articles, that also provides access to free group therapy for BIPOC people)</li> </ul> <p>Guest: Dr. Rainer Romero Canyas</p>
Week 8:	Medical apartheid	<p>Green, T. L. (2004). The Negro Project: Margaret Sanger's Eugenic Plan for Black Americans. <i>Fayetteville, NC: Life Education and Resource Network.</i></p> <p>Hatzenbuehler, M. L., Phelan, J. C., &amp; Link, B. G. (2013). Stigma as a fundamental cause of population health inequalities. <i>American journal of public health, 103(5)</i>, 813-821.</p> <p>Williams, D. R., &amp; Collins, C. (2016). Racial residential segregation: a fundamental cause of racial disparities in health. <i>Public health reports.</i></p> <p>Williams, D. R., &amp; Mohammed, S. A. (2013). Racism and health I: Pathways and scientific evidence. <i>American behavioral scientist, 57(8)</i>, 1152-1173.</p> <p>Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., &amp; Troutman, A. (2011). Health disparities and health equity: the issue is justice. <i>American journal of public health, 101(S1)</i>, S149-S155.</p>

		<p>Gee, G. C., &amp; Ford, C. L. (2011). STRUCTURAL RACISM AND HEALTH INEQUITIES: Old Issues, New Directions1. <i>Du Bois review: social science research on race</i>, 8(1), 115.</p> <p>Hoffman, K. M., Trawalter, S., Axt, J. R., &amp; Oliver, M. N. (2016). Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites. <i>Proceedings of the National Academy of Sciences</i>, 113(16), 4296-4301.</p> <p><a href="#">NPR episode: The Dark History Of Medical Experimentation On Black Americans From Colonial Times To The Present</a></p> <p>Supplemental:</p> <p><a href="#">Belmont Report</a></p> <p>Savitt, Todd L. "The Use of Blacks for Medical Experimentation and Demonstration in the Old South." <i>The Journal of Southern History</i>, vol. 48, no. 3, 1982, pp. 331–348.</p> <p><a href="#">How we fail black patients in pain</a></p> <p>Guest: Dean Lisa Rosen Metsch</p>
<p>Week 9:</p>	<p>Collateral consequences of COVID-19</p> <p><b>TURN IN PERSONAL CHANGE PAPER -- discuss in class</b></p>	<p>Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., ... &amp; Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. <i>The Lancet Child &amp; Adolescent Health</i>.</p> <p>Laurencin, C. T., &amp; McClinton, A. (2020). The COVID-19 Pandemic: a Call to Action to Identify and Address Racial and Ethnic Disparities. <i>Journal of Racial and Ethnic Health Disparities</i>.</p> <p>"Why Racism, Not Race, is a Risk Factor for Dying of COVID-19":  <a href="https://www.scientificamerican.com/article/why-racism-not-race-is-a-risk-factor-for-dying-of-covid-19/">https://www.scientificamerican.com/article/why-racism-not-race-is-a-risk-factor-for-dying-of-covid-19/</a></p>

		<p>“How ICE Exported the Coronavirus.” <i>The Marshall Project</i>, 10 July 2020,  <a href="https://www.themarshallproject.org/2020/07/10/how-ice-exported-the-coronavirus">https://www.themarshallproject.org/2020/07/10/how-ice-exported-the-coronavirus</a>.</p>
Week 10:	<p>What does justice look like in the aftermath of the election?</p>	<p>Discuss results of pre-post survey and interview</p> <p><b>TURN IN COMMUNITY ENGAGEMENT PROJECT AND DISCUSS</b></p>
Week 11:	<p>Community generated solutions to violence, trauma and scarcity: How can science help or harm.</p>	<p>Heart, B., &amp; DeBruyn, L. M. (1998). The American Indian holocaust: Healing historical unresolved grief. <i>American Indian and Alaska native mental health research</i>, 8(2), 56-78.</p> <p>Young men of color: The other side of harm. Danielle Sered. (for additional info Sered’s book: <i>Until we reckon</i>)</p> <p>Butts, J. A., Roman, C. G., Bostwick, L., &amp; Porter, J. R. (2015). Cure violence: a public health model to reduce gun violence. <i>Annual Review of Public Health</i>, 36, 39-53.</p> <p>Defund the police. <i>New Yorker</i>, July 7, 2020</p> <p>Freudenberg, N., McDonough, J., &amp; Tsui, E. (2011). Can a food justice movement improve nutrition and health? A case study of the emerging food movement in New York City. <i>Journal of Urban Health</i>, 88(4), 623.</p> <p>Fisher-Borne, M., Cain, J. M., &amp; Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. <i>Social Work Education</i>, 34(2), 165-181.</p>

	<p>Richie, B.E. (2012). <i>Arrested Justice: Black Women, Violence, and America’s Prison Nation</i>. NYU Press. Chapter 1.</p> <p>Supplemental:</p> <p>Mertens, D. M. (2007). Transformative paradigm: Mixed methods and social justice. <i>Journal of mixed methods research, 1</i>(3), 212-225.</p> <p>Kumagai, A. K., &amp; Lypson, M. L. (2009). Beyond cultural competence: critical consciousness, social justice, and multicultural education. <i>Academic medicine, 84</i>(6), 782-787.</p> <p>Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. <i>Journal of progressive human services, 20</i>(1), 59-71.</p> <p>ROCA: Molly Baldwin, Anisha Chablani-Medley, Luana Marques, Vincent Schiraldi, Sarah Valentine, and Yotam Zeira (2018). <i>Cognitive Behavioral Theory, Young Adults, and Community Corrections: Pathways for Innovation</i>. Papers from the executive session on community corrections.</p> <p>Weaver &amp; Geller <i>De-Policing America’s Youth: Disrupting Criminal Justice Policy Feedbacks That Distort Power and Derail Prospects</i></p> <p>Bailey, Duncan, Odgers, Yu, “Persistence and Fadeout in the Impacts of Child and Adolescent Interventions”</p> <p><i>Guests: Camara Jackson, Elite Learners, and Meg Reiss, Chief of Social Justice, Brooklyn DA Office.</i></p>
<p>Columbia’s Accountability</p>	

Week 12:	How Columbia can lead a path towards community reconciliation	<p>Hackworth, J. (2002). Postrecession gentrification in New York city. <i>Urban Affairs Review</i>, 37(6), 815-843.</p> <p>Mentel, Z. (2012). <i>Racial Reconciliation, Truth Telling, and Police Legitimacy</i>. Department of Justice, Office of Community Oriented Policing Services.</p> <ul style="list-style-type: none"> <li>● A Working Definition of Reconciliation</li> <li>● Brief History of Anti-Black Violence and Policing at Columbia University</li> <li>●</li> </ul> <p>Guest: Tommy Song. Dr. Kecia Hayes, Columbia Double Discovery center</p>
Policy Proposals		
Week 13-14:	Our collective action to achieve justice:	<p>Student teams will present their policy proposals followed by a panel discussion.</p> <p>Integrating lessons learned inside and outside the classroom in support of justice</p> <p style="text-align: right;"><b>WRITE UP OF POLICY PROPOSALS DUE 2 WEEKS AFTER FINAL CLASS</b></p>

**Course Policies:**

**Fostering an Inclusive Classroom:** Our aim is to foster a learning environment that supports a diversity of perspectives and experiences and honors your identities. Please reach out to us with any concerns or suggestions you may have to better address your learning needs and to improve the effectiveness of this course. We look forward to working together to create a classroom community built on mutual respect and inclusivity.

Students with special needs who may require classroom/test accommodations should make an appointment with me before or during the first week of class. You should also contact the Office of Disability Services (ODS) in Lerner Hall before the start of the course to register for these accommodations. The procedures for registering with ODS can be found at <https://health.columbia.edu/content/disability-services> or by calling (212) 854-2388.

**Promoting Wellness:** Many of us have periods in which our mental health and well-being suffer. Please take care of yourselves – and of each other. Please prioritize your mental health and wellbeing and know that there are many resources available to you both within our classroom community and throughout the university:

<https://health.columbia.edu/content/counseling-and-psychological-services>

<http://blogs.cuit.columbia.edu/nightline/>

<https://universitylife.columbia.edu/student-resources-directory#health>

We are in this together. Please reach out for help if you need it, and, if you see others who are struggling, please make sure they know how to find the support they need.

**Ensuring Academic Integrity:** As members of this academic community, we are responsible for maintaining the highest level of personal and academic integrity, which includes presenting only our own work on assignments and exams. You can find detailed definitions and examples in Columbia University's Guide to Academic Integrity

(<http://www.college.columbia.edu/academics/academicintegrity>). Any questions of academic integrity will be automatically referred to Columbia's office of Student Conduct and Community Standards. The semester progresses very quickly, and there is a lot of material to learn. If you find yourself in a situation – e.g., starting an assignment too late – in which it seems like the best option may be to violate your academic integrity, please see me. Together, we can work out a solution. Plagiarism—whether intentional or inadvertent—is a serious violation of academic integrity. If you have any questions about what constitutes plagiarism and/or how to properly cite sources, please come to me. I am more than happy to help.

**Syllabus is subject to change: Revisions will be posted on Courseworks**