

PSYC GU4612: Frontiers of Justice
4 Credits - Spring 2025

~ Refer to the online Syllabus for the most up-to-date information about the class ~

Prerequisites: An introductory course in psychology, sociology, African American studies, Human rights, or political science is recommended but 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.

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 5-page paper describing how they have used what they’ve learned to identify an aspect of themselves they would like to change and describing the specific work and steps they undertook 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 disadvantaged neighborhoods in NYC and beyond. This module will culminate in a 5-page data-informed paper in which students will describe the work they have done personally to support specific community change in NYC and beyond. Where possible students will be connected with community organizations and government agencies to gain insights into 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 8-10 page legislative or policy proposal from the group plus an in-class presentation and personal reflection.

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 and engage in community change.
- 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.

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. 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. 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.
 - Be mindful to keep your contributions brief so that everyone gets a chance to contribute.
2. Weekly response paper: To help prepare for discussions, you will be asked to turn in a weekly 300 minimum 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. I 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.

3. Personal change paper: A 5-page paper using what you've learned to identify an aspect of yourself you would like to change and describing the specific work and steps you will need to undertake to achieve this personal change. More details to be provided in class.
4. Community change paper: A 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.
5. Social change policy proposal: An 8-10 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.

% of Final grade

Class participation & preparation (including weekly responses)	20%
Personal change paper	25%
Community change paper	25%
Social policy proposal	30%

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.*

CLASS 1 - Jan. 21: Course Overview and Introductions

Required

- Course Syllabus and Assignment Descriptions
- Personal, Community, and Policy Change examples provided by Frontiers of Justice graduates \
- Bledsoe, T. S., & Baskin, J. J. (2014). Recognizing Student Fear: The Elephant in the Classroom. *College Teaching*, 62(1), 32–41.

Preparing for the first class

This is a reading and discussion-intensive seminar. One of my core responsibilities as your instructor is to help establish a classroom culture where students feel comfortable expressing their ideas and asking questions. This is not just about creating a comfortable climate (although that's important). We also know from research on learning that we learn better and retain information more effectively when we feel free to express our thoughts, opinions, doubts, concerns, and confusion.

To that effect, I'd like everyone to take a look at this article before the first class:

- Bledsoe, T. S., & Baskin, J. J. (2014). Recognizing Student Fear: The Elephant in the Classroom. *College Teaching*, 62(1), 32–41.

One of the biggest impediments to learning is fear (and anxiety, which is closely related). So we're going to spend our first class talking about fear! I'll explain more in the first class.

CLASS 2 - Jan. 28: What defines who we are, and what does justice look like to us? Is change possible?

Required

- Elder, G. H., Johnson, M. K., & Crosnoe, R. (2003). The emergence and development of life course theory. In *Handbook of the life course* (pp. 3-19). Springer: Boston, MA.
- Bronfenbrenner, U., & Morris, P. A. (2007). The bioecological model of human development. In *Handbook of Child Psychology* (pp. 793-828). John Wiley & Sons: Hoboken, NJ.
- Dweck, C. S. (2008). Can personality be changed? The role of beliefs in personality and change. *Current Directions in Psychological Science*, 17, 391-394. doi: 10.1111/j.1467- 8721.2008.00612.
- TED Talk: “What prosecutors and incarcerated people can learn from each other.”
https://www.ted.com/talks/jarrell_daniels_what_prosecutors_and_incarcerated_people_can_learn_from_each_other?language=en
- Pamela Morris. Op-Ed: NYT March 25 2021. I don't want another family to lose a child the way we did.
- TED TALK: Jermaine Archer “A Matter of Time.” Link to video:
<https://www.youtube.com/watch?v=QJrUqsFmBt0>

Supplemental

- TED Talk: “Why your worst deeds don't define you.”
https://www.ted.com/talks/shaka_senghor_why_your_worst_deeds_don_t_define_you
- “What is Bronfenbrenner's Ecological Systems Theory?” Link:
<https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/>
- NYT Video: “Stop pretending ‘this is not who we are’”:
<https://www.nytimes.com/video/opinion/10000007538961/capitol-riot-america.html>

CLASS 3 - Feb. 4: Privileged versus oppressed identities

Required

- Appiah, K.A. (2018). Classification (Chapter 1). In *The lies that bind: Rethinking identity*. Liveright Publishing Corporation: New York, NY
- Small, M. L., Harding, D. J., & Lamont, M. (2010). Reconsidering culture and poverty. *The ANNALS of the American Academy of Political and Social Science*, 629, 6-27. doi:10.1177/0002716210362077
- Mendoza-Denton, R., Downey, G., Purdie, V. J., Davis, A., & Pietrzak, J. (2002). Sensitivity to status-based rejection: Implications for African American students' college experience. *Journal of Personality and Social Psychology*, 83, 896-918. doi: 10.1037/0022-3514.83.4.896

- Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64, 170-180. doi: 10.1037/a0014564
- Death sentence for mentally ill woman.
<https://www.usatoday.com/story/opinion/policing/2021/01/05/death-sentencementally-ill-montgomery-shows-failure-justice-system/4127792001/>

CLASS 4 - Feb 11: Personal Change

Required

- Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1993). In search of how people change: Applications to addictive behaviors. *Addictions Nursing Network*, 5, 2-16. doi: 10.3109/10884609309149692
- McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22, 233-238. doi: 10.1177/0963721413475622
- Maruna, S. (2016). Desistance and restorative justice: It's now or never. *Restorative Justice*, 4, 289-301. doi: 10.1080/20504721.2016.1243853
- Miller & Rollnick (1991). Motivational interviewing as a counseling style.
- NYT OPINION By Stefan R. Underhill, Jan. 23, 2016. Did the man I sentenced to 18 years deserve it?
- James Garbarino (2018). Ch 1, Ch 4.
- Brave Heart, M. Y. H., Chase, J., Elkins, J., & Altschul, D. B. (2011). Historical trauma among indigenous peoples of the Americas: Concepts, research, and clinical considerations. *Journal of Psychoactive Drugs*, 43, 282-290. doi: 10.1080/02791072.2011.628913.

CLASS 5 - Feb. 18: Why history matters: The legacies of slavery?

Required:

- Davis, A.J. (2023). An Historical Timeline of Reparations Payments Made From 1773 through 2023 by the United States Government, States, Cities, Religious Institutions, Universities, Corporations, and Communities. Link: <https://guides.library.umass.edu/reparations>
- Hinton, E. K. (2016). Introduction: Origins of mass incarceration (pp. 1-26). In *From the war on poverty to the war on crime: The making of mass incarceration in America*. Harvard University Press: Cambridge, MA.
- Muhammad, K. G. (2010). Writing crime into race: Racial criminalization and the dawn of Jim Crow (pp. 35-88). In *From the war on poverty to the war on crime: The making of mass incarceration in America*. Harvard University Press: Cambridge, MA.
- Muller, C. (2012). Northward migration and the rise of racial disparity in American incarceration, 1880–1950. *American Journal of Sociology*, 118, 281-326. doi:10.1086/666384
- “How NY prison ‘slave labor’ powers a \$50 million manufacturing enterprise.” Link to article: <https://gothamist.com/news/how-ny-prison-slave-labor-powers-a-50-millionmanufacturing-enterprise>
- We Are Not Done With Abolition: The framers of the 13th Amendment did not intend to establish an empire of prison labor. By Eric Foner Dec. 15, 2020 NYT Op-ED

- “The gaps between White and Black America, in charts.” Link to article here: <https://www.nytimes.com/interactive/2020/06/19/opinion/politics/opportunity-gapspace-inequality.html>

Supplemental:

- Robinson, R. (2020). Normalizing injustice: The dangerous misrepresentations that define television’s scripted crime genre. Link to PDF here: <https://hollywood.colorofchange.org/wp-content/uploads/2020/01/NormalizingInjustice-Abridged.pdf>
- “What is privilege?” Link to video: <https://www.youtube.com/watch?v=hD5f8GuNuGQ>
- “Latino civil rights timeline, 1903 to 2006.” Link to article: <https://www.tolerance.org/classroom-resources/tolerance-lessons/latino-civil-rights-timeline-1903-to-2006>
- “Native American history timeline.” Link to article: <https://www.history.com/topics/native-american-history/native-american-timeline>
- “Psychology still skews Western and affluent. Can it be fixed?” Link to article: <https://undark.org/2020/01/20/psychology-bias-western/>

CLASS 6 – Feb 25: Mass incarceration and mass criminalization: Is change necessary and possible?

Required

- Miller, R., J. (2020). “How thousands of American laws keep people ‘imprisoned’ long after they’re released.” Link to article here: <https://www.politico.com/news/magazine/2020/12/30/post-prison-laws-reentry451445>
- Davis, A. Y. (2003). Prison reform or prison abolition? (pp. 9-22). In *Are prisons obsolete?* Seven Stories Press: New York, NY.
- Davis, A. Y. (2003). Abolitionist alternatives (pp. 105-116). In *Are prisons obsolete?* Seven Stories Press: New York, NY.
- “We need to talk about injustice.” Link to video here: https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en
- Spirit of Justice: Angela Davis and Michelle Alexander in Conversation: <https://utsnyc.edu/spirit-justice-michelle-alexander-angela-davis/>
- “Arrested Justice: Black Women, Violence, and America’s Prison Nation” by Beth E. Richie Ch.1 and Ch 4.

Supplemental

- Travis, J., Western, B., & Redburn, S. (Eds.). (2014). *The growth of incarceration in the United States: Exploring causes and consequences*. Washington, DC: National Academies Press.
- “13th” documentary on Netflix. See documentary here: <https://www.youtube.com/watch?v=krfcq5pF8u8>
- “National Inventory of Collateral Consequences of Conviction.” Link to database here: <https://niccc.nationalreentryresourcecenter.org>
- Aylet Waldman (2020). When a prison abolitionist is the victim of sexual assault. *The Atlantic*.

CLASS 7 - Mar. 4: Pipelines to and from prison; alternative forms of accountability

Required

- Meiners, E. R. (2011). Ending the school-to-prison pipeline/building abolition futures. *The Urban Review*, 43, 547-565.
- Legewie, J., & Fagan, J. (2019). Aggressive policing and the educational performance of minority youth. *American Sociological Review*, 84, 220-247. doi: 10.1177/0003122419826020
- TED TALK: “How we’re priming some kids for college and others for prison.”
https://www.ted.com/talks/alice_goffman_how_we_re_priming_some_kids_for_college_and_others_for_prison?language=en
- Okonofua & Eberhardt (2015). Two strikes: Race and the disciplining of young students. *Psychological Science*, 26, 617-624.

Supplemental

- TED TALK: “Why black girls are targeted for punishment at school -- and how to change that.”
<https://www.youtube.com/watch?v=g7F9XCdeOtw>
- “A Conversation with Police on Race.” <https://www.youtube.com/watch?v=5Funraox29U>
- “No Child Left Behind: An Overview.” <https://www.edweek.org/policy-politics/nochild-left-behind-an-overview/2015/04>

CLASS 8 – Mar. 11: Social movements for change

Required

- Keenanga-Yamahtta Taylor (2021) *New Yorker*. A Black Lives Matter Founder on Building Modern Movements.
- Sections from Alicia Garza, *The purpose of power: We come together when we fall apart*.
- Leslie Crutchfield (2018). How change happens: Why some social movements succeed while others don’t. Ch 1.
- “Systemic inequality: Displacement, exclusion, and segregation.”
<https://www.americanprogress.org/issues/race/reports/2019/08/07/472617/systemic-inequality-displacement-exclusion-segregation/>
- “Civil death: How millions of Americans lost the right to vote.” <https://www.theguardian.com/us-news/2020/aug/07/americans-votingrightsdisenfranchisement>
- Harris, F. C. (2016). The invisible hands of racial inequality in the USA. *United Nations Educational, Scientific, and Cultural Organization*. Link to report here:
https://en.unesco.org/inclusivepolicylab/sites/default/files/analytics/document/2019/4/wssr_2016_chap_20.pdf

Supplemental

- Please visit www.blacklivesmatter.com; explore each of the tabs and get a feel for BLM’s history and current resources

Mar. 18: SPRING BREAK, NO CLASS

CLASS 9 - Mar. 25: What does justice look like? Informed policy development

Required

- Desmond, M., & Valdez, N. (2013). Unpolicing the urban poor: Consequences of third-party policing for inner-city women. *American Sociological Review*, 78, 117-141. doi: 10.1177/0003122412470829
- Sered, D. (2014). Young men of color: The other side of harm. Vera Institute of Justice
- Weaver, V. M., & Geller, A. (2019). De-policing America's youth: Disrupting criminal justice policy feedbacks that distort power and derail prospects. *The ANNALS of the American Academy of Political and Social Science*, 685, 190-226. doi:10.1177/0002716219871899
- TED TALK: Xiye Bastida "If you adults won't save the world, we will" Link to video: <https://www.youtube.com/watch?v=KWkIgCnUWvY>

Supplemental

- Butts, J. A., Roman, C. G., Bostwick, L., & Porter, J. R. (2015). Cure violence: A public health model to reduce gun violence. *Annual Review of Public Health*, 36, 39-53. doi: 10.1146/annurev-publhealth-031914-122509
- Baldwin, M., Chablani-Medley, Marques, L., Schiraldi, V., Valentine, S., & Zeira, Y. (2018). Cognitive behavioral theory, young adults, and community corrections: Pathways for innovation. *Papers from the Executive Session on Community Corrections*. Link to article here: https://www.hks.harvard.edu/sites/default/files/centers/wiener/programs/pci/files/cbt_young_adults.pdf
- "The C.H.O.I.C.E.S. Connection." Link to video here: <https://www.youtube.com/watch?v=xDPN50xIEEE>
- "How to defund the police." Link to article here: <https://www.newyorker.com/news/news-desk/how-the-police-could-be-defunded>
- Johnson, A. E., Wilkinson, K. K., & Varshini Prakash. (2021). We Are Sunrise. In All we can save: Truth, courage, and solutions for the climate crisis (pp. 187–192). essay, One World.

CLASS 10 - Apr. 1: Medical apartheid/ Health Justice

Required

- Hatzenbuehler, M. L., Phelan, J. C., & Link, B. G. (2013). Stigma as a fundamental cause of population health inequalities. *American Journal of Public Health*, 103, 813-821. doi: 10.2105/AJPH.2012.301069
- Williams, D. R., & Collins, C. (2016). Racial residential segregation: a fundamental cause of racial disparities in health. *Public Health Reports*, 116, 404-416. Doi: 10.1093/phr/116.5.404
- Gee, G. C., & Ford, C. (2011). Structural racism and health inequities. *Du Bois Review: Social Science Research on Race*, 8, 115-132. doi: 10.1017/S1742058X11000130
- "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-fordying-of-covid-19/>
- "Black America has reason to question authorities" Link to New Yorker article: <https://www.newyorker.com/news/our-columnists/black-america-has-reason-to-question-authorities>

Supplemental

- “The Belmont Report.” Link to report here: https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf
- Savitt, T. L. (1982). The use of Blacks for medical experimentation and demonstration in the Old South. *The Journal of Southern History*, 48, 331-348. doi: 10.2307/2207450
- “How we fail Black patients in pain.” Link to article here: <https://www.aamc.org/news-insights/how-we-fail-black-patients-pain>
- Williams, D. R., & Mohammed, S. A. (2013). Racism and health I: Pathways and scientific evidence. *American Behavioral Scientist*, 57, 1152-1173. doi: 10.1177/0002764213487340
- Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health disparities and health equity: The issue is justice. *American Journal of Public Health*, 101, 149-155. doi: 10.2105/AJPH.2010.300062
- Matthew, D. B. (2020). Structural inequality: The real COVID-19 threat to America’s health and how strengthening the Affordable Care Act can help. *The Georgetown Law Journal*, 108, 1679-1716.
- Hoffman, K. M., Trawalter, S., Axt, J. R., & Oliver, M. N. (2016). Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites. *Proceedings of the National Academy of Sciences*, 113, 4296- 4301. doi: 10.1073/pnas.1516047113
- “The dark history of medical experimentation on Black Americans from colonial times to the present.” Link to NPR post-cast here: <https://www.npr.org/transcripts/9105953>
- Viner, R. M. et al., (2020). School closure and management practices during coronavirus outbreaks including COVID-19: A rapid systematic review. *The Lancet Child & Adolescent Health*, 4, 397-404. doi: 10.1016/S2352-4642(20)30095-X
- Laurencin, C. T., & McClinton, A. (2020). The COVID-19 pandemic: a call to action to identify and address racial and ethnic disparities. *Journal of Racial and Ethnic Health Disparities*, 7, 398-402. doi: 10.1007/s40615-020-00756-0

CLASS 11 - Apr. 8: Environmental vulnerability and community outcomes

Required

- Tessum, C. W. et al., (2019). Inequity in consumption of goods and services adds to racial– ethnic disparities in air pollution exposure. *Proceedings of the National Academy of Sciences*, 116, 6001-6006. doi: 10.1073/pnas.1818859116
- Pearson, A. R., Schuldt, J. P., Romero-Canyas, R., Ballew, M. T., & Larson-Konar, D. (2018). Diverse segments of the US public underestimate the environmental concerns of minority and low-income Americans. *Proceedings of the National Academy of Sciences*, 115, 12429-12434. doi: 10.1073/pnas.1804698115
- Mohai, P., Pellow, D., & Roberts, J. T. (2009). Environmental justice. *Annual Review of Environment and Resources*, 34, 405-430. doi: 10.1146/annurev-environ-082508-094348

Supplemental

- Freudenberg, N., McDonough, J., & Tsui, E. (2011). Can a food justice movement improve nutrition and health? A case study of the emerging food movement in New York City. *Journal of Urban Health*, 88, 623-636. doi: 10.1007/s11524-011-9598.

- Bullard, R., & Johnson, G. S. (2000). Environmental justice: Grassroots activism and its impact on public policy decision making. *Journal of Social Issues*, 5, 555-578. doi: 10.1111/0022-4537.00184.
- Bullard, R. D. (1983). Solid waste sites and the black Houston community. *Sociological Inquiry*, 53, 273-288. doi: 10.1111/j.1475-682X.1983.tb00037.
- Bhandari, S., Lewis, P., Craft, E., Marvel, S. W., Reif, D. M., & Chiu, W. A. (2020). HGBEnviroScreen: Enabling Community Action through Data Integration in the Houston– Galveston–Brazoria Region. *International Journal of Environmental Research and Public Health*, 17, 1130-1144. doi: 10.3390/ijerph17041130
- Alexeeff, S. E. et al., (2018). High-resolution mapping of traffic related air pollution with Google street view cars and incidence of cardiovascular events within neighborhoods in Oakland, CA. *Environmental Health*, 17, 38-51. doi: 10.1186/s12940-018-0382-1
- Heald, S. (2017). Climate silence, moral disengagement, and self-efficacy: How Albert Bandura’s theories inform our climate-change predicament. *Environment: Science and Policy for Sustainable Development*, 59, 4-15. doi: 10.1080/00139157.2017.1374792
- Tsui, E., Bylander, K., Cho, M., Maybank, A., & Freudenberg, N. (2012). Engaging youth in food activism in New York City: Lessons learned from a youth organization, health department, and university partnership. *Journal of Urban Health*, 89, 809-827. doi: 10.1007/s11524-012-9684-8
- Song, H. et al., (2020). What counts as an “environmental” issue? Differences in issue conceptualization by race, ethnicity, and socioeconomic status. *Journal of Environmental Psychology*, 68, 101404. doi: 10.1016/j.jenvp.2020.101404

CLASS 12 - Apr. 15: Social Policy Proposal Prep

CLASS 13 - Apr. 22: Social Policy Proposal Prep

CLASS 14 – Apr. 29: GROUP PRESENTATION OF POLICY PROPOSALS

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 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 Academic Integrity site (<https://www.cc-seas.columbia.edu/integrity>). 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.

Generative Artificial Intelligence: AI generative or machine learning tools can be used to assist with course deliverables, provided that all utilized information is cited in accordance with program guidelines. The APA currently has guidance on [how to cite ChatGPT](#) or other generative AI chatbots. In addition, note that information produced by AI generative tools may be inaccurate or outdated. Please speak with your instructor if you have questions about course specific policies relating to usage of AI generative tools.

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