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Environmental Injustice

Anthropology 25A, Fall 2020

UCI Anthropology

located on ancestral homelands of
the Tongva and Acjachemen nations

TEACHING TEAM

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[Office Hour Schedule](#)



DIGITAL TOOLS

[Canvas](#)

[Discord \(sign up\)](#)

[Zotero](#)

[Research Platform](#)

[Instagram](#)

[Twitter](#)

COURSE SUMMARY

1. we'll study explosive disasters at refineries, everyday air pollution and the extreme weather and wildfires resulting from climate change
2. the course is very hands-on, interactive and research-intensive, with students in leadership roles
3. student research groups will produce environmental injustice case studies focused on highly polluted communities in California; case studies will be published online and shared with the communities studied

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ABOUT THE COURSE

In this course, we'll study environmental disasters, pollution, and the causes and impacts of climate change -- and how these impact human health and worsen social inequalities. We'll also study how people have become environmental activists to find and advocate for solutions. **Our focus is on environmental injustice: what it looks like on the ground, what causes it, and what it will take to create safer and stronger communities.**

The course includes many documentary films to provide a sense of what environmental injustice looks like in everyday life. We'll watch the films to simulate the field research that anthropologists do to understand how people live, think, struggle, protest and innovate in different settings. You'll learn how anthropological perspective helps explain and can help solve environmental problems.

Working with a research group, you'll also develop three case studies that examine environmental injustice in Californian communities, identifying both problems and solutions. You'll learn how to use digital research tools and collaborative work processes. You'll learn to access and interpret different kinds of research data.

You'll also learn to analyze the ethical dimensions of environmental problems, refining your own ethical values, political perspectives and professional commitments. You won't be graded on what positions you take, but on the quality of your arguments, evidence and plans for positive social change.

The course draws on the teaching team's own research experiences at many sites of environmental injustice -- in the United States, India, China, Japan, and Taiwan.

This course will be taught synchronously -- which means that we expect you to attend both lectures and section meetings. Both section meetings and the second part of Wednesday night lectures will be spent working in your research groups. This interactive time is difficult to make up so please do all you can to be present. If you occasionally can't be present, please make arrangements with your group to make sure your share of the research is done in a timely manner. All course materials will be available on Canvas for free. We will use an array of digital tools to support our work (see below the [section on digital tools](#))

We want you to succeed in this course and have designed the syllabus to support this. Your grade will be based on many different assignments; you can review all quiz and exam questions in advance then use your notes when taking the quizzes and exams; there are opportunities for extra credit that can significantly raise your grade. There are penalties for late assignments; the course is carefully scheduled so late assignments mean that you fall behind, often with impacts on others in your research group. We use deadlines to help you pace your work and stay on schedule. If you do face unexpected disruptions, however, we will do all we can to provide flexibility and support. Again: we want you to be successful! Please be in touch with your TA if you need special accommodations.

TOPICS OVERVIEW

Week 1, our focus will be on “**Homo Toxicus**” (watching a film by the same name), exploring many settings where people have been negatively impacted by toxic chemicals and many problems they face when looking for solutions. You’ll also learn about greenwashing and other ways companies try to hide environmental health hazards.

Week 2 + 3, we’ll focus on **fast, explosive disasters** (when chemical or nuclear plants blow up, for example), starting with the story of the 1984 chemical plant disaster in Bhopal, India -- still considered the world’s worst industrial disaster. Your research group will produce a case study focused on potential for “worst case scenarios” in Californian communities.

Week 4 + 5, we’ll focus on the **slow disasters caused by everyday air, water and soil pollution** -- in places like Flint, Michigan and East Los Angeles (where a battery recycling plant spread lead contamination across the surrounding community). Your research group will produce a case study about slow pollution disasters in California.

Weeks 6 + 7, we’ll study the **combo-disasters resulting from climate change**. We’ll learn how global warming punishes the world’s poorest people and about bumbled responses by the government, especially in the United States. We’ll also study how powerful corporations have shaped (and undermined) response to climate change. Your research group will produce a case study about climate change impacts and planning in a Californian community.

Week 8: Thanksgiving (no class)

Week 9 + 10, we'll zoom back out to think about the **history and future of environmental movements**, thinking together about the kinds of environmental education, organizing and governance we'll need in the future. Your research group will produce a Position Paper that takes a stand on debatable issues (whether people living near refineries or in areas with high wildfire risk should be required to relocate, for example).

Week 11 is exam week. The final exam will focus on key concepts that will help you analyze a wide array of environmental problems and political issues.

GRADING

TIME EXPECTATIONS

This is a four credit course so **expect to spend 12+ hours on it each week** (including class time). Please plan for this! We want you to learn a lot and do well in the course.

ATTENDANCE AND PARTICIPATION

Attendance and participation in all class and section meetings are expected. There will be short lectures on Wednesday evening then the remainder of class time will be working with your research group on Zoom, Discord and Google Docs. Research groups will take attendance and meet weekly with their TA to report progress and discuss how the group is working. If you aren't able to attend

or fully participate, please work out an arrangement with your research group to do the work in advance.

Participation will be graded in reverse. We'll assume that all students are in the course to learn and will fully participate, with the highest standards of academic integrity and collegiality. Should these expectations not be met, we will reduce your grade as much as 5% per week. Grade reductions can result from failures to attend and contribute to research meetings in scheduled class times; from failures to stay in touch with your research group and help meet deadlines; and from failure to be ready for Thursday research meetings with your TA. Grade reductions can also result from comments or behavior that distract from course materials and objectives. One especially important objective is to give students opportunities to experience and learn from inclusive research collaboration; this depends on respectful and tolerant communication. Also see the section below on [course protocols](#) and [academic integrity](#).

GRADE COMPONENTS

You will build your course grade with the following assignments:

Quizzes and discussion posts **20%**
5 quizzes + 5 discussion posts -- all done individually.

Three research case studies **60%**
Each case is worth 20%: half graded individually and half as a group. In each case study, individual grades will be based on four draft research posts (4%) , one final research post (5%) and a research evaluation report (1%). Group grades will be based on a draft research sketchbook (2.5%), an updated research sketchbook (2.5%) and a final case study (5%).

Position posts and paper **10%**
(5 individual posts + 1 group paper)

Exam

10%

LATE ASSIGNMENTS

If an assignment is late, you'll lose 5% of what it is worth each day.

GRADE SCALE

A: 90-100 | B: 80-89 | C: 70-79 | D: 60-69

EXTRA CREDIT OPTIONS

(up to 10% of overall grade):

Exceptional class contributions	up to 10%
Film Reviews (1 film review = 2%)	up to 10%
Media Stories (1 media story = 2-5%)	up to 10%
EiJ Event Reports	up to 10%

GRADING OPTIONS

Due to the COVID-19 pandemic, you can opt to pass rather than receive a letter-grade in your courses. You must have at least a C grade to pass. **The last day to change your grading option is Wednesday, November 25.** Please read the Registrar's FAQs regarding P/NP grading to decide which grading option is best for you. https://www.reg.uci.edu/addl/faq_covid_pnp.html

COURSE SCHEDULE

Our weekly class meeting time is Wednesday, 7-9:50PM. The first part of the meeting will be a Zoom webinar for all students in the class. We will review assigned readings and films, highlighting concepts that will be useful in your case

study research and on your final exam. The Teaching Team will also provide tips for your case study research. **Supplemental material (delivered in longer lectures in most courses) will be circulated in a course bulletin, *Eij Talks*.**

In the second part of Wednesday meetings, you'll work in your research groups. Research sketches completed during Wednesday class meetings will be discussed during **section meetings on Thursdays**. You will need to figure out how to communicate and work collaboratively with your research group beyond class and sections meeting times.

You will have **assignments due on Tuesdays and Thursdays at 10pm**. Please plan in advance to meet these deadlines so that you don't get behind, lose points or get in the way of the collaborative work of your research group.

The **final exam** for the course that will be open over multiple days during exam week.

CASE STUDY RESEARCH WORKFLOW

The workflow for your collaborative case study research needs to be carefully managed, allowing time to build a collection of research resources in Zotero and time to complete the research sketches that go with each case study question. **Here are the steps you will move through in each of three case study sections** (one focused on fast disaster; another on slow disaster; a third on combo disaster):

1st Friday of the section: Read *Eij Talks* and do shared reading/watching assignments to learn about the specific type of disaster to be focused on in this section. Build research resources in Zotero for the region of California your group is assigned to research.

By 1st Tuesday, 10pm: Complete quiz and discussion post based on shared reading/watching assignments. Both are individually graded.

1st Wednesday, 7-9:50pm: Attend the course webinar for about forty-five minutes then break into research groups, reconvening on Zoom or Discord to work together on a Google Doc. From 8-8:50, research groups should break into sub-groups, assigning two or three students to work on a research sketch for case study questions 1-5 (indicating which students worked on each sketch). From 9:9:50, *different* sub-groups of two or three students should work on sketches 6-10. It is important to use this time on Wednesday night well: you will report your progress to your TA the next day in section meetings then have a draft of the full sketchbook due Thursday evening. Before Thursday section meetings, you should read all of your group's sketches, thinking about what is missing and next steps.

Thursday sections: Be ready to respond to questions about your case and research progress. Your TA will call on people so all members of the research group should be ready to respond and represent the group. After meeting with your TA, your group can return to collaborative work.

By 1st Thursday, 10pm: Submit draft research sketchbook (group grade) and four draft answers to different case study questions (individual grades). Your draft answers can draw from the sketches your group has done. It is okay to borrow work done by your team members so long as you cite the sketch's authors.

Friday-Monday: Continue to work with your research group on sketches, data visualizations, captions and other shared responsibilities.

By Tuesday, 10pm: Each research group member submits a comprehensive, polished response to one case study question. Your group should work out who will answer each question.

Wednesday, 7-9:50pm: Attend the course webinar for about forty-five minutes then break into research groups, reconvening on Zoom or Discord to work together to

finalize your sketchbooks and compile your case studies, making sure to address questions and suggestions from the Teaching Team.

Thursday sections: Be ready to respond to questions about your research findings, data visualizations, action recommendations and ethical evaluations. Your TA will call on people so all members of the research group should be ready to respond and represent the group. After meeting with your TA, your group can return to collaborative work, completing a structured peer review and copy-edit of all sections of your report.

By Thursday, 10pm: Submit final research sketch book and case study for a group grade. Submit (by midnight) a research process report for an individual grade.

DUE DATES		
HOMO TOXICUS		
WEEK 1 Oct 7	Tuesday	Biosketch and survey
	Thursday	Quiz and discussion post
FAST DISASTER		
WEEK 2 + 3 Oct 14, 21	Tuesday	Quiz and discussion post
	Thursday	Four draft case study question posts Draft research sketchbook (group)
	Tuesday	Full case study question post
	Thursday	Case study and updated research sketchbook (group) Research process report
SLOW DISASTER		
WEEK 4 + 5 Oct 28, Nov 4	Tuesday	Quiz and discussion post
	Thursday	Four draft case study question posts Draft research sketchbook (group)
	Tuesday	Full case study question post
	Thursday	Case study and updated research sketchbook (group)

		Research process report
COMBO DISASTER		
WEEK 6 + 7 Nov 11, 18	Tuesday	Quiz and discussion post
	Thursday	Four draft case study question posts Draft research sketchbook (group)
	Tuesday	Full case study question post
	Thursday	Case study and updated research sketchbook (group) Research process report
THANKSGIVING		
ENVIRONMENTAL MOVEMENTS		
WEEK 9 + 10 Dec 2, 9	Tuesday	Quiz and discussion post
	Thursday	2 position posts
	Tuesday	2 responsive posts
	Thursday	Position Paper (group) Research process report
EXAM: WEEK OF DECEMBER 14		

ASSIGNMENT DETAILS

More assignment details are available on our [Canvas site](#). There is a chanel on our [Discord](#) site for questions about the course and assignments.

All citations in assignments should use [The Chicago Manual of Style author-date system](#)

READING, WATCHING, QUIZZING, DISCUSSING

We've chosen readings, recorded lectures and films for this course that will teach you about different kinds of environmental health threats and how they are impacting different communities. Our goal is to strengthen your capacity to analyze environmental health problems. We want you to pay attention to the details of the cases you learn about but we won't expect you to memorize them. We do want you to learn and remember **concepts** that will help you analyze these cases.

You'll watch many films. We want you to:

- Watch these films like a **film critic**: thinking about how they deliver their message, how effective they are, and what you would change about them.
- Watch these films like an **anthropologist**: identifying different stakeholders, noting how they perceive the problems they face, thinking about what shapes their perceptions and ability to act on their problems.
- Watch the films like an **environmental activist**: looking for ways to reduce environmental health threats.

Canvas modules for each section of the course will include links to reading and watching assignments, quizzes and discussion boards. You won't need to purchase course materials.

In all, there will be five quizzes and five discussion posts (approximately 250 words each). In each section of the course, plan on spending 4-6 hours on this work.

INTERDISCIPLINARY ENVIRONMENTAL INJUSTICE CASE STUDIES

Case study research is useful in many different settings and for many different purposes. Well-designed case study frameworks help researchers zoom in and out, drawing out local details, comparisons between cases and recurring themes. In this course, you'll work with your research group to produce three case studies: the first focused on environmental threats from "worst case scenarios" (when chemical plants explode, for example), the second focused on everyday air, water and soil pollution, and the third focused on climate change. The case study framework below will structure your case study research and reports for this course.

EIJ CASE STUDY FRAMEWORK

1. What is the setting of this case?
2. What environmental threats (from worst case scenarios, pollution and climate change) are there in this setting?
3. What intersecting factors -- social, cultural, political, technological, ecological -- contribute to environmental health vulnerability and injustice in this setting?
4. Who are stakeholders, what are their characteristics, and what are their perceptions of the problems?
5. What have different stakeholder groups done (or not done) in response to the problems in this case?
6. How have environmental problems in this setting been reported on by media, environmental groups, companies and government agencies?
7. What local actions would reduce environmental vulnerability and injustice in this setting?
8. What extra-local actions (at state, national or international levels) would reduce environmental vulnerability and injustice in this setting and similar settings?
9. What kinds of data and research would be useful in efforts to characterize and address environmental threats in this setting and similar settings?
10. What, in your view, is ethically wrong or unjust in this case?

POSITIONS POSTS AND PAPERS

In this course, we want you to refine your own ethical values, political perspectives and professional commitments. Position posts and a group position paper (during the last week of the course) will contribute to this. We will ask you to develop positions on issues that you may not have a strong or any position on to start with. You'll need to do a little research to understand the issues and are encouraged to talk through the issues with your classmates, friends and family. You will not be graded on which position you take. You will be graded on the quality of your arguments and supporting evidence. Below is an example of an individual position post. You'll write two such posts, respond to other students' posts and work together on a shared position statement.

SAMPLE POSITION POST

QUESTION:

Should the United States require individuals to reduce their carbon footprint?

RESPONSE: In my view, the United States should pass laws that require individuals to restrict activities that produce carbon pollution. While some people may think this would undermine constitutionally-protected liberties, there is a clear precedent and reasons for laws that prevent people from doing things that harm others. We are required to stop at stop signs, for example, and there are bans on smoking in most public places. Failing to curb carbon pollution also harms others, though sometimes across great distances or time. The activities of people living in the United States create disproportionately large amounts of carbon pollution, with particularly harsh impacts on people living in the Arctic, on islands, and on low-lying coastlines. In the United States, carbon pollution is contributing to extreme weather events, and is expected to create increasing water scarcity -- negatively impacting current populations as well as future generations. Course materials documenting the impacts of climate change on Bangladesh influenced our thinking on this question. It seems particularly unfair for people who are already among the poorest in the world to be impacted by pollution caused by people living much better and very far away. Sea level rise and melting glaciers (both associated with climate change) are already causing regular, sometimes permanent, catastrophic floods in Bangladesh, for example, and conditions are expected to worsen in coming years. Robert Glennon (2017), writing in *Scientific American*, highlights that the people of Bangladesh are greatly affected by such changes while not being significant contributors to the cause of the problem. The country as a whole emits just 0.3% of global greenhouse gas emissions (Glennon 2017). " (270 words)

Reference

Glennon, Robert. 2017. "The Unfolding Tragedy of Climate Change in Bangladesh." Scientific American Blog Network. April 21, 2017.
<https://blogs.scientificamerican.com/guest-blog/the-unfolding-tragedy-of-climate-change-in-bangladesh/>

Bio-statement

Deepa Sarkar is a third year civil engineering student at University of California Irvine. She is interested in climate change mitigation and plans a career focused on transportation alternatives to private vehicles.

FINAL EXAM

Your final exam will include multiple choice and short answer questions. Like the quizzes in the course, you'll be able to see the questions in advance and are free to review with your peers. You are also free to refer to readings and use your notes during quizzes and the exam. Once you open the exam for final submission, you should work on it on your own.

DIGITAL TOOLS

This course is designed to support active student learning and collaborative research. For this, we'll use a set of digital communication and research tools that will be useful in this course and in your later work. These are the tools we'll be using:

[Canvas](#)

Our Canvas site will be the main portal to all course materials and announcements. *EiJ Talks*, a course bulletin for each section of the course, will be

sent out as a Canvas announcement, for example. Please get set up so that Canvas announcements come in to your UCI email (which should come in to all the devices you regularly use). Please also adjust your Canvas settings so that you receive notifications when the Teaching Team comments on your discussion board posts.

[Discord](#) (sign up [here](#))

Our Discord site will include channels where you can ask questions about course logistics and assignments, follow course-related news (about the US presidential election, for example), and follow course-related creative projects (an air pollution art installation, for example). There also will be a channel for each research group (10-15 people each) for working collaboratively on case studies and position papers, and channels for participating in (voluntary, ungraded) EIJ Working Groups. When you join the Discord, you will see instructions for joining channels for your assigned section and group.

[Zoom](#)

We will use Zoom video conferencing for Wednesday lectures (in a webinar format) and for Thursday section meetings (using break out rooms for research groups). Research groups will set up Zoom or Discord calls on their own for group work on Wednesdays after the lecture and at other times as needed for collaborative work during the week. To be ready for this (if you haven't already), install the Zoom desktop (recommended) or mobile application from <https://uci.zoom.us/download> then create a UCI Zoom account at <https://uci.zoom.us/>. From some countries, you will need to access Zoom through UCI's VPN. Links for Wednesday lectures and section meetings will be on Canvas.

[Google Docs](#) You will use Google Docs in your research groups to work together on research sketches and your case study reports. From some countries, you will need to access Google through UCI's VPN. If the VPN pathway doesn't work, there are alternatives to Google Docs that can be used by research groups. If you anticipate problems using Google Docs, please be in touch with your TA.

[Zotero](#)

Zotero is freely available bibliography software that you can use to build your own bibliographies and to build shared bibliographies in collaborative research. You will use Zotero to build bibliographies for your case study research. See these [great Zotero tutorials](#).

[Research Platform](#)

The Disaster-STS digital research platform will be used to publish your case study research so that it is accessible to other researchers and to people working to solve environmental problems in the Californian communities you study. Students at other colleges and universities will also publish their environmental injustice research on this platform, helping build an open-access research commons.

You will be able to link to your case study reports on your resume, describing the experience you gain in the course something like this (scroll down here and see a [sample resume](#), with tips and templates for building your resume):

Research experience and publications

Fall 2020, I was part of a ten-person research group that produced three case studies focused on potential chemical disasters, routine pollution and climate change impacts and planning in Californian communities. Through this work, I gained experience with collaborative research processes and

digital tools; finding and interpreting local data from sources like CalEnviroScreen, EPA EJScreen, and the US Government Accounting Office; qualitative social science methods; stakeholder and ethical analyses; report writing, including many data visualizations; bibliography development. The case studies are published at the links below (you'll have three by the end of the course):

Perales, N., M. Berache, J. Perez, T. J. Okamoto, Z. Jin, V. Chu, H. Dayrit, A. Amiri, D. Hayworth. 2019. **Combo Disaster Case Study: Alameda**. UCI Anthropology 25A, Environmental Injustice. Disaster STS Network. University of California Irvine.

<https://disaster-sts-network.org/content/eij-fall-2019-combo-disaster-case-study-alameda-county-group-9>

[Instagram](#) + [Twitter](#)

We'll also share work produced in the course through our Instagram and Twitter accounts. These accounts were set up to help UCI EiJ students stay connected after they complete the course and to link UCI to other organizations working to address environmental injustice. If you are interested in helping develop EiJ's social media presence, see below information about the [EiJ Connections Working Group](#).

COURSE PROTOCOLS

ACADEMIC INTEGRITY

We are teaching this course to give you the opportunity to learn and develop your own perspectives. We want to help you refine your analytic skills and advance the sophistication of your thinking. You can easily make a good grade if you do the work conscientiously. Please help us make the course a great learning experience for you. This won't happen if you cheat.

There are many ways to cheat in a college course, especially when taught online. Academic integrity thus depends on your values, goals, and practices. Academic integrity is not just a set of rules to follow but a way of thinking about yourself, your education and what you want in the future.

But please remember: *cheating is against UCI rules and will lead to failure in your courses and possibly expulsion from UCI.*

Here is a link to [UCI's Academic Integrity Policy](#). This is the core of it:

Academic misconduct, in its most basic form, is gaining or attempting to gain a grade, degree, or other academic accomplishment by any means other than through your own work. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort, and shall not aid another student who is attempting to do so.

Here are [UCI's responses to Frequently Asked Questions about Academic Dishonesty](#), mostly focused on what happens after a charge is made.

Here is a [quiz you can take to test and develop your understanding of what is and isn't academic dishonesty in our course](#). Collaboration is encouraged on most assignments.

PARTICIPATION, COMMUNICATION & SPECIAL NEEDS

Course Communication: We will be using Canvas for all course communication, supplemented by exchanges on Discord and in Google Docs. Please get set up so

that

- our Canvas announcements come in to your UCI email (which you should be able to check on all devices you regularly use).
- your Canvas settings are adjusted so that you receive notifications when the Teaching Team comments on your discussion board posts

Virtual meeting courtesy: If you are able, please turn on your cameras during research group and section meetings, especially if you are the one speaking. It is okay if you need to keep your video off for security or personal reasons; you also can change your Zoom photo and name so that you aren't identifiable outside our class group. If you have special security or privacy concerns, please work with your TA to figure out a comfortable solution.

When you are not speaking, please MUTE yourself so that background noises aren't distracting. Try to find somewhere to be where you can unmute and contribute to discussion. Zoom chat is also a good way to participate. Stay off distracting devices so that you stay (virtually) present and engaged.

Recording: We will record the webinar component of Wednesday lectures (the first hour) and make the recording available on Canvas. Please don't record any other class meetings (sections or research group meetings).

Respectful engagement: In all course exchanges (with the Teaching Team and your peers), you are expected to be respectful, tolerant and inclusive, in keeping with [UCI's Student Code of Conduct](#). Disrespectful engagement can impact your participation grade (resulting in deductions from your overall course grade by as much as 5% each week; see [grading details](#) above).

Students with disabilities: We are happy to support students with disabilities.

Start by registering with UCI's Disability Services Center (www.disability.uci.edu) and let the Teaching Team know what would be helpful.

LEARNING OUTCOMES

By the end of this course, you will be able to:

1. Think anthropologically about environmental health problems and injustice
2. Identify multiple environmental health hazards, stakeholders and solution-pathways
3. Analyze ways environmental health threats intersect with poverty, racism and other social problems
4. Better articulate your own ethical values, political perspectives and professional commitments
5. Use digital research tools and collaborative work processes rapidly produce case study research.

OPTIONAL WORKING GROUPS

This course is designed to help students build the analytic, evaluative, creative and organizational capacities needed to address complex environmental problems. To accomplish course goals, we need to constantly improve the course itself and ways we share course research. We also need to build connections with people in other places working to address environmental injustice. In other words: the course itself needs to be innovative. Students are invited to help with

this through voluntary, ungraded participation in two EiJ Working Groups, “EiJ Teaching Today” and “EiJ Connections.”

The EiJ Teaching Today Working Group will strategize ways that our course can best support both our students and the global environmental justice movement. This Working group will 1) monitor a weekly, anonymous student survey that will help us adjust the course as needed during Fall 2020 (responding especially to the special stresses of the COVID-19 pandemic). 2) monitor global political developments (including the US presidential elections), innovating ways to keep EiJ students critically engaged with the issues 3) innovate ways to connect EiJ students both to the communities we study and to the global environmental justice movement 4) consider ways to improve the design of our course, learning from EiJ educators in other places.

The EiJ Connections Working Group will strategize ways to share our research results and connect EiJ researchers around the world. This Working Group will 1) develop our social media (Instagram and Twitter) presence to connect EiJ students, educators, researchers and activists around the world 2) research and innovate new ways to build the communication and research capacities of the global environmental justice movement.

This course is part of the larger research and teaching collective [Beyond Environmental Injustice](#). Feel free to share the syllabus with teachers and students at other Universities or sign up for the [mailing list](#).

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