

Fall 2024
Paul H. O'Neill School of Public and Environmental Affairs
Indiana University Bloomington
R535/E400 International Environmental Policy

1. About the Instructor

Instructor: Prof. Nikos Ziropiannis **Office:** SPEA 331; **Phone:** 812-856-8323; **E-mail:** nziropia@indiana.edu

Office hours: Use this [Calendly link](#) to schedule a meeting with me

Teaching Assistant: Olivia Hurley; **E-mail:** ohurley@iu.edu

Administrative Assistant: Taylor Turcotte; tayturco@iu.edu; SPEA 410; Phone: 812-855-5220

2. About the Course

Class meeting days and times: M-W 11:30-12:45 **Class location:** PV 272

Required texts and materials: There are no required textbooks for this class. All assigned papers and reading materials can be accessed on Canvas.

Canvas and other website information: This class is open to both undergraduate (SPEA E400) and graduate (SPEA R535) students. For ease of communication, both sections have been combined into one on Canvas. The name of the combined section on Canvas is FA24-BL-SPEA-R535-10697 and all assignments and selected readings will be posted there. Students are expected to check their Canvas web-site frequently and **stay up to date** with regards to the content that is posted.

Course prerequisites: There are no prerequisites for this course. The class is open to both graduate and undergraduate students. **Graduate students** will have different requirements on their means of assessment, listed in detail in the syllabus.

Contacting classmates: Please make sure you obtain the contact information from at least two of your classmates. In case you are absent, **you are responsible** for contacting your classmates in order to recover any material you might have missed, as well as any announcements I might have made in class.

3. Course Description and Objectives

Course Description

Environmental problems are not constrained by state or national borders. Many of them are regional, transnational or global by nature, which lends a significant element of complexity to the policies that need to be in place to address them. In this class, we will explore several of those problems (climate change, deforestation, fisheries management, local air quality, water pollution) and evaluate the current status of relevant international policies. Our analysis will be motivated by both positive and normative policy approaches. We will examine the role of government regulation through command and control (e.g. ban on exports of ozone depleting substances) as well as market based policy instruments (e.g. European Union Emissions Trading System). We will study the application of polycentric governance in climate change pioneered by Elinor Ostrom and discuss the role of voluntary agreements in helping to boost participation in mitigation efforts. Just like domestic policies,

international environmental agreements are evaluated based on a series of criteria including economic efficiency, efficacy, political acceptability, and equity (among others). This class will consider those criteria in evaluating past and present international agreements. For example, is it true that the Kyoto Protocol caused emissions reductions amongst its signatory nations? Is there a way to design a carbon tax that does not disproportionately burden low-income households? Why is the 1987 Montreal Protocol considered one of the most successful international environmental agreements?

Throughout the course of the semester, we will examine the role of the Global South and that of indigenous groups in the international environmental policy arena. The questions we will ask include the following: How should the international community address climate change induced migration? To what extent have indigenous groups been marginalized in climate change negotiations? How effectively can community driven conservation efforts advance sustainable ecosystem management? Whether in regard to climate change, local air quality, or deforestation, countries of the Global South face unique challenges but also opportunities in addressing environmental problems. Realizing the role that the Global South and indigenous communities play in the global arena is key in designing and implementing sound policy.

Finally, the focus of this course is international environmental policy and within that focus, I have selected class materials that present a variety of topics, policy instruments and approaches to policy design and implementation. In class, we will regularly discuss connections between our course material and current or historical events in the international environmental policy world. Those connections may require careful thought rather than being immediately obvious, but the ability to understand and analyze connections among ideas and events is a core skill in one's professional career. It is a skill that will serve you well in your life beyond IU.

Learning outcomes

After taking this course students should expect to:

- A. Be able to **identify** the main actors in the international environmental policy arena and the most important agreements currently in place.
- B. Have a firm grasp of the **design, implementation, enforcement, and effectiveness** of international environmental agreements.
- C. **Compare and contrast** the various agreements and policies related to international environmental problems.
- D. **Critically assess and propose** future solutions for international environmental problems.
- E. **Understand and analyze** current and/or historical events through the lens of concepts from this course.

How does the R535 support a student's completion of the degree program?

The table below illustrates the concentrations/degrees for which R535 can serve as an elective or core course.

<u><i>Degrees/Concentrations</i></u>	<u><i>R535 International Environmental Policy</i></u>
<i>MPA/MSES Dual Degree Concentrations</i>	
Energy	Group II Elective (Economics, Public Policy and Law)
<i>MPA degree Concentrations</i>	
Energy	Group II Elective (Economics, Public Policy and Law)
Environmental Policy and Natural Resource Management	Group I Elective (Environmental Policy Courses)
International Development	Group II Elective (Other)

<i>Degrees/Concentrations</i>	<i>R535 International Environmental Policy</i>
Sustainability and Sustainable Development	Group I Elective (Context for Sustainability)
Policy Analysis	Elective
<i>MES Degree Concentrations</i>	
Sustainable Water Resources	General MES Fundamental Applications Elective
<i>MIA Joint Degree Concentrations</i>	
Global Development, Environment and Sustainability	Elective
<i>Accelerated MSES Degree</i>	Economics, Management and Policy Core Competencies Elective
<i>MSES/MS Intelligent Systems Engineering Dual Degree</i>	Economics, Management and Policy Core Competencies Elective
<i>MSES/MS in Chemistry Dual Degree</i>	Economics, Management and Policy Core Competencies Elective
<i>MSES/MS in Geological Sciences Dual Degree</i>	Economics, Management and Policy Core Competencies Elective

4. Grading: Means of Assessment

Class participation (20%): I expect that you come to class having completed and ready to discuss the required readings assigned each week. In addition, I expect that you **engage and contribute** to class discussions and in-class group activities. Please note that attendance is not part of the grading schedule (i.e. no points simply for showing up for class). I allow **two absences** during the semester. You do not need to explain the reason of your absence unless it was due to a true emergency (in which case I would like to be informed about it). Other than those two absences, additional absences will have an impact on your participation grade. That said, I am willing to provide some flexibility with regards to COVID-related absences. In the event of prolonged absences, I will allow students to request an adjustment to their participation grade weight. You will need to schedule a meeting with me by Friday December 6th at the latest, in order to discuss the specifics of that adjustment. The adjustment will include a reduction of the weight in the participation segment of your grade with a compensating increase in the weight of the final exam. This will ensure that your course grade is not negatively affected due to prolonged absences. In addition, in cases of prolonged absences due to health or family emergencies, I will consider your participation in the on-line discussion forum (on Canvas) as a substitute to your in-class participation. Any extraordinary circumstances will be handled on a case-by-case basis.

Failure to observe the requirements listed in the class protocol section (please see below) will have a negative effect on your participation grade. In the middle of the semester, I will provide you with a preliminary participation grade (announced via Canvas) that will reflect an assessment of your in-class participation up to that point.

Weekly response papers (20%): You will have to submit **weekly response papers** based on each week's assigned readings. Response papers (RPs) will be due every Monday at 10am, and will be submitted via Canvas¹. For each RP you will have to answer a list of questions. RPs will be graded on a pass/fail basis

¹ The only exceptions will be RP#1 (week#1) that is a trial (non-graded) assignment due on Wednesday 8/28 at 10am and RP#2 (week#2) due on Wednesday 9/4, since there is no class on Monday that week (Labor Day).

by the course TA. I will drop your lowest RP of the semester. Extraordinary circumstances will be handled on a case-by-case basis.

Exams: (60%): There will be one mid-term (week#7; 20% of course grade) and one cumulative final exam (final exams week; 40% of course grade). No make-up exams will be given except in extraordinary circumstances (i.e. true medical or family emergencies). Both exams will be in-class, in-person. **Undergraduate and graduate students will have different exam questions to complete.**

Grading guidelines and policies: Response papers submitted late will receive a grade deduction of 1% for every hour past the deadline. For example, if a response paper is submitted at 1:30pm (instead of the 10am deadline), the student will receive a grade deduction of 4%. Assignments submitted over 48 hours past the deadline will not be accepted and the student will receive a grade of zero for the assignment. Any extraordinary circumstances will be handled on a case-by-case basis.

Deadline extension token: During the first week of class, I will ask you to upload a video, introducing yourself to the class. This will be an optional submission. Students that upload a video will receive a virtual Deadline Extension Token (DET). The DET can be exchanged for one no-questions-asked 48-hour extension of a response paper during the semester. Simply e-mail the course TA, stating that you will use your DET for, say, response paper #8 and you will not receive any late penalties for submitting that assignment up-to 48 hours past the deadline.

Summary of Assignments: Grades will be available on Canvas for all assignments.

Assignments	% of final grade
Class participation	20*
Response papers	20
Mid-term exam (in-class)	20
Final exam (in-class; cumulative)	40*

*Students have the right to request an adjustment of their participation grade in the event of extraordinary circumstances (see class participation section above for details).

Your letter grade for this course will be calculated based on the following IU default scale:

Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Minimum Percentage	97%	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	60%	0%

5. Course Policies

Communication: I make every effort to respond to e-mails sent during business hours as soon as possible (usually within a couple of hours if not immediately). I will periodically send you short news articles via e-mail that I will expect you to read before class. E-mails sent from students after 5pm will not be answered until the following day. I do not respond to e-mails during the weekend. I will have the same expectations from you in terms of responding to my e-mails or to announcements posted on

Canvas. Students are expected to use professional language when communicating with their instructor and refrain from asking questions whose answers can be obtained from the syllabus.

Availability/Office hours: The thing I enjoy most about teaching is interacting with students, learning from and about them. I am always happy to meet with students and discuss any issues regarding the course and the material we cover. Please use this link to set up an appointment with me:

<https://calendly.com/nzirotgia>.

Class protocol: We have 75 minutes per lecture, and I intend to use all of them. Please be on time and refrain from visiting with your classmates during the lecture. On my end, I will make sure never to keep you longer than the end of class. I do not appreciate students who arrive late for class, or who start packing up their belongings 5 minutes before class is over. If you have any conflicting appointments before or after class, please do let me know.

If you have a positive COVID-19 test, have COVID-like symptoms, or have been instructed to quarantine you should not attend class. While in-class participation is part of your grade, I will make sure that prolonged absences will not affect your participation grade. This will be done using one or more of the following flexibility mechanisms:

1. I will consider adjusting your participation grade with an equivalent adjustment of your final exam grade.
2. I will allow students to contribute to the on-line Canvas discussion forum and use those contributions as evidence of in-class participation.
3. I will consider providing extensions to assignments, in the event of health related or family emergencies.

Lectures will be recorded and posted on Canvas a few hours after every class. This is an additional flexibility mechanism so that students don't miss out on important class material in the event of extended COVID related absences. That said, recorded lectures should not be considered a substitute for in-class participation. I will **not allow** students to attend class remotely or join lectures "live" via zoom.

I observe a very strict laptop policy. I reluctantly allow the use of laptops in class. Students should be aware that research has demonstrated negative learning impacts from laptop use in the classroom^{2,3,4}. You can use your laptop to take notes but for absolutely no other reason. Do not let the use of your laptop be a distraction for me or for your classmates. No texting or cell phone use of any kind is allowed during class. Please see me for any extraordinary circumstances.

Academic Integrity: Students are expected to be familiar with their rights, responsibilities and relevant procedures as described in the IU student code (<https://studentcode.iu.edu/>). IU students are expected to: "*Respect the rights and dignity of other members of the university community*" (IU Student Code, 2023). Instances of academic misconduct (including but not limited to, cheating on an exam, plagiarizing in an assignment, etc.) will be handled pursuant to university policy as outlined in the IU student code: <http://studentcode.iu.edu/procedures/bloomington/discipline/academic-misconduct/index.html>

² Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-3.

³ Glass, A. L., & Kang, M. (2018). Dividing attention in the classroom reduces exam performance. *Educational Psychology*, 1-14.

⁴ <https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

Use of Artificial Intelligence (A.I.) in this class: Using A.I. (such as ChatGPT) to assist you in completing assignments will be allowed in this class and will be treated like any other outside source. Just like with any outside source, students must use quotation marks and cite ChatGPT (if content is taken directly from ChatGPT) or cite ChatGPT without quotation marks (if the student uses ChatGPT's "ideas"). If students use A.I. in an unauthorized manner, they will be committing plagiarism and will be subject to penalties in this class and sanctions by Indiana University as described in the IU student code cited above. Examples of how to cite A.I. tools can be found [here](#).

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Online Course Materials: As the instructor of this course, I hold the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Accessible Educational Services (AES): Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact *Accessible Educational Services (AES)* at 812-855-7578 as soon as possible if accessibility measures are needed (web-page: <https://studentaffairs.indiana.edu/student-support/iub-aes/index.html>). The office is located on the basement floor of Eigenmann Hall, #001. You can also locate a variety of campus resources for students and visitors that need assistance at: <https://accessibility.iu.edu/index.html>.

Equity Diversity and Inclusion: As the premier school of public and environmental affairs in the world, the O'Neill School recognizes that identifying solutions to complex and intersectional issues requires the inclusion of diverse voices. We aim to respect and elevate the voices of all community members, whose diverse perspectives span the dimensions of race and ethnicity, national origin, culture, and language; gender, gender identity, sexual orientation, and marital status; religion and political perspective; age; disability status; veteran status; and socioeconomic status. The O'Neill School values the engagement of all faculty, students, staff, alumni, and community members in these endeavors. The O'Neill Office of Equity, Diversity and Inclusion has numerous resources available on its website related to School and University wide policies <https://oneill.indiana.edu/about/diversity/>. One resource that I particularly

recommend, is the “[First Steps Handbook](#)” on how to elevate voices, challenge perspectives and transform cultures.

Writing Tutorial Services (WTS): For free help at any phase of the writing process—from brainstorming to revising the final draft—visit the Writing Tutorial Services' (WTS, pronounced "wits") website: <https://wts.indiana.edu/>.

Library support services: IU Libraries provides one-on-one research help to all students. Chat: Ask a Librarian at <https://libraries.indiana.edu/help> | Email: libref@indiana.edu | Send a Text: 812.671.0275 | Call: 812.855.0100 | Zoom or in-person appointment: <https://libraries.indiana.edu/consult> | Citations: libcite@indiana.edu

Free, individual digital subscriptions for all Bloomington students, staff and faculty are provided by the Libraries for the following publications: [The Wall Street Journal](#), the [New York Times](#) and the [Chronicle of Higher Education](#). You must use your IU identification to activate the accounts you wish to subscribe to through IU Libraries' website.

6. Course Outline

This is a tentative reading list. I might add (or remove) readings but will give you at least 2 weeks' notice if I do so. All the articles are available on Canvas, unless I've provided you with a web-link.

Week #1 (8/26-8/28): Introduction: Participation in International Environmental Agreements

Bellelli, F. S., Aftab, A., & Scarpa, R. (2023). The Participation Dilemma: A Survey of the Empirical Literature on International Environmental Agreement Ratification. *Review of Environmental Economics and Policy*, 17(1), 3-21.

Week #2 (9/2-9/4; No class on 9/2 Labor Day): International Environmental Policy through collective action

Ostrom, E. (1990). Reflections on the commons (Chapter 1) In: *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge; New York: Cambridge University Press.

Ostrom, E. (2009). A Polycentric Approach for Coping with Climate Change. SSRN Scholarly Paper ID 1494833. Rochester, NY: Social Science Research Network.

Week #3 (9/9-9/11): Transaction Costs in International Environmental Policy

Chrobak, U. (2022) The Obscure Calculation Transforming Climate Change. *Knowable Magazine*.

Available on-line at: <https://knowablemagazine.org/content/article/society/2022/the-obscure-calculation-transforming-climate-policy>

Libecap, G. D. (2014). Addressing Global Environmental Externalities: Transaction Costs Considerations. *Journal of Economic Literature*, 52(2), 424–479.

Week #4 (9/16-9/18): From Kyoto to Paris: A brief history of Climate Change Negotiations

Falkner, R. (2016). The Paris Agreement and the new logic of international climate politics; The Paris Agreement and the new logic of international climate politics. In *International Affairs* (Vol. 92).

Obama, B. (2020). A Promised Land. Chapter 21 (pages 486-516). *Note*: The Chapter provides an insider's account of the negotiations in COP 15 in Copenhagen 2009.

Shishlov, I., Morel, R., & Bellassen, V. (2016). Compliance of the Parties to the Kyoto Protocol in the first commitment period. *Climate Policy*, 16(6), 768–782.

Week #5 (9/23-9/25): Putting a price on carbon

- Boyce, J. K. (2018). Carbon Pricing: Effectiveness and Equity. *Ecological Economics*, 150, 52–61.
- Colmer, J., Martin, R., Muûls, M., & Wagner, U. J. (2024). Does Pricing Carbon Mitigate Climate Change? Firm-Level Evidence from the European Union Emissions Trading System. Forthcoming in *Review of Economic Studies*.
- Gonzalez, S. (2020). Sell me Your Climate Bombs. Planet Money podcast (26-Minute Listen).
<https://www.npr.org/2020/09/25/917060248/sell-me-your-climate-bombs>
- Rennert, K., Errickson, F., Prest, B. C., Rennels, L., Newell, R. G., Pizer, W., Kingdon, C., Wingenroth, J., Cooke, R., Parthum, B., Smith, D., Cromar, K., Diaz, D., Moore, F. C., Müller, U. K., Plevin, R. J., Raftery, A. E., Ševčíková, H., Sheets, H., ... Anthoff, D. (2022). Comprehensive evidence implies a higher social cost of CO₂. *Nature*, 610 (7933), 687–692.

Week #6 (9/30-10/2): Border Carbon Adjustment Mechanisms

- Cosbey, A., Droege, S., Fischer, C., & Munnings, C. (2019). Developing Guidance for Implementing Border Carbon Adjustments: Lessons, Cautions, and Research Needs from the Literature. *Review of Environmental Economics and Policy*, 13(1), 3–22.
- Elkerbout, M., Kopp, R., & Rennert, K. (2023). *Comparing the European Union Carbon Border Adjustment Mechanism, the Clean Competition Act, and the Foreign Pollution Fee Act*. Resources for the Future Report 23-18.

Week #7 (10/7-10/9): Mid-term exam

In-class review session on Monday 10/7. The mid-term will be taken in-class, in-person on Wednesday 10/9. **Undergraduate and graduate students will have different exam questions to complete.**

Week #8 (10/14-10/16): Reducing Emissions from Deforestation and Forest Degradation (REDD+)

- Alston, L. J., & Andersson, K. (2011). Reducing greenhouse gas emissions by forest protection: The transaction costs of implementing REDD. *Climate law*, 2 (2): 281-289.
- Ferraro, P. J., & Pattanayak, S. K. (2006). Money for Nothing? A Call for Empirical Evaluation of Biodiversity Conservation Investments. *PLOS Biology*, 4(4): 0482-0488.
- Simon, J. (2021). Emission Impossible. Planet Money podcast (May 7th). Available here (23-minute listen): <https://www.npr.org/2021/05/07/994774148/emission-impossible>
- West, T. A. P., Börner, J., Sills, E. O., & Kontoleon, A. (2020). Overstated carbon emission reductions from voluntary REDD+ projects in the Brazilian Amazon. *Proceedings of the National Academy of Sciences*, 117(39), 24188–24194.

Week #9 (10/21-10/23): Fisheries management

- Field, Barry C. 2008. "Marine Resources." In *Natural Resource Economics: An Introduction*, Second Edition, 239–257. Long Grove, Illinois: Waveland Press, Inc.
- McDermott, G. R., Meng, K. C., McDonald, G. G., & Costello, C. J. (2019). The blue paradox: Preemptive overfishing in marine reserves. *Proceedings of the National Academy of Sciences of the United States of America*, 116 (12), 5319–5325.
- Wednesday 10/23:** Guest Lecture by Duncan Copeland, Co-Founder of [Free Range Ocean](#), Former Executive Director of [Trygg Mat Tracking](#)

Week #10 (10/28-10/30): The role of indigenous groups in international environmental policy

Combetti, C., Thornton, T. F., Korodimou, M., Shea, M., & Riamit, K. O. (2019). Adaptation and resilience at the margins: Addressing indigenous peoples' marginalization at international climate negotiations. *Environment: Science and Policy for Sustainable Development*, 61(2), 14–30.

Jones, B. (2019). Growing up Massai and the art of healing the Earth. A Vox podcast with indigenous leader Kimaren ole Riamit. Available at (56 minute listen):

<https://podcasts.apple.com/fr/podcast/who-decides-how-to-serve-nature/id1081584611?i=1000558963352>

Parsons, M., Nalau, J., Fisher, K., & Brown, C. (2019). Disrupting path dependency: Making room for Indigenous knowledge in river management. *Global Environmental Change*, 56, 95–113.

Week #11 (11/4-11/6): Trade and the Environment

Copeland, B. R., Shapiro, J. S., & Taylor, M. S. (2021). *Globalization and the Environment* (NBER Working Paper Series).

Cohen, P. (2024). Can Europe Save Forests Without Killing Jobs in Malaysia? *The New York Times*, Available on-line at: <https://www.nytimes.com/2024/03/14/business/economy/malaysia-palm-oil-european-union.html>

Week #12 (11/11-11/13): The Environmental Kuznets Curve. Environmental Policy in Latin America

Dasgupta, Susmita, Benoit Laplante, Hua Wang, and David Wheeler. 2002. "Confronting the Environmental Kuznets Curve." *The Journal of Economic Perspectives* 16 (1) (January 1): 147–168.

Caffera, Marcelo (2011). The Use of Economic Instruments for Pollution Control in Latin America: Lessons for Future Policy Design. *Environment and Development Economics* 16 (Special Issue 03): 247–273.

Week #13 (11/18-11/20): Local Air quality and Health

Apte, J. S., Marshall, J. D., Cohen, A. J., & Brauer, M. (2015). Addressing Global Mortality from Ambient PM2.5. *Environmental Science and Technology*, 49(13), 8057–8066.

Schmalensee, R., & Stavins, R. N. (2013). The SO₂ Allowance Trading System: The Ironic History of a Grand Policy Experiment. *Journal of Economic Perspectives*, 27(1), 103–122.

Freakonomics Podcast (2021). This is Your Brain on Pollution (Ep. 472). Available at:

<https://freakonomics.com/podcast/pollution-brain/>

Kaul, V. (2020). Why Large Parts of North India Turn Dystopian Every Winter. Available at:

<https://vivekkaul.com/2020/11/03/why-large-parts-of-north-india-turn-dystopian-every-winter/>

-----Thanksgiving break-----

Weeks #14-15 (12/2-12/11): Community Conservation; Review for the final exam

Monday 12/2: Guest lecture by [Dr. Teri Allendorf](#), Executive Director of [Community Conservation Inc.](#)

We will hold three review sessions in preparation for the final exam on 12/4, 12/9 and 12/11.

Week #16: Final exams week

The final will be in-person on Wednesday December 18th 10:20am-12:20pm ([link](#) to complete final exam schedule). It will be a cumulative exam, assessing your knowledge of all the material we have covered throughout the semester. **Undergraduate and graduate students will have different exam questions to complete.**

7. Additional Information for Students

1. TimelyCare. IU students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services.
<https://www.iu.edu/mental-health/find-resources/timely-care.html#0>
2. Incompletes. The grade of Incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work. More information on incompletes is available here:
<https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html>
3. Late Withdrawal. The auto-W deadline is NO LONGER THE LAST DAY OF CLASS (as it was during and post-Covid). After the auto-W deadline, withdrawal will be significantly limited, and you will need permission to withdraw and must meet requirements established by the O'Neill School.
4. Counseling and Psychological Services CAPS: For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>
5. Bias Reporting: Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: fill out an online report at <https://reportincident.iu.edu/>, 2) call the Dean of Students Office at (812) 855-8187.
6. Sexual Misconduct and Title IX: As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at 812-855-5711 or contact a Confidential Victim Advocate at 812-856-2469 or cva@indiana.edu. It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken, and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu> to learn more.
7. Commitment to Diversity and Support: Find your home and community at IU

IU is home to a number of centers that foster community among students with specific ethnic backgrounds, gender identities, and sexual orientations. If you haven't already, find your campus community in one of the centers listed below:

Asian Culture Center

807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

<https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

<https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserve@indiana.edu

<https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Jewish Culture Center

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

8. *Disclosure of Student Records*: The 1974 Family Educational Rights & Privacy Act (known as "FERPA") protects the privacy of students' educational records and generally prohibits the release or disclosure of student records by school officials to any third party without the student's prior written consent. As your instructor I will ensure that, prior to communicating with parents or any third party about a student's educational records (including grades, papers, performance, etc.), and assuming that the student wants me to convey that information, I will have obtained the necessary prior written consent from the student. If the student fails to provide me with such written consent, then I will not be able to provide information on the student's educational records to their parents or to any third party (please note that this is especially relevant in the event a student wants me to be listed as a reference in a job application or wishes to obtain a recommendation letter from me).
9. *Academic Integrity-Online Course Materials*: The instructor holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructor. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.
10. *Religious Observances*: Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations (<https://vpfaa.indiana.edu/resources/religious->

[observances-information.html](#)). The form must be submitted at least 2 weeks prior to the anticipated absence.

11. *Students in Financial Crisis*: The Student Advocates Office can help students work through personal and academic problems as well as financial difficulties and concerns in order to help students progress towards earning a degree. In addition to advising student on appeal and financial issues such as financial aid or tuition, they also have emergency funds for IU students experiencing emergency financial crisis. <https://studentaffairs.indiana.edu/student-advocates/>