

ENERGY AND CLIMATE: LAW AND POLICY
B644/V550
Prof. John Applegate
Fall 2024

SYLLABUS – Version 3
(new material begins Oct. 2)

Course Description and Learning Outcomes

The goal of this course is to prepare students to engage effectively as lawyers and policy makers in the complex regulatory environment at the intersection of the traditional regulation of energy production and consumption, and the emerging regulation of climate change. Energy and climate are pervasively and inextricably connected. The course covers the sources and impacts of energy production and consumption, including an introduction to the science and economics of energy and climate change; the regulatory system for electricity generation and transmission; the national and international regulation of the environmental consequences of electricity production and consumption, vehicle use and petroleum consumption; and the promise and peril of nuclear power as a response to climate change. Underlying themes of the course include market regulation, federalism, the transition to clean energy, and environmental and climate justice.

A student who successfully completes this course will be able to –

- Identify the elements of and interrelationships within the energy “ecosystem” – demand, sources, economic drivers, and environmental (especially climate) and social impacts;
- Understand the legal structure for setting energy policy and regulating energy production (extraction and generation) and consumption;
- Identify the policy choices that energy law currently advances (explicitly and implicitly), and their consequences for economic growth and social welfare, socioeconomic distribution and equity, environmental quality, and climate change;
- Navigate the administrative processes for energy regulation, including economic control (ratemaking), environmental regulation, and social impact;
- Critically evaluate the energy choices we now face, especially related to climate change, which policy makers and the law must address.

The Maurer School also identifies several programmatic learning outcomes, which the course will advance. These include knowledge of the law, critical legal analysis, lawyering skills, ethics and values of the legal profession, professionalism, and passion for the ability of law and the rule of law to advance individual lives.

Special note for O’Neill students: This is a law school course, obviously, but like many Maurer courses, it’s really about law and policy, so you should feel right at home. There are certainly some technical legal issues or legal techniques that will be unfamiliar to you, and you should feel absolutely free to ask about them in class or individually with me or with law students in the class. My experience over many years has been that public policy and environmental science students quickly adjust to law classes like this and do well in them.

Class Meetings and Office Hours

The class meets on Mondays and Wednesday, according to the Maurer School Academic Calendar (<https://law.indiana.edu/students/academic-calendar/index.html>) from 3:25-4:50pm in Room 120 of Baier Hall (the law school building). Please note that **the law school will be following a Monday schedule on Tuesday, Sept. 3**, so we will meet at the usual time and place on that Tuesday. I understand that this may cause some conflicts for O'Neill students; just let me know if you have a conflict, and we'll sort it out.

I will use the course website on Canvas for posting course materials, syllabus updates, and other communications with the whole class. If you have a question or want to meet with me individually, please feel free to send me an email at jsapple@indiana.edu, and we can set up a time to meet in person or virtually. I will also have open office hours every Wednesday from 2-3 in my office, Room 316 of Baier Hall. And whenever my office door is open, you are welcome to stop by.

Required Course Materials

The textbook for the course will be Davies, Klass, Osofsky, Tomain & Wilson, *Energy Law and Policy* (West, 3rd ed. 2022). Supplementary materials, listed below in the Daily Assignments, will be available in Canvas.

You will also want to consult the United States Code in some convenient form at various points in the course. A statutory supplement will not be required, as most of the relevant statutory texts are contained in the casebook. However, sometimes you will need or want to review the text of other provisions of the U.S. Code. Two good open sources for these are:

- Cornell Law School's Legal Information Institute (<https://www.law.cornell.edu/>) has several useful resources. For the Constitution and U.S. Code: <https://www.law.cornell.edu/constitution> ; <https://www.law.cornell.edu/uscode/text> ;
- U.S. House of Representatives, Office of the Law Revision Counsel: <http://uscode.house.gov/browse.xhtml> .

Of course, Lexis and Westlaw have current versions of all of these materials, as well.

Energy and climate law and policy are fast-moving topics, with developments nearly every day. One of the best sources for current developments and for deeper analysis is the *New York Times*, which I will reference fairly regularly. You can subscribe to the NYT for free as an IU student through the IU Libraries website, and I strongly encourage you to do so.

Evaluation Methods

Regular class attendance is required of all students, and failure to attend regularly will have a negative impact on the final grade. The Maurer School's policy on classroom attendance may be found here: <https://law.indiana.edu/students/student-affairs/attendance.html>.

Your command of the above learning outcomes and the course material will be assessed in three ways:

- (1) A 3-hour, in-class exam scheduled by the registrar. You should assume that it will be closed-book (with any necessary statutory or other materials provided in the exam), but with the ability to bring limited notes into the exam. I will give you plenty of advance notice if any aspect of the exam changes.

(2) Beginning around the second week of classes, I will set up a schedule of class members who will present key cases and materials (listed in the Daily Assignments, below) to begin our class discussion of the material. The presentations are described immediately below.

(3) General class participation when you're not a presenter.

These elements will count for 65%, 25%, and 10%, respectively, of your final grade. The two classroom elements will be graded on the basis of thoroughness of preparation, thoughtfulness of questions and observations, and active class participation based on the assigned material. For the exam, I will follow standard law school practices. For assigning final grades, however, I will follow the applicable Maurer or O'Neill standards.

Class presentations. Beginning the week of August 28 (after drop/add), I will assign ~~two~~ class members to prepare a short (5-10 minutes) introduction for the class for each of the principal materials listed in the Daily Assignments, and then to be "on call" for that case and its subsidiary material, such as introductory text and Notes & Questions.

The main purpose of the presentations is to get us started on the discussion, so they should be concise rather than comprehensive. Presentations should –

- Cover the facts and legal setting of cases; provide a summary of the most important holding and reasoning, or of the main points of non-case materials; describe the relevance to the day's topic (that is, why we're reading it); and your key takeaways (that is, what we should remember about it). ~~Feel free to divide the presentation between you and your partner however you see fit.~~
- You may present with or without a supporting material, *e.g.*, a Word document or Powerpoint slides – it's totally up to you. If you do want to use slides, please send them to me *before 9:00am* on the day of the presentation, so that I can load them into the slide deck.
- If you are unable to attend or prepare for a particular assignment, you will need to find a colleague to exchange with. Please let me know in advance of class that you've made an exchange.
- You may use outside materials, including AI if you wish, to prepare your presentations. This isn't a research assignment, however, so outside materials are entirely optional, and I would advise using them sparingly and mainly to assure yourself that you understand the assigned material.

Practice exam. I've scheduled a practice exam after Fall Break. I'm not sure how I'll organize this, but it will *not* be graded. Instead, we will go over the answers in class as a review of materials we've covered.

Preparing for Class

The primary method of instruction will be classroom discussion of the assigned reading materials. You should concentrate your class preparation on the primary sources in the casebook and supplementary materials, which include court cases, sections of text by the casebook authors, and other types of materials. You should treat supplementary materials as primary sources (except, of course, for the optional ones, which are background). In preparing the primary sources, be sure to read carefully any relevant statutory provisions that are discussed in any detail in the primary sources. The primary sources are listed for the Daily Class Assignments, below.

"Notes & Questions" sections follow most of the primary sources in the casebook. The material in the Notes & Questions sections is less important, and you should read it quickly, except

where I have identified a particular note in the syllabus. However, I will use the questions and topics in Notes & Questions to guide class discussion and provide context, so don't ignore them completely.

Finally, there are a number of "Practice Problems" in the assigned materials. You should assume that we will discuss the problems in class. I don't see these as mini-exams with right and wrong answers; rather, they are opportunities to discuss the issues we've been discussing in a new setting.

Daily Class Assignments (subject to revision)

The following are the daily class assignments for the semester. However, there **will** be changes to the syllabus and assignments over the course of the semester, so please keep an eye on the Canvas site for updates. If you have a question about the content or date of any assignment, please don't hesitate to contact me, preferably *before* the relevant class meeting.

In the table below, page numbers refer to the Davies *et al.* casebook; supplementary materials are referred to by name; individual assignments for presentations are in blue and CAPS; and optional readings are labeled as such. Please also note: the table of assignments below is *much* easier to read in the .pdf version that is linked at the beginning of this Syllabus in Canvas, than in the "official" Canvas syllabus.

<i>Dates</i>	<i>Topics & Presentation Assignments</i>	<i>Reading Assignments</i>
	I. THE ENERGY SYSTEM, CLIMATE CHANGE, AND ENERGY JUSTICE	
Aug. 21	A. Energy Systems	CASEBOOK, pp. 15-32; 31 n.1 77-137 (quickly; background)
21	B. Energy and Climate: Impact and Economics	Stern Report (excerpts) Nat'l Climate Assessment, ch.1 <u>Optional</u> : NASEM/RS, 2020 Climate Rev. - science basics
26	C. Energy Justice	Carley & Konisky (excerpts) Exec. Order 14,096
26	D. Administrative Law Basics	32-42
	II. DIRECT REGULATION OF GHGs	
Sept. 3*	A. International Climate Regulation Paris Accords – ASERE, BRAUTIGAM Exec. Order 14,008 – GIESE, HEYWARD-ROTIMI COP-28 Outcomes – JONES, KARDOS	Paris Agreement 898-903 Exec. Order 14,008 COP-28 Outcomes
4, 9...	B. U.S. National Regulation - Stationary Sources <i>American Lung</i> - McANINCH <i>Massachusetts v. EPA</i> - LEAHEY <i>Utility Air Reg Group</i> - MILTENBERGER Clean Power Plan Executive Summary – SALEHI-SADAGHIANI <i>West Virginia v. EPA</i> - JONES EPA, 2024 Power Plant Rules - MAROTH	EPA, Clean Air Act in a Nutshell (quickly) 64-73 Farber 580-604 Clean Power Plan Exec Sum. Farber 605-623 EPA, 2024 Power Plant Rule Fact Sheet
...9	C. U.S. National Regulation - Mobile Sources 1. Transportation Infrastructure	501-506; 504-505 nn.2,4 510-515; 510 n. 4, 514 n. 4

	2. Oil Consumption	524-527, 533-536
	3. Ethanol	548-550
[defer]	4. Electric Vehicles Canis, Vehicle Electrification Practice Problem, EV charging stations	564-570, 582-583 923-929
	III. REGULATION OF THE ELECTRICITY SYSTEM	
11	A. Market Regulation of Energy Systems 1. Economic Rationales for Energy Regulation <i>New York v. FERC</i> - SWANSON <i>Otter Tail</i> - KEUM <i>Westar</i> - MOLNAR	43-51 137-148; 145 nn. 5-6 153-154 162-170
16...	2. The Dominant Model of Energy Regulation	3-9 <u>Optional</u> : Cudahy & Henderson, <i>From Insull to Enron</i>
...16, 18...	B. Generation of Electricity 1. Traditional Regulation of Generation a) Electric Utilities (i) The industry <i>SZ Enterprises</i> - ASERE Practice Problem - BRAUTIGAM (ii) Regulation and the regulatory compact <i>Munn v. Illinois</i> - GIESE	257-286; 269 nn.3-4 Minnesota & Iowa statutes for Practice Problem
...18	b) The statutory context	FPA, 16 U.S.C. §§ 796, 813, 824, 824a, 824d, 824e, 824i, 824j, 824j-1, 824k
23, 25...	c) Electricity Ratemaking (i) Overview Ohio Rev. Code - HEYWARD-ROTIMI (ii) A Basic Rate Case Federal Power Act, §§ 205-206 - KARDOS <i>FPC v. Hope Natural Gas</i> - KEUM (iii) The Filed Rate Doctrine <i>City of Girard v. FERC</i> - LEAHEY (iv) The <i>Mobile-Sierra</i> Doctrine <i>Potomac Electric v. FERC</i> - MAROTH	286-324; 294 n.3, 297-299 nn.1-3, 322-324 nn. 2,4; 329 n.1
...25, 30	d) Electricity Federalism (i) Division of authority <i>PUC v. Attleboro</i> - McANINCH <i>FPC v. Fla P&L</i> - MILTENBERGER <i>FERC v. Elec Power Supply Assn.</i> - MOLNAR (ii) The Dormant Commerce Clause <i>North Dakota v. Heydinger</i> - SALEHI-SADAGHIANI	324-330 57-64, 46-51 (reprise) 330-346; 344 n.3
	NEW MATERIAL BEGINS HERE	
Oct. 2	2. Ratemaking in Transition: Economic Reform a) Cost-of-Service Ratemaking <i>Duquesne Light v. Barasch</i> - SWANSON <i>Jersey Central III v. FERC</i> - ASERE	346-359; 358 n.7

7	b) Ratemaking in transition (i) Introducing competition FERC Order No. 888 - BRAUTIGAM Text, Competition, coordination, clean energy + wholesale competition, market rates - GIESE <i>Public Citizen v. FERC</i> – HEYWARD-ROTIMI (ii) Market-rate authority Text, Wholesale market-based rate authority - JONES	371-387; 385 n.2 FERC Order No. 888 387-390
9	<u>Out of order:</u> V.B. Net Zero Commitments & Climate Disclosure We will have a guest speaker, Aonghus Kelly, for this class.	897-919 Scopes 1,2,3 Diagram SEC, 2024 Final Rule on Climate Disclosure Bloomberg article
FALL BREAK		
21...	3. Electricity Supply in Transition: Renewables a) PURPA Text, PURPA - KARDOS b) Renewable & clean stds Text, RPSs and CESs + Kansas Renewable Energy Stds Act - KEUM Virginia Clean Economy Act - LEAHEY Text, <i>Hughes v. Talen Energy</i> - MAROTH	457-482 (472-479 quickly); 479-480 nn. 2-3
21	4. Revisiting the Dominant Model Boyd, <i>Decommodifying Electricity</i> - McANINCH	3-9 (review) Boyd, <i>Decommodifying Electricity</i> , pp. 101-115, 150-154, 156-190 <u>Optional:</u> Macey, <i>Zombie Energy Laws</i>
23	PRACTICE EXAM REVIEW	
28...	C. Energy Transportation Infrastructure 1. The Bottleneck Problem	585-591, 594-599
28, 30, 4...	2. Regulation of Electricity Transmission a) Rates & System <i>Illinois Commerce Commn v. FERC (ICC I)</i> - MILTENBERGER <i>ICC II</i> - MOLNAR b) Planning <i>Piedmont Envntl Council v. FERC</i> – SALEHI-SADAGHIANI <i>S. Carolina PSA v. FERC</i> - SWANSON c) Expansion & permitting <i>Square Butte Elec. v. Hilken</i> - ASERE <i>Application of Intl Transmission Co.</i> – BRAUTIGAM Practice Problem - GIESE Biden/WH on grid expansion – HEYWARD-ROTIMI Manchin bill + Indiana statute - JONES	410-457; 429 n.2, 431-433 nn.5-8 644-664; 658-662 nn.1-2, 5-10 WH fact sheet on grid plans Manchin permitting reform bill Indiana HEA 1420 § 3
Nov. 4	3. The Future of the Grid: Modernization Text, Enabling New Technologies - KARDOS Text, Policies for Modernization - KEUM Texas grid problem - LEAHEY	687-705; 696 nn.1-2 17-20 (reprise), 73-75
6	CATCH UP AND/OR REVIEW	
	IV. NUCLEAR POWER: PROMISE AND PERIL	
11	A. Nuclear Energy <i>Blue Ridge Envntl Defense League v NRC</i> - MAROTH	807-819 819-833; 826-831 nn.1-8

13	B. The Energy-Environment Nexus Osnos, Letter from Fukushima - McANINCH Diablo Canyon Practice Problem - MILTENBERGER	833-848, 845-848 nn.4-6,8 848-849 (Problem)
18...	C. High-Level Nuclear Waste – Energy Federalism 1. The Political Deadlock 2. Jurisdictional Obstacles to Managing SNF, HLW Lewis, Skull Valley Goshutes - MOLNAR <i>Skull Valley Band v. Nielson</i> – SALEHI-SADAGHIANI Practice Problem - SWANSON	861-871, 868-869 nn.1-5 871-880 888-895; 894 n.3 895-896 (problem)
18	3. Is There a Path Forward? Blue Ribbon Exec. Summary - ASERE	Blue Ribbon Exec. Summary
	V. INNOVATIONS	
20	A. Carbon Taxes & Social Cost of Carbon GRI, Global Lessons in Carbon Taxes - BRAUTIGAM Vermont legislation - GIESE <i>Zero Zone</i> - HEYWARD-ROTIMI Text, Sunstein, Social Cost of Carbon - JONES Exec. Order 13,990 - KARDOS	Stern Review, pp. xviii-xix GRI, Global Lessons in Carbon Taxes Vermont Climate Superfund legislation (excerpts) 52-57 (<i>Zero Zone</i>); 57 n.4 (SCC) 537 n.2 Sunstein, Social Cost of Carbon (excerpts) Exec. Order 13,990
above	B. Net Zero Commitments (states, corps) & Climate Disclosure	897-919 Scopes 1,2,3 Diagram SEC, 2024 Final Rule on Climate Disclosure Bloomberg article
25	C. The Inflation Reduction Act of 2022	Bipartisan Policy Ctr, Summary of IRA
t/b/d	Exam Review Session	

* NOTE: The Maurer School operates on a Monday class schedule on Tuesday, Sept. 5.

List of Supplementary Materials

1. The Stern Review: The Economics of Climate Change
2. 5th National Climate Assessment, ch. 1
3. Optional: National Academies & Royal Society, Climate Change 2020
4. Carley & Konisky, *Clean Energy Transition*
5. Executive Order No. 14,096
6. Paris Agreement regarding the UNFCCC (excerpts)
7. Executive Order No. 14,008
8. COP-28 Outcomes
9. EPA, Clean Air Act in a Nutshell
10. Farber & Boyd, *Envtl Law Casebook*, pp. 580-623
11. EPA, Clean Power Plan, Executive Summary
12. EPA, 2024 Power Plant Rule Fact Sheet
13. Optional: Cudahy & Henderson, *From Insull to Enron* (historical development)
14. Minnesota and Iowa statutes for Practice Problem
15. FERC Order No. 888
16. Boyd, *Decommodifying Electricity*
17. Optional: Macey, *Zombie Energy Laws*
18. White House Fact Sheet on Electricity Transmission
19. Sen. Manchin, 2024 Permitting Reform Bill, 1-page summary
20. Indiana, House Enrolled Act 1420 § 3 (2023)

21. Blue Ribbon Commission on America's Nuclear Future, Executive Summary
22. GRI Policy Brief, Global Lessons for the UK in Carbon Taxes
23. Vermont Climate Superfund Legislation (excerpts)
24. Sunstein, Arbitrariness Review and Climate Change (social cost of carbon)
25. Executive Order No. 13,990
26. Scopes 1,2,3 Diagram
27. SEC, 2024 Final Rule on Climate Disclosure
28. Bloomberg Law article on SEC rule
29. Bipartisan Policy Center, Summary of the Inflation Reduction Act

Policies on Academic Misconduct, Plagiarism, and Classroom Conduct

Academic misconduct, plagiarism, and classroom conduct are governed by the IU Bloomington Code of Student Rights, Responsibilities, & Conduct, <https://studentcode.iu.edu/>, as modified by the rules of the Maurer School of Law and O'Neill School of Public and Environmental Affairs. The Maurer School's academic regulations, including academic misconduct and plagiarism, may be found here: <https://law.indiana.edu/students/student-affairs/academic-regulations.html>. The Maurer School's policy on classroom attendance may be found here: <https://law.indiana.edu/students/student-affairs/attendance.html>.

In addition, the O'Neill School has stated expectations of civility and professional conduct (https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf), which are consistent with the Maurer School policies and also apply to this class, as follows:

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

"Academic misconduct" is defined as any activity that tends to undermine the academic integrity of the university or law school. "Cheating" includes an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. For this course, "unauthorized materials" include questions from previous examinations, without regard to how you came to possess them, unless the professor provided them to you. Unauthorized materials also include any textual, graphic, or audio materials that were either created in part by the professor or based on materials the professor presented to students in any of my classes. This includes notes, recordings, and/or outlines prepared by students in previous classes. However, unauthorized materials could become authorized if you bring them to the professor and he chooses to make them available to the entire class.

Misconduct also includes plagiarism – the use of your own prior writings (e.g., for other courses) or the writings of others, without specific reference – in writings for this course.

Furthermore, misconduct includes intentionally or knowingly helping or attempting to help another student to commit an act of academic misconduct or allowing another student to use his or her work or resources to commit an act of misconduct. You have an affirmative obligation to inform the professor of any person who offers you unauthorized assistance,

including notes from previous courses. You also have an affirmative obligation to report acts of misconduct by others that you have witnessed. Finally, violating any rules or restrictions set forth in this syllabus constitutes academic misconduct.

Note on the use of AI (such as ChatGPT) in this class. The use of artificial intelligence tools, such as ChatGPT, to assist in completing formal assignments in this class is specifically prohibited. If you do use AI, you will be committing plagiarism and will be subject to penalties in this class and sanctions by Indiana University. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. *Any ideas or materials taken from another source* for either written or oral use *must be fully acknowledged*, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

<https://studentcode.iu.edu/responsibilities/academic-misconduct.html> (emphasis added).

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.

Materials. The faculty member teaching this course 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 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.

Late Withdrawal for O'Neill Students. 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 O'Neill.

Health and Safety Information

Mental Health Support for Law Students. Law students often experience issues that may interfere with academic success, which could include academic stress, sleep problems, juggling multiple responsibilities, challenging life events, relationship issues, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are free of charge.

If you need support in identifying or accessing the most appropriate resource for you or someone else, please do not hesitate to reach out to the Office for Student Affairs for assistance.

Practice Group Advisors and Student Wellness Ambassadors have also been trained to assist their fellow students in accessing relevant resources.

- If you are struggling with this class, please check in during office hours or contact me by email.
- TimelyCare provides free, unlimited, 24/7 virtual mental health support to IU students. Students do not need insurance to access TimelyCare services. Learn more and access TimelyCare here: <https://www.iu.edu/mental-health/find-resources/timely-care.html>
- Meet with a counselor from IU's Counseling and Psychological Services (CAPS). Maurer's Counselor-in-Residence meets with students in Baier Hall on Tuesdays and Wednesdays. All students get 2 free counseling sessions per semester and can access additional services at reasonable rates. Learn more here: <https://healthcenter.indiana.edu/counseling/index.html>.
 - Call 812-855-5711 and tell them you are a law student to schedule an appointment with our in-house counselor.
 - CAPS also provides remote crisis services 24/7/365. Students can call 812-855-5711 and press "1" to speak with a crisis counselor.
- The Judges and Lawyers Assistance Program (JLAP) will be in Baier Hall meeting with students every other week during the semester. These sessions are free and confidential. Make an appointment in advance by calling 317-833-0370 and telling them you are a Maurer student. You will be provided with a date, time, and room number. You can also request a zoom or phone meeting. More information about JLAP can be found at <https://www.in.gov/courts/jlaphelps/>.
- The Center for Human Growth Counseling Clinic provides support for mild to moderate mental health issues. As a client, you'll receive support from student counselors, supervised by a licensed faculty member. Multilingual services are also available in English, Mandarin and Spanish. A minimal fee is charged for counseling at the Counseling Clinic. Learn more here: <https://education.indiana.edu/chg/index.html>

More information and resources can be found at <https://www.iu.edu/mental-health/index.html>.

Counseling and Psychological Services for All Students. You can find information about services offered to all students by CAPS: <https://healthcenter.indiana.edu/counseling/index.shtml> .

Disability Services for Students. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/disability-services-students/> .

Sexual Harassment. As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Service (SACS) at 812-855-8900
- Counseling and Psychological Services (CAPS) at 812-855-5711
- Confidential Victim Advocates (CVA) at 812-856-2469
- IU Health Center at 812-855-4011.

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html>.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

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

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/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>

LGBTQ+ Culture Center

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

Phone: 812-855-4252

Email: glbtserv@indiana.edu

Website: <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>