

# Indigenous Sustainability & Environmental Justice

(Fall 2021, 3 credits) EAS 501

When: Tuesday/Thursday, 2:30-4pm

Location: [Undergraduate Science Building 1250](#)

Instructors: [Kyle Whyte, University of Michigan SEAS](#)

## Topic

Indigenous peoples are among the major architects of environmental movements focusing on sustainability and environmental justice. But whereas many environmentalists focus on restoring or conserving historic ecosystems, Indigenous peoples inhabit landscapes largely altered by different formations of colonialism and racial capitalism. For Indigenous peoples, environmental justice, climate change resilience, food sovereignty, and ecological restoration take on different meanings than typically have been priorities in other environmental movements and sciences. This course seeks to understand, from Indigenous perspectives, how many Indigenous movements, Indigenous sciences and knowledge systems, and the projects of Indigenous organizations and governments seek to achieve sustainability and environmental justice, including the challenges they face and the lessons they have learned. The course covers topics within domains of Indigenous sciences and knowledge systems, Indigenous environmental activism and anti-colonial philosophies, the confluence of Indigenous studies and Black studies, Indigenous research approaches, Indigenous ecological systems, Indigenous resilience, and Indigenous legal orders and strategic organizing in law and policy.

## Course Goals

The course seeks to introduce to students the diverse worlds of Indigenous sustainability and environmental justice traditions and organizing. The course provides a chance for in depth study for students seeking to work directly in Indigenous sustainability and environmental justice, and a more introductory pathway for students who feel they are newer to the topics of focus in the course. The course introduces students to both Indigenous concepts of sustainability and environmental justice, but also engages students in reflections on the research methodologies and specific approaches to research that Indigenous peoples have articulated as morally and empirically significant. In key parts of the course, Indigenous studies of sustainability and the environment are placed in dialogue with the scholarship of Black studies, encouraging connections across Indigenous studies and Black studies. The course also aspires to create a balanced approach to interpreting and weighing different viewpoints within controversies involving Indigenous peoples, whether environmental justice cases or cases of scholarly criticism of Indigenous models of sustainability.

All student and staff actions should serve to promote the learning community for the course, whether at the scale of all students and staff or at the scale of staff and particular students exchanging information about students' contributions. A learning community is a collective of people who respect one another **as learners**. Members of the community seek to **take actions** that aim at being **generative of a safe and supportive atmosphere**. It is important to continually review the **Notes on Supportive Practices for a Learning Community** below.

## **Learning Goals**

- Build the basics of active skills for how to respectfully narrate issues, information, and histories tied to the nexus of Indigenous peoples, sustainability, and environmental justice.
- Know key foundations for practices of empowerment tied to Indigenous peoples and issues of anti-colonial action, human rights, multi-cultural knowledge exchange, and ethics of organizing, partnership development, and research.
- Appreciate the diversity and depth of Indigenous concepts of sustainability and justice.
- Develop an operative understanding of Indigenous approaches to collaborative research and coalition building.
- Gain experience collaborating in a professional environment with course staff through using commonly engaged project management software: Google Drive (and its suite of applications) and Slack.

## **Notes on Supportive Practices for a Learning Community**

- Health comes first.
- Keep close to heart the goal of building a learning community.
- A learning community privileges collegiality, reciprocity, trust, consent, and mutual care. As best we can, organize our communications to support this goal of being in a learning community.
- In exchanges of constructive feedback with one another, we should commit to prefacing all constructive points with validating points first.
- All participants will take great care over their stewardship of their language and expression in communications. Communications can be harmful when they reference, connote, or implicate others' appearance, gender, ability, race, class, ethnicity, sexuality, indigeneity, and age.
- When we feel that someone else is calling us out, there's no pressure to demonstrate to everyone that we "know better". We'll be appreciated by everyone when we demonstrate explicitly that we're grateful for the call out and we'll be accountable moving forward.
- We'll do our best together as co-supporters in a learning community given the following realities: Awkwardness happens. Mistakes happen. Some days are just not our days. We're not always prepared. We misinterpret what we're supposed to do. We convey things we regret.

## **How the Course Works**

*Channel all questions about how the course works to the “general questions” about the course channel on Slack. Course staff will enthusiastically respond.*

### **Introduction**

There are three helpful dimensions through which to understand the course: (1) Action + Revision; (2) Connection; and (3) Collaboration.

#### *(1) Action + Revision*

The course follows a particular pattern operating throughout the semester. Students should understand their obligations in the course as involving actions they can take and revisions they can make. The major idea is that student learning occurs by acting and revising in collaboration with the course staff. By revisions, here, we mean revisions called for by the course staff. There may be other edits, updates, and changes students may make on their own too and in relation to the feedback of other students.

#### *(2) Connection*

All actions and revisions will occur within project management programs subscribed to by the University of Michigan. Each student will be invited to join a file at the beginning of the semester with all major documents and links within it. The file is ready to go in terms of supporting each student’s success in the course. There will also be a Slack channel associated with the course, that will be used as a vehicle for community-building and updates.

#### *(3) Collaboration*

The course staff are collaborators with the students in the course. The course staff review all actions and revisions. Each course staff reviews a different dimension of the actions and revisions. All course staff will record the actions that students take, recording them in a gradebook. Students should be able to follow their progress either in real time or on a regularized basis. However, students will be able to know on their own where their grades stand at any time due to their knowing what actions and revisions they have done. Whyte and GSI will each create and communicate their own rubrics for actions that they will review. They will issue revisions to individual students based on the rubrics. Students will know what to expect from the aforementioned course staff.

### **Details on Action + Revision**

Students have learning opportunities through the following actions and revisions.

#### Weekly Actions

- Responses to Calls (Google forms; revisions possible)
- Journeys (Google Docs; revisions possible)
- Writings from circles (Google Docs; revisions possible)
- Jamboarding (Google Jamboard; revisions never)

### Bonus Points

- There are opportunities, outlined in the syllabus, for bonus points.

### Non-weekly Actions

- Responsibilities (Google Docs + student's choice of additional media; revisions likely).
- Reflections (email only to Whyte at umich account; revisions never)

Everyone will use Google documents, Google forms, Jamboard, or other Google or programs subscribed to by the University of Michigan. Revisions are based on feedback that course staff will provide primarily in Google documents. Students will be provided multiple documents and folders through Google and Slack. When students receive invitations to join documents and folders, students can create shortcuts in their personal University of Michigan Google Drive to consolidate files in one place.

The following breakdowns show the total points for all actions.

### *Weekly Actions (starting in week 4)*

Journeys (22 points)

Calls (22 points)

Jamboards (22 points)

Circles (22 points)

### *Bonus*

All journeys and calls completed on time (3 points) [due at the beginning of each course session]

Good use of Google drive (3 points)

### *Non-Weekly Actions*

-Reflection (2 points)

[You are only required to do 2 responsibilities; you may do 3 for extra credit; all responsibilities need to be completed by their deadline, whether you do 2 or all 3]

-Responsibility 1 (3 points)

1 point = Kyle's rubric (including revision) 1

point = GSI's rubric (including revision) 1

point = General rubric (including revision)

-Responsibility 2 (3 points)

1 point = Kyle's rubric (including revision) 1

point = GSI's rubric (including revision) 1

point = General rubric (including revision)

-Responsibility 3 (3 points)

1 point = Kyle's rubric (including revision) 1

point = GSI's rubric (including revision) 1

point = General rubric (including revision)

## **Final Grades**

4.0:	94 points or higher
3.5:	90-93 points
3.0:	85-89 points
2.5:	80-84 points
2.0:	75-79 points
1.5:	70-74 points
1.0:	65-69 points

**There are a total of 105 points in the course.** There are more weekly actions than there are possible points for weekly actions. So there will be no attendance policy beyond the rule that missing course sessions means missing the points for the actions that cannot be completed. Given that you are only expected to do 2 responsibilities, the total points are really about 102 (unless you do the third responsibility). *For all students, weeks 1,2, 3 are not counted in the points totals for weekly actions.*

There will be one gradebook for the course that each student can see in a separate Google sheet, and that will be updated in real time as Whyte and GSI perform grading functions. Students will receive access to that sheet at some time during the first 3 weeks of the semester.

All actions will be graded based on the general rubric below:

### *General rubric*

- [RG1] The improvement of the impacts of student actions on the community of learners.
- [RG2] The intentions of the makers of course materials (the authors and artists, among others).
- [RG3] The facts of the course content.
- [RG4] Best practices for working in multi-cultural exchanges.
- [RG5] Informed interpretations of the course materials presented in the course by course staff.
- [RG6] Good faith first interpretations that indicate careful early review.
- [RG7] The full extent - as judged by course staff - of a student's potential to engage meaningfully in communication, including clarity, precision, patience, and rigor.

For the responsibilities, GSI and Whyte will issue additional rubrics.

### *Staff-specific rubric*

- For the responsibilities, course staff will issue to students their own rubrics. Students should expect comments from each staff member based on those rubrics, in addition to the general rubric.

## **What are the actions?**

### *Weekly Actions*

#### Responses to Calls (Google forms)

Course staff seek to be as informed and responsive as possible to students' initial questions and interpretations of course materials. Before each Tuesday and Thursday course session, there will be a Google form questionnaire link that should be filled out by 1pm Eastern time the day of class. There will be no more than 2 questions, one of which will be for students to pose a question about the reading that they believe contributes to the learning community. A second question could be asked relating to the materials for that day or comparing across materials. Course staff will give primary responses on Tuesdays and Thursdays. They will also respond the same week, or later on, using Slack and email (in some cases). While not all student responses will be able to be responded to by the course staff, every effort will nonetheless be made to highlight the importance of student responses to the calls. Students should keep records of their own responses. Responses are due before the beginning of the course session.

#### Journeys (Google Docs)

Students are asked to compare reading materials in advance of each course session for the sake of providing initial grounding in the information, histories, bodies of evidence, and philosophies in the readings. A separate document for each student will be created that has specific prompts that students should respond to in about 100-150 words. Course staff may comment on the writing at any time, and students can create revisions when course staff request revisions. Journeys are due before the beginning of the course session.

#### Writings from circles (Google Docs)

The course intends to include opportunities for dialogue and mutual learning about the course materials. Students will be part of circles of up to 4 other students (5 total students) during the semester. Each circle will last about 3 weeks, so there will be 3 circles that each student will participate in during the semester. Circles meet each Tuesday and Thursday during course time. Each circle has its own Google document with prompts. The prompts suggest what students in the circle should discuss. Students will record their responses into the document, either during the course time, or shortly after - depending on the prompt. Course staff will make comments to circle writings and may request revisions.

#### Jamboarding (Google Jamboard)

Each course day on Tuesday and Thursday has a [media] or [brief] assigned. These are short multimedia works that have a relation to the particular materials for the day or to the course themes more broadly. Each course day opens with a Jamboard that will include half of the students. The Jamboard is a space for reflections on the media or brief that are entirely open. Half the students will be on Tuesday; half on Thursday. When you're included on the Jamboard, come up with a brief reflection on the [media] or [brief], using a single word or phrase, that provides an expression about the [media] or [brief] that is connected to any past, current, or anticipated course topic or theme. *The Jamboarding exercise is intended to be easy going. Students do not need to post their names, but should post a personalized student number that will be assigned by the course staff to each student.*

## *Non-Weekly Actions*

### Responsibilities (Google Docs + student's choice of additional media).

The course seeks to create brief assignments that are connected to the responsibilities students may have in their work after the course. There are separate documents for each responsibility created that have the responsibility prompts in them. The responsibilities lean heavily on the course materials, and in some cases require additional research and reading. The course staff will provide feedback throughout the semester on individual students' responsibilities. There are 2 responsibilities required out of 3 opportunities to do a responsibility. For each responsibility, there are 3 different prompts for how to do it that students can choose from.

### Reflections (Google Docs)

A key part of the course is the chance to reflect on how each student is learning from the ways in which other students and staff engage with the very topic of Indigeneity pertaining to sustainability and environmental justice. Each student will have a reflections document that they may use several times during the course of the semester. Only Whyte will see the reflections. Students are encouraged, when they choose to, to provide reflections about what they are learning about how the course topics are taken up in their dialogue and engagement with staff and students. It is expected that each student will likely provide 1 reflection during the course of the semester and 1 reflection at the very end. The reflection at the very end asks for some philosophical engagement on futurity. It is important that reflections do not reference identifying information about other students or staff whose interactions may be being referenced by the reflector.

### Revisions (to feedback on Google Docs)

The course takes the perspective that learning is a function of revision. Course staff will comment on, using the Google documents comment function, students' actions. Students will be expected to track and respond to the comments that come in the form of requests for revision. Students must not use the "resolve" function. Rather, when a student performs a revision, they will issue a new comment in the document close to the comment of the course staff member. The students' response comment should point briefly and clearly to where the changes were made. If changes were made throughout the document, simply reference in the single response comment where the course staff should look to track the change. There should only be one response comment per request for revision comment.

## **What We Do Each Tuesday and Thursday**

Each course session on Tuesday and Thursday includes the same set of activities.

### **2:30pm-2:40pm**

Welcoming and Jamboard activity on weekly [media] or [brief]

Updates on course proceedings and announcements

*(During the Jamboard session)*

### **2:40pm**

Whyte to give responsive reflections on the materials and student responses to calls

### **3:05pm**

Whyte and GSI to facilitate student questions and comments.

### **3:20pm**

Transition to circles

### **3:25pm**

Circles meet

### **3:50pm**

Closing (i.e. course session ends right at this time)

## **Office Hours**

Course staff will have office hour availability. In person, Slack video, Zoom or Google Meet office hour chats are available during their weekly times if students have already posed the questions on SLACK and have received a response from one of the course staff members. That is, if a question has not been fully responded to on Slack, then signing up for an office hours chat is possible. Each course staff will have their own system for arranging office hours.

For matters pertaining to policies of the University of Michigan and SEAS, please contact Whyte directly at [kwhyte@umich.edu](mailto:kwhyte@umich.edu).

# Constellations

EAS 501

*The following provides titles and some links to the materials for the course.*

## Week One: August 31 + September 2

*Connections we'll carry with us*

### Tuesday

- [Media] Amanda Strong, [Biidaaban](#)
- Lee Maracle, selection from "Memory Serves" (pgs 1-7)

### Thursday

- Leanne Simpson, "Nishnaabeg Brilliance as Radical Resurgence Theory"
- Angela Davis, "Abolition Democracy"
- [Media] Edgar Heap of Birds, [Public Art](#)

## Week Two: September 7 + 9

*Connections we'll carry with us*

### Tuesday

- Winona LaDuke, "Indigenous Environmental Perspectives: A North American Primer"
- Dina Gilio-Whitaker, "Genocide by Any Other Name"
- [Media] [Broken Treaty Quilts](#)

### Thursday

- Andrew Curley & Majerle Lister, "Already Existing Dystopias: Tribal Sovereignty, Extraction, and Decolonizing the Anthropocene"
- Mishuana Goeman, "Notes toward a Native Feminism's Spatial Practice"
- [Media] Nanobah Becker, [6<sup>th</sup> World](#)

## Week Three: September 14 + 16

*Connections we'll carry with us*

### Tuesday

- Bernice Reagon, "Coalition Politics: Turning the Century"
- James Ransom et al., "'Polishing the Kaswentha': A Haudenosaunee View of Environmental Cooperation"
- [Media] [KAIROS Blanket Exercise](#) and [here too](#).

### Thursday

- Shawn Wilson, "What is an Indigenous Research Methodology?"
- Christina Sharpe, "Black Studies In the Wake"
- Malia Akutagawa et al., "Ho'oku'ikahi Aloha Moloka'i"

-[Media] Simon Ortiz, “Men on the Moon” [\[Available through U Michigan Library\]](#)

## **Week Four: September 21 + 23**

*Connections we'll carry with us*

### **Tuesday**

-Charles Menzies, “Dm Sibilhaa'nm da Laxyuubm Gitxaala (Picking Abalone in Gitxaala Territory)”: Vindication, Appropriation, and Archaeology

-Monica White, “Drawing on the Past toward a Food Sovereign Future”

[Media] [Pan Inuit Trails](#)

### **Thursday**

-Marcia Stephenson, “Forging an Indigenous Counterpublic Sphere: The Taller de Historia Oral

Andina in Bolivia”

-Adam Gaudry, Danielle Lorenz, “Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy”

[Media] [Ogimaa Mikana Project](#)

## **Week Five: September 28 + 30**

*Connections we'll carry with us*

### **Tuesday**

-Richard Atleo, “Discourses in and about Clayoquot Sound”

-Marlene Atleo, “The Ancient Nuu-chah-nulth Strategy of Hahuulhi: Education for Indigenous

Cultural Survivance”

-[Media] [Clayoquot Tribal Parks and First Nations Old-Growth Protection](#)

### **Thursday**

-Jeanette Armstrong, “Native Perspectives on Sustainability”

-Ronald Trosper, “Resilience in Pre-contact Pacific Northwest Social Ecological Systems”

-[Media] [Indigenous Performance Methods and Language](#)

## **Week Six: October 5 + 7**

*Connections we'll carry with us*

### **Tuesday**

-Margaret Noodin, “Anishinaabe Concepts of Sustainability”

-Brenda Child, “Women of the Great Lakes and Mississippi: Everything Was Very Systematic”

-Niigaan Sinclair, “Returning to Ourselves: Two Spirit Futures and the Now”

-[Media] [Waadookodaading: Ojibwe Language Immersion School](#)

### **Thursday**

- Christine Sy, "Relationship with Land in Anishinaabeg Womxn's Historical Research"
- Deborah McGregor, "Honouring Our Relations: An Anishinaabe Perspective on Environmental Justice"
- [Media] [Inside One Couple's Quest to Protect Canada's Boreal Forest](#)

## Week Seven: October 12 + 14

*Connections we'll carry with us*

### Tuesday

- Mary Arquette, "The Animals"
- [briefly scan] Jane Mt. Pleasant and Robert Burt, "Estimating Productivity of Traditional Iroquoian Cropping Systems from Field Experiments and Historical Literature"
- Alice Tarbell et al., "Akwesasne: A Native American Community's Resistance to Cultural and Environmental Damage"
- [Media] [Honoring the Missing and Murdered Indigenous Peoples of Akwesasne](#)

### Thursday

- Margaret Mutu, "Kaitiakitanga"
- Jacinta Ruru, "[Who Are Your Waters?](#)"
- [Media] [Bastion Point 1977](#)

## Week Eight: October 21

*Connections we'll carry with us*

### Thursday

- Mariaelena Huambachano, "Indigenous good living philosophies and regenerative food systems in Aotearoa New Zealand and Peru"
- Vicente Diaz, "Voyaging for Anti-Colonial Recovery: Austronesian Seafaring, Archipelagic Rethinking, and the Re-Mapping of Indigeneity"
- Kamanamaikalani Beamer, "An Aloha 'Āina Economy—Give, Take, Regenerate"
- [Media] [Lisa Reihana - Emissaries \(In Pursuit of Venus \[infected\]\)](#) + [this link too of the whole thing \(I think\)](#) [You may need to do some further research on the exhibition/installation, and consider watching the second link first]

## Week Nine: October 26 + 28

*Connections we'll carry with us*

### Tuesday

- Rose Strelau, "'To Domesticate and Civilize Wild Indians': Allotment and the Campaign to Reform Indian Families, 1875-1887"
- Donald Fixico, "The Osage Murders and Oil"
- [Media] [Rebecca Onion and Claudio Saunt, Interactive Time-Lapse Map](#)

## Thursday

- Katherine McKittrick, "Plantation Futures"
- James Allison, "The Tribal Leasing Regime"
- Sarah Deer et al., "The Rapidly Increasing Extraction of Oil, and Native Women, in North Dakota"
- [Media] [Indigenous Artists Use Technology to Tell Stories about their Ancestral Lands](#)

## Week Ten: November 2 + 4

*Connections we'll carry with us*

### Tuesday

- Aimee Craft, "Living Treaties, Breathing Research"
- Nik Heynen and Megan Ybarra, "On Abolition Ecologies and Making 'Freedom as a Place'"
- Kyle T. Mays, "From Flint to Standing Rock: The Aligned Struggles of Black and Indigenous Peoples"
- [Media] [Chasing the Dream: Soul Fire Farm](#)

### Thursday

- Priscilla McCutcheon, "Fannie Lou Hamer's Freedom Farms and Black Agrarian Geographies"
- Eileen Moreton-Robinson, "I Still Call Australia Home"
- [Media] [Sky Hopinka "Cloudless Blue Egress of Summer"](#)

## Week Eleven: November 9 + 11

*Connections we'll carry with us*

### Tuesday

- [briefly scan the reading] Miguel Alfonso Martínez, "Study on Treaties, Agreements, and other Constructive Arrangements between States and Indigenous Populations"
- James Anaya and Luis Rodríguez-Piñero, "The Making of the United Nations Declaration on the Rights of Indigenous Peoples"
- Lara Domínguez and Colin Luoma, "[Violent Conservation: WWF's Failure to Prevent, Respond to and Remedy Human Rights Abuses Committed on its Watch](#)"
- [Media] Kathy Jetnil-Kijiner, Aka Niviãna [Rise](#)

### Thursday

- Mandy Li-Ming Yap and Krushil Watene, "The Sustainable Development Goals and Indigenous Peoples: Another Missed Opportunity?"
- George Tinker, "Liberation and Sustainability"
- [Media] [We Are Ngarrindjeri](#)

## Week Twelve: November 16 + 18

*Connections we'll carry with us*

### Tuesday

- Eric Johnson, "How John Muir's Brand of Conservation Led to the Decline of Yosemite"
- Clint Carroll, "Native Enclosures"
- Carolyn Finney, "Bamboozled"
- [Media] [WMF: Director of the Week: Alethea Arnaquq-Baril](#)

### Thursday

- Genner Ortiz, "[Grains of Resistance: Celebrating Rituals, Bodies and Food in the Yucatán Peninsula and Belize](#)"
- Alejandro Argumedo and Bernard Yun Loong Wong, "The *Ayllu* System of the Potato Park (Peru)"
- Elizabeth Hoover, "[Have Seeds, Will Travel](#)" Interview by Meredith Davidson
- [Media] [Tarcila Rivera](#)

## Week Thirteen: November 23

*Connections we'll carry with us*

### Tuesday [Zoom session; circle in breakouts]

- Megan Bang et al., "Muskrat theories, tobacco in the streets, and living Chicago as Indigenous land"
- Derek Rasmussen and Tommy Akulukjuk, "My Father Was Told to Talk to the Environment First Before Anything Else"
- [Media] Upper One Games, [Never Alone \(Kisima Ingitchuna\)](#)

## Week Fourteen: November 30 + December 2

*Connections we'll carry with us*

### Tuesday

- Silvia Rivera Cusicanqui, "The Notion of 'Rights' and the Paradoxes of Postcolonial Modernity: Indigenous Peoples and Women in Bolivia"
- Glen Coulthard, "For Our Nations to Live, Capitalism Must Die"
- Megan Davis, "[Reconciliation and the Promise of an Australian Homecoming](#)"
- [Media] [Delgamuukw Gisday'wa + Tsilhqot'in First Nation Title Claim](#)

### Thursday

- Anne Spice, "Fighting Invasive Infrastructures"
- Isabel Altamirano-Jimenez, "Indigeneity, Land, and Gender in Oaxaca"
- [Media] Elizabeth LaPensée, [Thunderbird Strike](#)

## Week Fifteen: December 7 + 9

*Connections we'll carry with us*

### **Tuesday**

-Candis Callison, "Inuit Gift"

-Samantha Chisholm Hatfield et al, "Indian time: time, seasonality, and culture in Traditional

Ecological Knowledge of climate change"

-[Media] Kelton Stepanowich [God's Acre](#)

### **Thursday**

-Eve Tuck, Allison Guess, Hannah Sultan, "Not Nowhere: Collaborating on Selfsame Land"

-Kristie Dotson, "On the Way to Decolonization in a Settler Colony: Re-Introducing Black Feminist Identity Politics"

-[Media] Danis Goulet, [Wakening](#)

## **Academic Misconduct**

The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the LSA Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see [lsa.umich.edu/lsa/academics/academic-integrity.html](https://lsa.umich.edu/lsa/academics/academic-integrity.html)

## **Classroom Culture of Care**

LSA is committed to delivering our mission while aiming to protect the health and safety of the community, which includes minimizing the spread of COVID-19. Our entire LSA community is responsible for protecting the collective health of all members by being mindful and respectful in carrying out the guidelines laid out in our [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#).

In our classrooms all students are expected to adhere to the required safety measures and guidelines of the State of Michigan and the University of Michigan, including sanitizing their work areas, maintaining 6 feet or more of personal distance, wearing a face covering that covers the mouth and nose in all public spaces, and not coming to class when ill or in quarantine. This course will also limit group gatherings while being thoughtful about classroom activities and exercises that require collaboration.

Any student who is not able and willing to comply with campus safety measures for this [in-person/hybrid] course should contact the course instructor or their academic advisor to discuss alternate participation or course options. Students who do not adhere to these safety measures while in a face-to-face class setting, and do not have an approved exception or accommodation, may be asked to [participate on a remote basis or - include if available option] disenroll from the class.

For additional information refer to the [LSA Student Commitment to the Wolverine Culture of Care](#) and the OSCR Addendum to the Statement of Student Rights and Responsibilities on the [OSCR website](#).

## **Course Recordings**

## **Instructor Wishing to Record Course Activity**

Course lectures may be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact [instructor/gsi email address] the first week of class (or as soon as you enroll in the course, whichever is latest) to discuss alternative arrangements.

## **Instructor Wishing to Prohibit Student Recordings**

Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

*Additional information regarding course recordings and privacy concerns can be found on the [UM ITS Recording and Privacy Concerns webpage](#).*

## **Disability Statement**

The University of Michigan is committed to providing equal opportunity for participation in all classes, programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall. The SSD phone number is 734-763-3000. Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation (test, project, etc...).

*Alternate syllabus statements and more information can be found at [ssd.umich.edu/article/syllabus-statement](http://ssd.umich.edu/article/syllabus-statement)*

## **Mental Health and Well-Being**

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressures and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers a variety of resources, many which are listed on the [Resources for Student Well-being](#) webpage. You can also search for additional well-being resources [here](#).

*A longer syllabus statement option and additional information can be found on the Student Life [Syllabus Statement for Student Well Being](#) webpage.*

## **Sexual Misconduct Policy**

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and [at sapac.umich.edu](http://sapac.umich.edu).

Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at [institutional.equity@umich.edu](mailto:institutional.equity@umich.edu)