

CAT 1. Revolutions

Professor Amelia Glaser (amglaser@ucsd.edu)

Lectures. Monday, Wednesday, Friday 2-2:50, PCYNH 106

Office hours: Wed. 11-12, Fri. 10-11, and by appt., Literature Building 345

This syllabus is subject to revision.

Course Description

What is a revolution? Are modern revolutions always concerned with freedom, as the political philosopher Hannah Arendt suggested in the 1960s, or are revolutions the harbingers of terror? Are they, rather, myths, necessary to hold power structures in place? This course will address the concept of “Revolution” in the modern world, from the French Revolution to the present. Each week we will discuss a major historical revolutionary moment. You will read one philosophical text that emerged as a result of that revolution, and watch, read, or experience 1-2 artistic or literary works having to do with that event. You will gain an appreciation for the way that the concepts of revolution and rebellion have shaped rhetoric around nationhood and statehood. They will also gain familiarity with major thinkers, including Mao, Marx, Tocqueville, Arendt, and Luxemburg. The major political revolutions will include those in France, the US, China, Russia, and Mexico, as well as the anti-Soviet revolutions in Eastern Europe and the Arab Spring.

Learning Objectives

Students who have completed this “Revolutions” course should be able to:

- Identify and describe the rhetoric used in statements about modern Revolutions.
- Develop an awareness of the role of revolutionary rhetoric in the creation of group myths and identities
- Gain an understanding of how world revolutionary movements have influenced one another
- Critically assess the relationships between both art, technology and revolutionary movements.

By the end of CAT 1, all students should be able to

- Find and summarize critical arguments.
- Use writing and reading to inquire, learn, think, and communicate
- Understand how different genres shape written communication
- Read and write in different modes (from written to digital to visual)
- Identify and use a range of genre conventions appropriate to the rhetorical situation
- Control such surface features as syntax, grammar, punctuation, spelling
- Practice appropriate citation methods
- Develop strategies for drafting, revising, and proof-reading.

Required Reading for Lecture and Section

- Bob Blaisdell, Ed. *The Communist Manifesto and Other Revolutionary Writings* (Dover, 2003)
- Gerald Graff and Cathy Birkenstein, *They Say, I Say*
- Films and occasional articles posted to reserves.ucsd.edu. The password is **ag1**.
- All readings/films are to be read/viewed before the class date to the left.

Required Resources for Lecture and Section

- 1 notebook or journal with at least 50 lined pages. (A normal spiral-bound will work fine.)
- 1 bluebook for Midterm exam (Week 6)
- Access to a computer with internet for online readings and films, as well as for online submission of assignments.
- Access to a printer for drafts and weekly assignments.

Grading and Assignments

- **Note on drafts.** Your major papers (#1-3) all require drafts. These will not be graded, but they must be completed on time. If a draft is not received by the due date you will lose 1/3 of the grade on your final

paper. Drafts need not be perfect, but as a general guideline, drafts should be the length of the final paper, and will often be a bit longer.

- Participation (including quizzes, discussion in sections, comments on other's work, and final conference panels in sections). **12%**
- Attendance: as per CAT policy, missing more than 3 lectures or sections will result in a deduction of 1/3 of a letter grade; missing 8 is grounds for failure. TAs will take attendance.
- 3 Art and Tech Write Ups: You will attend three Art + Tech events of exhibitions of your choice from this list: <https://sites.google.com/view/art-technology/home>. After attending, respond to the following prompt in 200 words: In what ways did you experience or think about Culture, Art, and Technology intersecting in the event or exhibition that you attended? **Tie your experience back to a reading or topic from this course on revolutions.** In your writing use concrete details from what you saw or heard. Remember that technology can be language, paper, money, bread as well as a 3D printer, smartphone et al. **(3%)**
- **Midterm exam. (10%)** This is an in-lecture written exam on Friday of Week 6. The exam will include 10 identifications from the text and one short essay.
- **Weekly text analyses (10 total): 20% (2% each).** Every week, we will devote 5-10 minutes during class to analyzing 1 short text about Revolution. Please answer in 1-2 sentences (maximum) the following questions about each of these texts:
 - What does "revolution" mean in this context?
 - When was this written and where was it published?
 - Who is the author, and what is their perspective?
 - Who is the intended audience?
 - What beliefs or myths about revolution are being advanced or debunked in this text?

bring a printed or handwritten copy of each exercise **to your TA** at the Friday lecture. You will receive full credit for turning in this exercise as assigned and putting in a reasonable amount of effort. Credit will not be given for late exercises.

- **Essay #1: Manifesto** (draft due Friday, week 2, final Friday week 4) **15%**. There is a mass revolt at UCSD, and a new student-led government has appointed you to write the mission statement for the new vision. First, name your vision (words ending in "ism" work well – for example "futurism," "presentism," "feminism", "technologism"). Write a 10-point manifesto, using the first person, plural "we", and outlining the rules of your new order. Point 1 should present who you represent. Point 2 should present your argument for why your new vision is necessary. Points 3- 9 should spell out the rules of your vision for a new social structure or "-ism". Point 10 should restate your argument, telling us why this vision is important. Total: 500 words. **Hand in hard copies of the draft and final version to your TA on Friday of Week 2 and 4, and upload your final version to Turnitin by Friday of Week 4 at noon.**
- **Essay #2:** Comparative paper. Choose two texts we have read or viewed that describe one of the revolutionary periods we have covered thus far. How do these texts approach the revolution differently? How do the genres or styles change the way the author is able to frame the revolution? 750-1000 words. **Draft Due Friday of Week 5; final due Friday of Week 7 (15%). Upload your final version to Turnitin by Friday of Week 7 at noon.**
- **Essay #3:** Final paper. Choose one of the historical revolutions we have discussed in class. Write a 750-1000 word paper making a clear argument about how an aspect of technology has

fostered revolutionary change in one or more settings. This technology may have influenced the spread of information (print circulation, film technique, the internet), interacted with ideology, or changed the economic landscape of the time. Please cite at least three of the texts we have read in class. **Hard copy of a classic outline and introductory paragraph due Wednesday of Week 8. Final version due in electronic form only on Turnitin, Friday of Finals week by noon. (20% total)**

- **Final reflection and portfolio due Tuesday of Finals Week. 5%.** Please include all of your work for the quarter in a single pdf. In 250-300 words, as a preface, reflect upon what you have learned this quarter. Please incorporate a total of 3 texts (films or readings) from class that you are not using in your final paper. **Due Tuesday of Finals week by 12 noon, Turnitin.**

Laptop Policy

Laptops and other electronic devices are not permitted during lectures or section discussions. You may bring them to section to take out for small group work.

Printing Policy

In an effort to keep student costs down, many readings are online. Please bring print-outs or notes to class so that you will not need to refer to your laptop. I will have an electronic version available to project for the entire class if you'd like to refer to a section and don't have it on hand.

Podcasting

A podcast will be created, for your use only, to help with notes.

Schedule of Lectures and Readings

Note: All readings must be completed by the date after which they are listed.

Date

Fri. Sept 28

Reading/Viewing assignment

Introduction: definitions of "Revolution"
Gil Scott-Heron, "The Revolution Will Not Be Televised"

I. Foundational Theory

Mon. Oct 1

Marx and Engels, "The Manifesto of the Communist Party" (1848) in Blaisdell (123-150)
Michelle Alexander, "We are not the Resistance"

<https://www.nytimes.com/2018/09/21/opinion/sunday/resistance-kavanaugh-trump-protest.html>

Read for Section: "They Say, I Say" (TSIS) pp. 1-15

Wed. Oct. 3

Hannah Arendt, "The Meaning of Revolution," Ch. 1 in *On Revolution* (40pp)
https://archive.org/stream/OnRevolution/ArendtOn-revolution_djvu.txt and reserves
Text analysis: Kazi Nazrul Islam, "The Rebel" (1921)

Fri. Oct. 5

Class meets at the LOFT, Price Center (refreshment provided):
Visit from Psoy Korolenko
Due in Lecture: Text analysis (hard copy)

II. Enlightenment in practice (Between France and the American Colonies)

Mon. Oct. 8 Robert Darnton, "What was Revolutionary about the French Revolution?"
<http://www.misterdann.com/modartwhatwasrevolutionary.htm>
Recommended: Henry J. Sage's "[The Era of the American Revolution 1763-1800](#)" (HTML)
Read for section: TSIS 19-29

Wed. Oct. 10 "Declaration of the Rights of Man and the Citizen" in Blaisdell (79-81)
Declaration of Independence, Blaisdell (63-66)
Thomas Jefferson, "A Summary View of the Rights of British America" Blaisdell (41-55)
Camille Desmoulins, "Live Free or Die" in Blaisdell (67-69)
Text analysis: Haitian Declaration of Independence (1804)
<https://today.duke.edu/showcase/haitideclaration/declarationstext.html>

Fri. Oct. 12 Film: Pontecorvo, "The Battle of Algiers" (1964)
Reserves, Youtube (paywall), and vimeo: <https://vimeo.com/262944870>
Recommended: Heinrich von Kleist, "Betrothal in Santo Domingo"
<http://vic203y1.wdfiles.com/local--files/wiki:betrothal-at-santo-domingo/Betrothal.pdf>
Due in Lecture: Text analysis (hard copy) and Manifesto draft (hard copy)

III. Revolutions and Information Technology (Digital/activist interface since the Arab Spring)

Mon. Oct. 15 Mohamed-Salah Omri, "A Revolution of Dignity and Poetry" (e-reserve)
Timothy Garton Ash, "Velvet Revolution: The Prospects"
<https://www.nybooks.com/articles/2009/12/03/velvet-revolution-the-prospects/?pagination=false>
Read for section: TSIS 30-41

Wed. Oct. 17 Malcolm Gladwell, "Small Change: Why the Revolution will not be tweeted"
<https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>
Matt Giles, "Edward Snowden: The Internet is Broken" (2016)
<https://www.popsci.com/edward-snowden-internet-is-broken#page-12>
Text Analysis: "The Battle for the Arab Viewer"
<https://www.youtube.com/watch?v=oVK-CfS4ZDs>

Fri. Oct. 19 Marci Shore, from *The Ukrainian Night* (ereserves)
Due in Lecture: Text analysis (hard copy)

IV. Between Marxism and Anarchism (The Legacy of the Paris Commune)

Mon. Oct. 22 **Listen:** John Merriman on the Paris Commune:
http://dase.laits.utexas.edu/media/not_even_past/mp3/100530739.mp3
Karl Marx, "The Third Address" (May, 1871) [The Paris Commune]
<https://www.marxists.org/archive/marx/works/1871/civil-war-france/ch05.htm>
For Section. TSIS 42-51

Wed. Oct. 24 Kropotkin, "An Appeal to the Young" (1880) (Blaisdell)
Emma Goldman, "The Tragedy of Women's Emancipation" (1910) (Blaisdell)
Recommended: Karen Goaman, "The Anarchist Travelling Circus" (e-reserves)

Text analysis: *The Internationale*

Fri. Oct. 26 Walt Whitman, “Europe, The 72nd and 73d Years of These States”
<https://whitmanarchive.org/published/LG/1860/poems/55>
Yoysef Bovshover, “Revolution” and “To My People” (1890s) (ereserves)
Due in Lecture: Text analysis (hard copy) and Essay 1 final draft (hard copy)
Due on Turnitin: Essay 1 final draft by 12 noon.

V. Heaven on Earth (Russia)

Mon. Oct. 29 Lenin and Trotsky in Blaisdell (200-214)
Rosa Luxemburg, “A Call to the Workers of the World” (Blaisdell)
For Section. TSIS. 55-67

Wed. Oct. 31 Boris Dralyuk, Marina Tsvetaeva, Zinaida Gippius “Stolen Wine”; and Vladimir
Mayakovsky, “Our March” (1917) (ereserves)
Isaac Babel: “My First Goose” (ereserves)
Text Analysis: from *Battleship Potemkin*

Fri. Nov. 2 Watch: Film, Sergei Eisenstein’s Mexico (e-reserves)

VI. Proletarian Internationalism (From Moscow to Cuba)

Mon. Nov. 5 Glaser and Lee, Ed. excerpts from “**Comintern Aesthetics**”
Alexander Pomerantz, “Proletpen”
Text Analysis: Esther Shumiatsher, “At the Border of China”
For Section. TSIS. 78-101

Nov. 6. Election Day (Register to vote here: <https://registertovote.ca.gov>)

Wed. Nov. 7 **Guest Lecture:** Phoebe Bronstein
Film: Alea, Memories of Underdevelopment (1971)

Fri. Nov. 9 **Midterm Exam in Lecture:** Bring a bluebook.

VII. Cultural revolution (China)

Mon. Nov. 12 **No class – Veteran’s Day**

Wed. Nov. 14 Stanford SPICE digest, “Introduction to the Cultural Revolution”
<https://fsi-live.s3.us-west-1.amazonaws.com/s3fs-public/CRintro.pdf>
Mao Zedong: Manifesto of the Chinese People’s Liberation Army. Blaisell (259-264)
Liu Xun, “A Madman’s Diary” (1918)
<https://www.marxists.org/archive/lu-xun/1918/04/x01.htm>
Text Analysis. He-Yin Zhen, “The Feminist Manifesto” (1907)
For section. TSIS 105-120

Fri. Nov. 16 Watch: Sales, *In the Intense Now* (2017)

Recommended: A. O. Scott's film Review

<https://www.nytimes.com/2018/01/30/movies/in-the-intense-now-review-documentary.html>

VIII. Reassessing Revolution (Eastern European protest since the 1968 Prague Spring)

Mon. Nov 19 **Visitor:** Viktoria Lomasko – Other Russias
Film: Daniel Bruhl, "Goodbye, Lenin (2003)
Reading: Excerpt from Lomasko, "Other Russias" (reserve)
For section. TSIS. 129-138

Wed. Nov. 21 Reading: Havel, "The Power of the Powerless" (1978)

<https://www.nonviolent-conflict.org/wp-content/uploads/1979/01/the-power-of-the-powerless.pdf>

Recommended: "50 Years Since a Soviet Invasion Ended the Prague Spring"

<https://www.theatlantic.com/photo/2018/08/photos-50-years-since-a-soviet-invasion-ended-the-prague-spring/567916/>

Text analysis: "Punk Prayer"

Fri. Nov. 23 **No class: Thanksgiving**

IX. Embodying Revolution (Gender and physical space)

Mon. Nov. 26 **Visitor:** Dmitry Bykov, "Russia's Sexual Revolution"
Reading: Panteleimon Romanov, "Without Bird Cherry" (1926)
Ellen Barry, "Satirizing Putin with Boldly Poetic Flare"

<https://www.nytimes.com/2011/11/19/world/europe/mocking-vladimir-putin-with-poetic-flair-in-russia.html>

For section. TSIS. 163-166

Wed. Nov. 28 **Read.** Mona Eltahawy, "Why Do They Hate Us?"
<https://foreignpolicy.com/2012/04/23/why-do-they-hate-us/>
Recommended. Deborah Rudacille, "Liberating the Rainbow" (ereserves)
Recommended. Alfa Rifaat, "Distant View of a Minaret"

https://books.google.com/books?id=5BxI_57l_CkC&lpg=PP1&dq=distant%20view%20of%20a%20minaret&pg=PP1#v=onepage&q=distant%20view%20of%20a%20minaret&f=false

Text analysis: "Mariella Castro's March"

Fri. Nov. 30 Film: "Unfinished Spaces"
<http://www.unfinishedspaces.com>

Recommended: James O'Connor, from "The Origins of Socialism in Cuba" (1-33) (e-reserves)

X. Revolutionary Thought in the US

Mon. Dec. 3 Laura Doyle, "Liberty's Empire" (ereserves)

Dr. Martin Luther King, Jr., “Remaining Awake Through a Great Revolution”
<http://www2.oberlin.edu/external/EOG/BlackHistoryMonth/MLK/CommAddress.html>

Wed. Dec. 5 Film: “Herbert’s Hippopotamus” (1996)
<https://www.youtube.com/watch?v=gbzhmMDFcFQ>

Fri. Dec. 7 No class. Final papers due

Tuesday of finals week: Final version of translator’s introduction, including a copy of the translation and original, must be submitted to turnitin (via TED) by 2:30 pm.

CAT POLICIES:

1. ASSIGNMENT SUBMISSION
2. ATTENDANCE
3. CAT TECHNOLOGY POLICIES
4. CLASS PARTICIPATION
5. ACADEMIC INTEGRITY
6. UCSD’S PRINCIPLES OF COMMUNITY
7. STUDENTS WITH DISABILITIES

Receipt of this CAT syllabus constitutes an acknowledgment that you are have understood and are responsible for understanding and acting in accordance with the following CAT and UCSD guidelines, including the UCSD principles of community and guidelines on academic integrity.

1. ASSIGNMENT SUBMISSION

A. Due Dates

- The writing process itself is important in developing writing and argumentation skills. An assignment may receive an F if a student does not participate in **every** phase of the development of the project and **meet all deadlines** for preliminary materials (proposals, drafts, etc).
- Failure to submit **any** of the graded course assignments is grounds for failure in the course.
- If a final draft, plus required addenda, is not submitted **in class on the date due**, it will be considered late and *will lose one letter grade for each day or part of a day past due* (A to B, etc.).
- You must submit your assignments directly to your TA; you will not be able to leave papers for your TA at the Sixth College Offices. Any late submissions must be approved by your TA and/or faculty instructor well in advance of the due date.

B. Turnitin

- Assignments are due in hard copy as well as via turnitin (via TritonEd). Final drafts must be submitted to Turnitin **BY MIDNIGHT** on the day they are submitted in class.
- A grade will not be assigned to an assignment until it is submitted to Turnitin via TritonEd. Failure to submit an assignment to Turnitin via TritonEd is grounds for failure of the assignment.

C. Grade Contesting Policy

- [Grade Contesting Policy](#)

2.. ATTENDANCE

- On-time attendance in lecture and section is required. Regular attendance will be taken in both lecture and section.

- Please notify your TA if you must be absent for illness or family emergency.
- You may miss up to three classes in a term without penalty (this includes lecture and section).
- Missing more than three class sessions, either lectures or sections, will result in deducting $\frac{1}{3}$ of a letter grade off your final course grade (i.e. an A- would become a B+). Missing 8 or more classes is grounds for failing the course. Excessive tardiness will also impact your grade and may be grounds for failure.

3. TECHNOLOGY

- For in-class technology, we ask that you use your best judgment and common sense. Each CAT instructor may have a different specific policy in relation to technology, but broadly, if and when you use technology in the classroom, it should directly relate to the course (i.e., feel free to take notes on your computer/tablet, tweet about the class if appropriate, etc.).
- In some CAT courses, phones and computers are not allowed in the lecture halls or discussion sections. Having your phone or computer out, then, may mean you are marked as absent for that day.

4. CLASS PARTICIPATION

- Contributions to class discussions and active participation in small group work are essential to both the momentum of the course and the development of your ideas. This requires that you come to class prepared (having completed assigned reading and writing) and ready to participate in class activities. See the participation evaluation rubric below for more information.

A. CAT GRADING CRITERIA – PARTICIPATION

- Here is a description of the kind of participation in the course that would earn you an A, B, C, etc. Your TA may use pluses and minuses to reflect your participation more fairly, but this is a general description for each letter grade.

A – Excellent

Excellent participation is marked by near-perfect attendance and rigorous preparation for discussion in lecture and section. You respond to questions and activities with enthusiasm and insight and you listen and respond thoughtfully to your peers. You submit rough drafts on time, and these drafts demonstrate a thorough engagement with the assignment. You respond creatively to the feedback you receive (from both your peers and TA) on drafts, making significant changes to your writing between the first and final drafts that demonstrate ownership of your own writing process. Finally, you are an active contributor to the peer-review and collaborative writing processes.

B – Good

Good participation is marked by near-perfect attendance and thorough preparation for discussion in lecture and section. You respond to questions with specificity and make active contributions to creating a safe space for the exchange of ideas. You submit rough drafts on time, and these drafts demonstrate thorough engagement with the assignment. You respond effectively to the feedback you receive (from both your peers and TA) on drafts, making changes to your writing between the first and final drafts. You are a regular and reliable contributor to the peer-review and collaborative writing processes.

C – Satisfactory

Satisfactory participation is marked by regular attendance and preparation for discussion in lecture and section. You respond to questions when prompted and participate in classroom activities, though you may sometimes be distracted. You are present in lecture and section, with few absences, and have done some of the reading some of the time. You submit rough drafts on time and make some efforts toward revision between the first and final drafts of an assignment. You are involved in peer-review activities, but you offer minimal feedback and you may not always contribute fully to the collaborative writing process.

D – Unsatisfactory

Unsatisfactory participation is marked by multiple absences from section and a consistent lack of preparation. You may regularly be distracted by materials/technology not directly related to class. You submit late or incomplete drafts and revise minimally or only at a surface level between drafts. You are absent for peer-review activities, offer unproductive feedback, or do not work cooperatively in collaborative environments.

F—Failing

Failing participation is marked by excessive absences, a habitual lack of preparation, and failure to engage in the drafting, revision, and collaborative writing processes.

5. ACADEMIC INTEGRITY

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online at <http://academicintegrity.ucsd.edu>. All students must read and be familiar with this Policy. All suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may receive both administrative and academic sanctions. Administrative sanctions may extend up to and include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course. **If you plagiarise on an assignment/in a class, you will receive a 0 on the assignment and will be reported to the AI office.**

To officially report academic integrity violations, fill out this form:

https://ucsd-advocate.symplicity.com/public_report/index.php/pid646163?rep_type=1001.

Specific examples of prohibited violations of academic integrity include, but are not limited to, the following:

Academic stealing refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others.

Academic cheating, collusion, and fraud refer to having others do your schoolwork or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes.

Misrepresenting personal or family emergencies or health problems in order to extend deadlines and alter due dates or requirements is another form of academic fraud. Claiming you have been ill when you were not, claiming that a family member has been ill or has died when that is untrue are some examples of unacceptable ways of trying to gain more time than your fellow students have been allowed in which to complete assigned work.

Plagiarism refers to the use of another's work without full acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spuriously identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole.

6. UCSD's PRINCIPLES OF COMMUNITY

The CAT program affirms UCSD's Principles of Community, and expects all students to understand and uphold these principles, both in their daily interactions and in their spoken, written and creative work produced for CAT classes:

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UCSD community. UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UCSD because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.
- We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.

Receipt of this syllabus constitutes an acknowledgment that you are responsible for understanding and acting in accordance with UCSD guidelines on academic integrity.

7. Disability Accommodations

Students requesting accommodations for this course due to a disability should (if needed) provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are then required to present their AFA letters to Faculty (please make arrangements to contact your professor privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. The CAT OSD liaison is Lynette Brossard: lbrossard@ucsd.edu.