University at Buffalo

Department of Information Science

Graduate School of Education

We acknowledge the original and ongoing presence of the Seneca Nation, a member of the Haudenosaunee / Six Nations Confederacy, in whose territories the University at Buffalo operates.

LIS 580: Information Policy

Table of Contents

Instructor Information

Instructor: Saguna Shankar, Ph.D., MLIS (she / her)
Office Location: 549 Baldy Hall (North Campus)
E-mail: sagunash@buffalo.edu
Phone: (716) 645–1481
Office Hours: By appointment—e–mail to request a meeting, suggesting a few times you

are available.

Course Information

Program: Information and Library Science
Semester: Fall 2025
Dates: 8/25/2025–12/8/2025
Credits: 3
Type of Instruction: Lecture
Delivery Mode: Online
Location: Remote
Learning Management System: UB Learns
Course Prerequisites: None

This course satisfies the *Professional Skills* category of the Plan of Study. As per the Handbook, successful completion of this course is defined as completion with a grade of C or better or with a grade of S.

Course Description

Your participation in this course will empower you to identify, interpret, and develop policy to guide the use of information and technologies. You will become aware of ethical, legal, and societal matters as these issues have developed over time and across various contexts (e.g., a library's policy in relation to intellectual property, a technology corporation's privacy policy, a national or international internet policy).

Learning Outcomes

Upon completion of this course, students will be able to:

- Communicate about the purpose of information policy
- Contribute to information policy deliberations and documents
- Analyze ethical values in relation to policies controlling information, technologies, and information organizations
- Identify implications of information policy by considering groups who would be or have been affected by it
- Describe examples of how information policy legislation and regulation has developed over time in the United States
- Compare and contrast information policies at different levels (i.e., organizational, professional, state, domestic, international)
- Propose information policy strategies to work towards particular objectives, such as upholding information access, cultural practices, privacy, accountability of governments and corporations, and social and ecological justice

- Reflect on the analysis and development of information policy as an iterative process

This course addresses the following Master of Science in Information and Library Science (MS ILS) [program goals](#):

1. Graduates demonstrate theoretical and conceptual understanding of information science, including the creation, representation, organization, retrieval, dissemination, use and curation of information.
2. Graduates are prepared to apply disciplinary knowledge and skills in a variety of information contexts.
3. Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, cultural competence, reflective practice, and adherence to professional ethics.
4. Graduates demonstrate values, attitudes and behaviors that are essential for information and library professionals, including diversity, equity and inclusion.

Mode of Instruction

This is a remote and asynchronous course. All course materials will be available through UB Learns, [UB Libraries](#), or the Web.

The objectives for this course will be accomplished through the following:

- Video lectures
- "Readings" from book chapters, journal articles, conference papers, podcasts, videos, news media articles, and policy documents
- Individual assignments

Managing your Time

In this course, each week will begin on Monday at 9:00 AM EST / EDT, except for [holidays officially observed by the University and Fall / Spring Break](#). In accordance with our Weekly Course Schedule listed in this syllabus, materials will be available on UB Learns at the beginning of each week. I will post assigned activities for a particular week in UB Learns at the beginning of the week, and those activities should be completed six days later, by Sunday at 11:59 PM—unless otherwise specified.

In addition, you may find it helpful to familiarize yourself with the university's [Academic Calendar](#) and consider your other commitments as you plan to complete this course's deliverables.

Course Technologies & Required Technology Skills

You must have a UBITName to log in to UB Learns and access the course materials. If you do not have a UBITName, please contact the UB Information Technology (UBIT) Help Center at (716) 645–3542 or ubithelp@buffalo.edu.

Reliable access to the web on a device capable of accessing UB Learns is required. A detailed description of course technology requirements may be found in the Minimum Computer Recommendations for Students.

For general questions about course technologies, please contact the UBIT Help Center. For questions about UB Learns, please see UB Learns Guides for Students. You can contact UB Learns at (716) 645–6188 or ublearns@buffalo.edu.

You are expected to have Prerequisite Technology Skills. It is your responsibility to gain proficiency to successfully complete the course objectives and assignments.

The University at Buffalo provides students with free licenses for a number of software programs, including Microsoft 365. Please visit http://www.buffalo.edu/ubit/service-guides/software.html for more information.

University Libraries

You have full access to the University Libraries resources and services. Through the University Libraries, you have online access to many full-text databases, including: Library Literature & Information Science and Library, Information Science & Technology Abstracts. You can also request physical and electronic materials using the Delivery+ service.

Molly Dahl Poremski is the Information Science subject librarian, and is available by phone: (716) 645–7750 and e-mail: poremski@buffalo.edu.

If you have a general reference question, you can also use the Instant Librarian chat service.

Course Assignments

Please refer to UB Learns for instructions on how to complete each of the following assignments, which offers comprehensive guidelines on assignment instructions and due dates. It is essential that you read the full assignment descriptions on UB Learns before starting on each assignment. Note that the descriptions below are solely for your quick reference regarding due dates, weighting, and program goals.

Assignment	Due Date	Weight	MS ILS Goals
Assignment 1: Discussion Questions	Two times between Weeks 3–11; Sign up by August 31 (Week 1). Important: When you sign up, note down your two different selected weeks/topics and set calendar reminders for yourself to post to your assigned group thread on Monday by 11:59 PM at the start of those weeks. These due dates will not be listed in UB Learns, as they are personal to you.	10% (2 × 5%)	1, 2, 3
Assignment 2: Cautionary Tale Presentation	November 2 (Week 10)	30%	1, 2, 3
Assignment 3, Part A: Policy Briefing Proposal	October 5 (Week 6)	15%	1, 2, 3, 4
Assignment 3, Part B: Policy Briefing	December 7 (Week 14)	40%	1, 2, 3, 4
Participation	Throughout the semester	5%	1, 2, 3, 4

Grading Policy

This course uses the letter grading scale established by the Office of the Registrar for both individual assignments and the overall course grade:

Letter Grade	Percentage	Description
A	93–100	Well above expectations

A−	90–92	
B+	87–89	
B	83–86	Above expectations
B−	80–82	
C+	77–79	
C	73–76	Meets expectations
C−	70–72	
D+	67–69	
D	65–66	Below expectations
F	0–64	Well below expectations

You are expected to submit assignments to UB Learns by the due date. A 5% penalty will be applied for each day an assignment is late. For example, if an assignment is submitted one day late, the grade will be reduced by 5% (e.g., A− to B+). If the assignment is submitted two days late, the grade will be reduced by 10% (e.g., A− to B−). No submissions will be accepted more than one week after the due date.

Each assignment is graded starting from zero, and points are awarded based on how well you address the components in the assignment description. Completing all listed components means *meeting expectations*. Assignment feedback and grades will be posted throughout the semester in UB Learns. Final grades will be available through the HUB Student Center.

The assignment of an incomplete grade (I) is at my discretion, and is only given in exceptional circumstances. Furthermore, you must have a passing average in coursework already completed. You must make a request for an incomplete grade in writing with me before the last day of final examinations. A detailed description of an interim grade of incomplete may be found in the Graduate Incomplete Policy.

Your Responsibilities

- Keeping up to date with information shared via UB Learns.
- Completing assignments as described in UB Learns.

- Staying on top of required materials. In addition, I encourage you to seek out further scholarly articles and news media, as well as other "hot off the press" pieces that connect to information policy issues, which will help you extend your own and your peers' learning.

Weekly Course Schedule

You are responsible for completing all readings by the dates noted in the course schedule:

Date	Topic	Required & Recommended Materials
Week 1 Aug. 25–31	Introduction	*Note:* Sign up for Assignment 1 by the end of the week. *Required* Read this syllabus and the assignment descriptions on UB Learns. Bender, E. M., & Hanna, A. (2025). *The AI con: How to fight big tech's hype and create the future we want*. Random House. ***or*** Doctorow, C. (2023). *The internet con: How to seize the means of computation*. Verso Books. *Recommended* ACM Technology Policy Council. (n.d.). *ACM TechBriefs*. Association for Computing Machinery. https://www.acm.org/public-policy/techbriefs Bender, E. M. & Hanna, A. (Hosts). (2024, June 10). AI overviews and Google's adtech empire [Video]. In *Mystery AI Hype Theater 3000*. Distributed AI Research Institute. https://peertube.dair-institute.org/w/veZW69ZkfNVumKyEQNrz2q

Cohn, C. & Kelley, J. (Hosts). (2024, May 7). Building a tactile Internet [Audio podcast episode]. In *How to Fix the Internet*. Electronic Frontier Foundation. https://feeds.eff.org/howtofixtheinternet

UW Office of Public Lectures. (2023, October 27). *Generative misinformation with Prof. Jevin West* [Video]. YouTube. https://www.youtube.com/watch?v=rXG8NF-cIW4

Week 2 Sept. 1–7	Ethics, Values, &… Information Policy?	*Note:* Labor Day is observed on Monday. *Required* Braman, S. (2011). Defining information policy. *Journal of Information Policy, 1*, 1–5. https://doi.org/10.5325/jinfopoli.1.2011.0001 Burgess, J. T. F. (2019). History of ethics in the information professions. In J. T. F. Burgess & E. J. M. Knox (Eds.), *Foundations of information ethics* (ch. 3, pp. 25–35). ALA Neal-Schuman. • *PDF available on UB Learns.* Thornton, K., & Mars, R. (Hosts). (2020, December 6). The divided dial [Audio podcast episode]. In *99% Invisible*. https://99percentinvisible.org/episode/the-divided-dial/
Week 3 Sept. 8–14	Information Policy & Stakeholder Analysis	*Required* Bardach, E., & Patashnik, E. M. (2015). Introduction. In *A practical guide for policy analysis: The eightfold path to more effective problem solving* (5th ed., pp. xv–xx). CQ Press. • *PDF available on UB Learns.*

Bardach, E., & Patashnik, E. M. (2015). Part I, The eightfold path. In *A practical guide for policy analysis: The eightfold path to more effective problem solving* (5th ed., pp. 1–82). CQ Press.

  • *PDF available on UB Learns.*

Costanza-Chock, S. (2020). Design narratives: From TXTMob to Twitter. In *Design justice: Community-led practices to build the worlds we need* (ch. 3, pp. 103–134). MIT Press.

  • *PDF available on UB Learns.*

Recommended

Braman, S. (2011). Internet policy. In M. Consalvo & C. Ess (Eds.), *Handbook of Internet studies* (ch. 7, pp. 137–167). Wiley.

  • *PDF available on UB Learns.*

Costanza-Chock, S. (2020). Design values: Hard-coding liberation? In *Design Justice: Community-led practices to build the worlds we need* (ch. 1, pp. 31–68). MIT Press.

  • *PDF available on UB Learns.*

Friedman, B., Kahn, P., Hagman, J., Severson, R., & Gill, B. (2006). The watcher and the watched: Social judgments about privacy in a public place. *Human-Computer Interaction, 21*(2), 235–272. https://dl.acm.org/doi/10.1207/s15327051hci2102_3

Nathan, L. P., & Friedman, B. (2010). Interacting with policy in a political world: Reflections from the voices from the Rwanda Tribunal project. *Interactions, 17*(5), 56–59. https://doi.org/10.1145/1836216.1836231

Week 4 Sept. 15–21	Intellectual Property: Part 1	*Required*
		Henderson, K. A. (2019). Intellectual property ethics. In J. T. F. Burgess & E. J. M. Knox (Eds.), *Foundations of information ethics* (ch. 7, pp. 67–76). ALA Neal-Schuman. • *PDF available on UB Learns.* Read UB's University Libraries Copyright & Fair Use Policies: https://library.buffalo.edu/aboutus/policies/information-use/copyright.html *Recommended* *International Copyright:* Bannerman, S. (2020). The World Intellectual Property Organization and the sustainable development agenda. *Futures, 122*, 1–8. https://doi.org/10.1016/j.futures.2020.102586 *Copyright, Creativity, & the Market:* Clement, D. (2003, March 1). Creation myths: Does innovation require intellectual property rights? *Reason*. https://reason.com/2003/03/01/creation-myths-2/ Doctorow, C. (2010, October 5). The real cost of free. *The Guardian*. https://www.theguardian.com/technology/blog/2010/oct/05/free-online-content-cory-doctorow Stallman, R. (1991). Why software should be free. *The GNU Operating System*. http://www.gnu.org/philosophy/shouldbefree.html
Week 5 Sept. 22–28	Intellectual Property: Part 2	*Required* Cohen, E. (Host). (2023, April 7). The library of Alexandra [Audio podcast episode]. In *Radiolab*.

WNYC Studios. https://radiolab.org/podcast/library-alexandra

Local Contexts. (2022, February 8). *Local contexts* [Video]. YouTube. https://www.youtube.com/watch?v=g7-RuXmLewk

Younging, G. (2016). The traditional knowledge—Intellectual property interface. In C. Callison, L. Roy, & G. A. LeCheminant (Eds.), *Indigenous notions of ownership and libraries, archives and museums* (ch. 5, pp. 67–74). De Gruyter. https://doi.org/10.1515/9783110363234-008

Recommended

Christen, K. (2015). Tribal archives, traditional knowledge, and local contexts: Why the "s" matters. *Journal of Western Archives, 6*(1), 1–19. https://hdl.handle.net/2376/5706

Hernandez, J. (2023, March 26). A judge sided with publishers in a lawsuit over the Internet Archive's online library. *National Public Radio*. https://www.npr.org/2023/03/26/1166101459/internet-archive-lawsuit-books-library-publishers

Patel, N. (2023, January 10). What is chokepoint capitalism? Authors Cory Doctorow and Rebecca Giblin discuss. *The Verge*. https://www.theverge.com/23547877/decoder-chokepoint-capitalism-cory-doctorow-rebecca-giblin-spotify-ticketmaster-antitrust

Somers, J. (2017, April 20). Torching the modern-day Library of Alexandria. *The Atlantic*. https://www.theatlantic.com/technology/archive/2017/04/the-tragedy-of-google-books/523320/

Week 6 Sept. 29–Oct. 5	Privacy: Shifting Ethical Conceptions & Changing Information Tools	*Note:* Part A of Assignment 3 is due by the end of the week.

Required

Altman, M., Cohen, A., & Nissim, K. (2024). *Data privacy protection* [Policy brief]. ACM Technology Policy Council. https://dl.acm.org/doi/pdf/10.1145/3679004

Mai, J-E. (2016). Big data privacy: The datafication of personal information. *The Information Society 32*(3), 192–199. https://doi.org/10.1080/01972243.2016.1153010

Zimmer, M. (2019). Privacy. In J. T. F. Burgess & E. J. M. Knox (Eds.), *Foundations of information ethics* (ch. 5, pp. 47–56). ALA Neal-Schuman.

- *PDF available on UB Learns.*

Recommended

Griffith University Art Museum. (2021). The data imaginary: fears and fantasies. [Exhibition catalogue]. *Griffith University Art Museum.* https://nrl.northumbria.ac.uk/id/eprint/50539/1/2021_Moline_Data_Imaginary_Catalogue.pdf

- *Read pages 1–6, browse pages 7–33.*

Solove, D. J. (2023). Data is what data does: Regulating based on harm and risk instead of sensitive data. *Northwestern University Law Review, 118*(4), 1081–1138. https://dx.doi.org/10.2139/ssrn.4322198

Week 7 Oct. 6–12	Anonymity, Pseudonymity, & Forgetting	*Required*

Dressler, V. (2022, June 14). Google quietly rolls out the right to be forgotten mechanism in the U.S.

Intellectual Freedom Blog: The Office for Intellectual Freedom of the American Library Association. https://www.oif.ala.org/google-quietly-rolls-out-the-right-to-be-forgotten-mechanism-in-the-us/

GDPR.eu. (2018, June 20). GDPR checklist for data controllers. *GDPR.eu*. https://gdpr.eu/checklist/

Webster, M. (Host). (2019, August 23). Right to be forgotten [Audio podcast episode]. In *Radiolab*. WNYC Studios. https://radiolab.org/podcast/radiolab-right-be-forgotten

> • *This podcast includes references to racial violence and a discussion about sexual violence. There is a transcript available on the same page linked to above.*

Wolford, B. (2018, November 7). What is GDPR, the EU's new data protection law? *GDPR.eu*. https://gdpr.eu/what-is-gdpr/

<div align="center">*Recommended*</div>

Cofone, I. N., & Betancourt, C. T. (2020). The right to be forgotten in peace processes. In I. Cofone (Ed.), *The right to be forgotten* (pp. 76–101). Routledge.

> • *PDF available on UB Learns.*

Regulation 2016/679. *Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation)*. http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016R0679

Week 8 Oct. 13–19	Censorship, Freedom of Information, & Freedom of Expression	*Note:* Fall Break is observed on Monday and Tuesday.

Required

Knox, E. J. M. (2023). Freedom of expression. In *Foundations of intellectual freedom* (ch. 3, pp. 35–51). ALA Neal-Schuman

- *PDF available on UB Learns.*

Knox, E. J. M. (2023). Information access and censorship. In *Foundations of intellectual freedom* (ch. 4, pp. 53–68). ALA Neal-Schuman

- *PDF available on UB Learns.*

Recommended

Gilbert, S. (2023). Towards intersectional moderation: An alternative model of moderation built on care and power. *Proceedings of the ACM on Human-Computer Interaction, 7*(CSCW2), 1–32. https://doi.org/10.1145/3610047

Luscombe, A., & Walby, K. (2017). Theorizing freedom of information: The live archive, obfuscation, and actor-network theory. *Government Information Quarterly, 34*(3), 379–387. https://doi.org/10.1016/j.giq.2017.09.003

Romano, A. (2021, January 21). Kicking people off social media isn't about free speech. *Vox*. https://www.vox.com/culture/22230847/deplatforming-free-speech-controversy-trump

Week 9 Oct. 20–26	Traditional Knowledge & Contemporary Information Systems	*Required*

Duarte, M. E. (2017). Connected activism: Indigenous uses of social media for shaping political change. *Australasian Journal of*

Information Systems, 21, 1–13. https://doi.org/
10.3127/ajis.v21i0.1525

Lilley, S. (2021). Transformation of library and
information management: Decolonization or
Indigenization? *IFLA Journal, 47*(3), 305–312.
https://doi.org/10.1177/03400352211023071

- *PDF available on UB Learns.*

Oliver, G., Lawrence, C., Timbery, N., Lilley, S.,
Rudolph, C., Whitty, M., & Saha, M. (2024).
Cybersecurity: Putting Indigenous Peoples first.
*Proceedings of the Association for Information
Science and Technology, 61*(1), 616–620.
https://doi.org/10.1002/pra2.1068

Recommended

Carpenter, J., Guerin, A., Kaczmarek, M., Lawson,
G., Lawson, K., Nathan, L. P, & Turin, M. (2016).
*Digital access for language and culture in First
Nations communities* [Report]. https://heiltsuk.
arts.ubc.ca/wp-content/uploads/2018/07/
Digital_Language_Access_report_May2017.pdf

Rose, J. (2016, March 7). Biopiracy: When
Indigenous knowledge is patented for profit. *The
Conversation*. https://theconversation.com/
biopiracy-when-indigenous-knowledge-is-
patented-for-profit-55589

Week 10 Oct. 27–Nov. 2	Policy Development & Advocacy in Information Organizations	*Note:* Assignment 2 is due by the end of the week. *Required* Feinberg, M. (2018). Factotem: What is information access for? *Cataloging & Classification Quarterly, 56*(8), 665–682. https://doi.org/10.1080/01639374.2018.1494654

Nelson, S., & Garcia, J. (2003). Chapter 4: Development. In *Creating policies for results: From chaos to clarity* (ch. 4, pp. 71–104). American Library Association.

- *PDF available on UB Learns.*

Recommended

British Library (2024, March 8). *Learning lessons from the cyber-attack: British Library cyber incident review*. https://www.bl.uk/home/british-library-cyber-incident-review-8-march-2024.pdf

Browse professional codes of ethics, such as:

- American Library Association
- Association of Computing Machinery

Browse organizations that advocate for information policy development and reform, such as:

- Electronic Frontier Foundation
- Tech Otherwise Collective

Hicks, D. (2016). Advocating for librarianship: The discourses of advocacy and service in the professional identities of librarians. *Library Trends, 64*(3), 615–640. https://doi.org/10.1353/lib.2016.0007

Week 11 Nov. 3–9	Climate, Environment, & Information Policy	*Required*

Knowles, B (2021). *Computing and climate change* [Policy brief]. ACM Technology Policy Council. https://dl.acm.org/doi/pdf/10.1145/3483410

Perzanowski, A. (2022). Introduction. In *The right to repair: Reclaiming the things we own* (ch. 1, pp.

1–13). Cambridge University Press.

- *PDF available on UB Learns.*

N.Y. Legis. Assemb. A1285. Reg. Sess. 2023–2024 (2023). https://legislation.nysenate.gov/pdf/bills/2023/A1285

Recommended

Halper, E., & O'Donovan, C. (2024, June 21). AI is exhausting the power grid. Tech firms are seeking a miracle solution. *The Washington Post.* https://www.washingtonpost.com/business/2024/06/21/artificial-intelligence-nuclear-fusion-climate/

Schwartz, O. (2019, May 8). Sidestepping Apple: The third-party tinkerers fighting for your right to repair. *The Guardian.* https://www.theguardian.com/technology/2019/may/08/sidestepping-apple-the-third-party-tinkerers-fighting-for-your-right-to-repair

Wiens, K. (2020, March 5). The right to repair will help us endure outbreaks. *Wired.* https://www.wired.com/story/opinion-the-right-to-repair-will-help-us-endure-outbreaks/

Week 12 Nov. 10–16	Cautionary Tale Presentations Showcase	*Required*
		Browse peers' Cautionary Tales Presentations, as interested.

Week 13 Nov. 17–23	Policy Briefing Work	*Required*
		No readings – work on Policy Briefing (Assignment 3, Part B).

Nov. 24–30	No Class (Thanksgiving Break)	No readings.
Week 14 Dec. 1–7	Implementing Information Policy	*Note:* Part B of Assignment 3 is due by the end of the week.

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Required

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Nelson, S., & Garcia, J. (2003). Implementation. In *Creating policies for results: From chaos to clarity* (ch. 5, pp. 105–131). American Library Association.

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• *PDF available on UB Learns.*

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Course Materials

You may freely access all course materials through UB Learns, UB Libraries, or the Web. The required and recommended materials are listed in the Weekly Course Schedule as part of this syllabus. I select a range of assigned materials for you to engage with according to their coverage, perspective, influence on the field of information studies, format, and connection to current events. Materials therefore include a variety of arguments, some of which are disputable. As a class, we will analyze assigned materials' claims, supporting evidence, and societal matters in relation to conclusions or recommendations for information policy.

Course Communication

Communicating with the Instructor

I encourage you to reach out with your questions and request a virtual meeting (a.k.a. office hours at a mutually convenient time). If you would like to arrange a virtual meeting or have a quick logistical question, please do not hesitate to send me a direct message over e-mail. Be sure to raise any questions you have about your assignments at least one week or more in advance of the due date.

All messages sent to me should come from your @buffalo.edu e-mail address. When contacting me, please include the course number in the subject of your e-mail. E-mails are typically responded to as soon as possible within 48 hours between Monday at 9:00 AM and Friday at 5:00 PM. E-mails sent during evenings, holidays, and weekends will be answered during subsequent work week hours.

Creating a Respectful Learning Environment

Alongside you, I endeavor to foster a learning environment in which people of all backgrounds, beliefs, and identities are welcomed. Together we will engage in respectful communications, a crucial skill in deliberating information policy.

At the beginning of the semester, I ask you to, optionally, share your pronouns and preferred chosen name with me via e-mail. Similarly, you can update your name, gender identity, or pronouns in the HUB Student Center.

I invite you to actively participate in the UB Learns discussion forum throughout the semester. You will find that reading your peers' posts and writing your own will be beneficial to your understanding of the course materials. I read all discussion forum posts, but am not always able to respond due to time constraints.

Course Evaluation

Course evaluations are an important part of the University's commitment to academic excellence. Once you complete the course, you will receive an e-mail from UB Course Evaluations notifying you that course evaluations are open. When you complete a course evaluation, you give me the tools to strengthen the course offerings and improve student learning. I cannot see individual responses; I receive a summary report that compiles responses across all students in the class. I do not receive a copy of the report until after grades have been submitted.

Academic Integrity

In this course, the use of any tools, including artificial intelligence-based large language models (e.g., ChatGPT), to produce whole or parts of assignments is prohibited. In addition, you are expected to understand and follow the University's codes of conduct for academic integrity. A detailed description of the University's policies and procedures may be found in the Graduate Academic Integrity Policy.

Accessibility Policies and Services

If you have any disability which requires accommodations to enable you to participate in this course, please e-mail me, as well as the Office of Accessibility Resources, during the first week of class. The University is committed to providing equal access to individuals with disabilities, in part, through Accessibility Resources. It is your responsibility to make a request for academic accommodations with Accessibility Resources:

> **Accessibility Resources**
> University at Buffalo
> 60 Capen Hall (North Campus)

Buffalo, NY 14260
Phone: (716) 645–2608
Web: https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html

Once you make a request, Accessibility Resources will review appropriate arrangements for accommodations. If Accessibility Resources determines a request is advisable, a memorandum describing the recommended academic adjustments or auxiliary aids will be issued. Please e-mail the memorandum to me and arrange to meet with me regarding implementation of the recommendations.

Student Success and Wellbeing Policies and Services

The University provides resources to support student learning and wellbeing. You can learn more about these programs and services by contacting:

Counseling Services
University at Buffalo
120 Richmond Quadrangle (North Campus)
Buffalo, NY 14261
Phone: (716) 645–2720
Web: https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html

Health Promotion
University at Buffalo
114 Student Union (North Campus)
Buffalo, NY 14260
Phone: (716) 645–2837
Web: https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html

Health Services
University at Buffalo
Michael Hall, 3435 Main Street (South Campus)
Buffalo, NY 14214
Phone: (716) 829–3316
Web: https://www.buffalo.edu/studentlife/who-we-are/departments/health.html

The University values and respects all members of the community. Harassment and discrimination are not tolerated. A detailed description of discrimination and harassment may be found in the Discrimination and Harassment Policy.

The University provides appropriate accommodation for religious and cultural observances. Students who require a religious accommodation should make the request directly to me. A detailed description of religious accommodation may be found in the Religious Accommodation and Expression Policy.

If you have experienced violence or harassment on the basis of sex or gender, the University has resources to help. For more information, please contact the Title IX Coordinator:

> **Office of Equity, Diversity and Inclusion**
> University at Buffalo
> 406 Capen Hall (North Campus)
> Buffalo, New York 14260
> Phone: (716) 645–2266
> Web: https://www.buffalo.edu/equity.html

For confidential assistance, you may also contact a Crisis Services Campus Advocate at (716) 796–4399.

University at Buffalo faculty are mandated to report violence or harassment on the basis of sex or gender. This means that if you tell me about a situation involving violence or harassment, I will need to report it to the Office of Equity, Diversity and Inclusion. If you do not wish to have the University proceed with an investigation, your request will be honored unless the University's failure to act does not adequately mitigate the risk of harm to you or other members of the community. You also have the option of speaking with trained counselors who can maintain confidentiality. A full explanation of the resources and services available may be found in the Options for Confidentially Disclosing Sexual Violence.

Course Attribution Statement

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