

# Pandemics, Politics and Community Health

POLI 189

with Professor Matt Sparke

*Syllabus*



From <https://www.bloomberg.com/features/2020-coronavirus-lockdown-neighborhood-maps/>

This course examines the lessons for Global and Community Health that are emerging from our experiences of COVID. These experiences have been characterized by vast variations in exposure and vulnerability as well as wide variations in response and resilience. All these variations teach us much about the politics of global and community health, and they also highlight new scientific research and policy opportunities for restoring health as a shared human right. By treating the pandemic this way as a portal for the re-imagination and remaking of global and community health, the course is focused on moving systematically from evidence about disease, its inequalities and power relations to policies and other ideas about improving health outcomes both locally and globally. Focus areas include: disease history, viral biology, epidemiology, testing, vaccines, food, resilience and the comparative politics of government responses, as well as COVID's intersection with the social and political 'pandemics' of racism, xenophobia, mass incarceration and other forms of structural violence. Assembled as a hybrid course with pre-recorded lectures combined with synchronous lecture and discussion sessions, the course brings together interdisciplinary insights into COVID from the natural sciences, social sciences and humanities. Each week features lectures by UCSC faculty with specialist expertise. Each week will also involve students in participatory conversations designed to foster learning from all of our diverse experiences of the disease as well as learning about story-telling itself as it relates to personal resilience and recovery from trauma. These conversations will in turn be tied to collaborations with our local communities and community-based organizations around Santa Cruz, examining how we can learn from each other about the pandemic and work together towards health for all. A unique feature of participating in this course at this time is that we all have expertise to share about COVID based on how we have experienced the pandemic in our personal lives. For the same reason, the course requires no specialist pre-training and is open to everybody with an interest in COVID irrespective of educational background, academic specialization or career goals.

## Learning Objectives:

By the end of this course, a student who has watched all the lectures, participated in all the group exercises, and who has completed all the course readings and assignments satisfactorily will be able to:

1. Contextualize COVID in terms of preceding pandemic histories
2. Describe the biology of COVID as a virus
3. Describe the biochemistry of testing and vaccines
4. Explore the pandemic's epidemiology using quantitative data and dashboards
5. Contextualize COVID politically and economically, including in terms of neoliberalism
6. Contextualize COVID socially, legally & culturally, including its ties to systemic racism
7. Compare and contrast different policy, governmental & legal responses
8. Compare and contrast different risk management practices, including food practices
9. Discover and practice personal resilience and post-trauma recovery methods
10. Develop oral presentation and writing skills that support learning from the pandemic

The course is also designed to meet UCSC [GE requirements](#) for Perspectives on Human Behavior (PE-H).

## Weekly Schedule of Lectures and Readings:

*Please note: this summer 2021 the all online version of this course will each week feature a combination of asynchronous pre-recorded lectures, readings, and Canvas-based discussions with two face-to-face synchronous seminar/lecture sessions with the instructor. The first of these synchronous sessions each week will focus on the weekly themes as they relate to the writing assignment, and the second will focus on seminar discussions and break-out group work focused on deliberating the lessons of the recorded lectures and readings. Please consult the course Canvas pages for the most up to date list of lectures and readings for each week, including for links to all the readings themselves. Please also note that the online discussion prompts will evolve based on what we are able to cover in our face-to-face class conversations.*

### *Week 1: Pandemics and Power*

#### *Lectures:*

- a) Matt Sparke – Pandemics as Portals to Global and Community Health
- b) Jennifer Derr – Pandemic histories
- c) Grant Hartzog – Viral biology and genetic evolution of COVID
- d) Interviews with Margaret Atwood and Arundhati Roy about the transformative possibilities of pandemic story-telling
- e) *Recommended Additional Video:* An explanation of the virology of COVID-19 by Dr. Inderpal Randhawa <https://www.youtube.com/watch?v=UX6f-rOFQuU&feature=youtu.be>

*Reading:*

Please see Canvas.

*Canvas Discussion:*

Please see Canvas.

*Writing Assignment:*

Please see Canvas.

*Week 2: Testing and Vaccines*

*Lectures:*

- a) John Macmillan – COVID testing and its biochemistry
- b) Sue Carpenter – Vaccines and innate immunity
- c) Jamie Morse – Vaccine access and the problems of IP and cost

*Readings:*

Please see Canvas.

*Canvas Discussion:*

Please see Canvas.

*Writing Assignment:*

Please see Canvas.

*Week 3: Epidemiologies and inequalities*

*Lectures:*

- a) Marm Kilpatrick – Epidemiologies and inequalities of infection
- b) Rob Fairlie – Small business and inequalities of impact
- c) Nancy Chen – Biosecurity, Food Systems, and Eating during Pandemics
- d) [Joa Mukherjee on contact tracing](#)
- e) [Frontline documentary](#)

*Readings:*

Please see Canvas.

*Canvas Discussion:*

Please see Canvas.

*Writing Assignment:*

Please see Canvas.

*Week 4: Structural Racism and the Pandemic*

*Lectures:*

- a) Alicia Riley – Xenophobia and the pandemic in migrant communities
- b) Felicity Amaya Schaeffer - Migrant detentions and deportations amidst COVID
- c) Anjali Verma – Racism pandemics in prisons and jails
- d) Naya Jones – Restorative practice amidst geographies of stress and trauma

*Readings:*

Please see Canvas.

Keeyanga-Yamattha Taylor, 2020 Podcast with David Remnick,

<https://aas.princeton.edu/news/injustice-covid-19>

Frontline documentary

<https://www.pbs.org/wgbh/frontline/film/undocumented-in-the-pandemic/>

Steven Greenhouse 2020 The pandemic has intensified systemic racism, *The New Yorker*, July 31 2020

Carey, A. (2020). From Punitive to Restorative, Punishment to Healing. *Undergraduate Journal of Service Learning & Community-Based Research*, 9, 73-100.

*Canvas Discussion:*

Please see Canvas.

*Writing Assignment:*

Please see Canvas.

*Week 5: Risk and Response*

*Lectures:*

- a) Neda Antanasoski – Technologies of care, control and risk
- b) Megan Moodie – Disability and feminist theories of care work
- c) Sari Niedzweicki – Social policies and the pandemic
- d) [https://www.ted.com/talks/mariana\\_mazzucato\\_the\\_covid\\_19\\_crisis\\_is\\_a\\_chance\\_to\\_do\\_capitalism\\_differently](https://www.ted.com/talks/mariana_mazzucato_the_covid_19_crisis_is_a_chance_to_do_capitalism_differently)

e) Matt Sparke – Rebuilding health systems for health equity after COVID

*Readings:*

Please see Canvas.

*Writing Assignment:*

Please see Canvas.

**Outline of student work and associated hours of work *per week*:**

1. Watch all lectures & documentaries and take associated quizzes, 6 hours per week
2. Participate in face-to-face lectures sessions, 6 hours per week
3. Read all of the course readings, 8 hours per week
4. Complete all weekly writing assignments & discussions, 8 hours per week

All the weekly active learning class activities will involve students in participatory group exercises with each other designed to make linkages between the lectures and their personal, familial and community-based experiences of COVID. These exercises will serve to foster mutual learning from diverse student experiences of the disease as well as building presentational skills in sharing personal stories. In turn, the quarter long writing assignments for the course will build into deep reflections on how each student's community (however they define community) has experienced COVID, and on what can be learned from these experiences. Developed in collaboration with local community health organizations, these assignments will also be contextualized by lessons from Community Studies on using community studies analysis for making health improvements.

**Assessment of student work:**

The overall class is graded on a 1000 point scale which is comprised of the following components:

1. Quizzes on lectures, **100 points (10%)**
2. Weekly discussions and surveys, **200 points (20%)**
3. Writing assignments, **700 points (70%)**

*These are broken down as follows (please consult Canvas for all updated deadlines):*

☰ ▾ Quizzes on lectures		10% of Total	+	☰
☰	🔗 <b>Quiz on Professor Derr's lectures</b> Week 1: Pandemics and Power (July 26 - August 1) Module   Due Jul 28 at 11:59am   10 pts	✔		☰
☰	🔗 <b>Quiz on Professor Macmillan's Lecture</b> Week 2: Testing & Vaccines (August 2 - 8) Module   Due Aug 1 at 11:59pm   10 pts	✔		☰
☰	🔗 <b>Quiz on Professor Carpenter's Lectures</b> Week 2: Testing & Vaccines (August 2 - 8) Module   Due Aug 1 at 11:59pm   10 pts	✔		☰
☰	🔗 <b>Quiz on Professor Morse's Lectures</b> Week 2: Testing & Vaccines (August 2 - 8) Module   Due Aug 1 at 11:59pm   10 pts	✔		☰
☰	🔗 <b>Quiz on Professor Fairlie's Lectures</b> Week 3: Epidemiologies and inequalities (August 9 - 15) Module   Due Aug 8 at 11:59pm   10 pts	✔		☰
☰	🔗 <b>Quiz on Professor Chen's Lectures</b> Week 3: Epidemiologies and inequalities (August 9 - 15) Module   Due Aug 8 at 11:59pm   10 pts	✔		☰
☰	🔗 <b>Quiz on Professor Jones's Lectures</b> Week 4: Structural Racism and the Pandemic (August 16 - 22) Module   Due Aug 15 at 11:59pm   10 pts	✔		☰
☰	🔗 <b>Quiz on Professor Riley's Lectures</b> Week 4: Structural Racism and the Pandemic (August 16 - 22) Module   Due Aug 15 at 11:59pm   10 pts	✔		☰
☰	🔗 <b>Quiz on Professor Niedźwiecki's Lectures</b> Week 5: Risk and Response (August 23 - 27) Module   Due Aug 22 at 11:59pm   10 pts	✔		☰
☰	🔗 <b>Quiz on Professor Hartzog's Lectures</b> Week 1: Pandemics and Power (July 26 - August 1) Module   Due Jul 28 at 11:59am   9 pts	⊘		☰

☰ ▾ Discussion follow-ups and surveys		20% of Total	+	☰
☰	🗨️ <b>Week 1 Discussion follow-up</b> Week 1: Pandemics and Power (July 26 - August 1) Module   Due Jul 31 at 11:59pm   30 pts	✔		☰
☰	🗨️ <b>Week 2 Discussion Follow-up</b> Week 2: Testing & Vaccines (August 2 - 8) Module   Due Aug 7 at 11:59pm   30 pts	✔		☰
☰	🗨️ <b>Week 3 Discussion Follow-up</b> Week 3: Epidemiologies and inequalities (August 9 - 15) Module   Due Aug 14 at 11:59pm   30 pts	✔		☰
☰	🗨️ <b>Week 4 Discussion Follow-up</b> Week 4: Structural Racism and the Pandemic (August 16 - 22) Module   Due Aug 21 at 11:59pm   30 pts	✔		☰
☰	🗨️ <b>Week 5 Discussion Follow-up</b> Week 5: Risk and Response (August 23 - 27) Module   Due Aug 27 at 11:59pm   30 pts	✔		☰
☰	🔗 <b>Survey on syllabus</b> Week 1: Pandemics and Power (July 26 - August 1) Module   Due Jul 27 at 11:59pm   10 pts	✔		☰

<span>⋮</span> <span>▼</span> <b>Writing assignments</b> <span style="float: right;">70% of Total + ⋮</span>	
<span>⋮</span>  <b>Image analysis</b> Week 1: Pandemics and Power (July 26 - August 1) Module   <b>Due</b> Jul 29 at 11:59pm   100 pts	<span>✔</span> <span>⋮</span>
<span>⋮</span>  <b>X-ray analysis</b> Week 2: Testing & Vaccines (August 2 - 8) Module   <b>Due</b> Aug 5 at 11:59pm   100 pts	<span>✔</span> <span>⋮</span>
<span>⋮</span>  <b>Context analysis</b> Week 3: Epidemiologies and inequalities (August 9 - 15) Module   <b>Due</b> Aug 12 at 11:59pm   150 pts	<span>✔</span> <span>⋮</span>
<span>⋮</span>  <b>Anti-racist analysis</b> Week 4: Structural Racism and the Pandemic (August 16 - 22) Module   <b>Due</b> Aug 19 at 11:59pm   100 pts	<span>✔</span> <span>⋮</span>
<span>⋮</span>  <b>Pandemic Portal Analysis</b> Week 5: Risk and Response (August 23 - 27) Module   <b>Due</b> Aug 27 at 11:59pm   250 pts	<span>✔</span> <span>⋮</span>

*Each of these writing assignments has its own guidance text and rubric as show below:*

# Image analysis

✓ Published

Edit



Take a screen-grab of an image (a map, a graph, a photograph, or social-media screenshot) that speaks to you in a powerful way about your experience with the COVID-19 pandemic. Then write a short piece (about 500 words) on what the image conveys to you, reflecting also on how your hopes about the future after the pandemic relate to the implications of the image. Please insert the image at the head of your paper, noting its source, and then compose your analysis underneath.

The Social Science Research Council in New York had a series of interviews with researchers about COVID triggered by an image (COVID Time Capsules). You may want to take a look to give you some ideas.

<https://covid19research.ssrc.org/time-capsule/>

Points 100

Submitting a file upload

Due	For	Available from	Until
Jul 29	Everyone	-	-

Image analysis rubric			
Criteria	Ratings		Pts
Inclusion of good image with source listed	5 to >0.0 pts Full Marks	0 pts No Marks	5 pts
Description of what the image means to you	30 to >0.0 pts Full Marks	0 pts No Marks	30 pts
Reflection about hopes for the future related to the image	30 pts Full Marks	0 pts No Marks	30 pts
Quality of writing, including grammar and spelling	15 to >0.0 pts Full Marks	0 pts No Marks	15 pts
Overall image analysis effectiveness	20 to >0.0 pts Full Marks	0 pts No Marks	20 pts
			Total Points: 100

# X-ray analysis

✔ Published
✎ Edit
⋮

Read António Guterres, [the UN Secretary General's, Mandela speech](#) describing COVID as a kind of “x-ray” exposing global health fragilities. Then take a screen grab from just one data graph or map of COVID cases and/or vaccinations (from California, the US or globally if you prefer), and write a short piece of writing (between 500 and 1000 words) explaining how it serves as a kind of x-ray image of social and economic inequalities in vulnerability.

**Points** 100

**Submitting** a file upload

Due	For	Available from	Until
Aug 5	Everyone	-	-

X-Ray Analysis Rubric <span style="float: right;">✎ 🔍 🗑️</span>			
Criteria	Ratings		Pts
Clear use of map and/or graph with source cited	5 to >0.0 pts Full Marks	0 pts No Marks	5 pts
Analysis shows understanding of the basic science behind the data shown in the graph or map	20 to >0.0 pts Full Marks	0 pts No Marks	20 pts
Writing makes clear you understand the x-ray metaphor and that you leverage yourself to explore inequalities effectively.	20 to >0.0 pts Full Marks	0 pts No Marks	20 pts
Writing shows good understanding of the social determinants of vulnerability	25 to >0.0 pts Full Marks	0 pts No Marks	25 pts
Grammar and spelling are good	10 to >0.0 pts Full Marks	0 pts No Marks	10 pts
Overall effectiveness of your x-ray analysis	20 to >0.0 pts Full Marks	0 pts No Marks	20 pts
			Total Points: 100

# Context analysis

 Published

 Edit



Draft your first essay draft on COVID reflecting on at least 2 contexts that have shaped your personal experiences of the pandemic. For each contextual frame, you must be able to reference at least 2 academic articles that help provide you with a way of coming to terms with the context. Allow your own interests and concerns to drive your identification of contexts, but ideally you should have one more micro context (relating more to disease biology, disease spread, hotspots, testing, vaccinations, hospitalization and so on) and one more macro context (relating more to global or regional inequalities in vulnerability, variations in governmental response, the politics of public health (including quarantines, masking and vaccination) and the political-economic and legal forces shaping vaccine access globally). To get a sense of the kind of contextualization work you can do, please re-read the article on [Contextualizing Coronavirus Geographically](#) .

Your submission should be between 1,500 and 3,000 words inclusive of citations. It should be typo-free and written with good grammar. Please remember it will serve along with your image analysis and x-ray analysis as a building block of your final essay for the course. This means the more work you do now to write a good weekly submission, the better your final essay will be too.

**Points** 150

**Submitting** a file upload

Due	For	Available from	Until
Aug 12	Everyone	-	-

Context analysis   			
Criteria	Ratings		Pts
Clear identification in opening paragraph of the main contexts that will be addressed in what follows and why they matter to you personally.	10 to >0.0 pts Full Marks	0 pts No Marks	10 pts
Good analysis of the first main context with clear incorporation of academic literature to help come to terms with it.	40 to >0.0 pts Full Marks	0 pts No Marks	40 pts
Good analysis of second main context with clear incorporation of academic literature to help come to terms with it.	40 to >0.0 pts Full Marks	0 pts No Marks	40 pts
Citation of academic literature makes sense, illuminates your main points, and is properly cited in the MLA style in reference list at the end of the draft essay.	20 to >0.0 pts Full Marks	0 pts No Marks	20 pts
Paper shows good understanding of material introduced in at least 4 faculty lectures.	20 to >0.0 pts Full Marks	0 pts No Marks	20 pts
Paper is well written with care, style and attention to detail.	20 pts Full Marks	0 pts No Marks	20 pts
Total Points: 150			

# Anti-racist analysis

✔ Published
✎ Edit
⋮

Review the example of the [Nature article on inequality's deadly toll](#) and the evidence gathered here <https://covidtracking.com/race> (and on the other sites listed below) and then add about 1000 words to your essay on COVID as a portal with reflections on how the pandemic has inspired anti-racist resistance (either in your own community and/or nationally and/or globally) at the same time as exposing, exploiting and exacerbating racial inequalities. Please be sure to draw on and reference the lessons of the lectures by Professors Jones, Riley and Verma in your writing.

Other sites and articles offering anti-racist analysis of the racialized and racializing determinants of vulnerability to COVID both in the US and globally.

[Tommy J. Curry \(2020\) Conditioned for Death: Analysing Black Mortalities from Covid-19 and Police Killings in the United States as a Syndemic Interaction. Comparative American Studies An International Journal, 17:3-4, 257-270. DOI: 10.1080/14775700.2021.1896422](#) ↓

<https://link.springer.com/article/10.1007/s40615-020-00948-8>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7375320/>

<https://academic.oup.com/aje/advance-article/doi/10.1093/aje/kwab059/6168675?login=true>

<https://covid19research.ssrc.org/time-capsule/victor-m-rios/>

**Points** 100  
**Submitting** a file upload

Due	For	Available from	Until
Aug 19	Everyone	-	-

Anti-racist Analysis Rubric <span style="float: right;">✎ 🔍 🗑️</span>			
Criteria	Ratings		Pts
Good attention to the lessons of the lectures by UCSC faculty	30 to >0.0 pts Full Marks	0 pts No Marks	30 pts
Good understanding of the syndemic effects of structural racism as a social determinant of health	20 to >0.0 pts Full Marks	0 pts No Marks	20 pts
Good use of models of anti-racist analysis offered by academic studies	20 to >0.0 pts Full Marks	0 pts No Marks	20 pts
Good reflections on the links to community impacts you have witnessed or experienced yourself	20 to >0.0 pts Full Marks	0 pts No Marks	20 pts
Quality of the writing	10 to >0.0 pts Full Marks	0 pts No Marks	10 pts
			Total Points: 100

# Pandemic Portal Analysis

✔ Published
✎ Edit
⋮

Write your final essay on the COVID pandemic examining it critically as a portal in the sense evoked by [Arundhati Roy](#) ↓. Using your own image analysis, x-ray analysis, context analysis and anti-racist analysis, be clear both about what you think the pandemic has revealed about current global problems and about what lessons we can draw from this for making the world a better place. Your essay should be both personal and political, making sense of your own experiences in relation to all the contextual lessons the course has introduced about the biological, social, cultural, political and economic determinants of health. Take as much writing as you want from your own responses to the preceding writing assignments, but be sure to re-work it into an essay that really analyzes the portal possibilities. Your final essay should be about 4,000 words, inclusive of your references in MLA style. Please be sure to include data and any screen-grabs from data dash-boards examined in the course, and/or any associated maps or images from your own community.

You can use any kind of organizing framework you want, but one approach you might use to think through the pandemic in portal terms might be to imagine how your mid-pandemic self would explain COVID to your pre-pandemic self, and then envision a future where your post-pandemic self explains where we have gone since. To remind yourself about this style, re-watch [this video](#) ↗.

**Points** 250  
**Submitting** a file upload

Due	For	Available from	Until
Aug 27	Everyone	-	-

Pandemic Portal Analysis Rubric <span style="float: right;">✎ 🔍 🗑️</span>			
Criteria	Ratings		Pts
Effective reflections on your personal pandemic experiences as a portal	70 to >0.0 pts Full Marks	0 pts No Marks	70 pts
Pandemic portal analysis is personalized effectively sewing together writing from previous weeks' work with creativity	70 to >0.0 pts Full Marks	0 pts No Marks	70 pts
Great engagement with material from course lectures and readings	30 to >0.0 pts Full Marks	0 pts No Marks	30 pts
Effective usage of feedback on prior weeks' work	30 to >0.0 pts Full Marks	0 pts No Marks	30 pts
Overall quality of the writing and referencing	50 to >0.0 pts Full Marks	0 pts No Marks	50 pts
			Total Points: 250

## Credits and Grade Scale:

This is a 5 credit course. Since it is graded on a 1000 point scale, a 5 point quiz, for example, is worth 0.5% of your total % grade. This final total 1000 point grade is subsequently converted to the UCSC letter grade scale as follows.

>960=A+=4.0	800-829=B-=2.7	630-659=D=1.0
930-959=A=4.0	760-799=C+=2.3	600-629=D-=0.7
900-929=A-=3.7	730-759=C=2.0	<600=F=0.0
860-899=B+=3.3	700-729=C-=1.7	
830-859=B=3.0	660-699=D+=1.3	

## Office Hours: TBA

## Course Policies:

*Student Well-Being:* Please reach out to the Professors or your TA and ask for help at any time. The more you are proactive during a personal challenge or crisis, the more we can do to offer you support and accommodations. For additional resources for dealing with health and mental health crises please consult those listed on the [Student Health Center](#). Other support resources are available through the campus offices of [CARE](#), & [Title IX](#). And for support with food, housing and other general needs consider going to [Slug Support](#).

*Diversity and Respect:* Discrimination of any kind will not be tolerated. In this class we embrace diversity, equity and inclusion in order to actively learn learn from diverse perspectives of all kinds.

*Disabilities Resources:* Your experience and full participation in this class is important. If you have already established accommodations with the university Disability Resource Center (DRC), please communicate your approved accommodations to your TA in order to discuss your needs in this course. If you have not yet established services through DRC, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing and physical impacts), you are welcome to [contact DRC](#) at email: [drc@ucsc.edu](mailto:drc@ucsc.edu) or by phone (831) 459-2089.

*Home Work Policies:* Assignments for this course will be due on a weekly basis. Plagiarism and cheating violates the Student Conduct Code and will be treated accordingly. We appreciate that you will often participate collaboratively in lectures, engaging actively in discussions with classmates and instructors over the course materials. This interactive work is an important aspect of learning in the course. It is equally important to note, however, that in your written homework we expect you to submit assignment writing that is your own and neither copied nor directly adapted from the work of other students. You can certainly consult online materials,

including journal articles. But because all scholarly work builds on knowledge that precedes us, it is also critical for you to cite the sources of ideas that are not your own. This allows your readers to further investigate the background of your arguments while simultaneously enabling them to understand what ideas you have added yourself as a scholar with integrity. Therefore, whenever your written work uses the ideas, closely paraphrases or quotes the work of others, you will be expected to provide appropriate citations and quotation marks. Resources to support your academic integrity are all easily available on the UC Santa Cruz library webpage. These include [guidelines for citing sources](#), [citing and using data and statistics](#), and [understanding plagiarism](#). If you have questions, please contact your instructor or a TA before turning in your assignment.

*Deadlines and Late Work:* Please check in Canvas for all due dates and plan your schedule accordingly. All work is submitted via Canvas which will record the time of submission. Assignments and sub-components that are late will be marked down 1 point for each day (1 min - 24 hours) that it is late unless prior arrangements have been made with your TA. In addition, an assignment that was turned in on time but had to be recalled and resubmitted because it was not submitted in the recommended PDF or Word format also counts as a late submission, and the penalty for late submission will apply.

*Student Conduct:* Instructors are responsible for maintaining a positive learning environment in the classroom and in the online learning space of a course. Students whose behavior is disruptive either to the instructor or to other students may be asked to leave the course and/or a discussion or assignment. Please consult [this webpage](#), for more information on how UCSC defines and responds to misconduct.

*Academic Integrity:* Academic communities are founded on honesty, civility, and integrity. As members of our UCSC academic community, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity, professional honesty, and personal conduct. Plagiarism, cheating, and other misconduct are serious violations. We understand plagiarism to include any use of another person's language, ideas, or materials in a way that presents them as your own without properly acknowledging and citing their sources. We expect you to know and follow the [university's policies on cheating and plagiarism](#). At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not copy or mislead others about what is your work. Plagiarism is a serious matter, easy to detect, and violations of UCSC standards of academic integrity can result in serious penalties, including expulsion from the university. Resources to support your academic integrity are all easily available on the UC Santa Cruz library webpage. These include [guidelines for citing sources](#), [citing and using data and statistics](#), and [understanding plagiarism](#). If you have questions, please contact your instructor or a TA before turning in your assignment.