

U.S. Energy Policy in Global Context

HIST 3240/SEES 3780/GHS 3780/POLI 3431

Spring 2026



TTH 2:00-3:15pm
[Schaeffer Hall \(SH\) 31](#)

University of Iowa
College of Liberal Arts and Sciences

Professor Richard (Tyler) Priest, Department of History

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Drop-In Hours: Tues 3:30-5:00pm; Thus 9:00-10:30am. In person or by Zoom:
<https://uiowa.zoom.us/j/9397749856>. Meetings may also be arranged by appointment.

Bio: <https://history.uiowa.edu/people/tyler-priest>

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Top Hat Course Code: 811849

Professor Colin Gordon

DEO, History

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The world belongs to the energetic.
Ralph Waldo Emerson

Course Description and Objectives

Energy defines how we live. It is what keeps us alive, moves us around, and shapes our relationships with each other. The discovery and exploitation of concentrated forms of carbon-based energy from the earth—coal, oil, and natural gas, the three principal fossil fuels—gave rise to the Industrial Revolution and launched parts of the world on a trajectory of rapid economic growth. Fossil fuels also have been a source of social and geopolitical conflict. In the future, the world's appetite for energy is predicted to grow at a staggering rate, and the impacts of climate change caused by the burning of fossil fuels, foremost among other environmental harms, are expected to become more severe. Eventually, humans will have to draw on a wider array of energy sources.

We are at the beginning of a possible “energy transition” to using non-fossil fuel, or at least in the process of “decarbonizing” our energy mix. Decarbonization offers opportunities, but it also presents challenges and problems. As in the past, the United States and other energy intensive societies will have to make choices about how to find, develop, and consume energy. These choices are not easy, and they are inherently political. They must attempt to balance the interests of different groups and stakeholders. They must consider factors of price, cost, and scale that are not static and are often based on assumptions about the future that are highly uncertain. Finally, there is the challenge of making local, regional, and national policy toward energy markets that transcend those boundaries and are often global in scope.

The purpose of this course is to take a close look at how these policy choices in energy have been made by the United States in the past, how they are being made now, and what choices we face in moving into the energy future. We will examine the historical and contemporary aspects of U.S. governmental planning and policymaking on a wide range of energy issues in global context. We will explore the legal, political, and administrative dimensions of producing energy from fossil fuel, nuclear, and renewable sources; we will look at how energy policy shapes systems of transportation, power and electricity generation, geopolitics and national security, and consumer and financial markets; and we will consider how the impacts of energy development affect the environment and environmental policy.

The course is designed in four parts. The first part of the semester, Weeks 1-2, will be devoted to discussing basic **Energy** concepts, **Climate Change**, and **Decarbonization** (“The Energy Transition”). During Weeks 3-5, we will be studying the **Foundations of the U.S. Energy Regulatory State** within a broader global context. In Weeks 6-10, **The Energy “Restructuring” in the United States**, we will focus on the restructuring of U.S.

gas and power markets since the 1970s and other post-1970s energy topics. Weeks 11-16 will consist of student group presentations on various subjects under the theme **Current Energy Policy Challenges**.

The main objective of this course is to improve your energy literacy, which is increasingly important to becoming an informed citizen in the 21st century, and to give you a beginning practitioner's knowledge of energy policymaking. You should be able to evaluate debates over energy policy and take a position in those debates by marshaling evidence and formulating a logical argument. In addition to expanding your knowledge base, this course aims to improve your oral and written expression of ideas and sharpen your skills in critical reading and writing.

Course Requirements

Required Text

The following book is available for purchase at the [UIowa Hawk Shop](#) and most online book retailers. It is also available as an e-book through UI Libraries, <https://www.lib.uiowa.edu/>:

David B. Spence, *Climate of Contempt: How to Rescue the U.S. Energy Transition from Voter Partisanship* (Columbia University Press, 2024). Note accompanying [website](#).

Additional readings and materials are posted in PDF or via hyperlink form on the Canvas course website.

Expectations

The general expectation is that you bring to class an eagerness to learn about energy politics and policy. The course is designed with the assumption that you have little prior knowledge of the subject. It helps for you to have some background in environmental studies, geography, economics, political science, or U.S. history, but this is not required.

Canvas

We will use Canvas, <https://uiowa.instructure.com/>, to manage materials for the class. The syllabus, PDFs of readings, website links, announcements, and grades can all be accessed through this site. The class is structured by week in the "Modules" section of the website. Use your HawkID and password to log into Canvas. Remember to check the Canvas course website regularly for updates. These will be our principal means of communicating with you outside of class.

Email

According to University policy, students are responsible for all official correspondence sent to their University of Iowa e-mail address (@uiowa.edu). I will make class announcements primarily through Canvas, but do check your UI e-mail often as well, in case I need to communicate with you individually. I will reply to emails from your UI address within 24 hours M-F. I cannot guarantee that I will respond to emails on weekends, but I usually find time to do so.

Classroom Format

Class meetings will be organized around lectures, open discussion, and small-group work. You are responsible for arriving to class having done the assigned reading for the day. I will usually post a study guide for each week in advance to help focus your reading. There are no exams for the class. Requirements are attendance and participation, quizzes, in-class writing, a group presentation, and a policy journal (see below).

Arrive to class on time and be attentive for the entire period. If you arrive late, come in quietly – but don't make arriving late a habit. During class time, do not chat with neighbors, read materials unrelated to class, or otherwise disturb the meeting. Laptop computers are allowed in the classroom if they are used only for notetaking, consulting course readings, or tasks directly related to the course. Silence all cell phones before you enter the room. Do not answer phones or send/check messages during class. At all times, please be respectful of classmates and the professor. The goal is to learn from others' ideas in an open, tolerant atmosphere.

This course will use the **Top Hat** "student response system" to promote active learning in class. Please [Top Hat FAQ for Students](#). **Top Hat Course Code: 811849**. Students can use any device with internet connectivity (smartphone, laptop, or tablet) to connect to the daily Top Hat session. We will use this software to take attendance, pose questions, and assist with discussion. Top Hat requires a license to participate. Create and access your Top Hat account through your ICON course site. The license is \$10 per student for the semester, which will be charged to your Ubill. You may [opt out](#) of this content, but the consequences of doing so may affect your outcomes in this course. Students who change their minds after the opt-out deadline and wish to participate may purchase a license from Top Hat at the full retail price. One active Top Hat license will cover multiple courses at once.

This class demands a high level of engagement by students with the readings and assignments. Regular and prompt attendance is required to complete the course successfully. If you are unable to attend class because of illness, authorized University activities, or other circumstances that warrant special attention, you must notify me by email at the earliest possible opportunity or within 24 hours of missing the class. Only an excused absence entitles students to make up graded work. You are allowed a maximum of two *unexcused* absences without suffering a penalty to your attendance

grade. You are allowed two *excused* absences for short-term illness without medical documentation, provided that you notify me by email within 24 hours of missing the class. For further absences, you must provide an absence explanation using [this form](#) within 24 hours, or else it will be counted as unexcused.

For illness that requires you to miss more than three consecutive classes, you must provide additional documentation for the absence, which may include a list of appointments from MyChart or a note from a health care provider stating that you have been under the doctor's care. For your own privacy, you should not share your specific medical record. For long-term absences (generally, more than five days of classes), I will require a notification from the Registrar of the reasons for the absences.

If a personal crisis affects your ability to complete the course or affects an entire semester's registration, you should immediately contact CLAS Academic Programs and Student Development (120 Schaeffer Hall). Students may call or stop by to make an appointment. Here is the Office of the Registrar's policy for class absences: <https://registrar.uiowa.edu/absence-class>.

Attendance

I will take class attendance using TopHat every period. Grading criteria is as follows:

20 - No more than 2 unexcused absences during the semester

17 - No more than 3 unexcused absences during the semester

15 - No more than 4 unexcused absences

13 - No more than 5 unexcused absences

11 - No more than 6 unexcused absences

0 - More than 6 unexcused absences

Participation and Engagement

You will be evaluated on your participation and engagement (P&E) in class meetings. You can earn P&E credit through oral participation, Top Hat responses, and group activities. I understand that speaking in class can be a stressful or daunting experience for some students. But learning to organize and communicate your thoughts orally is an important part of academic development and an essential part of becoming an engaged citizen. I expect everyone to contribute to discussions and to making the classroom and comfortable and respectful intellectual environment in which all can participate.

P&E grading criteria is as follows:

20 points - High level of P&E

18 points - Above average P&E

16 points - Average P&E

14 points - Below average P&E

12 points - Minimal P&E

10 points or below – Sub-minimal P&E

Weekly Study Guides

During the first 10 weeks of the semester, I will post weekly **Study Guides** in Canvas. They will consist of a series of questions and terms to help guide you through the assigned readings and materials for that week. The best use for the weekly study guides is to outline or write-out answers to the questions as you do the assignment. The study guides are for your own use and are not to be submitted for a grade.

Quizzes

During the first 10 weeks, there will be five quizzes administered in various classes (see schedule). These are to ensure that students are completing the course readings, attending class, and understanding the material. Your four highest quizzes will count for 20 percent of your final grade.

In-Class Writing

During the first 10 weeks, there also will be three in-class writing assignments (see schedule), worth 15 percent of your grade. These will be written responses to a prompt based on the material for that week. Further instructions will be provided.

Group Presentation

In Weeks 11-15, students will be divided into three-person teams to make a presentation and lead discussion on the topic of the day. See class meetings marked with an (*) in the Schedule below. The three students presenting will also lead general discussion for that day. The Presentation/Discussion Lead assignment is worth thirty points (15%) for each student. You will be assigned to a group early in the semester. Further instructions will be provided.

Policy Journal

During group presentations of specific policy issues in Weeks 11-16, students will keep a journal record of readings, group presentations, and discussions for each issue. The first half of your journal is due April 20, and the second half on May 11. The Policy Journal is worth 60 points or 30% of your final grade. Further instructions will be provided.

Missed Assignments

Only students whose absences are excused will be given the opportunity to make up overdue assignments without penalty. It is expected that all work will be made up as soon as possible after the missed assignment. It is the student's responsibility to contact the instructor immediately if a paper or exam was missed (or is about to be missed). Specific arrangements for make-ups will be made on a case-by-case basis. Unless there are truly extraordinary circumstances, students must contact the instructor within one day after the missed assignment to make arrangements.

Collaboration

In this class, students may study with classmates and collaborate on ungraded exercises. However, please be aware that to succeed in this class you will have to be able to work through and master the material on your own. You may not share your work with others or ask to see others' work prior to submitting the assignment for a grade, as it is considered academic misconduct. Students are responsible for understanding this policy; if you have questions, ask for clarification.

Extra Credit

Extra credit assignments or opportunities may be offered during the semester.

***Grades for each assignment will be posted within 10 days and usually no sooner than one week after the assignments are submitted.

Evaluation

<i>Assignment</i>	<i>Due Date</i>	<i>Points/Percentage</i>
Attendance	Ongoing	20 points (10%)
Participation	Ongoing	20 points (10%)
Quizzes (5 - best 4)	Various	40 points (20%)
In-Class Writing (three)	Various	30 points (15%)
Group Presentation	Various	30 points (15%)
Policy Journal	Apr 20, May 11	60 points (30%)
Total		200 points (100%)

Course Letter Grade:

There will be 200 points possible in the course, corresponding to the percentages listed above. Your final grade will be calculated according to the following scale:

200-185 - A
 184-180 - A-
 179-173 - B+
 172-165 - B
 164-160 - B-
 159-153 - C+
 152-145 - C
 144-140 - C-
 139-133 - D+
 132-125 - D
 124-120 - D-
 119- -- F

A grade: demonstrates exceptional work that goes beyond the mere recitation of content encountered in the class. Written A work demonstrates a high level of critical thinking and analysis and the ability to synthesize concepts learned throughout the semester to produce an insightful perspective on the subject at hand. To achieve an A, students must consistently attend class and demonstrate preparedness.

B grade: attempts critical thinking and analysis and shows solid grasp of the required reading. Students who achieve B-level work consistently attend class and demonstrate preparedness.

C grade: demonstrates a basic level of effort and competence with the course materials but also gaps in critical thinking, comprehension or synthesis of the material, and incomplete command of basic facts. Irregular attendance often results in C-level work.

D grade: does not meet basic standards of competency in the course. D-level work shows incomprehension of the course content and falls short of expectations for college-level coursework. A significant number of absences and a failure to complete assignments often result in substandard work.

There is a window of two weeks for appealing grades. Once you have received a grade for a given assignment (paper, quiz), you have two weeks to appeal if you think you have received an incorrect score. For example, I will not consider an appeal at the end of the semester for the fracking essay. Rarely, and almost only in the case of an obvious error, do I change grades.

Drop-In Hours: Tues 3:30-5:00pm & Thus 9:00-10:30am, or by appointment. During these times, I will be available to meet either in my office or via Zoom. My “Personal Meeting Room” link is: <https://uiowa.zoom.us/j/9397749856>. Please speak with me whenever you have any questions about the course materials or requirements, if you need help, or would like to know more about a particular topic. “Drop in” means that you do not need an appointment. If your schedule makes it difficult for you to come to my office hours, send me an email or talk to me after class so that we can set up an appointment at some time that works for both of us. Email is the best way to contact me outside of the classroom.

Academic Integrity

All students in CLAS courses are expected to abide by the [CLAS Code of Academic Honesty](#). Academic misconduct, including plagiarism, must be reported by instructors to CLAS according to these [procedures](#). Examples of academic misconduct:

- **Plagiarism** includes, but is not limited to, intentional *or unintentional* use of direct quotes without proper attribution and/or quotation marks; the use of someone else's ideas without appropriate attribution; and handing in someone else's work as your

own. Our ICON site uses plagiarism detection software.

- **Artificial Intelligence** tools (ChapGPT, etc.): Because building your skills in analytical reading and writing are key learning objectives of this course, submitting work generated with AI assistance will be treated as a violation of academic honesty.
- **Posting Materials Online.** Please note that students are forbidden from posting any class materials (power points, syllabi, quizzes, tests, etc.) onto any website. All materials will be made available through ICON. Any posting of any class materials on any website will be considered Academic Misconduct and will be reported to the University Administration.

Students With Disabilities

For those students requiring accommodations, please present your Letter of Accommodation during the first week of class.

Resources for Academic Support

[Tutor Iowa](#). UIowa academic support information.

[History Department Writing Center](#). Browse their excellent online handouts or make an appointment for writing help.

Schedule

Part I: Energy, Climate, and Decarbonization

Week 1

1/20 - Introduction

1/22 - What is Energy?

Websites: U.S. Energy Information Administration (EIA), [Energy Explained](#) and [FAQs](#); Visualizing Energy, [United States Energy History in Two Charts](#)

Week 2

1/27 - Global Climate Change

Reading: [NASA, What Is Climate Change?](#); Earth.Org, [What Is the UNFCCC?](#); Earth.Org, [What Is the IPCC?](#); Spence, *Climate of Contempt*, pp. 1-8

1/29 - Decarbonization ("The Energy Transition")

Reading: Spence, *Climate of Contempt*, Introduction, pp. 8-30; "How Trump's First Year Reshaped U.S. Energy and Climate Policy," *New York Times* (December 22, 2025) (PDF)

Quiz 1

Part II: Foundations of the U.S. Energy Regulatory State

Week 3

2/3 – Federal Law, Politics, and Policy (Governance)

Reading: Plural Policy, [Federalism: Balancing State vs. Federal Powers](#); CRS, “An Overview of Federal Regulations and the Rulemaking Process” (2019) (PDF)

Recommended PPT: “Reference Slides on U.S. Energy Policy History”

2/5 – U.S. Energy Governance: The Development Phase

Reading: Benjamin K. Sovacool and Roman Sidortsov, “Energy Governance in the United States” in *The Handbook of Global Energy Policy* (2013) (PDF), pp. 435-439; Spence, *Climate of Contempt*, Chapter 1, pp. 33-50

Recommended Maps: [FracTracker National Energy Map](#); [DOE, National Hydropower Map](#); [EIA, Data Tools, Apps, and Maps](#)

Quiz 2

Week 4

2/10 - Oil

Reading: Peter Van Doren, “[A Brief History of Federal Energy Regulations](#)” (read section on “Oil Market Policies”); The Council on Foreign Relations, “[Oil Dependence and U.S. Foreign Policy Timeline](#),” to 1980; reread Spence, *Climate of Contempt*, pp. 43-47

Website: Visualizing Energy, [A History of Global Oil Production](#)

Recommended Maps: [FracTracker National Energy Map](#) (sort for petroleum or natural gas infrastructure in “Layers”); [Global Oil and Gas Extraction Tracker](#); [Global Oil Infrastructure Tracker](#)

2/12 – Natural Gas

Reading: Direct Energy, [History of the U.S. Natural Gas Industry](#); Spence, *Climate of Contempt*, pp. 74-78

Recommended Maps: [FracTracker National Energy Map](#) (sort for natural gas infrastructure in “Layers”); [Global Gas Infrastructure Tracker](#); [Global Oil and Gas Plant Tracker](#); [Europe Gas Tracker](#)

In-Class Writing 1

Week 5

2/17 – Nuclear Power

Reading: Aditi Verma and Katie Snyder, "[The Debate About Nuclear Energy Must be Reframed for the Future](#)," *Bulletin of the Atomic Scientists*, December 10, 2025; "[Plans to Reopen A Nuclear Power Plant Draw Mixed Reactions from Eastern Iowans](#)," Iowa Public Radio, November 14, 2025

2/19 -U.S. Energy Governance: The Environmental, Safety, and Health Phase (focus on Clean Air Act)

Reading: Spence, *Climate of Contempt*, Chapter 1, pp. 50-58; Sovacool and Sidortsov, "Energy Governance in the United States," pp. 440-453

Podcast: Environmental Law Institute, Peoples, Places, Planet Podcast, "[The Clean Air Act, Explained](#)," August 29, 2024 (transcript available through podcast apps)

Quiz 3

Part III: Energy "Restructuring" in the United States

Week 6

2/24 - Energy Restructuring in Gas and Power

Reading: Spence, *Climate of Contempt*, Chapter 2, pp. 59-74

2/26 - Electricity Markets

Reading: Department of Energy (DOE), [Electricity 101](#); Spence, *Climate of Contempt*, Chapter 2, pp. 78-95

Website: Visualizing Energy, "[United States Electricity History in Four Charts](#)"

Recommended: EIA, [Electricity Explained](#); [Interactive Grid](#)

Quiz 4

Week 7

3/3 - Wind and Solar Power

Reading: Brian Lips, "[The Past, Present, and Future of Federal Tax Credits for Renewable Energy](#)," NCCETC Blog, November 19, 2024; U.S. Department of Energy, EIA, "[Renewable Energy Explained: Portfolio Standards](#)"

Recommended Websites: [U.S.G.S. Wind Map](#); [U.S.G.S. Solar Voltaic Database](#)

3/5 - Unconventional Oil and Gas ("Fracking")

Reading: Daniel Raimi, *The Fracking Debate: The Risks, Benefits and Uncertainties of the Shale Revolution*, Chapters 1 and 6 (PDFs)

In-Class Writing 2

3/6 - Midterm Participation Grade Posted

Week 8**3/10 – Heating and Cooling**

Reading: Jeff St. John, "[How Century-Old 'District Energy' Networks Can Help Decarbonize Cities](#)," *Canary Media*, June 7, 2022; Austyn Gaffney, "[The Clean Heat Standard Is Dead. What Comes Next?](#)" *VT Digger* (June 30, 2025)

3/12 – The Carbon Dilemma

Reading: MIT Climate Portal, [Carbon Capture Explainer](#); Ed Conway, "[The Most Hopeful Chart in the World, And Its Evil Twin . . .](#)"

Recommended Maps: [Global Coal Plant Tracker](#); [Global Coal Mine Tracker](#)

Quiz 5**Week 9****3/16 – NO CLASS - SPRING BREAK****3/18 – NO CLASS - SPRING BREAK****Week 10****3/24 – *No Class* - Partisan Tribalism and Climate Policy**

Reading: Spence, *Climate of Contempt*, Chapter 3, pp. 96-125; reread Spence, *Climate of Contempt*, Chapter 2, pp. 74-78; The Council on Foreign Relations, "[Oil Dependence and U.S. Foreign Policy Timeline](#)," 1980-2011

3/26 – Facing Energy Transition Trade-Offs

Reading: Spence, *Climate of Contempt*, Chapter 5, pp. 165-200

In-Class Writing 3**Part IV: Current Energy Policy Challenges****Week 11*****3/31 – Offshore Oil and Wind**

Reading: "Trump Plans to Open More Than a Billion Acres of U.S. Waters to Drilling," *New York Times* (November 20, 2025) (PDF); "Trump Halts 5 Wind Farms Off the East Coast," *New York Times* (December 22, 2025) (PDF)

***4/2 – Pipelines**

Reading: Mike Shirberg, "[A Great Lakes Oil Pipeline Faces 3 Controversies with No Speedy Resolutions](#)," *The Conversation*, September 22, 2025

Recommended: [FracTracker National Energy Map](#) (sort for pipelines in "Layers"); [Pipeline Fighters Hub, Pipeline Fights](#)

Week 12

***4/7 - Methane Emissions**

Reading: Visualizing Energy, [Methane Plumes Detected Via Satellite, 2022-2024](#); Visualizing Energy, [Cost and Potential for Global Methane Emissions Reductions from Fossil Fuels](#); "[S&P Analysis Finds Drop in Permian Methane Emissions Intensity](#)," *Journal of Petroleum Technology*, August 6, 2025; "E.P.A. Delays Requirements to Cut Methane, a Potent Greenhouse Gas," *New York Times* (November 26, 2025) (PDF); "U.S. Is Seeking Exemption From a European Climate Law," *New York Times* (December 16, 2025) (PDF)

4/9 - *No Class* - Work on Policy Journal, Part 1

Week 13

***4/14 - Liquefied Natural Gas (LNG)**

Video: TROVE News, "[What is LNG?](#)" (12 minutes)

Reading: Bill McKibben, "[The DOE Finally Admits That LNG Isn't a Get-Out-of-Climate-Crisis Free Card](#)," *Common Dreams* (December 17, 2024); "[Diverging LNG Narratives: Fact-Based Analysis vs. Political Justification](#)," Marcellus Shale Coalition, December 20, 2024

***4/16 - Local Gas Distribution**

Reading: Chris Wade, "[New York Pauses Gas Ban as Court Fight Plays Out](#)," *New York*, November 13, 2025; Sarah Shemkus, "[The Legal Battle Bogging Down Massachusetts' Plan to Ditch Gas](#)," *Canary Media*, December 23, 2025

Week 14

4/20 - Policy Journal, Part 1 (Due 5pm in Canvas)

***4/21 - Transportation**

Reading: Christian Brand, "[7 Reasons Why Global Transport Is So Hard to Decarbonize](#)," World Economic Forum/The Conversation (November 22, 2021); Plug In America, "[EV Policy Timeline & Tracker](#)"

***4/23 – Retail Electricity**

Reading: Energy Sustainability Directory, "[Net Metering Challenges](#)," January 12, 2025

Week 15***4/28 – Wholesale Electricity**

Reading: "[As Trump Targets Clean Energy, Will Utilities Embrace DERs and VPPs?](#)" *Utility Dive*, April 21, 2025; "[U.S. Sees Record Utility-Scale Storage Deployments, but Dropoff Looms](#)," *Utility Dive*, September 30, 2025

***4/30 – Powerlines**

Reading: Tyler Priest, "[Powerline Politics in the 1970s and Today](#)," *History News Network* (June 20, 2021)

Week 16***5/5 – Data Centers and AI**

Reading: "Big Tech's A.I. Data Centers Are Driving Up Electricity Bills for Everyone," *New York Times* (August 14, 2025) (PDF)

5/7 – The Troubled Energy Transition

Reading: Daniel Yergin, Peter Orszab, and Atul Arya, "The Troubled Energy Transition: How to Find a Pragmatic Path Forward," *Foreign Affairs* (March/April 2025) (PDF)
Website: The Council on Foreign Relations, "[Oil Dependence and U.S. Foreign Policy Timeline](#)," 2011-2023

Finals Week

5/11 – Policy Journal, Part 2 (Due 5pm in Canvas)

CLAS Administrative Policies**Administrative Home**

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall. Also see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

Drop Deadline for this Course

You may drop an individual course before the drop deadline; after this deadline you will need collegiate approval. You can look up the drop deadline for this course [here](#). When you drop a course, a “W” will appear on your transcript. The mark of “W” is a neutral mark that does not affect your GPA. To discuss how dropping (or staying in) a course might affect your academic goals, please contact your Academic Advisor. Directions for adding or dropping a course and other registration changes can be found on the [Registrar’s website](#). Undergraduate students can find policies on dropping CLAS courses [here](#).

Electronic Communication

Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community. For the privacy and the protection of student records, UI faculty and staff can only correspond with UI email addresses.

Academic Honesty and Misconduct

See above.

Student Complaints

Students with a complaint about a grade or a related matter should first discuss the situation with the instructor and/or the course supervisor (if applicable), and finally with the DEO (Chair) of the school, department, or program offering the course. Sometimes students will be referred to the department or program’s Director of Undergraduate Studies (DUS). Undergraduate students should contact [CLAS Undergraduate Programs](#) for support when the matter is not resolved at the previous level.

University Policies

At the University of Iowa, we strive for a classroom or laboratory climate that encourages learning while also protecting the freedoms and rights of our students and instructors. Please see this [link](#) for course policies, expectations, and resources on:

Free Speech and Expression

Non-discrimination

Accommodations for Students with Disabilities

Absences from Class (for illness, religious holy days, military service, and other circumstances)

Sexual Harassment/Sexual Misconduct and Supportive Measures

Conflict Resolution

Mental Health

Basic Needs and Student Support

Class Recordings

***If the University is closed during class time for any reason, you are responsible for checking the class ICON homepage for immediate updates.**

***The instructor reserves the right to modify this syllabus and/or course policies as the semester progresses. Any changes will be presented in class and in announcements through ICON.**