

ANTH 10: Climate Justice

Fall 2022

MWF 8-8:50

MOS 114

Instructor:

Alex Stewart, Ph.D.

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he/him pronouns

Office Hours: M/W 10-10:50 am (no appt. necessary) OR other times by appointment
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Course Description:

Climate change and social justice are urgent and intertwined challenges for communities around the world. The ability to continue present levels of carbon emissions is predicated on the ability to shift the worst of their effects onto marginalized communities at the local and global level. Thus, empowering the communities most at risk, from Navajo living amidst uranium mining waste to Bangladeshis displaced by flooding, is essential to addressing climate change. Since the impacts of climate change are not borne equally or fairly, there is a growing focus on *climate justice*, which examines the climate crisis through a human rights lens and builds on the belief that by working together we can create a better future for present and future generations. The idea of “climate justice” insists on a shift from a discourse that only considers greenhouse gases and melting ice caps to one of creating a civil rights movement that puts the people and communities most vulnerable to climate impacts at its heart. This course introduces students to climate justice as it intersects with race, ethnicity, cultural heritage, gender, age, religion, language, disabilities, and socioeconomic status. It relates the findings of environmental science to issues of diversity, equity, and inclusion and explores ethics in terms of the human dimensions of climate change.

Readings, lectures, class assignments, and projects will center around the climate justice experiences of minoritized groups in the United States. For example, we will cover the racist underpin-

nings of environmental insecurity and its impact on Black and indigenous communities as well as how these communities have led the fight for climate justice. Additionally, we will discuss how queer, disabled, and youth communities continue to carry the torch for safer and more equitable living environments for the most underserved. In a group of your peers, you will also present a current event tied to climate justice, in a way that integrates the pursuit of social justice with environmentalism and sustainability. You will also have weekly opportunities to self-reflect on how these concepts have impacted your own lives and complete a positionally narrative reflecting on how these issues have affected your own life in comparison to the communities we study in class and how you can leverage your position in our global society to create real change.

This course meets the UC San Diego Diversity, Equity, and Inclusion (DEI) requirement.

Learning Outcomes:

The goal of this course is to increase student commitment to valuing diversity, equity, inclusion, environmentalism, and justice in line with the UC San Diego Principles of Community. Students will gain an understanding of situations, practices, and policies based on social analysis as it pertains to climate and ecology.

By the end of the course, students will be able to:

- Define climate justice as a sociopolitical and as an ecological concept.
- Distinguish and define key terms in the Climate Justice movement such as ethnicity, race, nationality, ethnocentrism, racism, nationalism, implicit bias, prejudice, and discrimination.
- Describe and assess how differences in racialization and racial systems among various racial/ethnic groups in the United States led to climate inequities.
- Understand how to apply the concept of ecological footprint at different scales.
- Understand social structures and ideologies that lead to or perpetuate climate inequality.
- Creatively design solutions to current racial, climate, and ethnic problems in the United States and on campus.
- Describe the uses of adaptation and resilience as concepts in anthropology.
- Evaluate arguments about the possibility of sustainable development.
- Identify the main issues in debates about indigenous cultures as models of sustainability.
- Develop appreciation for cultural diversity in approaches to adaptation and sustainability.

- Identify the strengths and weaknesses of various actions for Climate Justice.
- Gain exposure to sustainability issues on campus through observation.
- Communicate effectively about the meanings of climate justice in your life.

Course Requirements and Grade Distribution:

The assignments for this course are meant to serve as ways for you to reflect upon and synthesize what you have learned in the lectures and course readings. The goal of this course is for you to understand, process, and critically reflect on the material, not to memorize or repeat what was said in class or the readings. All assignments and exams must be completed to pass the course.

Requirement	Percentage	Due Dates
Attendance/Asynchronous Assignments	10%	Attend class or submit asynchronous assignment before the next class meeting
Discussion Posts	10%	One due before every class
Positionality Narrative	10%	10/17
Group Project Proposal	15%	10/24
Midterm Exam	15%	10/28
Group Project Final Paper and Confidential Self-Assessment	20%	12/2
Final Exam	20%	12/5

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72 D 60-69 F 0-59

Pass/Not Pass: Students taking this grading option need to achieve 70% for a Pass.

Online Discussion: 10%

Each week, you must make two posts to the discussion forum on the Canvas course page. One post should introduce a discussion question about one or more of the readings and/or films assigned for that day. Your second post should respond to a question posted by one of your classmates. You can make both posts on the same day or spread them throughout the week. Questions must be posted by 11:59 p.m. on the night before the day the readings or film you are writing about are due. Responses must be posted before lecture begins on the day the readings under discussion are due. You should ask debatable (not factual) questions

that could have a variety of plausible answers, and give your post a title that will inspire other students to read it and respond. The goal of these questions is to help you think critically about the readings and to inspire discussion in class. Each student should review the online discussion before each class in addition to doing the assigned readings.

Attendance / Asynchronous Assignments: 10%

Your participation is key. This course is for you, and only you can make this class a rich learning experience for all of us. I strive to make our classroom a safe and fearless space for all of us. Come with an open and receptive mind, ready to learn.

We will be using Top Hat to take attendance and survey the class's opinions on various issues. In order to get credit for participation, you will need to bring a cellphone, tablet, laptop, or some internet-enabled device to each class, and you will have to **register for a FREE student account at tophat.com, (course code: 349635)**. You will receive one point for each day you are in attendance. I realize sometimes you may forget a device or run out of batteries, so if this happens, please ask me for a sign in attendance sheet after class. Remember that participating via Tophat or signing in after class is your responsibility, and I cannot retroactively grant attendance points. Missing a day or two class will not affect your grade, but please notify me if extenuating circumstances prevent you from attending more than two classes.

Slides and other presentation materials from the lectures are posted on Canvas after class. If you miss a lecture, please check with another student about what was covered in class before contacting the professor about missed content. A student who misses class should not expect the professor to go over all the material again with them individually.

Positionality Narrative: 10%

This assignment is designed for you to reflect on your positionality with the Climate Justice Movement. This final assignment is a 2-3 page (12 pt font, double-spaced) reflection that describes how your positionality, including race, ethnicity, gender, sexual orientation, (dis)ability, economic class, and citizenship/immigration status, affects and has influenced your engagement with Climate Justice in comparison to the experience of others, particularly those in minoritized groups.

Group Project Proposal: 15%

The purpose of this project is to create awareness about culture and sustainability in the lived world, as well as to cultivate classroom connections.

In small groups of three to four students, you will choose a current event/community in crisis that explicitly addresses sustainability, culture, and social justice in the United States or elsewhere. You may explore a topic introduced on the syllabus or propose your own. Each

group will produce a proposal explaining the current event in light of academic analysis: engage with questions that ask *why* and *how*, and that tell us *what*, *who*, *where*, and *when*.

Then, use critical thinking to (1) uncover some of the root causes of environmental injustice, (2) propose potential strategies for defining and pursuing climate justice in this context, (3) and suggest how this example could inform similar struggles or inspire broader solutions. You should also specify how you plan to divide the labor for your final paper among the group members. Each proposal should be about 3-5 pages (12 pt font, double-spaced) with contributions from every member.

Group Project Final Paper: 20%

In your final paper, you will analyze the current event/community in crisis in relation to at least two theoretical frameworks and arguments derived from course lectures and readings in order to present what you believe to be the most promising solution for this case and other similar cases. Whereas the proposal focused on the causes of climate injustice and potential solutions, this paper will argue why one solution is the most promising and how this could help to advance climate justice more broadly.

After submitting the final project, group members will submit a confidential self-assessment on Canvas to ensure all members contributed equally. More information on this assignment, including a grading rubric, will be shared in class and uploaded to Canvas.

Midterm: 15%

Making and explaining connections between key terms and using class material to make an argument in response to an essay prompt will assess your ability to apply the material presented in the first half of the course.

Final Exam: 20%

The final will be identical in format to the midterm, but focused on the second half of the course, except it will also include an additional comprehensive essay question that will prompt you to use material from the entire quarter to make recommendations on how to broadly combat the challenges discussed in this class.

*****Students must complete all papers and exams in order to pass the course*****

Late Policy : Electronic submissions are due at 11:59 pm PST on the dates list below. Please plan to submit in advance because extensions will not be granted in case of technical difficulties, incomplete submissions, or submissions to the wrong section. Assignments submitted after the due date will be docked 4% for each day (24 hrs) they are late (including weekends). Late discussion questions and in-class assignments will not be accepted unless a student gives prior notice and has a verified excuse.

Required Texts and Films

All texts are available for free electronically on Canvas. Required and recommended films are available at the links below or viewable on campus or through a vpn on the Library's E-reserves: <http://libraries.ucsd.edu/borrow-and-request/course-reserves/index.html>.

Schedule of Lecture Topics and Readings:*

Date	Reading/Assignment Due
WEEK 0-1: WHAT IS CLIMATE JUSTICE?	
9/23	Introduction to the Course No assigned readings
9/26	What is Climate Justice? Schlosberg, David and Lisette B. Collins. 2014 "From Environmental to Climate Justice: Climate Change and the Discourse of Environmental Justice." <i>WIREs Clim Change</i> 5:359-374 UN: What is Climate Justice?
9/28	How Did We Get Here? Constructing Climate Injustice Singer, Merrill. 2018. The Rise and Role of Social Inequality in the Production of Climate Change. <i>Climate Change and Social Inequality</i> . Routledge Press. 34-64.
9/30	Colonial Legacies Estes, Nick. 2019. "Prologue: Prophets." <i>Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance</i> . Verso. 10-29. Documentary: <i>Power Paths: Native Americans Fight for Green Power</i>
WEEK 2: RACE, INEQUALITY, AND CLIMATE CHANGE	

10/3	<p>Race and the Environment in the USA</p> <p>Checker, Melissa. 2005. "You Can Run but You Can't Hyde" and "Race-ing the Environment" In <i>Polluted Promises: Environmental Racism and the Search for Justice in a Southern Town</i>. NYU Press. 1-34.</p>
10/5	<p>Environmental Racism and Racial Capitalism</p> <p>Pulido, Laura. 2016. "Geographies of Race and Ethnicity, II: Environmental Racism, Racial Capitalism and State-Sanctioned Violence." <i>Progress in Human Geography</i> 41, no. 4: 524–33.</p>
10/7	<p>Climate Apartheid</p> <p>Tuana, Nancy. 2019." Climate Apartheid: The Forgetting of Race in the Anthropocene." <i>Critical Philosophy of Race</i>. 7.1: 1-31</p>
WEEK 3: INTERSECTIONAL CLIMATE JUSTICE	
10/10	<p>Gender and Climate Justice</p> <p>Terry, Geraldine. "No climate justice without gender justice: an overview of the issues." <i>Gender & Development</i> 17.1 (2009): 5-18.</p> <p>What the Queer Community Brings to the Fight for Climate Justice</p> <p>Recommended: Bell, Karen. 2016 "Bread and roses: A gender perspective on environmental justice and public health." <i>International journal of environmental research and public health</i> 13.10: 1005.</p> <p>Documentary: <i>Women Hold Up Half the Sky - African women rise for climate justice</i> https://www.youtube.com/watch?v=MAHLhEqBI0c</p>
10/12	<p>Feminist Political Ecology</p> <p>Truelove, Yaffa. "(Re-)Conceptualizing water inequality in Delhi, India through a feminist political ecology framework." <i>Geoforum</i> 42: 143-152.</p> <p>NY Times: Climate Change Tied to Pregnancy Risks, Affecting Black Mothers Most</p> <p>Documentary: <i>Flip the Switch</i> https://www.youtube.com/watch?v=hEgK_MU_h5A</p>

	Indigenous and Peasant Climate Activism
10/14	Priscilla Claeys & Deborah Delgado Pugley (2017) “Peasant and indigenous transnational social movements engaging with climate justice.” <i>Canadian Journal of Development Studies / Revue canadienne d'études du développement</i> , 38:3, 325-340
WEEK 4: CLIMATE ACTIVISM	
	Climate Activism Strategies POSITIONALITY NARRATIVE DUE
10/17	Chatterton, Paul; David Featherstone, and Paul Routledge. 2012. “Articulating Climate Justice in Copenhagen: Antagonism, the Commons, and Solidarity”. <i>Antipode</i> 45.3: 602-620. Documentary: <i>No Impact Man</i>
	Race and Climate Activism
10/19	Slocum, Rachel. 2018. “Climate Politics and Race in the Pacific Northwest.” <i>Social Sciences</i> 7: 192.
	Energy Reparations for Communities of Color
10/21	Luke, Nikki and Nik Heynen. 2020. “Community Solar as Energy Reparations: Abolishing Petro-Racial Capitalism in New Orleans.” <i>American Quarterly</i> 72.3: 603-625. How We Respond - St. Louis, MO: Sustainable Cities https://www.youtube.com/watch?v=FLzDT-wNVQU&list=PLY1zaOaaYKDvXPvVXHjjUh2sCcZ3foJIY&index=2
WEEK 5: ADAPTATION AND RESILIENCE	
	Imperialism and Climate Debt
10/24	Sealey-Huggins, Leon. 2017. “‘1.5°C to stay alive’: climate change, imperialism and justice for the Caribbean.” <i>Third World Quarterly</i> , 38:11, 2444-2463 Documentary: <i>Not Without Us</i> (E-reserves) PROJECT PROPOSAL DUE ON CANVAS

10/26	<p>Climate Refugees and Differentiated Responsibility</p> <p>Singer, Merrill. 2018 “On the Bottom Rung of a Low-lying Nation: Social Ranking and Climate Change in Bangladesh.” <i>Climate Change and Social Inequality</i>. Routledge. 185-199.</p> <p>Documentary: <i>Climate Refugees</i></p>
10/28	MIDTERM EXAM

WEEK 6: IN SEARCH OF GLOBAL SOLUTIONS	
10/31	<p>Resettlement and Community Solidarity</p> <p>Peterson, Kristina and Julie Koppel Maldonado. 2016. When Adaptation is Not Enough: Between the ‘Now and Then’ of Community-Led Resettlement.” In <i>Anthropology and Climate Change: From Actions to Transformations</i>. Susan A. Crate and Mark Nuttal, Eds. Routledge</p>
11/2	<p>Reworking Systems Through Activism</p> <p>Smith, Jackie and Jacqueline Patterson. 2019. “Global Climate Justice Activism: ‘The New Protagonists’ and Their Projects for a Just Transition.” In <i>Environmental Injustice in Comparative and Historical Perspective</i>. R. S. Frey et al, eds. Palgrave Macmillan, New York: 245-272.</p>
11/4	<p>Food Security, Eating Insects, and Cultural Challenges to Change</p> <p>Yates, Doerr. 2015. The world in a box? Food security, edible insects, and “One World, One Health.” <i>Social Science and Medicine</i>. 129:106-112.</p>
WEEK 7: REWORKING FOOD SYSTEMS	

11/7	<p>Food Sovereignty</p> <p>Akram-Lodhi, A. Haroon. 2015. "Accelerating towards food sovereignty," <i>Third World Quarterly</i>, 36:3, 563-583,</p>
11/9	<p>Community Gardening and Grassroots Activism</p> <p>White, M. 2011. "Sisters of the Soil: Urban Gardening as Resistance in Detroit." <i>Race/Ethnicity</i> 5(1): 13-28.</p> <p>VIDEO: Motown to Growtown: Detroit's Urban Farming Revolution</p> <p>DOCUMENTARY: URBAN ROOTS</p>
11/11	<p>No Class - Veterans' Day</p>
WEEK 8: SYSTEMIC ALTERNATIVES / ALTERNATIVE SYSTEMS	
11/14	<p>Alternatives to Capitalist Accumulation</p> <p>Kothari, Ashish; Rederico Demaria; and Alberto Acosta. "Buen Vivir, Degrowth and Ecological Swaraj: Alternatives to Sustainable Development and the Green Economy." <i>Development</i> 57(3-4): 362-375.</p>
11/16	<p>The Promise and Challenges of Ecovillages</p> <p>Boyer, Robert H. W. Grassroots innovation for urban sustainability: comparing the diffusion pathways of three ecovillage projects. <i>Environment and Planning A</i> 2015, volume 45, pages 320 – 337</p>
11/18	<p>Promise and Limitations of Buen Vivir</p> <p>Fabricant, Nicole. "Good Living for Whom? Bolivia's Climate Justice Movement and the Limitations of Indigenous Cosmovisions. <i>Latin American and Caribbean Ethnic Studies</i>. 8.2: 159-178.</p>
WEEK 9: CULTURAL FOUNDATIONS OF ECO-SOCIALISM	

11/21	<p>From Local to Global: Eco-Socialism</p> <p>Baer, Hans. 2022. “Afterword: Toward Eco-Socialism as a Global and Local Strategy to Cool Down the World System. In <i>Cooling Down: Local Responses to Global Climate Change</i>. Susanna M. Haffman, Thomas Hylland Eriksen, and Paulo Mendes, eds. Berghahn Books.</p>
11/23	<p>Legal Foundations for Eco-Socialism</p> <p>Sólon, Pablo. “The Rights of Mother Earth.” In <i>The Climate Crisis: South African and Global Democratic Eco-Socialist Alternatives</i>. Vishwas Satgar, Ed. WITS University Press</p>
WEEK 10: REGENERATING SOCIETIES	
11/28	<p>Cultural Foundations for Eco-Socialism</p> <p>Terreblanche, Christelle. “Ubuntu and the Struggle for an African Eco-Socialist Alternative.” In <i>The Climate Crisis: South African and Global Democratic Eco-Socialist Alternatives</i>. Vishwas Satgar, Ed. WITS University Press</p>
11/30	<p>Inclusive Democracy</p> <p>Fotopoulos, Takis. <i>The Ecological Crisis as Part of the Present Multi-dimensional Crisis and Inclusive Democracy</i>.</p>
12/2	<p>Cultures of Regeneration and Resistance</p> <p>Westwell, Emily and Josh Bunting (2020) <i>The regenerative culture of Extinction Rebellion: self-care, people care, planet care</i>, <i>Environmental Politics</i>, 29:3, 546-551</p> <p>Estes, Nick. 2019. “Liberation.” <i>Our History Is the Future : Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance</i>. Verso.</p> <p>FINAL PROJECT DUE</p>
12/5	<p>FINAL EXAM, 8:00 am - 11:00 am</p>

**This syllabus is open to modification throughout the semester; in the case that the syllabus changes, students will be informed in class and via email as soon as possible.*

Other Policies

Communication: Email communication is preferred. Please note that it may take up to 48 hours to get a response to your email from your professor. **Please include “ANTH 10” in the subject line of your email.** If you have a question, please first consult documents on Canvas (e.g. syllabus, assignment instructions). If you can't find an answer, ask another student. If you're still stumped, then ask your professor.

Classroom Behavior: The classroom is to be a place where you will be treated with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities, and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. However, because this course deals with charged subject matter, do not expect to feel comfortable at all times. Be open to hearing various points of view that may be contentious or conflict with others, and expect to be challenged mentally and emotionally.

Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom immediately to maintain the learning environment. Please arrive on time, be attentive, and be respectful for all class meetings. Be mindful of how much time and space you are occupying. Try not to interrupt others when they have the floor. Students who are habitually disruptive in class by talking out of turn, bullying other students, or engaging in other unprofessional behavior may suffer a reduction in their final class grade through a withdrawal of attendance and participation points.

While in class, only use electronics for the purpose of taking notes or referring to this course's readings and projects. Do not leave the classroom or pack up until the end of the time period, or until otherwise released (it's quite rude and disruptive otherwise).

UC San Diego recognizes the inherent dignity of all individuals and promotes respect for all people. Hostility toward other students will not be tolerated. Free speech does not permit harassment, intimidation, threats, or other behaviors that impede the learning of other students or the work of faculty and staff. Please refer to the UC San Diego Standards for Student Conduct: <http://adminrecords.ucsd.edu/ppm/docs/160-10.html>

Preferred Pronouns: I will gladly honor your request to address you by your chosen name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make the appropriate adjustments to my records.

Grade Disputes

If you have questions about why you received a grade, please talk to your teaching assistant in office hours right away about how you can do better in the future. Grade changes will only be made for errors in calculation or in extreme circumstances. Please do not wait until after your final grade has been calculated to ask questions about how assignments are graded.

Academic Honesty and Integrity: Plagiarism is the use of someone else's work or ideas as one's own. UC San Diego expects that both faculty and students will honor academic integrity to protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. When you use the words and ideas of others in any written work, you must cite it properly. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld. Submitting assignments online through Canvas automatically checks for potential violations against anything openly available on the internet, including samples of firewalled written assignments. All suspected instances of plagiarism will be reported. A verdict of violation of academic integrity for any course assessment will result in failure of this course. Additional information is available at <https://academicintegrity.ucsd.edu/>

Accommodations: UC San Diego welcomes students who have (dis)abilities and wish to participate in the academic and professional opportunities available in the community. Students requesting accommodations and services due to (dis)abilities should let the professor know in private within the first two weeks of class. They will need to receive authorization through the Office for Students with Disabilities. For more information, visit University Center Room 202, call them at 858.534.4382, visit them online at <https://osd.ucsd.edu/> or email them at osd@ucsd.edu (requests for deaf/hard of hearing services: deaf-hohrequest@ucsd.edu).

Religious Holidays: Students who miss work for the purpose of religious observance are permitted to make up this work. Students should submit to me, in writing by the end Week 2, their documented religious holiday schedule for the semester.

Title IX Compliance: Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. Sexual misconduct and physical and/or psychological abuse will not be tolerated. This includes sexual assault, dating violence, domestic violence, and stalking. As an instructor, I am committed to promoting a safe and healthy environment, and should I learn of any sexual misconduct or physical and/or psychological abuse, I am required to report the matter to the Title IX Coordinator. Should you wish to speak to a confidential source, you may also contact the Title IX Coordinator. Title IX Office ((858) 534-8298, ophd@ucsd.edu) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center (858-534-5793, sarc@ucsd.edu , <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS, 858-534-3755, <http://caps.ucsd.edu>).

Office of Academic Support & Instructional Services (OASIS): OASIS offers free, one-on-one tutoring for students (<http://oasis.ucsd.edu>). Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor.

Counseling and Psychological Services (CAPS): CAPS is pleased to provide a wide range of services to assist students, including confidential short-term counseling, crisis intervention, psy-

chiatric consultation, and 24/7 crisis counseling. CAPS is located in Galbraith Hall 190 and can be reached at 858-534-3755. You can also visit <http://caps.ucsd.edu> .

Teaching + Learning Commons: The Teaching + Learning Commons offers a range of services that will benefit you in this class and others. Their free services include one-on-one and group consultations for written assignments and oral presentations, content tutoring, or understanding various learning strategies. You can drop by in person on the lower level of Geisel Library, or make an appointment online at <http://commons.ucsd.edu> .

Basic Needs: If you are or someone you know is experiencing hunger or homelessness, there are resources on campus to assist you. Visit <http://basicneeds.ucsd.edu> for more information on services such as the Triton Food Pantry and the Food Recovery Network.

Office of Students with Disabilities (OSD): If you are a student with a (dis)ability requesting reasonable accommodations in this course, please visit OSD at University Center 202 or call 858-534-4382. All requests for reasonable accommodations require registration with OSD in advance of need. You can apply for OSD services at <http://osd.ucsd.edu> .