**IAFS 3000-002: Humanitarianism**

Spring, 2025

Monday, Wednesday, Friday, 11:15-12:05

Hale 240

**Contact Information**

Steven Beard, (Steven.Beard@Colorado.edu)

Ketchum 212

Office Hours: MWF 1:30-2:30

**Class Description**

What human rights do people have? How and why are these rights violated by governments, during war, and through lack of development or other basic needs? What can the international community do to help secure these basic rights in different circumstances? This course will consider these questions. It is broadly divided into three segments. First, we will consider human rights in peacetime, and why governments violate the human rights of their citizens. Second, we will consider human rights in conflict, why war crimes and genocide are committed, and what can be done to protect people in war. Finally, we will consider individuals’ economic rights and what can be done to help development, alleviate poverty, and secure prosperity for all people.

**Learning Objectives**

* Understand current the current international law on human rights as well as philosophical traditions that created this framework
* Understand how and why human rights are violated
* Understand various methods of protecting or promoting human rights and their strengths and weaknesses

**Texts and Readings**

All required reading will either have website links provided or be placed on Canvas. You are expected to complete all assigned readings before the relevant class

**Course Requirements and grades**

Your grade will be determined by the following assignments:

* Three papers (Paper 1 20%, Paper 2 and 3 30% each)
* Final reflection paper (10%)
* Attendance and participation (10%)

*Papers (due February 21, April 4, and April 30)*

For each segment of the course, you will write a paper analyzing the causes of humanitarian problems and what can be done to prevent them. For each paper, you will pick a contemporary humanitarian scenario, analyze the causes of the problem, and Each paper will be a maximum of seven pages, double spaced. A more detailed prompt will be provided later.

*Reflection Paper (due December 4)*

At the end of the course, you will write a two-page paper reflecting on how these conflicts help us understand war and peace more broadly. This paper will not require any external research. A more detailed prompt will be provided later.

*Attendance and participation*

You are required to attend all scheduled classes and participate fully. You are allowed three unexcused absences, and then each further absence will result in losing 1 of your 10 attendance points. I reserve the right to reduce this grade further if you are consistently not participating (i.e. just sitting in the back playing on your computer).

**Schedule**

* Week 1 - introduction
	+ Jan. 13
	+ Jan. 15
		- “How to Read a Scholarly Article.” Brown University. <https://libguides.brown.edu/evaluate/Read> (How to read)
		- Barnett, Michael and Thomas G. Weiss. 2011. *Humanitarianism Contested: Where Angels Fear to Tread.* London: Routledge. <https://doi-org.colorado.idm.oclc.org/10.4324/9780203829301>. Ch. 1 (On Canvas)
	+ Jan. 17
		- Universal Declaration of Human Rights. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
		- International Covenant on Civil and Political Rights. <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-civil-and-political-rights> (Read through Article 27)
		- Viljoen, Frans. 2012. *International Human Rights Law in Africa.* 2nd edition. Oxford University Press <https://academic.oup.com/book/2219> (ch. 1, on Canvas)
* Week 2 – human rights
	+ Jan 20 – no class
	+ Jan 22
		- Ishay, Micheline. 2008. *The History of Human Rights: From Ancient Times to the Globalization Era.* University of California Press. Ch. 1, Ch. 2 (On Canvas)
		- <https://www.theunpopulist.net/p/liberalism-isnt-a-western-concept>
	+ Jan 24
		- Witte, John, M. Christian Green and John Witte. 2011. Religion and Human Rights: An Introduction. Oxford University Press. <https://ebookcentral.proquest.com/lib/ucb/detail.action?docID=800833>. Chs. 3, 5, 7. (On Canvas)
		- Lodi, Hafsa. 2022. “Muslim Feminists Are Not Hereyou’re your Misconceptions About Their Faith.” Refinery29. <https://www.refinery29.com/en-gb/muslim-feminism-womens-rights>
* Week 3 – why do states violate human rights?
	+ Jan 27 – Iran pt. 1
		- “The Islamic Republic’s Power Centers.” Council on Foreign Relations. <https://www.cfr.org/article/islamic-republics-power-centers>
		- “Iran 2022” Amnesty International. <https://www.amnesty.org/en/location/middle-east-and-north-africa/iran/report-iran/>
		- Ziabari, Kourosh. 2023. “Female Protests in Iran: One Year Later.” USIP. <https://iranprimer.usip.org/blog/2023/sep/06/protests-anniversary-one-year-later>
		- Milani, Abbas. 2010. “The Green Movement.” USIP. <https://iranprimer.usip.org/resource/green-movement>
		- Alfoneh, Ali. 2010. “All the Guards Men: Iran’s Silent Revolution.” World Affairs. 173(3): 73-79. (On Canvas)
	+ Jan 29 – repression
		- deMeritt, Jacqueline H.R. 2016. “The Strategic Use of State Repression and Political Violence” Oxford Research Encyclopedias.
		- Hafner-Burton, E. M. (2014). “A social science of human rights.” Journal of Peace Research, 51(2), 273–286. http://www.jstor.org/stable/24557421
	+ Jan 31 – repression pt. 2
		- Hassan, Mai Daniel Mattingly, Elizabeth R. Nugent. 2022 “Political Control.” Annual Review of Political Science. 25:1, 155-174
		- Frantz, E., & Kendall-Taylor, A. 2014. “A dictator’s toolkit: Understanding how co-optation affects repression in autocracies.” Journal of Peace Research, 51(3), 332–346. http://www.jstor.org/stable/24557483
* Week 4 – Minority rights
	+ Feb 3 – repression cont.
		- Kuran, Timur. 2001. “Sparks and Prairie Fires: A Theory of Unanticipated Political Revolution.” Public Choice. 61(1): 41-74
		- Palmer, Ada. 2024. “Tools for Thinking About Censorship.” Ex Urbe Blog. <https://www.exurbe.com/tools-for-thinking-about-censorship/>
	+ Feb 5 – Minority rights
		- Scribner, Colleen. 2019. “Why Strongmen Attack Women’s Rights.” Freedom House. <https://freedomhouse.org/article/why-strongmen-attack-womens-rights>
		- Ayoub, Phillip M. 2014. “With Arms Wide Shut: Threat Perception, Norm Reception, and Mobilized Resistance to LGBT Rights.” *Journal of Human Rights*. 13(3): 337-362. DOI: 10.1080/14754835.2014.919213
		- Posner, Daniel N. 2004. “The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi.” *The American Political Science Review*. 98(4), 529–545. http://www.jstor.org/stable/4145323
	+ Feb 7
* Week 5 – protecting human rights
	+ Feb 10 – Iran pt. 2
		- Parsa, Misagh. 2020. “Authoritarian Survival: Iran’s Republic of Repression.” Journal of Democracy. 31(3): 54-68
		- Berger, Miriam. 2023. “A year after Mahsa Amini’s death: Repression and defiance in Iran.” Washington Post. <https://www.washingtonpost.com/world/2023/09/16/iran-mahsa-amini-anniversary-protests/> (also on Canvas)
	+ Feb 12 – democracy
		- Conrad, Courtenay Ryals and Will H. Moore. 2010. “What Stops Torture?” American Journal of Political Science. 54(2): 459-476.
		- Davenport, Christian & Armstrong, David A. 2004. “Democracy and the Violation of Human Rights: A Statistical Analysis from 1976 to 1996.” American Journal of Political Science, 48(3), 538–554. <https://doi.org/10.2307/1519915> (don’t focus on math on either piece)
	+ Feb 14 – international institutions
		- Hafner-Burton EM, Mansfield ED, Pevehouse JCW. 2015. “Human Rights Institutions, Sovereignty Costs and Democratization.” *British Journal of Political Science*. 45(1):1-27. doi:10.1017/S0007123413000240
* Week 6
	+ Feb 17– norms
		- Finnemore, M., & Sikkink, K. (1998). “International Norm Dynamics and Political Change.” *International Organization*, 52(4), 887–917. <http://www.jstor.org/stable/2601361>
		- Hafner-Burton, E. M. (2008). “Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem.” International Organization, 62(4), 689–716. <http://www.jstor.org/stable/40071894> (689-696, 707-713 (except tables)
	+ Feb 19 – laws of war
		- Borda 2008 – Introduction to International Humanitarian Law (On Canvas)
		- Geneva Conventions, Protocol I <https://www.un.org/en/genocideprevention/documents/atrocity-crimes/Doc.34_AP-I-EN.pdf> (Articles 8-20, 32-34, 35, 37-38, 41, 44-45, 48-58, 59-71, 87)
	+ Feb 21
		- Lo, Ping-cheung. 2012. “The ‘Art of War’ Corpus and Chinese Just War Ethics Past and Present.” The Journal of Religious Ethics, 40(3), 404–446. <http://www.jstor.org/stable/23250704>
		- Makram, Abbes. 2014. “Can We Speak of Just War in Islam?” History of Political Thought. 35(2): 234-261. (Recommended)
* Week 7 – why are war crimes committed?
	+ Feb 24 – Bosnia pt. 1
		- **Paper 1 due**
		- <https://ecfr.eu/publication/bosnia-to-war-to-dayton-and-to-its-slow-peace/>
		- <https://www.hrw.org/reports/pdfs/b/bosnia/bosnia944.pdf>
		- <https://origins.osu.edu/milestones/srebrenica-massacre-genocide-denial-memory?language_content_entity=en>
		- <https://www.gendercide.org/case_srebrenica.html>
	+ Feb 26 – Why are war crimes committed?
		- Valentino, Benjamin A. 2014. “Why We Kill: The Political Science of Political Violence against Civilians.” *Annual Review of Political Science.* 17(1): 89-103.
		- Klas, Brian. 2022. “The Conventional Wisdom About War Crimes is Wrong.” *The Atlantic.* <https://www.theatlantic.com/ideas/archive/2022/12/russia-ukraine-ideology-motivates-war-criminals-soldiers/672367/> (Also on Canvas)
	+ Feb 28 – Why are war crimes committed?
		- Balcells, Laia and Jessica A. Stanton. 2021. “Violence Against Civilians During Armed Conflict: Moving Beyond the Macro- and Micro-Level Divide.” *Annual Review of Political Science.* 24(1): 45-69
		- <https://warontherocks.com/2020/10/when-women-commit-war-crimes/>
* Week 8 – genocide and ethnic cleansing
	+ March 3 – Sexual violence in conflict
		- Nordas, Ragnhild and Dara Kay Cohen. 2021. “Conflict-Related Sexual Violence.” *Annual Review of Political Science.* 24: (193-211)
	+ March 5 – What is genocide?
		- Genocide convention. <https://www.un.org/en/genocideprevention/documents/atrocity-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf> (Through Article IX)
		- Lemkin, Raphael. 1944. *Axis Rule in Occupied Europe: Laws of Occupation - Analysis of Government - Proposals for Redress.* Ch. IX: Genocide
			* <http://www.preventgenocide.org/lemkin/AxisRule1944-1.htm>
			* <http://www.preventgenocide.org/lemkin/AxisRule1944-2.htm>
			* <http://www.preventgenocide.org/lemkin/AxisRule1944-3.htm>
		- Jenne, Erin. K. 2016. “The causes and consequences of ethnic cleansing.” In. Karl Cordell, and Stefan Wolff. *The Routledge Handbook of Ethnic Conflict.* London: Routledge.
		- Hughes, James. 2016. “Genocide In. Karl Cordell, and Stefan Wolff. *The Routledge Handbook of Ethnic Conflict.* London: Routledge.
	+ March 7 – Causes of genocide
		- Stanton, Gregory H. 2016. “10 Stages of Genocide.” <http://genocidewatch.net/genocide-2/8-stages-of-genocide/>
		- Verdeja, Ernesto. 2012. “The Political Science of Genocide: Outlines of an Emerging Research Agenda.” *Perspectives on Politics*, 10(2), 307–321. <http://www.jstor.org/stable/41479553>
* Week 9 – preventing war crimes and genocide
	+ March 10 – Bosnia pt. 2
		- Daalder, Ivo H. 1998. “Decision to Intervene: How the War in Bosnia Ended.” Brookings. <https://www.brookings.edu/articles/decision-to-intervene-how-the-war-in-bosnia-ended/>
		- McAllister, Jacqueline R. 2020. “Deterring Wartime Atrocities: Hard Lessons from the Yugoslav Tribunal.” *International Security.* 44(3): 84-128.
	+ March 12 - preventing war crimes
		- Morrow, James D. 2007. “When Do States Follow the Laws of War?” The American Political Science Review, 101(3), 559–572. <http://www.jstor.org/stable/27644466>
		- Chu, Jonathan A. 2019. “A Clash of Norms? How Reciprocity and International Humanitarian Law affect American Opinion on the Treatment of POWs.” *The Journal of Conflict Resolution,* 63(5), 1140–1164. <https://www.jstor.org/stable/48597357> (skim)
	+ March 14 – preventing war crimes
		- Forsythe, D. P., Olsen, T. D., Payne, L. A., Reiter, A. G., De Ycaza, C., Schabas, W., & Heine, J. 2011. “Transitional Justice: The Quest for Theory to Inform Policy.” *International Studies Review*, 13(3), 554–578. http://www.jstor.org/stable/23016738
* Week 10 – reducing suffering in war
	+ March 17 –
	+ March 19 – Intervention and peacekeeping
		- O’Hanlon, Michael E. 2000. “Doing It Right: The Future of Humanitarian Intervention.” Brookings. <https://www.brookings.edu/articles/doing-it-right-the-future-of-humanitarian-intervention/>
	+ March 21
		- Hultman, Lisa, Jacob Kathman, and Megan Shannon. 2013. “United Nations Peacekeeping and Civilian Protection in Civil War.” *American Journal of Political Science*. 57(4), 875–891. <http://www.jstor.org/stable/23496662>
* Spring Break – March 24-28
* Week 11 – positive rights
	+ March 31
		- Peacekeeping (no additional reading)
	+ April 2
		- International Covenant on Economic, Social, and Cultural Rights. <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights> (Read through Article 15, plus Article 25)
		- Ishay, Micheline. 2008. *The History of Human Rights: From Ancient Times to the Globalization Era.* University of California Press. Ch. 3. (On Canvas)
	+ April 4
		- **Paper 2 due**
		- Sen, Amartya. “Development as Capability Expansion” (On Canvas)
* Week 12 – explaining differences in development
	+ April 7
		- Ahmed, Sadiq and Ashutosh Varshney. 2012. “Battles Half Won: Political Economy of India’s Growth and Economic Policy Since Independence.” In Ghate, Chetan. *The Oxford Handbook of the Indian Economy.* Oxford University Press.
	+ April 9
		- Lorenz, Andreas; Hans-Rimber Hemmer, and Sebastian Ahlfeld(2005) : “The Economic Growth Debate - Geography versus Institutions: Is There Anything Really New?,” Entwicklungsökonomische Diskussionsbeiträge, No. 34, Justus-Liebig-Universität Gießen, Professur für Volkswirtschaftslehre und Entwicklungsländerforschung, Gießen <https://www.econstor.eu/bitstream/10419/22390/1/dp34.pdf>
		- Sen, Amartya. 2021. “Illusions of empire: Amartya Sen on what British rule really did for India.” The Guardian. <https://www.theguardian.com/world/2021/jun/29/british-empire-india-amartya-sen>
	+ April 11
		- Brady, David and Benjamin Sosnaud. 2010. “The Politics of Economic Inequality.” In: Leicht, K.T., Jenkins, J.C. (eds) *Handbook of Politics. Handbooks of Sociology and Social Research*. Springer, New York, NY. https://doi.org/10.1007/978-0-387-68930-2\_28
* Week 13 – development strategies
	+ April 14
		- “Explaining the Solow Model of Economic Growth.” 2022. Economics Online. <https://www.economicsonline.co.uk/definitions/solowmodel.html/>
		- Mankiw, N. Gregory, David Romer, and David N. Weil. 1992. “A Contribution to the Empirics of Economic Growth.” *The Quarterly Journal of Economics.* 107(2): 407–37. https://doi.org/10.2307/2118477.
	+ April 16
		- Gibson, Martha Liebler and Michael D. Ward. 1992. “Export Orientation: Pathway or Artifact?” *International Studies Quarterly.* 36(3): 331-343
		- HARMAN, SOPHIE, and DAVID WILLIAMS. 2014. “International Development in Transition.” *International Affairs.* 90(4): 925–41. <http://www.jstor.org/stable/24538205>.
	+ April 18
		- Rudra, Nita. 2002. “Globalization and the Decline of the Welfare State in Less-Developed Countries.” International Organization 56 (Spring): 411-45.
		- Scheve, Kenneth and Matthew Slaughter. 2004. “Economic Insecurity and the Globalization of Production.” American Journal of Political Science. 48(4): 662-674.
* Week 14 – helping individuals
	+ April 21
		- Ravallion, Martin. 2011. A Comparative Perspective on Poverty Reduction in Brazil, China, and India. *The World Bank Research Observer,* 26(1), 71–104. http://www.jstor.org/stable/41261423
		- Pfeffermann, Guy. 2001. “Poverty Reduction in Developing Countries: The Role of Private Enterprise.” *Finance and Development.* 38(2). <https://www.imf.org/external/pubs/ft/fandd/2001/06/pfefferm.htm>
	+ April 23
		- Chowdhury, Prabal Roy. 2012. “Microfinance: The Shg-Linkage Program.” In Ghate, Chetan. *The Oxford Handbook of the Indian Economy.* Oxford University Press.
		- Blattman, Christopher, and Paul Niehaus. 2014. “Show Them the Money: Why Giving Cash Helps Alleviate Poverty.” *Foreign Affairs* 93(3): 117–26. <http://www.jstor.org/stable/24483411>.
	+ April 25
		- RADHAKRISHNA, R. (2015). Well-being, Inequality, Poverty and Pathways Out of Poverty in India. Economic and Political Weekly, 50(41), 59–71. http://www.jstor.org/stable/44002715
* Week 15 - conclusions
	+ April 28
		- Godwin-Gill 2014 – the International Law of Refugee Protection
		- “No Way Out: The Humanitarian Crisis for Migrants and Asylum Seekers Trapped Between the United States, Mexico and the Northern Triangle of Central America” 2020. Doctors Without Borders. <https://www.msf.org/report-no-way-out-central-american-migration> (read full report, also on Canvas)
	+ April 30
		- **Paper 3 due**
		- Belloni, Roberto. 2007. “The Trouble with Humanitarianism.” *Review of International Studies*, 33(3), 451–474. <http://www.jstor.org/stable/40072187>
		- Palmer, Ada. 2017. “On Progress and Historical Change.” <https://www.exurbe.com/on-progress-and-historical-change/>
	+ May 2 (reading day)
* May 4 – final exam day
	+ **Reflection paper due**

**Policies**

*Late policy*

Assignments may be turned in late, provided you let me know. If you need to turn these in late, you MUST e-mail that is will be late (you do not need to provide a reason) AND provide a date by which you will have it completed. While they will be granted, extensions on the final paper must be limited in order to allow me to finish grading everything on time.

*Communication*

I will use both e-mail and Canvas to communicate important announcements. You are expected to check both regularly. The best way to contact me is through e-mail. I will do my best to respond reasonably promptly, but please be patient. For more complex issues or substantive questions I will probably suggest setting up an appointment to meet.

You may also come in to scheduled office hours at any time without an appointment. Office hours are times we have set aside to be available to meet with students. You are welcome to come in and discuss anything relevant to the course.

*Grading Grievances*

Objectively assigning grades is a tough business, and mistakes do happen. We are happy to go over the assignment and explain why we assigned the given grade during office hours. In general, you should first contact your TA for an explanation. If you wish to appeal a grade, you must submit *in writing* an explanation detailing where (i.e. what question) and why you think that you received insufficient credit for your answer. You should submit your appeal to both me and your TA. Be forewarned: I will not accept explanations arguing that because you worked really hard on a paper, your overall grade was just not high enough. You need to be able to show specific grading errors on my part.

*Classroom Behavior*

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, marital status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior), the[Student Code of Conduct](https://www.colorado.edu/sccr/media/230), and the [Office of Institutional Equity and Compliance](https://www.colorado.edu/oiec/).

*Requirements for Covid-19*

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all public health orders to reduce the risk of spreading infectious diseases.

The CU Boulder campus is currently mask optional. However, if masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class. Students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct & Conflict Resolution. Students who require accommodation because a disability prevents them from fulfilling safety measures related to infectious disease will be asked to follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

For those who feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the further guidance of the Public Health Office. For those who have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home. See <https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick> for further information about what to do.

*Accommodation for Disabilities*

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed.  Disability Services determines accommodations based on documented disabilities in the academic environment.  Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or DSinfo@colorado.edu  for further assistance.

If you have a temporary medical condition, see [Temporary Medical Conditions](https://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

If you have a temporary illness, injury or required medical isolation for which you require adjustment, please contact me and your TA when you are able so we can work out appropriate accommodations.

*Preferred Names and Pronouns*

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

If you would like me to use a name or pronoun other than that listed, please let me know and I will happily do so.

*Honor Code*

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the[Honor Code](https://www.colorado.edu/sccr/media/229). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: StudentConduct@colorado.edu. Students found responsible for violating the[Honor Code](https://www.colorado.edu/sccr/media/229) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](https://www.colorado.edu/sccr/media/229) for more information on the academic integrity policy.

My policy is that I will report all suspected violations to the honor code office. If the honor code office finds that you did violate the honor code, you will receive a zero on the affected assignment. Subsequent violations will result in automatically failing the course.

*Use of AI or similar tools*

Students are **not** allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on any assignment for this course. Each student is expected to complete each assignment without assistance from “AI” (spellcheck and grammar check is fine, but use with caution). Use of “AI” will be treated as a form of academic dishonesty akin to plagiarism or cheating.

Current “AI” tools violates several critical academic norms. The way “AI” works is it predicts the next word in a sentence, etc. based on its training data. In other words, “AI” is trying to imitate the text in the training data, with some randomness. Essentially, “AI” is inherently committing plagiarism. It is not creating any new ideas, bus simply imitating the text in the training data.

Second, because “AI” is simply imitating the text in the training data, it does not care if what it is saying is true. “AI” simply produces text that sounds good. Accordingly, some have called “AI” a “bullshit generator” (e.g. <https://www.transformingsociety.co.uk/2023/02/10/chatgpt-the-worlds-largest-bullshit-machine/>, <https://www.scientificamerican.com/article/chatgpt-isnt-hallucinating-its-bullshitting/>). Since in academia we are concerned with what is true, using a tool that is fundamentally not concerned about truth is fundamentally at odds with are trying to do.

Current AI detectors are not particularly reliable. Therefore, I will be very cautious before accusing anyone of using AI. However, because of the fundamental limitations of AI, I do not believe you will get a good grade even if you use it.

*Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation*

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](https://www.colorado.edu/oiec/policies/discrimination-harassment-policy/protected-class-definitions) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email CUreport@colorado.edu. Information about university policies, [reporting options](https://www.colorado.edu/oiec/reporting-resolutions/making-report), and [support resources](https://www.colorado.edu/oiec/support-resources) including confidential services can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don’t Ignore It](https://www.colorado.edu/dontignoreit/) page.

*Religious Holidays*

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, if religious observances affect any graded assignment, let us know and we will work out alternate arrangements.

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

*Mental Health and Wellness*

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services (CAPS)](https://www.colorado.edu/counseling/) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](https://www.colorado.edu/health/academiclivecare). The [Academic Live Care](https://www.colorado.edu/health/academiclivecare) site also provides information about additional wellness services on campus that are available to students.