

# CU International Affairs

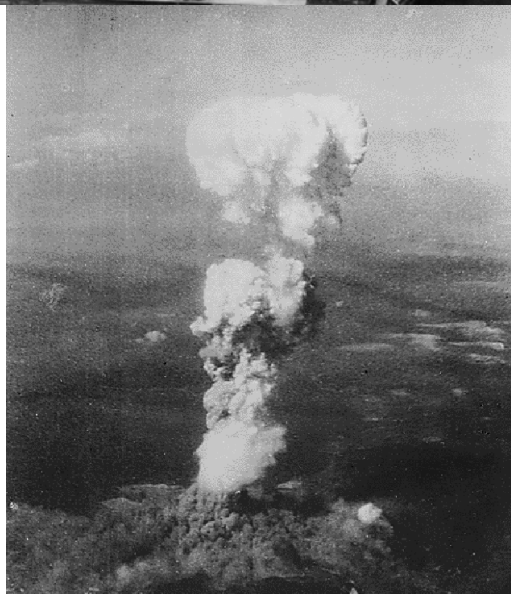


“Now, I am become Death, the destroyer of worlds.”

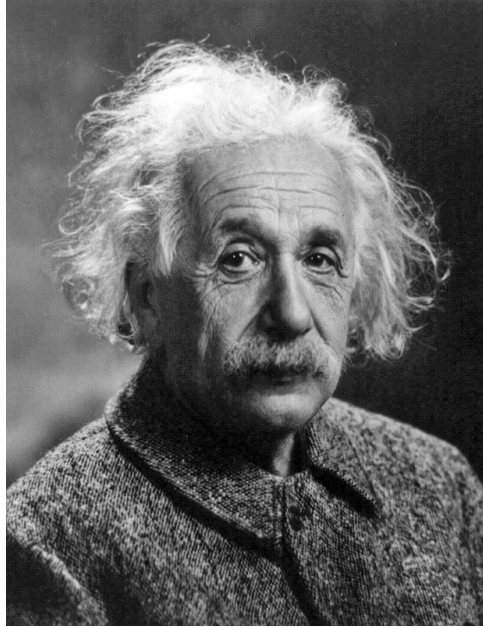
- *J. Robert Oppenheimer quoting from the Bhagavad-Gita at the 1<sup>st</sup> detonation of the atomic bomb*

“A world without nuclear weapons would be less stable and more dangerous for all of us.”

- *British Prime Minister Margaret Thatcher*









# **IAFS 4500-001 & 002/The Post-Cold War** **World: Global Security -** **Weapons of Mass Destruction** **Spring 2022**

**Instructor: Dr. Gregory D. Young**

Office: [Ketchum Hall](#), Room 212

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**Lecture Times: Section 001** - Tuesdays & Thursdays, 11:00am - 12:15pm in Club 6 (Remote on Zoom for first two weeks)

**Section 002** – Tuesdays & Thursdays, 3:30pm – 4:45pm in HUMN 160 (Remote on Zoom for first two weeks)

**Syllabus:** [http://spot.colorado.edu/~gyoung/home/IA4500/4500\\_syl.htm](http://spot.colorado.edu/~gyoung/home/IA4500/4500_syl.htm)

**Office Hours:** Tuesdays & Thursdays 12:30- 1:45pm or Wednesdays by appointment on Zoom.

## **COURSE LINKS**

- [Cold War Timeline](#)
- [Schedule for Current Event Presentations](#)
- [Schedule and Links to Course Reading Summaries](#)
- [Research Paper Sign Up](#)
- [Research Proposal Grade Sheet](#)

- [In Class Debate Teams](#)
- [In Class Debate Rules](#)
- [In Class Debate Results](#)
- [Link to Potential Midterm Questions](#)
- [Midterm Grading Statistical Summary](#)
- [Research Presentation Schedule](#)
- [Oral Presentation Grade Sheet](#)
- [Library Research Page](#)
- [WMD Links](#)
- [PowerPoint Links](#)

## **COURSE OBJECTIVES AND DESCRIPTION**

Thirty years have passed since the end of the Cold War, but we are still struggling to understand the nature of the world that has emerged in its wake. What are now the main sources of conflict in the “new world order”, now that the fifty-year bipolar standoff between the U.S. and the USSR has dissolved? Is terrorism of the kind exhibited on 9/11 the biggest threat to global security or is there a new, more sinister threat from weapons of mass destruction? This course is going to focus on the weapons of mass destruction that defined the “balance of terror during the Cold War. Clearly before one can understand the most important global issues confronting the post-Cold War World, one must understand the Cold War. Therefore, the first part of the course will confront the origins of, dynamics during, and reasons for the end of the Soviet/U.S. balance of terror. The latter part will examine the role of WMD in the Post-Cold War world. The end result of the course is a senior thesis which examines in depth, one portion of the role/relevance of WMD in the post-Cold War world.

## **COURSE REQUIREMENTS**

### ***REQUIRED READING***

There are no textbooks to purchase for this class. All course readings delineated in the course schedule are linked to this syllabus behind password protection. The readings for this course are interdisciplinary, including works from political science, history, economics and geography. All of the readings are required. Other readings will be linked to this syllabus. All of the readings are required. Your instructor was able to eliminate the purchase of textbooks due to a grant provided by OPEN CU at the Norlin Library. Excerpts from the following texts and other articles and chapters can be found in the [Course Readings](#)

### ***READINGS AND CLASS PARTICIPATION***

It is essential that students attend every class and be on time. Regular attendance and active participation in any class discussion will enhance your understanding of the course material and almost certainly improve your performance on the midterm exam, in-class debates and on your semester paper, which are together worth 80% of the course grade. Notifying your instructor by email prior to class will constitute an excused absence. Send email absence notifications to [gyoung@colorado.edu](mailto:gyoung@colorado.edu). In this semester, the required readings range from 100 to 150 pages per week, as set out in the course schedule. Students should come to class having already completed (and thought carefully about) the assigned reading for each class period. When/if the class changes from in-person teaching to synchronous remote, attendance will be handled the same with all students expected to remain on Zoom for the entire class with their cameras on.

### ***MIDTERM EXAM***

The one midterm exam will be held during normal class time on **Tuesday, April 5<sup>th</sup>**. The exam will consist of several terms and one essay question. A terms list will be posted one week in advance of the exam. Students will write the exam in a BlueBook provided to the instructor in advance of the exam. Do not write your name on your BlueBook as they will be redistributed. The Midterm exam is worth 25% of your final course grade. There is no final exam in the course, just your senior thesis. Should the class remain remote synchronous presentation, then the midterm exam will become open book/note and will be uploaded in Word to Canvas after the normal allotted class time.

### ***SENIOR THESIS/RESEARCH PAPER***

**Research Proposal and Annotated Bibliography:** Students will write a detailed research proposal and an annotated bibliography for the term's research project. It should be about 2500 words in length. They will be **due on Tuesday, March 8<sup>th</sup>**. **Please include a word count on the first page.** These papers should be properly documented and footnoted. The electronic copy in Word should be posted to the assignment dropbox on CANVAS. Papers will be graded 50% on content and 50% on grammar, punctuation and spelling. Late submissions will be docked one grade per class day after the due date (e.g., A- to B-, C to D, etc.) up to 50%, unless you have coordinated with your instructor in advance as to why it was impossible for you to meet the deadline. Electronic copies of this paper will be checked for plagiarism. This research proposal/annotated bibliography counts for 10% of your final course grade. This shorter proposal paper will allow you to get some feedback on your writing prior to undertaking the senior research paper.

**Research Paper:** Each student in the course will be required to complete a detailed research paper that examines one of the following topics related to weapons of mass destruction and the themes of the course:

1. Syrian Chemical Weapons and their destruction
2. Evolution of Ballistic Missile Submarines and their future effectiveness
3. The India/Pakistan Nuclear Balance
4. The Israeli Nuclear Program
5. The North Korean WMD programs: can they reach the U.S. and can they be negotiated away?
6. The bad U.S. intelligence on Saddam's WMD program, why and what can be done to prevent it from happening again.
7. The South African nuclear program?
8. Soviet inroads in to the Manhattan Project, how much did that accelerate the Soviet program
9. AQ Khan and his nuclear network
10. Shoko Assahara, Aum Shinrikyo and their WMD program, should we fear future non-state actors?
11. Nuclear Winter, myth or reality?
12. The History of the Western Disarmament Movement.
13. Cuban Missile Crisis, how close to Armageddon?
14. The Salt I talks, negotiating strategy and how they relate to current reduction talks.
15. The U.S. anthrax attack in the wake of 9/11.
16. Chemical/Bio Weapons in the Iran/Iraq War
17. Russian use of Chemical Weapons in the attack on the Moscow Theater hostage crisis, 2002.
18. DOD experimentation with Chemical & Bio Weapons on U.S. troops.
19. Treaty of Tlatelolco, the South American Nuclear-Free Zone.
20. U.S. Soviet compliance with the Chemical Weapons convention, why is it so hard?
21. The Biological Weapons Treaties, the science of "weaponization", what are the realities?
22. The NNPT, history, effectiveness and future.
23. The reality of "Loose Nukes" in the wake of the collapse of the USSR (still relevant).



24. The Nunn/Luger program, a proper way to spend U.S. tax dollars?
25. Rocky Flats Colorado, environmental disaster, cover up & wildlife refuge?
26. The future of WMD, science fiction or some new catastrophic weapon.
27. Is Disarmament unrealistic idealism?
28. Coercion and Foreign policy, a theoretical discussion.
29. Near misses, accidents in the Cold War, could they have led to nuclear war?
30. ISIS and Chemical Weapons
31. Five Post-Cold War Paradigms and their association with the relevance of WMD
32. Is Deterrence Theory Obsolete?
33. Is the modernization of the US nuclear TRIAD required and why?
34. The JCPOA, Good or bad deal?
35. Inupiat Eskimos, hydrogen bombs and harbor construction in the fifties
36. Cyberattack, the new weapon of mass destruction

The paper will undertake an analysis of the particular topic through the lens of the theme of the course – “Are WMD and particularly nuclear weapons relevant in the post-Cold War World. Additional subjects/themes may be added at the approval of the instructor. The Research paper **is due on Tuesday, April 26<sup>th</sup> uploaded to Canvas by 5:00pm**. The essay should be between 4000 and 5000 words in length (approximately 16 to 20 pages double-spaced). **Include a word count** on the first page. Papers should be in 10-12 pitch in either *Courier* or *Times Roman* font. Late essays will be docked one grade per class day after the due date (e.g., A- to B-, C to D, etc.) up to 50%, unless you provide a doctor’s note explaining why it was impossible for you to meet the deadline. Computer malfunction is not an acceptable excuse for an essay being late. Re-read your papers for clarity, grammar, spelling and punctuation, since poor execution of these elements will also affect your grade. Append a bibliography of all sources and provide footnotes where appropriate. The majority of sources should be academic monographs, original source materiel or articles from academic journals. The essay will count 25% of your final grade. This paper will also be submitted in Word (Again uploaded to Canvas).

### ***STUDENT PRESENTATIONS***

In the last two weeks of the semester, each student will present their research to the class and summarize their findings as they relate to the class themes. The presentation will be 10-12 minutes in length. A grade sheet summarizing the grading criteria for the presentation will be linked to this syllabus. Audiovisual aids are encouraged but not required. Some students will give their presentations prior to the paper due date. Each student will turn in a **ONE PAGE outline** of their presentation on presentation day. The presentation will be 10% of your course grade.

### ***READING SUMMARY***

For each section of the reading, an assigned student(s) will summarize the readings due in class that day. In a 2-3 page synopsis of each assigned set of articles or chapters, the designated student will give an overview of the key points of the reading. The summary can either be in outline form or complete paragraphs. The summary should include an answer to the “so what?” question, in other words, why should one read it when studying about war and peace. Before midnight on the day before the due date, the students will email an electronic copy to their instructor. The instructor will post the summary on the web for the review of your classmates. These summaries will be 10% of your final grade and graded pass/fail. Late Reading Summaries will be docked 10% per class day up to 50%.

### ***IN CLASS DEBATES***

On two class days late in the semester, there will be in-class debates. The class will be divided into four teams of four students, that will research and debate both sides of the two WMD issues on those class days. On November 16<sup>th</sup>, half the class will debate whether more nuclear weapons lead to a more stable world. On November the 18<sup>th</sup> the other half of the class will debate whether a military strike on Iran



would be appropriate or effective should the Iranian theocracy not give up their nuclear program or continue to violate the agreement on their nuclear program. Participation/results in the debates will be 10% of your final course grade. The debate format will be explained further in class, but the debate rules and format are linked to this syllabus.

### ***CURRENT EVENTS***

Students should also follow contemporary world events by reading a reputable international news source, such as the *New York Times*, *The Economist* or the *Wall Street Journal* on a regular basis. One to two students will present a current event orally in class each day. The presentation should be no more than five minutes in length. The source should be from a respected news source, be less than one week old and pertain in some way to global issues being discussed that week in the seminar. Each student should try to relate the article to some element of what we will be discussing in class. News reports on the Internet are acceptable sources. Students should email their current event article to their instructor the night before they are scheduled to present. Students should also append a proposed discussion question with their emailed article. At the end of the current event summation, each student will pose their discussion question to the class and lead an additional five-minute dialogue. The current event presentation will be part of your 10% participation grade.

### ***GRADING CRITERIA***

Thesis Proposal/Annotated Bibliography	10%
Senior Thesis/Research Paper	25%
Thesis Presentation	10%
Midterm Exam	25%
In Class Debates	10%
Reading Summaries	10%
<u>Attendance, Current Event &amp; participation</u>	<u>10%</u>
Total	100%

<b>IAFS 4500 Course Schedule Fall 2021</b>		
<b>Day/Date</b>	<b>Topic</b>	<b>Assigned Reading</b>
Tues 11 Jan	Course Administration	• None
Thurs 13 Jan	Course Introduction	• None
Tues 18 Jan	The End of the Cold War and New Paradigms for Global Interaction	<ul style="list-style-type: none"> <li>• Samuel Huntington “Clash of Civilizations” <i>Foreign Affairs</i></li> <li>• Francis Fukuyama “The End of History”</li> <li>• Benjamin Barber “Jihad v. McWorld”</li> <li>• Robert Kaplan “The Coming Anarchy” <i>The Atlantic Monthly</i>,</li> <li>• Joseph S. Nye “A New World Order” in Nye (Ed). <i>Understanding International Conflicts: An Introduction to Theory and History</i>, 1997</li> </ul>
Thurs 20 Jan	History of the Cold War: Origins of the Cold War & McCarthyism Movie: “War & Peace in the Nuclear Age – Dawn”	<ul style="list-style-type: none"> <li>• David Painter(1999), Chapter 2 &amp; 3 in <i>The Cold War: An International History</i>.</li> </ul>

		Gar Alperovitz, “The Bomb didn’t Beat Japan, Stalin Did”
Tues 25 Jan	History of the Cold War: Arms Control & Détente	• David Painter(1999), Chapter 4 & 5 in <i>The Cold War: An International History</i> .
Thurs 27 Jan	History of the Cold War: U.S. Cold War Defense Policy WMD/Nuclear Weapons & the Nuclear Arsenals	• Richard Smoke, (1993), Chapter 4, ‘America fashions its national security’, in <i>National Security and the Nuclear Dilemma</i> . • William Arkin & Richard Fieldhouse Chapter 3 “Nuclear Arsenals” in <i>Nuclear Battlefields</i>
Tues 1 Feb	Nuclear Arsenals Part II	• None
Thurs 3 Feb	History of the Cold War: The End of the Cold War	• David Painter(1999), Chapter 6 in <i>The Cold War: An International History</i>
Tues 8 Feb	Nuclear War Thinking the Unthinkable: How Nuclear War might begin	<ul style="list-style-type: none"> <li>• Herman Kahn (1984), “Thinking about the unthinkable” Part One in <i>Thinking About The Unthinkable in the 1980s</i>,</li> <li>• Henry Kissinger (1957) “The Fires of Prometheus” in <i>Nuclear Weapons and Foreign Policy</i></li> <li>• Harvard Nuclear Study Group “How Might Nuclear War Begin” in <i>The Nuclear Reader</i></li> </ul>
Thurs 10 Feb	Library Research Day	• Meet in the Norlin Library
Tues 15 Feb	How to write a research proposal/annotated Bibliography.	• None
Thurs 17 Feb	Nuclear War - By Accident Movie: “Dr. Strangelove” (Excerpts)	<ul style="list-style-type: none"> <li>• Bruce G. Blair (1993), Introduction to <i>The Logic of Accidental Nuclear War</i></li> <li>• Eric Schlosser, “Almost Everything in Dr. Strangelove Was True.” <i>The New Yorker</i>, January 17, 2014</li> </ul>
Tues 22 Feb	Strategy for Nuclear War Nuclear Winter	<ul style="list-style-type: none"> <li>• Theodore Draper “Nuclear Temptations: Doctrinal Issues in the Strategic Debate.” In <i>The Nuclear Reader</i></li> <li>• William Martel &amp; Paul Savage, “Nuclear Strategy: What it is and Is Not” in <i>The Nuclear Reader</i></li> <li>• Robert Jervis, “The Utility of Nuclear Deterrence” in <i>The Use of Force</i></li> </ul>

		<ul style="list-style-type: none"> <li>• National conference of Catholic Bishops, “Nuclear Strategy and the Challenge of Peace: The Moral Evaluation of Deterrence in Light of Policy Developments” in <i>The Nuclear Reader</i></li> </ul>
Thurs 24 Feb	Nuclear Proliferation: The NNPT Movie: “War & Peace in the Nuclear Age – Have and Have Not”	<ul style="list-style-type: none"> <li>• Ian Smart (1989), “<i>Pinioning the Genie: International Checks on the Spread of Nuclear Weapons</i>” In <i>The Nuclear Reader</i>.</li> </ul>
Tues 1 Mar	Nuclear Proliferation: India & Pakistan	<ul style="list-style-type: none"> <li>• Jaswant Singh (1998), “Against Nuclear Apartheid” <i>Foreign Affairs</i></li> <li>• Kenneth Waltz, “Nuclear Stability in South Asia” in <i>The Use of Force</i></li> <li>• Scott Sagan, “Nuclear Instability in South Asia” in <i>The Use of Force</i></li> </ul>
Thurs 3 Mar	Nuclear Proliferation: North Korea	<ul style="list-style-type: none"> <li>• Broad, “Hidden Travels of the Bomb”, <i>New York Times</i>, Tues 9 Dec 08</li> <li>• Sanger &amp; Broad, “How U.S. Intelligence Agencies Underestimated North Korea” <i>New York Times</i>. 6 Jan 18</li> <li>• Broad, “A Giant Nuclear Blast, but a Hydrogen Bomb? Too Soon to Say” <i>New York Times</i>. 3 Sep 17</li> <li>• Broad, Grondahl, Keller, Parlapiano, Singhvi &amp; Yourish, “This Missile Could Reach California. But Can North Korea Use It With a Nuclear Weapon?” <i>New York Times</i>. 3 Sep 17</li> <li>• Rich &amp; Sanger, “Motives of North Korea’s Leader Baffle Americans and Allies”, <i>New York Times</i>. 3 Sep 17</li> <li>• Fisher, Seven Critical Truths About North Korea” <i>New York Times</i>. 29 Nov 17</li> <li>• Sanger, “Washington Eyes a Cold War Strategy Against North Korea”, <i>New York Times</i>. 29 Nov 17</li> </ul>
Tues 8 Mar	Nuclear Proliferation: Israel Research Proposal/ Annotated Bibliography Due	<ul style="list-style-type: none"> <li>• Ehsaneh I. Sadr, “The Impact of Iran’s Nuclearization on Israel” in <i>The Use of Force</i></li> <li>• Ari Shavit, “The Project”, Ch. 7 in <i>My Promised Land</i>. 2013</li> </ul>
Thurs 10 Mar	Chemical & Biological Weapons	<ul style="list-style-type: none"> <li>• Gregory Koblenz, “Pathogens as Weapons: The International Security Implications of Biological Weapons” in <i>The Use of Force</i>.</li> </ul>

		<ul style="list-style-type: none"> <li>• Jean Pascal Zanders, (1999) “Assessing the Risk of Chemical and Biological Weapons Proliferation to Terrorists” in <i>The Nonproliferation Review</i>.</li> </ul>
Tues 15 Mar	Military Utility of WMD	<ul style="list-style-type: none"> <li>• Robert McNamara (1989), The Military Role of Nuclear Weapons: Perceptions and Misperceptions.” In <i>The Nuclear Reader</i>.</li> <li>• Kanti Bajpai (2001), “The Military Utility of Nuclear Weapons” Pugwash Conference</li> <li>• McGeorge Bundy “The Unimpressive Record of Atomic Diplomacy” in <i>The Use of Force</i>, (2009)</li> </ul>
Thurs 17 Mar	Defensive Systems: ABM & Star Wars Movie: “War and Peace in the Nuclear Age - Reagan’s Shield”	<ul style="list-style-type: none"> <li>• Robert Bowman, “The objectives of ballistic missile defense.” In <i>The Nuclear Reader</i>.</li> <li>• Robert McNamara “The Star Wars Defense System: A Technical Note” in <i>The Nuclear Reader</i></li> </ul>
Tues 22 Mar	Spring Break	• No Class
Thurs 24 Mar	Spring Break	• No Class
Tues 29 Mar	WMD in Terrorist Hands “The Sum of all Fears”	<ul style="list-style-type: none"> <li>• Graham Allison (2004), Part One “Inevitable” in <i>Nuclear Terrorism: The Ultimate Preventable Catastrophe</i></li> <li>• Walter Laquer (1999), Weapons of Mass Destruction in <i>The New Terrorism</i>.</li> </ul>
Thurs 31 Mar	The Future of WMD/ Nuclear Weapons Obama, Trump and WMD	<ul style="list-style-type: none"> <li>• Thomas Schelling (2009), “A World without Nuclear Weapons”, <i>Daedalus</i></li> <li>• <i>Wall St. Journal</i> “A World Free of Nuclear Weapons” January 4, 2007</li> <li>• John Mueller (1988), “The Essential Irrelevance of Nuclear Weapons: Stability in the Postwar World.” <i>International Security</i>.</li> <li>• Mary Beth Sheridan, “The nuclear arms policy shoes limits U.S. faces? <i>The Washington Post</i>, April 7, 2010</li> <li>• C. Dale Walton and Colin S. Gray (2007). “The Second Nuclear Age: Nuclear Weapons in the Twenty-First Century” in <i>Strategy in the Contemporary World</i></li> <li>• Jeffrey Lewis (2016), “Donald Trump Is an Idiot Savant on Nuclear Policy”, <i>Foreign Policy</i></li> </ul>
Tues 5 Apr	Midterm Examination	• Study, Study, & Study

Thurs 7 Apr	Debate Rules and Prep	• None
Tues 12 Apr	<b>In Class Debate I</b> Nuclear Proliferation: Which is better more or less?	• Scott Sagan & Kenneth Waltz (2003), Chapter 1 & 2 in <i>The Spread of Nuclear Weapons: A Debate Renewed</i>
Thurs 14 Apr	<b>In Class Debate II</b> Nuclear Proliferation: Iran, What should the West do?	• Matthew Kroenig, "Time To Attack Iran" (Foreign Affairs Jan/Feb 2012) • Colin H. Kahl, "Not Time to Attack Iran" (Foreign Affairs Mar/Apr 2012) • The Iran Study Group, "Weighing the Costs and Benefits of Military Action Against Iran."
Tues 19 Apr	Go Over Midterm Exam Discuss Thesis Presentations	• None
Thurs 21 Apr	5 Student Thesis Presentation <b>FCQ Day</b>	• None
Tues 26 Apr	5 Student Thesis Presentations <b>Senior Thesis Due</b>	• None
Thurs 28 Apr	5 Student Thesis Presentation	• None
Wed 4 May	Section 001: No Final Examination	Presentation Makeups in final exam period 4:30–7:00pm
Mon 2 May	Section 002: No Final Examination	Presentation Makeups in final exam period 1:30–4:00pm

### **ADMINISTRATIVE INFORMATION:**

#### ***Classroom Behavior***

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail 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, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

#### ***Requirements for COVID-19***

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a

disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office ([contacttracing@colorado.edu](mailto:contacttracing@colorado.edu)). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office ([contacttracing@colorado.edu](mailto:contacttracing@colorado.edu)).

### ***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. Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

### ***Preferred Student 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.

### ***Honor Code***

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, 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. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the Honor Code website.

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

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about university policies, reporting options, and the support resources can be found on the OIEC website.

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit Don't Ignore It.

### ***Religious Holidays***

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, to obtain an excuse absence students need only to email their instructor in advance of class regarding their upcoming absence.

### ***CELLULAR TELEPHONE/LAPTOP COMPUTER POLICY***

Needless to say, all cellular phones must be turned off and put away at the beginning of each class meeting. Classes failing to comply will be issued a stern warning on the first occasion of a phone ringing during class time. The entire class will have a pop quiz over the previous reading assignments/lectures on the second and subsequent occurrences. Phones will not be out on desks or used during any quiz or examination.

Laptop computers have been allowed in my classes for the 20 years that I have been teaching at CU, beginning this year however, they will not be allowed to be out or open in class. I still believe that they can assist learning in the classroom, but significant new research shows that taking notes by hand increases learning. Also, a new study shows that laptops open and displaying non-class material are distracting not only to the user, but the students in view of the laptop and inhibit learning. Students can apply for exceptions for reason of disability or a proven track record of in class note-taking on the computer. Here is a link to an article about



laptop impact on education: [Laptops Are Great. But Not During a Lecture or a Meeting, \*New York Times\* Op Ed, By SUSAN DYNARSKI NOV. 22, 2017](#)

**Taking this course signifies acceptance of the terms and conditions stated in this syllabus.**

WAIT, DON'T MOVE...  
IT TOTALLY LOOKS LIKE  
YOU'RE WEARING A  
CHEF'S HAT RIGHT NOW!

guy  
fawcett

