

PSCI 3143-130R Current Affairs in International Relations

Spring 2024
ARNT N207
MWF, 11:15AM-12:05PM

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Office: Ketchum 219 and ARNT 201
Office hours: M 12:05-1pm (ARNT) and M 1pm – 2pm (KTCHM) and by appointment

Course Overview

This course introduces students to the politics and economics of development. Some of the main questions that it will raise include: How and why do countries trade? Why are some 3rd world countries indebted and poor, while others are in the ascend? What is the relationship between colonialism and economic underdevelopment? What can organizations, such as the IMF, the World Bank, and the EU do to help countries improve their political and economic systems? What do these international actors do to potentially subvert or undermine development? How do foreign debt, aid, and investment tie into the rampant corruption in so many developing countries? In addition to lectures and readings, the class will feature numerous documentaries that will present real life examples of the reasons for and outcomes of underdevelopment. In the end of the semester the students will have a choice between a final paper or a final debate focusing on the usefulness or harmfulness of loans, aid, FDI, and debt relief in the developing world.

Course Goals and Learning Objectives

At the end of this course, students will be able to answer the following questions:

1. What is economic development?
2. What is aid, debt, and investment?
3. What are their political, social, and economic consequences?
4. What are the causes of development and underdevelopment?
5. What can be done to improve developmental prospects in the former third and second worlds at the grassroots, national, and international levels?

By answering these questions, students acquire the knowledge and analytical tools that are necessary to understand political developments around the world.

Required Texts and Materials

Toussaint, Éric and Damien Millet. 2010. *Debt, the IMF, and the World Bank: Sixty Questions, Sixty Answers*. New York: Monthly Review Press

The remaining readings are available as electronic copies on CANVAS and/or links on this syllabus. A few recommended readings will be available through your CU library login at JSTOR and a few academic journals. Films also represent an important source for study. *Some films will be required while others will be recommended and designated as such.*

Course Schedule

1. Jan 17: Introduction

Why (is) was there a third world?

2. Jan 19-22-24: The Political Economy of Development: Human Rights, Development, and Debt

Samuels, David. 2012. Chapter 11; Toussaint, Chapter 1

Jeffrey D. Sachs. The development challenge. *Foreign Affairs*, 84(2):78–90, 2005.

<http://www.earth.columbia.edu/sitefiles/file/about/director/documents/foreignaff0305.pdf>

Watch: Interactive map – GeoHistory: Colonization of Africa:

<https://www.youtube.com/watch?v=Fbb7nbIUUEM>

German Colonialism: Meet the Germans: DW

https://www.youtube.com/watch?v=4YBVI9dwF3I&ab_channel=DWEuromaxx

Read Kipling's poem "The White Man's Burden"

<https://www.americanyawp.com/reader/19-american-empire/rudyard-kipling-the-white-mans-burden-1899/>

What attitude toward empire building did the British have in the 19th century?

The Story of India: tornosindia/BBC

https://www.youtube.com/watch?v=INLqSFeoKoA&ab_channel=tornosindia

The British empire: Megaprojects:

https://www.youtube.com/watch?v=etwnG4-uA18&ab_channel=Megaprojects

Recommended videos:

Johnny Harris: How Belgian imperialism gave us the coronavirus vaccine?

https://www.youtube.com/watch?v=IMY4UOA7E_w&ab_channel=JohnnyHarris

States of Independence: the scramble for Africa:

<https://www.youtube.com/watch?v=CgzSnZidGuU>

[Spain's road from superpower to a weak state:](#)

https://www.youtube.com/watch?v=wZbrwnP5XRQ&ab_channel=HistoryMatters

How the Europeans divided Africa:

<https://www.youtube.com/watch?v=wJ1uo5jvpe8&t=2653s>

Last 40 years Of British Empire in India

https://www.youtube.com/watch?v=Qb8hkWMYDD0&ab_channel=tornosindia

Shifting map of Europe, Africa and Asia since WWI as new states were formed, former colonies declared independence, wars changed the borders of states etc:

How The World Map Has Changed In 100 Years (Since WWI)

<https://www.youtube.com/watch?v=s5NV3ZVSj5c>

How Europe colonized Asia:

https://www.youtube.com/watch?v=MEgIHN63ojU&ab_channel=KingsandGenerals

Colonial Crimes DW

https://www.youtube.com/watch?v=E1Fj8kqeO_M&ab_channel=JK_German

Leopold and the Congo: <https://www.youtube.com/watch?v=dTq6Hhkp2s>

Recommended book: *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa* (1998) by Adam Hochschild: explores the exploitation of the Congo Free State by King Leopold II of Belgium between 1885 and 1908, as well as the large-scale atrocities committed during that period.

https://www.amazon.com/King-Leopolds-Ghost-Don-Cheadle/dp/B074ZDKFJ8/ref=sr_1_2?ie=UTF8&qid=1538807873&sr=8-2&keywords=king+leopolds+ghost

The politics and economics of debt, development, and debt relief in the Third World

3. Jan 26-29-31: Origins of Debt

Toussaint, Chapter 2

Ferraro and Rosser. 1994. Global Debt and Third World Development. Pp. 1-5

Jan 31 Presentation 1: What were the circumstances of debt origination in 2 countries of your choice? What led to this situation? Who were the actors involved? What were the goals (and strings attached)? What were the outcomes, positive and negative?

Recommended movie:

The New Scramble for Africa:

https://www.youtube.com/watch?v=_KM06hTeRSY&t=1783s

When Bana ruled - <http://icarusfilms.com/if-banana>

The Spider's Web: Britain's Second Empire:

https://www.youtube.com/watch?v=np_ylvc8Zj8&feature=youtu.be
<https://topdocumentaryfilms.com/spider-web-britain-second-empire/>

4. Feb 2-5-7-9: The Debt Crisis

Toussaint, Chapter 3

Ferraro and Rosser. 1994. Global Debt and Third World Development. Pp. 5-19

Cohn, p. 306-317

Causes and Effects of Import Substitution - Commanding Heights 2: Chile 19:38m-33m
and Bolivia 49m - 60m:

https://www.youtube.com/watch?v=s2Ks3_O1i74&ab_channel=DanielYergin

Causes and Effects of Export-Oriented Growth - S. Korea:

<https://www.youtube.com/watch?v=tbzOQUO16j0>

Why Argentina is not rich

https://www.youtube.com/watch?v=vu22RNjirG0&ab_channel=CaspianReport

Feb 9 Presentation 2: Trace how the debt crisis affected 2 countries of your choice. What sectors of the economy were affected? What political changes followed these events? What did this mean for the lives of ordinary people?

Recommended: Life and Debt. 2001. or **When Banana ruled -**

<<http://123hulu.com/watch/zdKXnrv1-life-and-debt.html>> or

<https://www.amazon.com/Life-Debt-Michael-Manley/dp/B07GQ8R99D>

< <http://icarusfilms.com/if-banana> >

What role did the international financial institutions play in failing to resolve Jamaica's economic problems? What SAPs were instituted? What was the IMF's rationale? Why did these policies fail?

Toussaint, Chapter 5, 6 (skim)

5. Feb 12-14-16-19: The IMF, the World Bank, and the Logic of Structural Adjustment

Toussaint, Chapter 4

Ferraro and Rosser. 1994. Global Debt and Third World Development. Pp. 19-28

Adam Przeworski and James Raymond Vreeland, 2000. "The Effect of IMF Programs on Economic Growth." Journal of Development Economics 62, no. 2, pp. 385-421.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.610.9437&rep=rep1&type=pdf>

Strom C. Thacker, 1999. "The High Politics of IMF Lending," World Politics 52, no. 1 (October), pp. 38-75. <http://ws2.cdn.caijing.com.cn/2012-10-10/112180919.pdf>

[Bloomberg Quicktake: No Chinese debt trap in Africa?](#)

https://www.youtube.com/watch?v=_-QDEWwSkP0&ab_channel=BloombergQuicktake%3AOriginals

This Poem:

https://www.youtube.com/watch?v=Pn-f8PgLVjU&ab_channel=illwill718

IMF's Structural Adjustment Programs Weaken States They Aim to Strengthen

https://www.youtube.com/watch?v=nGsJJJaG6k4Y&ab_channel=TheRealNewsNetwork

Feb 19 Presentation 3: What roles did the WB and the IMF play in stimulating development in 2 countries of your choice? What were the positive and negative effects? What could have been done differently? What did other actors, state and on-state, do?

6. Feb 21-23-Feb 26-Feb28: The Case for Cancelling Debt

Toussaint, Chapter 9, pp. 215-228 and Chapter 10

Ferraro and Rosser. 1994. Global Debt and Third World Development. Pp. 28-38

Ross, Michael, 2015. "What have we learned about the Resource Curse?" (skim)

<https://www.sscnet.ucla.edu/polisci/faculty/ross/papers/articles/Ross%20-%20What%20have%20we%20learned%20ARPS%202015.pdf>

Feb 26 Presentation 4: What was the case for canceling the Greek debt (or at least taking a major "haircut")? How was it accumulated? How did Germany, the EU, and the IMF try to resolve this? How was the political landscape in Greece affected? What were some radical ideas that were raised on both sides? What was the resolution?

The Plain Bagel: Greek Debt explained:

https://www.youtube.com/watch?v=g_yiQBe8yiQ&ab_channel=ThePlainBagel

Movie Showing: Debtocracy. 2011.

<<https://vimeo.com/41760583>>

The curious case of the Greek Debt Crisis (a leftist perspective). What differences and similarities do we identify with other arguments about debt relief and forgiveness that we have so far examined?

Galenianos, Manolis, 2015. "The Greek Crisis: Origins and Implications" Hellenic Foundation for European and Foreign Policy

https://www.files.ethz.ch/isn/188283/%CE%95%CF%81%CE%B5%CF%85%CE%BD%CE%B7%CF%84%CE%B9%CE%BA%CF%8C-%CE%9A%CE%B5%CE%AF%CE%BC%CE%B5%CE%BD%CE%BF_16_Manolis-Galenianos-%CE%95%CE%9DG1.pdf

7. Mar 1-4-6: Issues raised by Cancelling the Debt

Toussaint, Chapter 11

Ferraro and Rosser. 1994. Global Debt and Third World Development. Pp. 28-38

Pappas, Takis, "Why Greece Failed", Journal of Democracy, 2013

<https://www.journalofdemocracy.org/sites/default/files/Pappas-24-2.pdf>

Recommended: <https://www.youtube.com/watch?v=52_wAgLurH4>

What role has the EU played in causing and resolving the Greek crisis? How does the crisis affect the lives of regular people?

Mar 6 Presentation 5: In 2 countries of your choice, what evidence, if any, do you find that canceling debt or instituting relief can backfire? Which of the theoretical concerns associated with debt forgiveness have materialized in reality? What are the lessons?

8. Mar 8: Midterm exam

The role of aid in development and underdevelopment

9. Mar 11-13-15-18: Foreign Aid and the crisis of African economies

Van der Walle, N. 2001. *African Economies and the Politics of Permanent Crisis*.

Introduction, available on google books.

The role of Foreign Aid in Development 1997 CBO report pp. 7-51

Goldsmith, Arthur A. "Foreign Aid and Statehood in Africa." *International Organization* vol.55 no.1 (Winter 2001): 123-148.

https://www.researchgate.net/profile/Arthur_Goldsmith2/publication/4770683_Foreign_Aid_and_Statehood_in_Africa/links/54bfe9a80cf28a6324a00830/Foreign-Aid-and-Statehood-in-Africa.pdf

Key Lecture: Rory Stewart OBE: "Failed States - and How Not to Fix Them"

<https://youtu.be/zMXXJqvMdk4>

Bloomberg: The Myth of the Chinese Debt Trap in Africa

https://www.youtube.com/watch?v=_QDEWwSkP0&ab_channel=BloombergQuicktake%3AOriginals

Movie Showing: Good Fortune. 2010 PBS Documentary.

<<https://www.amazon.com/Good-Fortune-Landon-Van-Soest/dp/B004DB4EYU>> or

youtube (https://www.youtube.com/watch?v=7o_2sKYu6BQ)

How does aid help or hinder economic development?

Bader, Julia and Jörg Faust (2014). "Foreign Aid, Democratization, and Autocratic Survival", *International Studies Review*, 16, 575-595

Tavares, J. (2003). "Does foreign aid corrupt?" *Economics Letters*, 79(1), 99-106.
Easterly, W. (2003). "Can foreign aid buy growth?" *The Journal of Economic Perspectives*, 17(3), 23-48.

Recommended:

Foreign Aid explained:

https://www.youtube.com/watch?v=7l74VxPpblw&ab_channel=AfroPoliticalTV

Problems with Aid:

https://www.youtube.com/watch?v=dxhj4Jg3dzU&ab_channel=PolyMatter

Maliha Chishti | TEDxUTSC

https://www.youtube.com/watch?v=1xJ6p0B5V_A&ab_channel=TEDxTalks

In defense of foreign aid | Joe Cerrell | TEDxASL

https://www.youtube.com/watch?v=CL-0mCN6-BI&ab_channel=TEDxTalks

Mar 18 Presentation 6: What was the role of aid in the political and economic development or underdevelopment in 2 countries of your choice? What sectors was the aid targeted to? Who administered it? Who used (or abused) it? What were the effects? Why was the aid given in the first place? What lessons, if any were learned from this experience?

The role of aid, debt, and investment in the post-communist transition of the (former) second world

10. Mar 20-22-Apr 1 The political economy of Communism and the Post-communist transition

O'Neill, P. 2010. *Essentials*, Chapter 8

The Spirit of the time: Quotes by Stalin: https://www.youtube.com/watch?v=GCdfa_sU-PI&ab_channel=QuotesOutLoud

Mar 22 Paper 1 due

11. Apr 3-5-8: The EU and the EU accession process for the post-communist countries

"In the Nick of Time: Survey of EU enlargement." *The Economist* (28 Mar 2008).

Barnes I & Barnes P. 2010. *Enlargement*.

Recommended documentary and article: The Bulgarian Transition: Bulgaria – the long revolution - <https://www.youtube.com/watch?v=iYzp778OEyo>

"Why women had better sex under socialism?" Kristen Ghodsee. 2017. <<
<https://www.nytimes.com/2017/08/12/opinion/why-women-had-better-sex-under-socialism.html>>>

The secret to Polish economic success after communism:
<https://www.youtube.com/watch?v=F1F1c3osIDg>

Apr 8 Presentation 7: For 2 countries that joined in 2004-07 please describe what they have gained (and/or lost) as a result of EU membership since then in terms of GDP growth, employment opportunities, trade, satisfaction with the political system, and democratic consolidation.

12. Apr 10: Movie Showing: Power Trip. 2003.

<https://colorado.kanopy.com/video/power-trip>

Or <https://www.amazon.com/Power-Trip-Dennis-Bakke/dp/B01BIKD4OO/ref=sr_1_2?s=instant-video&ie=UTF8&qid=1502577320&sr=1-2&keywords=power+trip>

Or: <https://www.vudu.com/content/movies/details/Power-Trip/64258>

What has been the post-soviet experience in terms of privatization, Investment, and business development? What are the main challenges?

Privatization and Restructuring in Central and Eastern Europe. World Bank report. 1997
<http://siteresources.worldbank.org/EXTFINANCIALSECTOR/Resources/282884-1303327122200/123pohl.pdf>

Recommended: Lipton, D., Sachs, J. 1992. Privatization in Poland. Development Policy.
https://link.springer.com/chapter/10.1007/978-1-349-22385-5_10

13. Apr 12-15-17-19-22-24: Corruption and the EU's Structural and Cohesion Funds

Movie Reviews DUE Apr 15

Martin, Reiner. 2003. "The Impact of the EU's Structural and Cohesion Funds on Real Convergence in the EU" - <http://pki.nbp.pl/konferencje/zalesie/pdf/martin.pdf>

Pop-Eleches, Grigore and Philip Levitz. 2010. "Why No Backsliding? The EU's Impact on Democracy and Governance Before and After Accession" Comparative Political Studies 43: 457.

Overview of EU Cohesion Policy

Euronews: Reducing regional disparity:

https://www.youtube.com/watch?v=STAXaBkveUc&ab_channel=euronews%28inEnglish%29

Overview of EU Cohesion and Regional Policy to 2020

https://www.youtube.com/watch?v=iT44WDyPNSs&ab_channel=EsponOnTheRoad

Wales:

https://www.youtube.com/watch?v=YNe96Qzbuhw&ab_channel=MediaCommunications

Apr 22 Presentation 8: In 2 countries of your choice, how did the S&C funds contribute to development? What areas were targeted? What monitoring was used? Were there any issues? What was the final outcome?

14. Apr 26 Midterm 2

15. Apr 29: Corruption, the EU, and FDI in Eastern Europe

Bevan, A., Estrin, S., Grabbe, H. (2001). "The Impact of EU Accession Prospects on FDI Inflows to Central and Eastern Europe". Policy Paper, ESRC "One Europe or Several?"

16. May 1: Review and Essay 2 due

Basis for Final Grade

Presentations: 10%

Midterm 1: 30%

Movie review: 10%

2 Essays: 10%

Midterm 2: 25%

Participation and Attendance: 15%

Presentations:

You will be expected to give one 10-15 min presentation in class telling a country's story as it pertains to debt, debt crises, aid, and development. Wikipedia can be used. Specific instructions on what questions the presentations should answer can be found under the respective class topic in this syllabus. The presentations will be 10% of your final grade. Sign- up sheet:

https://docs.google.com/spreadsheets/d/1o_GgQNpH4MrJ5ctYFxIB_KtKiZ9h7hnG2LpdO9soUis/edit#gid=0

Movie Review:

A detailed movie review (3-4 pages double spaced) connecting the class readings and discussions to a movie or a talk that was assigned in our class. What ideas/theories did the movie reinforce, what did it challenge, what other questions did it raise? Due: as soon as you complete it but before Apr 15!

NB Trigger warnings: Due to the subject matter of the class, some documentaries or segments will inevitably cover topics, language, and imagery (including violence and nudity) that may be considered controversial or disturbing to watch. Viewer discretion is advised.

Exams:

There will be 2 in class midterms.

Essays:

You are expected to write two 4-page papers analyzing the role of debt and aid in the economic development or underdevelopment of a country of your choice (pre-approved by your professor).

Paper 1 will examine the role of debt. Paper two will examine the role of aid.

Paper 1 due Mar 22, Paper 2 due last day of classes.

Participation (Synchronous 7.5%+Asynchronous 7.5%):

Many of the lectures will be presented in a style that will give plenty of opportunities for in-class participation to the students. The frequency and quality of your comments during our lectures, as well as your attendance, will shape 7.5% of your participation grade.

Importantly, we will have a few asynchronous classes (no live meeting) this semester. The dates for those are highlighted in yellow in this syllabus. During those you will complete an assignment on your own time and then be expected to part take in an online discussion on Canvas. The quality of your participation on Canvas will determine the other 7.5% of your participation grade.

Grading Scale

I will grade your work on the following (standard) scale.

		B+	87-89	C+	77-79	D+	67-69		
A	94-100	B	83-86	C	73-76	D	63-66	F	0-59
A-	90-93	B-	80-82	C-	70-72	D-	60-62		

A few final points:

STUDENT RESPONSIBILITIES

Absences

Regular class attendance is your obligation, and you are responsible for all the work of all class meetings. While I will not take attendance for every class, I suggest you attend all classes because I introduce new material in them that is not covered in the readings.

Lateness Policy

Late assignments are not acceptable and they will be graded down 10% for each day they are late. You should back-up all your work on your hard drive and on a free cloud service such as Dropbox that allows you to retrieve documents and changes made more easily than Word.

Anti-racism Pledge

We, the faculty of the University of Colorado Boulder political science department, assert that Black lives matter, and we stand against ongoing acts of oppression and violence toward all Black, Indigenous, and other Peoples of Color. We reaffirm our commitment to nondiscrimination under [Article 8 of the Regent Laws](#) for the University of Colorado. We also reaffirm our commitment to creating an environment where all individuals treat each other with respect and dignity. Racism cannot be tolerated and it has no place in our communities, classrooms, or campus. We commit to fostering antiracism in our department, and we support the efforts of other organizations at CU who share the same vision.

The department of political science, by existing within the racist power structure in this country, participates in systemic racism. We acknowledge the discrimination and racial tension within our department and the campus of CU Boulder. Acts of racism in the department have gone unreported, as affected individuals have been marginalized from speaking out about their experiences. Systemic racism has also allowed the department to overlook racist incidents and behavior.

Going forward, we commit to a continuous process of self-reflection to identify our biases, both individual and systemic. We also commit to a process of open communication and dialogue to identify how we have harmed BIPOC individuals. We commit ourselves to bringing awareness of the history and challenges of racism to our hiring, teaching, and research practices. Finally, we commit to taking steps in our teaching, our research, and in our roles as members of the university community to address racial injustice.

As political scientists, we have the opportunity to reveal and communicate the systemic and structural injustices that occur in the United States. Black men are [2.5 times more likely](#) to be killed by police officers than White men in the United States. Black people face disadvantages in [schooling opportunities](#), in [health outcomes](#), and in [employment](#). We urge university administrators, local and state governments, and the federal government to enact [evidence-based](#) improvements to policing in America, including measures that would reverse the militarization of police forces and hold police offenders more accountable.

[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, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Requirements for Infectious Diseases

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.

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

[Disability Services](#) determines accommodations based on documented disabilities in the academic environment. If you qualify for accommodations because of a disability, submit your accommodation letter from Disability Services to your faculty member in a timely manner so your needs can be addressed. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.

If you have a temporary medical condition or required medical isolation for which you require accommodation, email me and we will make arrangements. Also 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](#). 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.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: honor@colorado.edu, 303-492-5550. Students found responsible for violating the [Honor Code](#) 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](#) for more information on the academic integrity policy.

[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](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and 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 related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive an outreach from OIEC about their options for addressing a concern and the support resources available. To learn more about reporting and support resources for a variety of issues, 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.

See the [campus policy regarding religious observances](#) 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 \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The Academic Live Care site also provides information about additional wellness services on campus that are available to students.

