

Introduction to Qualitative Methods
PSCI 3035, Fall 2022
University of Colorado, Boulder

Schedule: MWF 9:05-9:55am LBB 155

Professor: Svet Derderyan

Office Hours: W/F 12:15-1:15pm, or by appointment

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Course Overview

This course introduces students to conceptualizing and applying qualitative research in the social sciences. The objective is to enable students to create and critique qualitative research designs including comparative case studies, process tracing, interviews, and archival research.

One cannot learn research methods in a passive way; really understanding the concepts and techniques behind methodology requires *Doing Research*. That is why this class will ask students routinely to perform in- or out-of-class exercises in which they will apply ideas developed in the course.

Thus, the skills that the course will introduce will be useful and appropriate to not only PSCI majors, but all students aspiring to pursue careers that require doing rigorous research (such as journalism, advocacy and marketing, public service, education, law).

The course is divided into two parts. The first aims to develop students' capacity to pose research questions and structure a plan for answering them. This part includes a discussion of research design – identifying research puzzles, analyzing concepts, developing variables, and writing literature reviews.

The second part of the course will introduce students to conducting qualitative research. The methods discussed and analyzed in this course include: archival research, content analysis, case studies, field research and interviews, political documentary production, and mixed methods.

The readings for this class have been carefully chosen to include both explicitly methodological texts, as well as substantive examples from different fields in the social sciences which serve to illustrate different methods. Throughout the course, students will be charged with thinking critically and debating the strengths and limitations of various methodological approaches in the study of politics as well as applying these insights to their own research.

Learning Outcomes

- (1) Students will learn to develop research designs adequate to answer particular research questions.
- (2) Students will learn how to gather evidence that will enable them to answer those research questions, and how to analyze this evidence to make valid causal conclusions. They will develop qualitative research skills that can be applied to other courses and to their future careers.
- (3) Students will build critical thinking skills for understanding and criticizing academic works that use qualitative methodologies.
- (4) Students will improve written and oral communication skills through written activities, class discussions, and oral presentations.

Course Requirements

1. Practicum. (30%)

Students must do applied, hands-on qualitative research. I expect you to choose a research topic and pursue it over the course of the semester. We will discuss your research in class and treat the course in part as a collaborative workshop.

- I. Research topic. By Sept 30, you must email me a 3-page summary of your basic research question. This is a prerequisite for continuing in the course. If you do not have a clear topic that seems workable by then, I recommend dropping the course. *What is your RQ? Why is it interesting and important? Why is it a puzzle? What are your concepts, how have you defined them, what are the pros and cons of your definitions given how other scholars have defined these things? What is your specific argument (inductive/deductive)– what is/are the independent vars, what is the dep var, what is the directional relationship between them, what is the explicit causal mechanism connecting the explanatory var and the outcome?*
- II. Research design justification and literature review. By Oct 21, you must submit in a 6-page (double-spaced, 12 point font, 1-inch margins) paper justifying your research design while engaging with the readings we have done in class so far. *Why is the design of your research productive in terms of concept formation, theory development, and/or inference? Why did you choose a particular case or set of cases? What gaps in the literature does it help to fill? What are the limitations of your research design? What can your evidence do – and, just as*

importantly, not do for this hypothesis? Why should I find your case selection and research methodology compelling as opposed to alternatives?

These two parts of your Practicum will account for 10% of your grade.

- III. Presentation. You will be required to give an overview of your project in the final course meetings of the quarter. Depending on course size, each presentation will range from 4-5 minutes (including Q&A), with Powerpoint available. *The presentations will include your RQ justification, your hyps, your data, the lit gaps you are filling, and the justification for the RD. The presentation will account for 10% of your grade.*

Sign-up sheet: <https://docs.google.com/spreadsheets/d/1-udtMBmww5WSAlPgSs6rV6uoqHlAJsyhPUggKdbuDlc/edit#gid=0>

- IV. Final paper. You need to turn in a hard copy final paper. It should be approximately 15-20 pages (double-spaced, paginated, 1-inch margins, 12 point Times New Roman, printed 2-sided), and is due by 5 pm on Dec 7h. The paper will account for 10% of grade.

This should include your edited RQ (3 pages), Research Design justification and Lit Rev (6-8 pages) , as well as a description of your actual evidence, analysis, and results (6-10 pages).

2. Six Online Exercises (10%)

These will be completed on Canvas. Specific instructions will be provided below within this syllabus and on Canvas under Discussions.

3. Attendance and Participation (10%)

Participation in class discussion is essential for a successful seminar. Students are expected to have carefully done all of the required reading and to be prepared to discuss it in detail.

4. Midterm and Final (25% each)

Readings

Readings for this class come from two sources:

- 1- Brancati, Dawn. *Social scientific research*. London: SAGE Publications Ltd, 2018. (The textbook is referred to as **SSR** in the syllabus). Ebook available under course Materials on Canvas. You can also purchase a paper copy from the bookstore or Amazon.

To keep the cost of your course materials as low as possible and access to those materials as convenient as possible, we have collaborated with the CU Book Store and the publisher to deliver those materials through a program called “Day 1 Digital Access”, which will appear on your tuition and fee bill as “Day 1 Digital Access”.

What does this mean for you?

1. You will receive access to all your course materials, digitally, on the first day of classes, through the course Canvas page.
 2. You will see a “Day 1 Digital Access” charge on your tuition and fee bill for: \$XX.XX
 - a. This is a guaranteed lowest price, discounted by the publisher, and not available outside this course
 3. You have the option to opt out. This means: you won’t pay for anything, but you lose all access to the course materials, including homework managers like Connect or Mindtap
 - a. You can opt out by: using a link in a reminder email you will receive with the subject heading “Day 1 Digital Access”.
 - b. You must opt out no later than September 8th, otherwise you will be charged for the materials.
 4. Please keep in mind that “opting out” means that your access to these materials will be turned **OFF**, and you will have no way to complete assignments.
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- 2- Leslie Holmes. 2015. Corruption: A Very Short Introduction (New York: Oxford University Press). (<https://www.amazon.com/Corruption-Very-Short-Introduction-Introductions/dp/0199689695>)
 - 3- Recommended: Milada Anna Vachudova, *Europe Undivided: Democracy, Leverage and Integration After Communism* (Oxford: Oxford University Press, 2005).

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. Some weeks I will be assigning additional readings based on current events.

Class Schedule and Assignments

Introduction to Social Science Research and Research Questions

Aug 22 Introduction

Aug 24 What is research?

SSR Chapter 1: What is Social Science Research?

Laitin, David. 2002. "Comparative Politics: The State of the Sub-discipline," in Political Science: The State of the Discipline, eds. Ira Katznelson and Helen V. Milner. (New York: Norton). (Canvas) Online version can be found at:

https://web.stanford.edu/group/laitin_research/cgi-bin/wordpress/wp-content/uploads/2013/10/Cpapsa.pdf

Aug 26 Research Ethics

SSR Chapter 2: Research Ethics

Moravcsik, Andrew. "Qualitative Transparency: Pluralistic, Humanistic and Policy-Relevant," Newsletter of the APSA International History and Politics Section (Winter 2016), pp. 17-23 here: <http://www.princeton.edu/~amoravcs/library/international-history-and-politics-newsletter-no-2%20edited.pdf> (Canvas)

Aug 29 Concept Formation: Theory

SSR Chapter 5: Building Effective Concepts

Aug 31+ Sept 2+7 Concept formation in practice and the issue of measurement: the case of corruption

Holmes, Chap. 1

Etzioni, Political Corruption in the U.S. (Canvas)

Holmes, Chap. 3 "When you think of concept formation you inevitably think of measurement too"

Heywood and Rose, Close but no cigar (Canvas)

Schedler, A. "Concept Formation," International Encyclopaedia of Political Science, eds. Bertrand Badie, Dirk Berg-Schlosser, and Leonardo Morlino (Sage Publishers, 2011)

https://cide.repositorioinstitucional.mx/jspui/bitstream/1011/317/1/000101764_documento.pdf

Recommended:

Sartori. Giovanni. 1970. "Concept misformation in Comparative Politics." *American Political Science Review* 64, 4: 1033-1053.

Robert Adcock and David Collier, "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research," *American Political Science Review* 95, 3 (September 2001): 529- 546 here: <https://www.jstor.org/stable/3118231?seq=1>

David Collier and James Mahon, "CONCEPTUAL "STRETCHING" REVISITED: ADAPTING CATEGORIES IN COMPARATIVE ANALYSIS" (Canvas)

Only if we have time in class:

Recommended exercise: Outline the logic of the typologies developed by Weeks or Stokes. On what dimensions does the concept in question vary? Does the typology incorporate causal assumptions?

Susan Stokes, Thad Dunning, Marcelo Nazareno and Valeria Brusco, *Brokers, Voters and Clientelism: The Puzzle of Distributive Politics* (Cambridge University Press, 2013), pp. 3-22 here: <https://www.cambridge.org/core/books/brokers-voters-and-clientelism/2346382B38862E36C09042C779EA1510>

Jessica Weeks, *Dictators at War and Peace* (Cornell University Press, 2014), Ch. 1 (14-36) and Ch. 2 (37-41 only) here: <https://www.jstor.org/stable/10.7591/j.ctt1287f18>

Sept 9 exercise: Read carefully Schedler's "Concept Formation" and relate it to our class discussions the last couple of classes when we discussed the concept of corruption.

Schedler, A. "Concept Formation," *International Encyclopaedia of Political Science*, eds. Bertrand Badie, Dirk Berg-Schlosser, and Leonardo Morlino (Sage Publishers, 2011)

Which of the pitfalls that Schedler talks about were we able to avoid as we struggled to define the concept? Which ones still demonstrate a threat to corruption scholars' attempt at conceptual clarity? (comment on 2 pitfalls, 1 Paragraph)

Please, post a comment to one of your classmate's responses as well agreeing or disagreeing with them and substantiating your claim.

Sept 12 The RQ

SSR Chapter 3: Identifying a Research Question

Zinnes, Dina. "Three puzzles in search of a researcher," *International Studies Quarterly*, Vol. 24, No. 3 (Sep., 1980), pp. 315-342 (Canvas)

Recommended:

Day, C. and K. Koivu. "Finding the Question: A Puzzle-based Approach to the Logic of Discovery." *Journal of Political Science Education*, 2018.

Sept 14 Literature Review

SSR Chapter 4: Conducting the Literature Review

Sept 16 Lit Review in practice: reviewing the FDI literature

Derderyan, Svet. "Beneath the veil of hope: The effects of EU signaling on foreign investors' sensitivity to corruption in the context of the Eastern Enlargement," (unpublished manuscript) (Canvas)

Alan Bevan and Saul Estrin, "The Determinants of FDI in Transition economies" London Business School (working paper) (Canvas)

Sept 19 exercise: How do Glaser and Saks position their argument in the corruption literature? What do they do right/wrong in their lit review section?

Please, post a comment to one of your classmate's responses as well agreeing or disagreeing with them and substantiating your claim.

Glaeser, E. and Saks, R. "Corruption in America", *Journal of Public Economics* (2006), pp. 1053-10-72 (Canvas)

Research Design: Theory and Methodology

Sept 21 + 23 + 26 Making strong arguments

SSR Chapter 6: Making Strong Arguments

Vachudova, *Europe Undivided*, Introduction

Vachudova, *Europe Undivided*, Chapters 1 + 2

Available on google books:

<https://books.google.com/books?id=nO1zekJukHwC&printsec=frontcover#v=onepage&q&f=false>

Recommended:

Vachudova, *Europe Undivided*, Chapters 3 + 4 +5 +6

Sept 28 Understanding Antecedent variables and interaction effect - the relationship between oil and development

(I will summarize the entire body of lit here, not focus on one or two works, although I have provided some examples for context).

John L. Hammond (2011). The Resource Curse and Oil Revenues in Angola and Venezuela. *Science & Society*: Vol. 75, No. 3, pp. 348-378. (Canvas)
<https://doi.org/10.1521/isis.2011.75.3.348>

Kumah-Abiwu, Felix; Brenya, Edward; and Agbodzakey, James, "Oil Wealth, Resource Curse and Development: Any Lessons for Ghana?" (2015). *Faculty Research and Creative Activity*. 5. (Canvas)

Context/more info: "Why Natural Resources Are a Curse on Developing Countries and How to Fix It" *The Atlantic*. 2012; and "When are natural resources bad for growth?" *Microeconomics*. 2013.

Sept 30 Online Exercise: "Learning by Doing" Practicum Part 1: The RQ

Post your specific RQ on Canvas under Discussions (1-2 sentences). Make a substantive critical comment on the RQ of one of your peers (1-2 sentences).

NB: Do not forget that you also have to submit to me a 3-page justification of your RQ today!

Oct 3 Method Selection

SSR Chapter 7: Method Selection

On Correlations and data mining: <http://www.tylervigen.com/spurious-correlations>

On the Simpson Paradox and COVID (Canvas): https://www.covid-datascience.com/post/israeli-data-how-can-efficacy-vs-severe-disease-be-strong-when-60-of-hospitalized-are-vaccinated?fbclid=IwAR1OstGxMAHN_Kqg5xEsFYWSYqmjdza7IzcOzcMkchwkTBwrHIU8HcEMSE

Oct 5 Mixed Methods

SSR Chapter 8: Mixed Methods Research

James Mahoney, "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research," *Political Analysis* 14 (2006): 227-249
(<https://www.cambridge.org/core/journals/political-analysis/article/div-classtitlea-tale-of-two-cultures-contrasting-quantitative-and-qualitative-researchdiv/74CDE90B427798F4986F0B5039D48C67>)

Recommended:

James Mahoney, "After KKV: The New Methodology of Qualitative Research" *World Politics* 62(1) (January 2010): 120-47.

Lieberman, Evan. 2005. "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *American Political Science Review* 99(3):435-52.

Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. Cambridge University Press. Chapter 1

Oct 7 Using Mixed Methods - how causal stories complement statistical findings

Teets and Chenoweth, To Bribe or to Bomb? (Canvas)

Oct 10 Midterm

Oct 12+14 Case Selection and Comparative Cases

SSR Chapter 9: Case Selection

SSR Chapter 14: Comparative Case Method

Oct 17 + 19 Examples of case selection

Derderyan, Svet. "Incapacitated? The adverse effects of EU accession on anti-corruption NGOs' capacities to affect corruption control in Eastern Europe," Submitted to *Communist and Post-Communist Studies* (Canvas)

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): 529-45. (Canvas)

Selection Bias: Yale Courses: <https://www.youtube.com/watch?v=6PMRomFkft4>

Also: Colin Elman, John Gerring and James Mahoney, Case Study Research: Putting the Quant into the Qual. Special issue of Sociological Methods and Research 45,3 (August 2016) discusses case analysis in the context of a variety of different statistical techniques, including matching. (<https://journals.sagepub.com/toc/smra/45/3>)

Recommended:

Seawright, Jason, and John Gerring. "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options." Political Research Quarterly 61, no. 2 (2008): 294-308.

John Gerring. 'What is a Case study and what is it good for?' American Political Science Review, 2004: 341-354.

Levy, Jack S. "Counterfactuals and Case Studies." In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier, The Oxford Handbook of Political Methodology. New York: Oxford University Press, 2008, pp. 627-644.

Alexander George, Andrew Bennett, Case Studies and Theory Development in the Social Sciences (The MIT Press, 2005): 1-37& 65-125

Oct 21 + 24 Exercise: "Learning by Doing" Practicum Part 2: Research Design

Re-post your specific (updated) RQ on Canvas under Discussions and write 4-5 sentences under it on what research design you have chosen to tackle it and why. Make a substantive critical comment on the design of one of your peers (2-3 sentences).

NB: Do not forget that you also have to submit to me a 6-page justification of your RD by the 21st!

Oct 26+28+31 (TBA)+2 Process Tracing: Theory and Practice

SSR Chapter 13: Process Tracing

David Collier, "Understanding Process Tracing," PS: Political Science and Politics 44,4 (2011): 823-30 and the related exercises here.

<https://polisci.berkeley.edu/sites/default/files/people/u3827/Teaching%20Process%20Tracing.pdf> (Canvas)

Derderyan, Svet. 2013. "Corruption on the Ropes? The effectiveness of EU leverage in fighting corruption in Eastern Europe," in EU Enlargement: Current Challenges and Strategic Choices, edited by Finn Laursen. P.I.E. Peter Lang. (Canvas)

Derderyan, Svet. "Incapacitated? The adverse effects of EU accession on anti-corruption NGOs' capacities to affect corruption control in Eastern Europe," Submitted to Communist and Post-Communist Studies (Canvas)

Giovanni Capoccia and Daniel Keleman, "The Study of Critical Junctures: Theory, Narrative, and Counterfactuals in Historical Institutionalism," *World Politics* 59 (2007): 341-369 https://www.cambridge.org/core/services/aop-cambridge-core/content/view/BAAE0860F1F641357C29C9AC72A54758/S0043887100020852a.pdf/study_of_critical_junctures_theory_narrative_and_counterfactuals_in_historical_institutionalism.pdf (Canvas)

Nov 4 Interviews

Chapter 10: Interviews

Oisin Tansey, "Process Tracing and Elite Interviewing: A Case for Non-Probability Sampling," *PS: Political Science and Politics* 40, 4 (2007) here: <http://observatory-elites.org/wp-content/uploads/2012/06/tansey.pdf> (Canvas)

Recommended:

Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. *Field Research in Political Science: Practices and Principles*, 2015, Chapter 6 (pp.190-233).

Fujii, Lee Ann. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research* 47(2): 231-41.

Interviews Examples Deconstruction

Derderyan, Svet. "Beneath the veil of hope: The effects of EU signaling on foreign investors' sensitivity to corruption in the context of the Eastern Enlargement," (unpublished manuscript) (Canvas)

Derderyan, Svet. "Incapacitated? The adverse effects of EU accession on anti-corruption NGOs' capacities to affect corruption control in Eastern Europe," Submitted to Communist and Post-Communist Studies

Nov 7 Exercise: Making Doc Films

Read: How to write a documentary script by Trisha Das, UNESCO 2006:
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/programme_doc_documentary_script.pdf (Canvas)

Watch the documentary Casino Jack and the United States of Money
(<https://www.youtube.com/watch?v=jM6cXheGiVw>)

How does the director Alex Gibney use process tracing and interviews to analyze the issue of corruption in the lobbying system of the US. What does he do well and what does he do poorly? (1 paragraph)

Additional Resource:

Michael Moore's 13 Rules for Making Documentary Films
<https://www.indiewire.com/feature/michael-moores-13-rules-for-making-documentary-films-22384/>

Nov 9 Presentations (Presenter and Discussant)

Nov 11 Presentations (Presenter and Discussant)

Nov 14 Exercise: "Learning by Doing" Online Interviews

Interview a classmate – ask them 3-4 questions on corruption in America as they understand it (Suggestions: Do they care about it? Do/did they know about it? Why do they think it is a problem, or not? How they think it compares to other countries and if so, what makes it better or worse? What are possible solutions to it?).

Then, write a paragraph on Canvas Discussions speculating on how their answers fit together (or not) and why? More specifically, what do they say about how the perception of the general population in the US ties into the problem?

Then, in on more paragraph answer the questions: What interviewing technique did you use? How did this technique serve the specific goals of your research?

Nov 16 Presentations (Presenter and Discussant)

Nov 18 Presentations (Presenter and Discussant)

Nov 28 Presentations (Presenter and Discussant)

Nov 30 Presentations (Presenter and Discussant)

Dec 2 Focus Groups

Chapter 11: Focus Groups

Recommended:

Short, Susan E., Ellen Perecman, and Sara R. Curran. 2006. "Focus Groups." Chapter 5 in Ellen Perecman and Sara Curran, eds. *A Handbook for Social Science Field Research: Essays & Bibliographic Sources on Research Design and Methods*. Thousand Oaks, CA: Sage

Dec 5 Participant Observation

Chapter 12: Participant Observation

Weinstein, Jeremy. *Inside Rebellion: The Politics of Insurgent Violence*. CUP. 2006

Preface, Intro, and parts of ch.1

Key excerpts available here: <https://books.google.com/books?id=N3-pSjAWGccC&printsec=frontcover#v=onepage&q&f=false>

Dec 7 Review. Final Paper Due.

Final Exam: Wed Dec 14, 7:30-10pm

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.

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

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. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking 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.

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). 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). {Faculty: insert your procedure here for students to alert you about absence due to illness or quarantine. Because of FERPA student privacy laws, do not require students to state the nature of their illness when alerting you. Do not require "doctor's notes" for classes missed due to illness; campus health services no longer provide "doctor's notes" or appointment verifications.}

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 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](#). 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 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. 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. University policy prohibits sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, 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 policies, 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 any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution 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.

See the [campus policy regarding religious observances](#) for full details.