# PSCI 3143-130R Current Affairs in International Relations

|  |  |  |  |
| --- | --- | --- | --- |
| **Professor** | Svet Derderyan, Ph.D. | **E-mail** | Svde3789@colorado.edu |
| **Meeting Times** | M/W/F 11:30am –12:20pm | **Office Hours**  **GRAP Fellow:** | F 2:40-3:40pm (Zoom, ft) and by appt Quinn Fellows, Quintin.Fellows@colorado.edu |

**Meeting Location: Zoom**

**https://cuboulder.zoom.us/j/95001620685**

**Meeting ID: 950 0162 0685**

**Passcode: 620524**

**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 15:** **Introduction**

*Why (is) was there a third world?*

1. **Jan 20-22-25: 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 - Colonization of Africa: <https://www.youtube.com/watch?v=Fbb7nbIUUEM>

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?

Recommended videos:

States of Independence: the scramble for Africa: <https://www.youtube.com/watch?v=CgzSnZidGuU>

How the Europeans divided Africa: <https://www.youtube.com/watch?v=wJ1uo5jvpe8&t=2653s>

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>

Colonial Crimes DW

https://www.youtube.com/watch?v=\_WFTSM8JppE&ab\_channel=DWDocumentary

German colonialism in Namibia:

https://youtu.be/2Hy4ggArPrE

Leopold and the Congo: <https://www.youtube.com/watch?v=dTq6Hhkpw2s>

Recommended book: ***King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa*** (1998) by [Adam Hochschild](https://en.wikipedia.org/wiki/Adam_Hochschild): explores the exploitation of the [Congo Free State](https://en.wikipedia.org/wiki/Congo_Free_State) by King [Leopold II of Belgium](https://en.wikipedia.org/wiki/Leopold_II_of_Belgium) between 1885 and 1908, as well as the [large-scale atrocities committed](https://en.wikipedia.org/wiki/Atrocities_in_the_Congo_Free_State) 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*

1. **Jan 27-29-Feb 1: Origins of Debt**

Toussaint, Chapter 2

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

Feb 1 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/>

1. **Feb 3-5-8: 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=oykvdDm0qwk>

Causes and Effects of Export-Oriented Growth - S. Korea: <https://www.youtube.com/watch?v=tbzOQUO16j0>

Feb 8 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?

1. **Feb 10-12: Movie Showing** **and Online Exercise:** **Life and Debt**. 2001. And **When Bana ruled -**

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

**<**<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)

1. **Feb 15-19-22: 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>

Feb 22 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?

1. **Feb 24-26-Mar 1-Mar 3: 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

Mar 1 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?

**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>

1. **Mar 5-8-10: 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 8 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?

1. **Mar 12: Midterm exam**

*The role of aid in development and underdevelopment*

1. **Mar 15-17-19-22: 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

**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 defence of foreign aid | Joe Cerrell | TEDxASL**

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

Mar 17 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*

1. **Mar 2****4-26-29 The political economy of Communism and the Post-communist transition**

O’Neill, P. 2010. Essentials, Chapter 8

1. **Mar 31-Apr 2-Apr 5-7: 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 7 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.

1. **Apr 9**: **Talk about Debate**
2. **Apr 12-14:** **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>**>**

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>

1. **Apr 16-19-21-23: Corruption and the EU’s Structural and Cohesion Funds/Talk about Debate**

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

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

<https://www.youtube.com/watch?v=iT44WDyPNSs&ab_channel=EsponOntheRoad>

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

Apr 21 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?

**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?”

1. **Apr 26: Oxford style Debate**: IOs vs states. how to stimulate growth in terms of:

1. loans, debt relief, structural adjustment, default

2. foreign aid

3. above- and below- the state pressures for political change (e.g. anti-corruption)

1. **Apr 28: Review**

**Final exam MAY 4, 1:30PM-4PM**

### Basis for Final Grade

Presentations: 10%

In-class Exam 1: 30%

Movie review: 10%

Choice of Debate or Take-Home essay component to the final exam: 10%

Final Exam: 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 single 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!

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 a midterm and a final.

**Debate:**

We will have an in-class Oxford style debate in the end of the semester with two panels arguing two opposing perspectives on whether international actors or state actors have to take a leading role in how debt, aid, and investment is managed and administered in order to spur development in developing countries. The volunteers in the debate will be exempt from having to write a final paper for the course but will write and submit outlines of their arguments (talking points). The debate will be 10% of your final grade and will take place on Apr 26th. Sign-up sheet:

<https://docs.google.com/spreadsheets/d/16LjV9sXRnjF9JzaZMZqTstOTKILfAW9yBpzX839COvQ/edit#gid=0>

IOs vs states. how to stimulate growth in terms of:

1. loans, debt relief, structural adjustment, default

2. foreign aid

3. above- and below- the state pressures for political change (e.g. anti-corruption)

The two teams will be evaluated over the following criteria: 1. info/facts, 2. analysis/critical thinking, and 3. style of delivery/persuasion. The team that ends up winning the debate will receive a 5% bonus to their team grade.

**Take home essay component to the final exam:**

You are expected to write one 10 page paper analyzing the role of debt, aid, and investment in the development or underdevelopment of two countries of your choice (pre-approved by your professor). 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 online 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 |  |  |

***STUDENT RESPONSIBILITIES***

**COVID statement from your Professor:** The COVID pandemic introduces unusual challenges to teaching classes such as ours. We will have to improvise and try to organize interactive and group activities in the online space. This will sometimes work very well, but there could also be more challenging times in terms of technological needs, internet connection, the general limitations that a lack of in person contact introduces to specific team-oriented assignments. We will take on these challenges as they arise and will be flexible.

Flexibility will be key not only for completing assignments and re-organizing group work. In case a student or the instructor for the course becomes temporarily unavailable due to illness, backup measures will be in place. Assignment deadlines will be re-negotiated on individual basis, certain lectures may be delivered asynchronously, a different instructor may step in for a period of time.

Whatever challenges arise as a result of the unusual circumstances during the pandemic, we will tackle them with a positive attitude, respect, empathy, and motivation. And as long as we manage to stay healthy, be supportive of each other, and remain committed to the academic goals of our class, there can be no doubt – we will finish the semester with flying colors!

**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 policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2019-2020_student_code_of_conduct_0.pdf).

# Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

* maintain 6-foot distancing when possible,
* wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
* clean local work area,
* practice hand hygiene,
* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

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](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming to campus each day, all students are required to complete the [Buff Pass](https://pass.colorado.edu/login)

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, please try to communicate this to me soon, but by no means feel that it has to be right away! Focus on your immediate health concerns first. Getting sick and/or quarantined can be very stressful, so I do not want you to feel extra pressured to immediately let me know. Please, do try your best though to inform me that you cannot attend class for some time as soon as you safely and calmly can. Last, please, do not share with me any details about your specific condition or circumstances. Just knowing that you are sick and recovering will be sufficient.

# 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](mailto:dsinfo@colorado.edu) for further assistance.  If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/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 policy may include: 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 at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

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

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder 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 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 [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when 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 options for reporting and support resources.

# 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](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.