PSCI 3172-001

Spring 2021, Zoom

M/W/F 1:50pm-2:40pm

**https://cuboulder.zoom.us/j/91962743495**

**Meeting ID: 919 6274 3495**

**Passcode: 277495**

Contact: Prof. Svet Derderyan

Email: [svetoslav.derderyan@colorado.edu](mailto:svetoslav.derderyan@colorado.edu)

Office: Ketchum 232

Office Hours: F after class and by appt (Zoom and ft)

**PSCI 3172 Democracy and Citizenship in the US and the EU**

**Course Description**

Studying and comparing the US, the oldest modern republic/democracy since 1789, and the EU, the newest and boldest political experiment by European democracies since 1951, is of great significance to us. The many similarities between the US and the EU, like democratic institutions and views on civil rights and liberties, and their many differences, in terms of historical experiences, national identities, attitudes towards and expectations of government, etc. tell us much about what it means to be а 'citizen' in these democracies. This class explores the political institutions of the US and the EU and asks questions pertaining to the very citizen experience in these two places. How do citizens participate in the policy process in terms of voting and interest group participation? How audible are their voices? What rights and liberties do citizens enjoy and what features of the systems make them so attractive to both legal and illegal immigrants from around the world? What are the costs and opportunities associated with immigration? How are the quality of life outcomes in the US and Europe different and how are the policies responsible for these outcomes affected by globalization? How has the addition of the EU as an extra layer of policy making in Europe affected citizens’ representation, welfare, national identity, finances, and ability to supervise the political process? The class also features a few documentaries that demonstrate the practical implications of some of the theories and concepts discussed.

**Course Requirements**

Presentations: 15%

In-class Midterm Exam 1: 35%

Movie Review: 5%

Choice of Oral (Debate) or Written Component (Research Paper) to the Final Exam: 10%

Final Exam: 20%

Participation and Attendance: 15%

Presentations:

Working in groups, you will be expected to give a 8-10 min presentation on how an issue (or several issues) of your choice, such as immigration, the economic crisis, climate change, global terrorism, EU integration, EU enlargement, Brexit, Grexit, etc. has affected citizens’ rights, welfare, social peace, and attitudes towards their own nation and towards others in one of 10 pre-assigned countries. The presentations will be 15% of your final grade. Sign- up sheet: <https://docs.google.com/spreadsheets/d/169rHSZU1KfCrYiVZlXWMtfsBOwqkiLIWhT1BLcKzTe8/edit#gid=0>

These are group presentations. You have to meet with your group (virtually) and organize how your group will make its argument. You will be receiving a single grade for the group, so each of you has an interest in making sure the group does well. One of you will email me the group's powerpoint on the day it is due and cc all group members. I will reply all with your grade.

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 2 exams in this class. The midterm will be on Mar 12. The final will be cumulative.

The midterm will be a short-answer format and will be worth 35% of your final grade, while the final will have two components:

1. FINAL EXAM: The exam component which will be the same format as the midterm and will be worth 25% of your final grade.
2. FINAL PAPER: And an essay component, on which you could work throughout the semester, will be due on the final day of classes, and will be worth 10% of your final grade.

For this component, you are expected to write one 8-10-page paper focusing on two industrialized democracies (in Europe or North America) and explaining how an issue (or several issues) of your choice, such as immigration, economic crises, climate change, global terrorism, EU integration, EU enlargement, Brexit, Grexit, etc. has led to a differential outcome for the citizens of 2 countries in terms of rights, welfare, social peace, and attitudes towards their own nation and towards others. 10% of the final grade, due Apr 28.

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 Europe and the US should embrace globalization, with its costs and opportunities, as a means to provide more rights and welfare for their citizens, or alternatively, should re-assert their individual national perspectives and prerogatives and try to restrict the effects of globalization in order to better protect the interest of their citizens. The 6-8 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 rest of the class will try to make at least one valuable contribution to the debate. The debate will be 10% of your final grade and will take place on the last day of this class.

Sign-up sheet: <https://docs.google.com/spreadsheets/d/1w2FK8qRRz97RmuYo6i9jXdTWaeIaHPV7-flevDx0YE0/edit#gid=0>

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.

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.

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 |  |  |

### Required Texts and Materials

Kollman, Ken. 2015. *The American Political System.* New York: W.W. Norton & Company.

Recommended: [Hetherington](https://www.amazon.com/Marc-Hetherington/e/B07JP3V5YL/ref=dp_byline_cont_ebooks_1), Marc, [Weiler](https://www.amazon.com/s/ref=dp_byline_sr_ebooks_2?ie=UTF8&text=Jonathan+Weiler&search-alias=digital-text&field-author=Jonathan+Weiler&sort=relevancerank), J.. 2018. *Prius Or Pickup? How the Answers to Four Simple Questions Explain America's Great Divide*. Houghton Mifflin Harcourt.

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.*

A few suggested additional news sources are listed below:

 *The Financial Times* (British daily newspaper with quality information)

 *The Economist* (weekly British news magazine with a good comparative perspective)

 *De Spiegel* (popular German news magazine with online content available in English)

 *The New York Times* (decent coverage of various regions across the world)

**Course Schedule**

Democracy in the US – constitutional design, citizen participation, and socio-economic outcomes

1. **Jan 15 Introduction and Expectations**
2. **Jan 20 The US Constitution and the Pillars of Presidentialism** –

Kollman, Chapter 2: The Constitution and Chapter 6: The Presidency

1. **Jan 22 Federalism**

Kollman, Chapter 3: Federalism

1. **Jan 25 Citizen Participation in US politics and the US party system**

Chapter 10: Political Participation

GLM, Ch. 11, Elections, Electoral Systems, and Referendums (pp.366-376)

Putnam, R. 1995. “Bowling Alone: America’s Declining Social Capital”

Federalist 10, 57, 78

<http://www.constitution.org/fed/federa10.htm>

<http://www.constitution.org/fed/federa57.htm>

<http://www.constitution.org/fed/federa78.htm>

1. **Jan 27+29+Feb 1 Citizens’ Rights and Liberties, Immigration, and How to Become a US Citizen**

Kollman, Chapter 4: Civil Rights and Liberties

What American citizenship makes possible?

<https://www.wsj.com/articles/what-american-citizenship-makes-possible-1469574353>

The meaning of US citizenship

<http://beta.latimes.com/nation/la-ed-citizenship-part-1-20141005-story.html>

How to become a US citizen?

https://www.uscis.gov/greencard/eligibility-categories

**Civil Society and Interest Groups in America**

Kollman, Chapter 11: Interest Groups and social movements

1. **Feb 3 Social Policy and quality of life in the US**

Chapter 16: Social Policy

Recommended documentary: Obama’s deal. 2010. (PBS documentary)

1. **Feb 5 Who affects public policy outcomes in America**

Gilens and Page, The Sad Truth About US Democracy

Kollman, Chapter 11: Interest Groups and social movements

1. **Feb 7 Who affects public policy outcomes in America**

Gilens and Page cont’d

Summary: https://www.youtube.com/watch?v=5tu32CCA\_Ig

Schudson, M. 1999. *The Good Citizen*

Watch in class: Teachout on the Daily Show: <http://www.cc.com/video-clips/43ceo3/the-daily-show-with-jon-stewart-exclusive---zephyr-teachout-extended-interview-pt--1> and

<http://www.cc.com/video-clips/x5l17d/the-daily-show-with-jon-stewart-exclusive---zephyr-teachout-extended-interview-pt--2>

Recommended documentary: Inside Job. 2010. Directed by Charles Ferguson.

1. **Feb 10** **Movie and Online Exercise and Discussion:** C-- Jack and the United States of Money

<https://www.youtube.com/watch?v=0ikwwuhFero>

What are 3 reasons that allow the lobbying industry to be so powerful?

What are 3 consequences of special interest lobbying in terms of public interest?

What are 3 mechanisms that lobbyists use to accomplish their goals?

More on Jack:

"Casino Jack" Abramoff breaks down how Government is Sold to the Highest Bidder <https://www.youtube.com/watch?v=3MSzDIneaJU>

In It To Win: The Jack Abramoff Story <https://www.youtube.com/watch?v=NmD8xLi4JvU&t=365s>

Recommended book: Democracy in America?: What Has Gone Wrong and What We Can Do About It Hardcover– November 17, 2017, by [Benjamin I. Page](https://www.amazon.com/Benjamin-I.-Page/e/B000APQDXS/ref=dp_byline_cont_book_1)  (Author), [Martin Gilens](https://www.amazon.com/Martin-Gilens/e/B001KD5GWI/ref=dp_byline_cont_book_2)  (Author)

1. **Feb 12 Movie and Online Exercise and Discussion:** C-- Jack and the United States of Money

Gilens and Page cont’d

# On the obscurity of earmarks (comic sketch) The Rhodesia Solution - Yes Minister \* <https://www.youtube.com/watch?v=pGJH_-S_MGs&ab_channel=damo2353>)

Democracy in the Europe – constitutional design, citizen participation, and socio-economic outcomes

1. **Feb 15 + 19 European electoral systems and citizen participation**

GLM, Ch. 11, Elections, Electoral Systems, and Referendums (pp.376-406)

1. **Feb 22 Traditional Party Ideologies and citizen representation**

GLM, Ch. 8, Party Families (pp. 238-75) and parts of Ch. 9, Cleavage Structures and Electoral Change (pp. 278-92)

Dalton, 2011. Chapter 8

1. **Feb 24 Traditional Party Ideologies and citizen representation**

GLM, Ch. 8, Party Families (pp. 238-75) and parts of Ch. 9, Cleavage Structures and Electoral Change (pp. 278-92)

Dalton, 2011. Chapter 8

1. **Feb 26 Online Exercise – new parties: resent and future: TBD**
2. **Mar 1 Party systems in flux and the new modes of citizen mobilization**

Inglehart, R. 2008. “Changing Values among Western Publics 1970-2006.” *West European Politics* 31: 130-46.

Apllebaum, A, 2018. “A warning from Europe: The worst is yet to come” (The Atlantic, October Issue) <https://www.theatlantic.com/magazine/archive/2018/10/poland-polarization/568324/>

Kallis, “Radical Right in Contemporary Europe”

<http://file.setav.org/Files/Pdf/20150102163845_the-radical-right-in-contemporary-europe-pdf.pdf>

From Pegida to Syriza: The rise of radical Europe

<https://www.youtube.com/watch?v=jtuj2QvdnVE>

Inside Brexit: How Britain lost Europe | FT Features

<https://www.youtube.com/watch?v=oqT1lneQ28Q>

**More on Radical Right and Greens:**

**Fringe parties and movements in Europe and their effect on the citizenship experience**

What is the present and future of smaller parties in Europe? What does this mean for democracy as a system, and also, for the welfare of citizens in European countries?

**EU election analysis: What does the rise of smaller parties mean? |DW News**

https://www.youtube.com/watch?v=mKPKYuQBD\_k&ab\_channel=DWNews

**Right-wing populists and the EU | DW Documentary**

<https://www.youtube.com/watch?v=uo0dFWOMaDM&ab_channel=DWDocumentary>

**The right in Hungary**

<https://www.youtube.com/watch?v=Yu7LvNb1atU&ab_channel=BBCNews>

**The radical right in Germany**

<https://www.youtube.com/watch?v=-pP3EcdC1VU&ab_channel=BBCNews>

Recommended: [Hetherington](https://www.amazon.com/Marc-Hetherington/e/B07JP3V5YL/ref=dp_byline_cont_ebooks_1), Marc, [Weiler](https://www.amazon.com/s/ref=dp_byline_sr_ebooks_2?ie=UTF8&text=Jonathan+Weiler&search-alias=digital-text&field-author=Jonathan+Weiler&sort=relevancerank), J.. 2018. *Prius Or Pickup? How the Answers to Four Simple Questions Explain America's Great Divide*. Houghton Mifflin Harcourt (select chapters).

1. **Mar 3+5+8 European Welfare Politics and socio-economic outcomes/Comparing US and European Citizens’ Welfare**

Esping-Anderson, G. 1990. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton UP, 9-34.

Crepaz and Steiner, 2011, Chapter 8.

Oprah: The happiest people: Denmark: <https://www.youtube.com/watch?v=eKa-3lbLeyA>

M. Moore: Workers’ power in Germany: <https://www.youtube.com/watch?v=3NqIoxo29FU>

CNBC: Why Finland and Denmark are happier than the US? <https://www.youtube.com/watch?v=6Pm0Mn0-jYU> (What does it take to be happy? The Nordic countries seem to have it all figured out. Finland and Denmark have consistently topped the United Nations’ most prestigious index, The World Happiness Report, in all six areas of life satisfaction: income, healthy life expectancy, social support, freedom, trust and generosity)

Esping-Anderson, G. 1990. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton UP, 9-34.

Lipset, S. M; G. Marks. 2000. Ch. 1 “The End of Exceptionalism?” *In It Didn’t Happen Here: Why Socialism Failed in the United States.*

The Best place to be a woman? https://www.youtube.com/watch?v=l7fyqpHKARg&ab\_channel=TheEconomist

Recommended:

Is Europe outperforming the US/ Wharton Business School Public Policy Brief, 2015 <http://knowledge.wharton.upenn.edu/article/is-europe-outperforming-the-united-states/>

Esping-Andersen, “Why we need a new welfare state?”

[Hetherington](https://www.amazon.com/Marc-Hetherington/e/B07JP3V5YL/ref=dp_byline_cont_ebooks_1), Marc, [Weiler](https://www.amazon.com/s/ref=dp_byline_sr_ebooks_2?ie=UTF8&text=Jonathan+Weiler&search-alias=digital-text&field-author=Jonathan+Weiler&sort=relevancerank), J.. 2018. *Prius Or Pickup? How the Answers to Four Simple Questions Explain America's Great Divide*. Houghton Mifflin Harcourt (select chapters).

1. **Mar 10 Comparing Healthcare systems** - Movie Showing and discussion: Sick around the world

Think of how these systems compare in terms of:

1. Quality

2. Affordability

3. Sustainability

Why do you think politicians in some countries (e.g. US) might be more concerned to not alienate the interests of doctors or healthcare businesses (like hospitals, insurance companies, or pharmaceuticals) while politicians in other countries are more afraid of making healthcare less affordable for their citizens?

Which of the systems presented did you like and why?

1. **Mar 12 Midterm**

**How the EU has changed democracy in Europe? The rise of supranational politics and citizen empowerment and disempowerment**

1. **Mar 15 EU Origins**

Phinnemore, D. 2010. “The European Union: Establishment and Development.” In *European Union Politics*, 3rd ed., eds. M. Cini & N. Perez-Solorzano Borragan. New York: Oxford UP, 32-47.

Online lecture by Gary Marks and Liesbet Hooghe: https://www.youtube.com/watch?v=IuOPEKm8MXk&ab\_channel=UNCEurope

1. **Mar 17+19 EU Origins II**

Phinnemore cont’d

1. **Mar 22-24-26 EU Institutions and the role of the citizens**

McCormick, J. 2008. Ch. 1, “What is the European Union?” *Understanding the European Union*. 4th ed. New York: Palgrave, 1-22.

McCormick, J. 2008. Ch. 4. “The European Institutions.” In *Understanding the European Union*. 4rd ed. New York: Palgrave, 69-93.

1. **Mar 29+31+Apr 2 Spreading the democratic experience: EU Enlargement and citizen rights in an (ever) growing Union**

Barnes, I. & P. Barnes. 2010. “Enlargement.” In European Union Politics, 3rd ed., eds. M. Cini & N. Perez-Solorzano Borragan. New York: Oxford UP, 418-435.

Moravcsik, A.; M. Vachudova. 2003. “National Interests, State Power, and EU Enlargement,” East European Politics and Society 17: 42-57.

**The Democratic Deficit….or Simply a Big-Time Image Problem?**

Dobson , L. &amp; A. Weale. 2003. “Governance and Legitimacy.” In E. Bomberg &amp; A. Stubb, eds. The European Union: How Does it Work? New York: Oxford UP, 156-73.

Moravcsik, A. 2002. “In Defense of the Democratic Deficit: Reassessing Legitimacy in the European

Union,’ JCMS, 40(4): 603-24.

Hix, S. 2008. What’s Wrong with the European Union and How to Fix It? Polity Press: Malden, MA, 1-27.

**Multilevel governance, the rise of the regions, and European Identity**

Robyn, Richard, 2005. “Introduction: National versus Supranational Identity in Europe,” In *The Changing Face of European Identity*, Routledge: Available online at: <https://books.google.com/books?hl=en&lr=&id=wGp_AgAAQBAJ&oi=fnd&pg=PP1&dq=supranational+identity&ots=zDI6E4CpaZ&sig=cVx1cPFWYkaIWdRdkhjiRI1U8XA#v=onepage&q=supranational%20identity&f=false>

1. **Apr 5 TBD/Final paper and debate guidelines**
2. **Apr 7 Presentations**
3. **Apr 9 Presentations**
4. **Apr 12 Presentations**
5. **Apr 14+16 The Politics of Immigration in Europe**

Dragostinova, Theodora, 2016. “Refugees or Immigrants: The Migration Crisis in Europe in historical perspective”

<http://origins.osu.edu/article/refugees-or-immigrants-migration-crisis-europe-historical-perspective>

Brexit, the most pointless, masochistic ambition in our country'shistory, is done | Brexit | The Guardian

<https://www.theguardian.com/politics/2020/feb/01/brexit-pointless-masochistic-ambition-history-done>

Mandatory:

The Political costs of immigration: <https://www.youtube.com/watch?v=ZQGe0Ys-b4U>

The political response to immigration: <https://www.youtube.com/watch?v=YnYzcl4QRgY>

Does Europe Actually Need More Immigrants?

<https://www.youtube.com/watch?v=t2XqCqxFFt0&ab_channel=TLDRNews>

Refugee crisis: <https://www.youtube.com/watch?v=U0CK5ppTAgU>

Germany’s refugees and the economic boost: <https://www.independent.co.uk/news/world/europe/germany-refugee-intake-boost-economy-ageing-population-unemployment-a8901161.html?fbclid=IwAR2ugIqaWRjTY09Bmq6zuBInsGmdriMJONDm16k4qTZzgUu0o87CzIUK3gk>

Crisis in Europe: <https://www.youtube.com/watch?v=s-pjqh2UIsE>

Recommendations on Brexit:

Why Brexit happened -- and what to do next | Alexander Betts <https://www.youtube.com/watch?v=dcwuBo4PvE0>

Au revoir Europe? | Head to Head Brexit debate: <https://www.youtube.com/watch?v=z52GwR3Q3uo>

Are you proud to be German? <https://www.youtube.com/watch?v=8erR5aYGa-A>

Europe’s most fortified border is in Africa: https://www.youtube.com/watch?v=LY\_Yiu2U2Ts

Why is the UK in the EU (funny) - <https://www.youtube.com/watch?v=ZVYqB0uTKlE&ab_channel=Andr%C3%A9Cunha>

Brexit effects:

<https://www.youtube.com/watch?v=uHM4tLLCafs&ab_channel=AlJazeeraEnglish>

https://www.youtube.com/watch?v=BZGfDNLDzDI&ab\_channel=DWNews

1. **Apr 19+21+23 Civil Society and the role of the EU in empowering citizen’s in oversight of public policy**

Boerzel and Buzogany (2010). Governing EU accession in transition countries: The role of non-state actors. Acta Politica Volume 45, Issue 1-2

**European Economic and Monetary Integration and its effect on citizen welfare in the European core and the periphery**

Verdun, A. 2010. ”In *European Union Politics*, 3rd ed., eds. M. Cini & N. Perez-Solorzano Borragan. New York: Oxford UP, 324-39.

Recommended documentary: Debtocracy. 2011.

1. **Apr 26 Oxford style Debate**: The effects of the globalizing world on citizenship in the US and Europe
2. **Apr 28 – Review. Take home essay component of final exam DUE!**

**Final Exam – May 2, 7:30pm-10pm**

***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 up to 3 days after they are due. 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.