**Special Topics: Introduction to Qualitative Methods**

**PSCI 4028, Fall 2020**

**University of Colorado, Boulder**

**Schedule:** MWF 10:20-11:10am; Online

**Professor**: Svet Derderyan

**Office Hours**: Fri 2:40-3:40, or by appointment (FT, Zoom)

**Office**: Ketchum 232

**E-mail**: svde3789@colorado.edu

# **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.

1. Research topic. By Oct 2, 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.
2. Research design justification and literature review. By Oct 23, you must submit in a 6-page (double-sided, 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? Why should I find your case selection and research methodology compelling?*

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

1. 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 4-6 minutes (including Q&A), with Powerpoint available. The presentation will account for 10% of your grade.

Sign-up sheet: <https://docs.google.com/spreadsheets/d/1-udtMBmww5WSAlPgSs6rV6uoqHlAJsyhPUggKdbuDIc/edit#gid=0>

1. 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 7th. The paper will account for 10% of grade.
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.

1. 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.

1. 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.
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

# **Class Schedule and Assignments**

***Introduction to Social Science Research and Research Questions***

**Aug 24** Introduction

**Aug 26** 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), 630-659. (Canvas) Online version can be found at: <https://pdfs.semanticscholar.org/0bde/853ad0ffd1cd2b06f6249aa3a3437a7a0e96.pdf?_ga=2.148846775.1812382562.1597203669-538799382.1597203669>

**Aug 28** 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 31** Concept Formation: Theory

SSR Chapter 5: Building Effective Concepts

**Sept 2+4+9** 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)

**Sept 11** In class discussion and 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 Univeristy Press, 2013), pp. 3-22 here:* [*https://www.cambridge.org/core/books/brokers-voters-and-clientelism/2346382B38862E36C09042C779EA1510*](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*](https://www.jstor.org/stable/10.7591/j.ctt1287f18)

Online 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 14** 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 16** Literature Review

SSR Chapter 4: Conducting the Literature Review

**Sept 18** **+ 21** 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)

Online exercise: How do Glaser and Saks position their argument in the corruption literature? What do they do right/wrong?

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 23 + 25 + 28** 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 30 + Oct 2** 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/siso.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.

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 5** Method Selection

SSR Chapter 7: Method Selection

**Oct 7** 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 9** Using Mixed Methods - how causal stories complement statistical findings

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

**Oct 12** Midterm

**Oct 14+16** Case Selection and Comparative Cases

SSR Chapter 9: Case Selection

SSR Chapter 14: Comparative Case Method

**Oct 19 + 21** + 23 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

Online Exercise: “Learning by Doing” Practicum Part 2: Research Design

Re-post your specific 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 today!**

**Oct 26 Finding and Using Original Sources: Guest Lecturer/Reference Librarian Presentation**

**Oct 28+30+2 (TBA) +4** 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](https://www.peterlang.com/view/product/61591?rskey=a1JknA&result=1), edited by [Finn Laursen](http://www.finnlaursen.com/). 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 6** 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 Sience: 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.

**Nov 9** 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 11** 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 13** Presentations (Presenter and Discussant)

**Nov 16** Online 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?

**Nov 18** Presentations (Presenter and Discussant)

**Nov 20** Presentations (Presenter and Discussant)

**Nov 23** Presentations (Presenter and Discussant)

**Nov 25** Presentations (Presenter and Discussant)

**Nov 30** 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 2 + 4** 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 Exam: Wed Dec 9, 1:30-4pm

**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 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.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming on to campus each day, all students are required to complete a [Daily Health Form](https://www.colorado.edu/protect-our-herd/daily-health-form).

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 and complete the [Health Questionnaire and Illness Reporting Form](https://www.colorado.edu/protect-our-herd/daily-health-form) remotely.

 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.