

# MODERN POLITICAL IDEOLOGIES: SURVEY OF WESTERN POLITICAL THOUGHT COURSE SYLLABUS

PSCI 2004: SPRING 2018

HUMANITIES 150: TTH 12:30-1:20PM

## PROFESSOR

NAME: Michaele Ferguson

OFFICE: Ketchum 137

COFFEE HOURS: Tuesdays and Thursdays, 1:30-2:30pm – starting at the Laughing Goat, but location may change.

OFFICE HOURS: Wednesdays, 1-2pm and 3-4pm, and by appointment. Office hours may be booked online at <https://professorferguson.youcanbook.me>.

CONTACT: Email me at [michaele.ferguson@colorado.edu](mailto:michaele.ferguson@colorado.edu), or send me a message on Slack.

## CLASS DESCRIPTION

*“The first step to the understanding of men (sic) is the bringing to consciousness of the model or models that dominate and penetrate their thought and action. Like all attempts to make men (sic) aware of the categories in which they think, it is a difficult and sometimes painful activity, likely to produce deeply disquieting results. The second task is to analyse the model itself, and this commits the analyst to accepting or modifying or rejecting it, and, in the last case, to providing a more adequate one in its stead.” – Isaiah Berlin*

Political ideologies are like different pairs of glasses: each one helps us to see and focus on certain features of our world. Yet each one can also filter out many details that another highlights, or make some features difficult or impossible for us to see. They both help us to see the world in a particular way, and they work to ensure that we only see the world in this way. Political ideologies, then, are political not just in content, but also by virtue of what they do: they exercise power over us.

In this class, we survey Western political thought by critically examining a wide range of modern political ideologies – from classical liberalism to contemporary anti-globalization. Our aims are threefold: (1) to become more aware of our own ideological worldviews, (2) to come to understand why alternative ideologies are attractive to their adherents, and (3) to develop the capacity for critical thinking about our own and others’ ideologies.

## COURSE OBJECTIVES

The following learning objectives are in an increasing order of importance. That is, the second one is more important than the first one, and so on. At the end of the semester, you should:

- KNOW the texts we have read and the kinds of arguments you have encountered during the course.
- UNDERSTAND what political theory is and have at least a general comprehension of major concepts and ideas in political theory.
- ANALYZE other similar texts and political arguments.
- APPLY these ideas in your own arguments, and express those arguments verbally, in writing, and using other “new” media. You should be able to articulate your own ideological views clearly.
- SOLVE problems, both intellectual and social, using the skills and knowledge you’ve acquired in this course in conjunction with other skills and knowledge you might have from elsewhere. This includes being able to hold civil yet critical discussions about political ideas, and being able to collaborate with others.
- JUDGE accurately your own strengths and weaknesses when it comes to learning, and ADAPT your approaches to learning.

Notice that the last point is not about political theory, or even political science. It has a lot to do with succeeding in college, and — you might not know this yet — it has everything to do about succeeding in life, whatever you end up doing.

## REQUIRED TEXTS

Most of the readings for this course are from Nancy Love, ed., *Dogmas and Dreams: A Reader in Modern Political Ideologies*, Fourth Edition, available for purchase at the CU Bookstore and elsewhere. *It is essential that you use this edition of the book; if you are concerned about the cost of the book, you can find it at Norlin Library and it is available for rent.* Readings from *Dogmas and Dreams* are marked (DD). Two other books are required: Mark Bray, *Antifa: The Anti-fascist Handbook*; and Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*. All other readings are available online on the course Canvas site.

## COURSE SCHEDULE

This course schedule is preliminary and subject to change. If there are any changes to the schedule, I will communicate these to you in lecture and by posting an updated schedule into our course Slack teams. If you are ever in doubt about the schedule, please ask.

### I. INTRODUCTION

TUESDAY, JANUARY 16 - INTRODUCTION TO THE STUDY OF IDEOLOGY

**READ:** Take the Pew Research Center Political Typology Quiz **by noon on Jan. 30**  
Read about the political typology on the Pew Website

## II. LIBERALISM

THURSDAY, JANUARY 18 – CLASSIC LIBERALISM

**READ:** John Locke, *Treatise of Civil Government* (DD)

**QUIZ:** Online on Canvas, **by noon**

TUESDAY, JANUARY 23 – FREE MARKET LIBERALISM (A.K.A. ECONOMIC CONSERVATISM)

**READ:** Adam Smith, *The Wealth of Nations* (DD)

James Madison, Alexander Hamilton, and John Jay, *The Federalist Papers*, nos. 10 and 51 (DD)

**QUIZ:** Online on Canvas, **by noon**

THURSDAY, JANUARY 25 – UTILITARIAN LIBERALISM

**READ:** John Stuart Mill, *On Liberty* (DD)

**QUIZ:** Online on Canvas, **by noon**

FRIDAY, JANUARY 26

**DUE by 5pm:** My Political Ideology Essay (submit to GradeCraft)

TUESDAY, JANUARY 30 – WELFARE STATE LIBERALISM

**READ:** Thomas Hill Green, “Lecture on Liberal Legislation and Freedom of Contract” (DD)

Franklin D. Roosevelt, “The Continuing Struggle for Liberalism” (DD)

**QUIZ:** Online on Canvas, **by noon**

THURSDAY, FEBRUARY 1 – NEOLIBERALISM

**READ:** Milton Friedman, *Capitalism and Freedom* (DD)

**QUIZ:** Online on Canvas, **by noon**

FRIDAY, FEBRUARY 2

**POST:** First Slack Post due **by 5pm** to qualify to submit Slack Portfolio

TUESDAY, FEBRUARY 6 – LIBERALISM, CONCLUDED

**No Additional Reading**

**IN-CLASS BOSS BATTLE #1**

## III. CONSERVATISM

THURSDAY, FEBRUARY 8 – NON-IDEATIONAL CONSERVATISM

**READ:** Michael Oakeshott, “On Being Conservative” (DD)

**QUIZ:** Online on Canvas, **by noon**

FRIDAY, FEBRUARY 9

**DUE by 5pm:** Conventional Academic Essay #1 (submit to GradeCraft)

## TUESDAY, FEBRUARY 13 – SOCIAL CONSERVATISM

**READ:** Edmund Burke, *Reflections on the Revolution in France* (DD)

**QUIZ:** Online on Canvas, **by noon**

## THURSDAY, FEBRUARY 15 – NEOCONSERVATISM

**READ:** Allan Bloom, “The Democratization of the University” (DD)

Irving Kristol, “The Neoconservative Persuasion: *What it was, and what it is*” (DD)

**QUIZ:** Online on Canvas, **by noon**

## IV. SOCIALISM

### TUESDAY, FEBRUARY 20 – UTOPIAN SOCIALISM

**READ:** Charles Fourier, “Utopian Socialism” (DD)

**QUIZ:** Online on Canvas, **by noon**

**DUE by 5pm:** Group Project Proposal (submit to GradeCraft)

### THURSDAY, FEBRUARY 22 – MARXISM I

**READ:** Karl Marx, “Estranged Labor” (DD)

**QUIZ:** Online on Canvas, **by noon**

### FRIDAY, FEBRUARY 23

**DUE: Kapital Commitment by 5pm** (on GradeCraft)

### TUESDAY, FEBRUARY 27 – MARXISM II

**READ:** Karl Marx and Friedrich Engels, *The Communist Manifesto* (DD)

**QUIZ:** Online on Canvas, **by noon**

### THURSDAY, MARCH 1 – REVOLUTIONARY COMMUNISM

**READ:** V.I. Lenin, *State and Revolution* (DD)

**QUIZ:** Online on Canvas, **by noon**

### TUESDAY, MARCH 6 – DEMOCRATIC SOCIALISM

**READ:** Norberto Bobbio, “Democracy as It Relates to Socialism” (DD)

Tom Hayden and Dick Flacks, “The Port Huron Statement at 40” (DD)

**QUIZ:** Online on Canvas, **by noon**

### THURSDAY, MARCH 8 – SOCIALISM CONCLUDED

**No Additional Reading**

**IN-CLASS BOSS BATTLE #2**

## V. ANARCHISM

### TUESDAY, MARCH 13 – INDIVIDUALIST ANARCHISM

**READ:** Emma Goldman, “Anarchism: What It Really Stands For” (DD)  
Henry David Thoreau, “Essay on Civil Disobedience” (DD)

**QUIZ:** Online on Canvas, **by noon**

### THURSDAY, MARCH 15 – SOCIALIST ANARCHISM

**READ:** Petyr Kropotkin, *Mutual Aid* (DD)  
Mikhail Bakunin, “Scientific Anarchism” (DD)

**QUIZ:** Online on Canvas, **by noon**

## VI. FASCISM

### TUESDAY, MARCH 20 – ITALIAN NATIONALISM

**READ:** Joseph Mazzini, *The Duties of Man* (DD)

**QUIZ:** Online on Canvas, **by noon**

### THURSDAY, MARCH 22 – ITALIAN FASCISM

**READ:** Benito Mussolini, *Fascism: Doctrine and Institutions* (DD)

**QUIZ:** Online on Canvas, **by noon**

### TUESDAY, MARCH 27 – NO CLASS – SPRING BREAK

### THURSDAY, MARCH 29 – NO CLASS – SPRING BREAK

### TUESDAY, APRIL 3 – NATIONAL SOCIALISM

**READ:** Adolf Hitler, *Mein Kampf* (DD)

**QUIZ:** Online on Canvas, **by noon**

**DUE by 5pm:** Group Project Progress Update (submit to GradeCraft)

## VII. WHITE NATIONALISM & THE ALT-RIGHT

### THURSDAY, APRIL 5

**READ:** Samuel P. Huntington, *The Clash of Civilizations?* (DD)

**QUIZ:** Online on Canvas, **by noon**

### TUESDAY, APRIL 10

**READ:** Richard Spencer, “Interview with Europe Maxima”  
Southern Poverty Law Center, websites on Alt-Right and White Nationalism

**QUIZ:** Online on Canvas, **by noon**

THURSDAY, APRIL 12 – WHITE NATIONALISM & THE ALT-RIGHT CONCLUDED

**No Additional Reading**

**IN-CLASS BOSS BATTLE #3**

## VIII. ANTIFASCISM

TUESDAY, APRIL 17

**READ:** Mark Bray, *Antifa: The Anti-fascist Handbook*, Introduction and Chapter Three

**QUIZ:** Online on Canvas, **by noon**

THURSDAY, APRIL 19

**READ:** Mark Bray, *Antifa: The Anti-fascist Handbook*, Chapters Four and Five

**QUIZ:** Online on Canvas, **by noon**

## IX. FEMINISM

TUESDAY, APRIL 24 – LIBERAL FEMINISM

**READ:** Elizabeth Diggs, “What is the Women’s Movement?”

Betty Friedan, “Our Revolution is Unique” (DD)

**QUIZ:** Online on Canvas, **by noon**

**DUE by 5pm:** Conventional Academic Essay #2 (submit to GradeCraft)

THURSDAY, APRIL 26 – RADICAL, SOCIALIST, AND ANTI-RACIST FEMINISMS

**READ:** Shulamith Firestone, “The Dialectic of Sex”

Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference” (DD)

**QUIZ:** Online on Canvas, **by noon**

## X. ANTI-RACISM

TUESDAY, MAY 1 – BLACK LIVES MATTER

**READ:** Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*, Introduction and Chapter 6

**QUIZ:** Online on Canvas, **by noon**

**DUE by 5pm:** Group Final Projects (submit to GradeCraft)

THURSDAY, MAY 3 – BLACK LIBERATION

**READ:** Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*, Chapter 7

**QUIZ:** Online on Canvas, **by noon**

FRIDAY, MAY 4

**DUE by 5pm:** Final Slack Posts

SUNDAY, MAY 6

**IN-CLASS BOSS BATTLE #4, beginning at 4:30pm**

**DUE by 9pm:** Slack Portfolio (submit to GradeCraft)

**DUE by 9pm:** Reflective Essay (submit to GradeCraft)

## ASSIGNMENT STRUCTURE AND GRADING

The assignment structure may at first look complicated. But we'll make sure you understand it. And GradeCraft will explain the assignments in much greater detail.

## THE THREE PRINCIPLES OF GAMEFUL LEARNING

### 1. The Principle Of Leveling Up

Everyone begins with zero points. Everything you successfully try earns you points. As you earn points, you will “level up”; the higher you go, the higher the grade you can earn. You cannot “lose” points with any assignment because you haven’t earned anything until you tried it. This leads to...

### 2. The Principle Of Safe Failures

We want you try new challenges, whether you are confident about your abilities or not. Because everything earns you points, even an assignment that doesn’t go so well will earn you something. And if you totally bomb something, you can try something else. This is because we also have...

### 3. The Principle Of Multiple Paths And Optionality

Good video games let you play the game in your own way. Here, too. You should try to figure out what you want to try and when you want to try it. You should not try to do everything.

## Common Assignments

Everyone is expected to complete the majority of the common assignments. Although your final course grade is determined by the total points accumulated, you do have to meet the minimum in each category, as specified below, to pass the course.

### **INTRODUCTORY ASSIGNMENTS – 600 POINTS POSSIBLE; 500 MINIMUM**

Two required assignments at the beginning of the semester are designed to help us get to know the class a little. First is a **Political Typology Quiz** (no studying required!) designed by the Pew Research Center – follow the link from GradeCraft, This quiz must be taken by **noon on Tuesday, January 23<sup>rd</sup>**. Once you have taken the quiz, mark it as completed on GradeCraft to earn 100 points.

The second introductory assignment is a **My Political Ideology Essay** explaining your political ideology, due **by 5pm on Friday, January 26** to GradeCraft, worth up to 500 points. See the assignment handout on GradeCraft for more details.

### **READINGS – 7800 POINTS POSSIBLE; 3000 MINIMUM**

There are readings before almost every lecture. An online quiz (administered on Canvas), **due by noon before each lecture**, will encourage you to complete the readings, Quizzes are open-book and open-notes. Collaboration with others during or after taking each quiz is not allowed, and will be considered a violation of academic integrity. Each quiz is worth 300 points; there are 26 quizzes in all.

### **LECTURES – 8700 POINTS POSSIBLE; 3000 MINIMUM**

Attending and participating in the lectures – where we will be doing a lot of stuff, not just listening passively – is important. Attendance for each lecture is worth 300 points; there are 29 lectures in all (*including days when there is a Boss Battle in class!*).

### **DISCUSSIONS – 12000 POINTS POSSIBLE; 4500 MINIMUM**

Your discussion sections (also known as recitations – but you won't be reciting anything there!) are where you really learn. Attending them regularly is important. You can earn up to 800 points per discussion section; there are 15 discussions in all. Students with a Monday discussion section will be given alternatives to make up for the points missed in Week 1 due to MLK Day.

### **CONCLUDING ASSIGNMENT – 1000 POINTS POSSIBLE; 0 MINIMUM**

The final common writing assignment is a 3-4 page essay reflecting on how your thinking has been impacted by the readings and the course, due to GradeCraft by **9pm on Sunday, May 6**, worth up to 1000 points. See the assignment handout on GradeCraft for more details.

## Optional Assignments

There are four types of assignments which we expect you to explore. You can't complete all of them; you will choose which **two types** you'll want to focus on. **And you will get to decide how you want to multiply the points of those assignments!**

### **POLITICAL THEORY IN CONVERSATION – 4000 POINTS POSSIBLE**

The course will use a social media tool called Slack where students can post and comment on the course materials their relationship to events in the real world. Students can initiate discussion topics with as many as 8 longer posts, for up to 250 points each. You can earn points as well by commenting on posts, with as many as 20 comments earning up to 50 points each. If you want to maximize your points, submit a reflective portfolio for another possible 1000 points, due **by 9pm, Sunday, May 6**. See the assignment handout on GradeCraft for more details.

### **BOSS BATTLES – 4000 POINTS POSSIBLE**

In videogames, a gameplay level often ends with a tough challenge that makes you use all the skills and tools you acquired during that level. We sort of emulate it in this course: the course is grouped into sets of themes that culminate in a short but challenging mini-test that evaluates how well you paid attention and understood the material during the previous weeks. Boss Battle 1 is worth 500 points; Boss Battles 2 and 4 are worth 1000 points; Boss Battle 3 is worth 1500 points.

### **CONVENTIONAL ACADEMIC ESSAYS – 4000 POINTS POSSIBLE**

You may write two conventional academic essays in this course, The first (approximately 500 words) will be worth 1000 points. The second (approximately 1250 words) will be worth 3000 points.

### **GROUP PROJECT – 4000 POINTS POSSIBLE**

If you are a creative problem solver and want to work with 2-4 of your peers, you may propose a semester-long project on a course-related topic. NOTE: only groups whose proposals are approved will be allowed to pursue this option. The proposal is worth 1000 points; the progress report another 1000 points; and the delivered final project is worth 2000 points.

## Das Kapital

You have **6 point multipliers** (otherwise known as Kapital), which you can “invest” in your grade by distributing them between **two** of the Optional Assignment types. This means that you can earn a **total of 24,000 points** for the optional assignments.

You will have to make your decision about what to focus on **by 5pm on Friday, February 23**. Make your selections on GradeCraft in the Grade Predictor. Students who do not make a selection by the deadline will be assigned by default to Boss Battles and Conventional Academic Essays (with 3 Kapital multipliers each).

Invest wisely!

## Notetakers

There is one last way that you can earn points – which is serving as a class notetaker. Only **one student per discussion section** will be given this opportunity. To earn the 4000 points, notetakers must post notes for all discussion sections and for at least 20 lectures within 24 hours of class to Slack. See GradeCraft for details. Nominate yourself by sending a message to the professor on Slack by the end of the first week of class. Send a sample of your notes from one of the first lectures.

## Power-ups

We want you to take risks. And sometimes that means things don't go as well as you might want. Power-ups will give you some second chances. See GradeCraft for details.

## Summary of Grading

You can earn up to 58,100 points in this class, but you are not expected or even encouraged to earn that many points. Here's how your points will translate into letter grades at the end of the semester:

A	– earn at least 44,000 points
A-	– earn at least 40,000 points
B+	– earn at least 35,000 points
B	– earn at least 30,000 points
B-	– earn at least 25,000 points
C+	– earn at least 17,000 points
C	– earn at least 14,000 points
C-	– earn at least 11,000 points
D+	– earn at least 9,000 points
D	– earn at least 7,000 points
D-	– earn at least 4,000 points
F	– earn less than 4,000 points
	OR fail to meet minimum points for common assignments

## COURSE TECHNOLOGY

In this class, we will be using three different kinds of classroom technology. The TAs and I will walk through these in class, but if you have ANY questions about how to use these, or if you are concerned about the accessibility of any of these technologies, please talk to us.

This course uses GradeCraft and Slack, which either are not currently accessible to users using assistive technology or have not yet been reviewed fully for accessibility. If you use assistive technology to access the course material please contact me and Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) as soon as possible to discuss other effective means for providing equal alternate access.

## **CANVAS**

The default CU Boulder “learning management system” we are using is Canvas. We will be using Canvas primarily to distribute class-related documents at the beginning of the semester AND to administer the Reading Quizzes. Once we have established our Slack team (see below), additional class-related documents will be distributed through that application instead. Canvas is also your portal for accessing GradeCraft.

## **GRADEGRAFT**

The “learning management system” that we will be using most in this class is GradeCraft. You can access GradeCraft through the link on our course Canvas site. In GradeCraft, you will be able to see all of the course assignments. GradeCraft will keep track of the points you earn throughout the semester, and alert you when you receive power-ups. You can use the Grade Predictor in GradeCraft to map out how you will earn the points you need to earn the grade you would like to get in this course, and ultimately to select where you would like to invest your Kapital.

## **SLACK**

We will be using a communication application called Slack (which is available for free and across platforms) as the main way that we communicate with one another outside of class. This will be where course announcements are made, as well as where the Political Theory in Conversation assignment takes place.

Check out the handout “Using Slack” on Canvas and in our Slack teams for more guidelines, or poke around online to learn how to make the most of Slack.

## **COURSE POLICIES**

### **Political Disagreements**

This course is about politics. And contemporary culture is, to put it mildly, pretty polarized about politics. We will not all agree in this course, either. The purpose of this course is **not** to influence your political beliefs one way or the other, and nobody is expected to share their beliefs in lecture or discussion section. But nobody is forced to hide theirs, either. The following are the rules about how we talk about anything in this course:

- Everyone is entitled to respect, regardless of their identity or views. You don’t have to respect someone’s views, but you have to respect their right to hold those views.
- If you want to express political views, be prepared to argue for them.
- If someone argues for their views, engage them reasonably: try to understand why they believe the way they do; do not interrupt, belittle, disrespect, or dismiss other views.

The University of Colorado Classroom Behavior Policy compliments these classroom expectations: Students and faculty each have responsibility for maintaining an appropriate learning environment. 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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [class behavior](#) and [the student code](#).

## Technology in the Classroom

Portable technology is welcome in both lecture and discussion. You are not required to use any, but you are welcome to do so – with sound and ringers turned off, of course.

With this freedom comes the responsibility to behave in a professional way with your technology. Tech use unrelated to class is disruptive, distracting — to you, your peers, and your instructors — and, in short, assholeish. Please don't be an asshole. If you are, **you will lose 1,000 points for each instance**.

## Late Assignments

Because you have so many choices in this course, if you know you will not have time to complete an assignment, we recommend you give up and do something else. However, our policy is as follows:

- Any work submitted late will have its points reduced by ten percent of the original points for every six hours of lateness.
- No work that is submitted more than forty-eight hours after the due date will be accepted.

Assignments may be accepted late for full credit in two cases: in the event of extraordinary circumstances and with prior approval by the professor, OR in the event of documented personal, family, or medical emergencies.

One such extraordinary circumstance is a conflict due to religious observances. [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. In this class, you must notify me of any such conflicts *by the end of the second week of classes* so we can work out alternatives. It is very easy for me to find ways in advance to assign roles that do not conflict with religious observances – but only if I know about this in advance!

*NOTE: extensions will not be permitted on the submission of final assignments (e.g. those due after the last lecture), except in the case of documented personal, family, or medical emergencies.*

## Coffee Hour

After every lecture, I will head to a nearby coffeeshop for Coffee Hour: an hour of open discussion with anyone who wants to drop by. I'll start out by going to the Laughing Goat in Norlin (but if that location doesn't work out, I'll announce a change). Come join me to introduce yourself, to ask questions about the lectures and course material, to talk about political theory and politics, to talk about assignments – in short anything related to political theory and to the course! Attending regularly can only help you, and engaged participation in Coffee Hour may earn you Power-ups.

## Office Hours

Please take advantage of the instructors' office hours. We get paid, whether you show up or not, but we enjoy getting to know you personally, and office hours help you, both on your particular assignments in this course and down the line. Your TA will specify his or her office hour practices on your section syllabus. Engaged participation in Office Hours with the Professor or the TA may earn you Power-ups.

## Grade Appeals

If you think you have been graded unfairly on any given assignment or component, you will need to do the following:

- Wait 24 hours after receiving the grade before approaching the TA.
- Provide an explanation in writing for why the grade you received was unfair.
- If you are unsatisfied with your TA's response, you may write an appeal to the professor. This appeal must include your original explanation to the TA and a written explanation for why it is unfair.

Grade appeals must be submitted no more than 14 days after receipt of the grade. Be advised that in all cases of grade appeals, the professor reserves the right to raise, maintain, or lower the grade upon review.

Students dissatisfied with the result of an appeal to the professor may appeal to the Director of Undergraduate Studies in the Department of Political Science, in accordance with the Department's grade appeals policy.

## Accommodations

I am committed to providing everyone the support and services needed to participate in this course. If you qualify for accommodations because of a disability, please submit a letter from Disability Services to me **as early as possible and no later than the drop/add deadline** so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

## Discrimination and Harassment

CU-Boulder is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. The [full policy on discrimination and harassment](#) has more information.

## Academic Integrity

Engaging in academic work is a tricky business. On the one hand, it is important that individuals do the work that is assigned to them, even if it means reinventing the wheel. On the other hand, all scholars stand on the shoulders of others — in other words, all meaningful academic work is collaborative in one way or another — so it is sometimes hard to draw the line.

There is another reason why citations are so prevalent in academic writing. For all their bloviating, academics are a modest bunch, and when they write, “Pat Frye says this,” they think it’s possible they’ve gotten Pat’s idea all wrong. So they want to give their readers a chance to get it out for themselves.

Putting this simply, the idea of citations in academic work is to give credit where credit is due, and allow the reader to check things out and pursue things further.

That’s why us academics take the practices of proper citation extremely seriously. We are sure you will have lots of questions about the specifics of citation, and you may even get things wrong sometimes. We all do. But if it’s determined you have engaged in any form of academic misconduct, you will fail this course. So that we’re clear on this, for the purposes of this class, plagiarism will mean submitting a piece of work which in part or in whole is not entirely the student’s own work without attributing those same portions to their correct source. See the handout “How and What to Cite” for guidance on citing sources in this course.\*

Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations is considered cheating. Students are responsible not only to abstain from cheating, but also to avoid making it possible for others to cheat.

All work that you submit for this course may be submitted only to this course and should be based upon work and thought undertaken only for this course. Written assignments will be submitted to turnitin.com to evaluate them for plagiarism. All incidents of academic misconduct will lead to an automatic academic sanction in the course (up to and including failing the course).

Meeting the learning objectives in this course requires that you apply your current knowledge and skills to the questions and assignments and, through them, improve that knowledge and those skills. Shortcuts won’t get you there, however appealing they might seem. Because of this, the use of commercial study guides such as Cliff Notes, Sparknotes.com, and other similar resources outside this course counts as academic misconduct. (They also won’t do you any good in this course.)

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\* While we are at it, I am very grateful to Professor Mika LaVaque-Manty of the University of Michigan for his permission to use many of his ideas and language in this course design and this syllabus. Syllabi are usually collaborative efforts, too, although academics usually do not acknowledge their debts to others in them.