

PSCI 4302: POLITICS OF THE EUROPEAN UNION

Spring 2022

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Class Meeting: MWF 11:15 – 12:05
Classroom: HUMN 1B80

Office Hours: TH 12:30 – 16:30
KTCH 114F, or via Zoom by request
Book extra appointments at
<https://profpavel.youcanbook.me/>

Europe's transformation from war and poverty to peace and prosperity over the course of the 20th century stands as one of the most remarkable political developments since the advent of the nation-state. Yet this process has produced an institution architecture, the European Union (EU), which is massively complex and confronts challenges of policy effectiveness and democratic legitimacy, as exemplified by the Eurozone crisis, Brexit, and other issues. How can we explain the development, focus, functioning and future of the European integration process? This course focuses on these central questions by examining EU politics.

After taking this course, students will: (1) have basic familiarity with the EU, its history, institutions, policies and politics; (2) be more familiar with world affairs and be able to follow current events more knowledgeably and skillfully; and (3) have practiced the analytical, organizational and communication skills necessary for future academic and professional success.

REQUIRED TEXTS

You will need to purchase the following three publications for this course:

- Kirchick, James. 2017. *The End of Europe: Dictators, Demagogues, and the Coming Dark Age*. 1st edition. New Haven: Yale University Press.
- Olsen, Jonathan. 2020. *The European Union: Politics and Policies*. 7th edition. New York, NY: Routledge.
- Verhofstadt, Guy. 2017. *Europe's Last Chance: Why the European States Must Form a More Perfect Union*. Illustrated edition. New York: Basic Books.

Readings from other sources will be available digitally via the course Canvas website. Please complete your reading assignments before class. Also, please bring you readings with you as we will regularly discuss their contents during class.

Additionally, you should subscribe to and regularly read the following two free online newsletters:

- *Euractiv*, accessible at: <https://www.euractiv.com/newsletters/> (subscribe to as many as you want to, but at minimum the "Politics" and "The Capitals" newsletters).
- *EU Observer*, accessible at: <https://euobserver.com/my/newsletter/>.

COURSE REQUIREMENTS

This course is driven by the theory of gamified learning and its three core principles, so the assignments are handled differently from what you might be used to. It might all look complicated at first, but do not fret. I will make sure you understand what is going on, and Canvas will explain the assignments in a lot more detail.

Here are the three principles of gamified learning in a bit more detail:

1. **The Principle of Leveling Up:** You begin with zero points, and everything you successfully try will earn you experience points (XP). As you earn XP, you will “level up” and the higher your level is, the higher grade you will earn. You cannot “lose” XP in this class because you have not earned any until you tried to earn them.
2. **The Principle of Safe Failures:** I want you to try new challenges, regardless of your personal confidence about your abilities. Everything in this class earns you XP, even an assignment that does not go so well. And even if you totally bomb something, you can always try something else.
3. **The Principle of Multiple Paths and Optionality:** Like any good video game, I will let you “play” this course your own way. You will have complete control over what you want to try and when you want to try. You should not try everything, either.

Common Quests

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

Quest Log and Essay – 150 XP possible, 15 XP minimum

This two-part assignment is designed to help you find your way around the—admittedly unusual—class structure. The first part of the assignment is the **Quest Log**, where you make your decision about which quest paths you plan to focus on. Use the worksheet available on Canvas to simplify your decision-making. The second part is a **short essay** in which you react to the **Quest Log** and the general course design. Why have you selected your Quest Path? What do you think your choices show about your learning preferences? Why do you think a teacher would give students the freedom to choose assignments? How do you think this strategy will affect your performance in the class? The essay should be one page long, single-spaced. Both parts of the quest are **due on Canvas by 23:59 on Sunday, January 30**.

Mid-Semester Check-in Essay – 150 XP possible; 15 XP minimum

Revisit your game plan outlined in your **Quest Log Essay** and take stock of how you are doing in this class so far. How many points do you have now? Are this course structure and grading system having any impact on your learning? Include some examples to illustrate the impact you have described. Discuss what specific topics and readings “made you think” thus far. The essay should be two pages long, single-spaced, and is **due on Canvas by 23:59 on Sunday, March 6**.

End of Semester Reflection – 150 XP possible; 15 XP minimum

As we approach the end of the term, reflect on when you signed up for this course. Did the course meet your expectations? If you were to sign up for the class again, what would you do

differently? Saying that you would drop the course is fine, so long as you explain why. If you are doing well in the course, to what would you attribute your success? What important things, if any, have you learned? The essay should be two pages long, single-spaced, and is **due on Canvas by 23:59 on Sunday, April 24.**

Optional Quests

There are three different quest paths which you can explore. You cannot complete all of them for points; you will choose which **quest path** you will focus on.

Conversations on the EU – 3,000 XP possible

"Hey! Listen!" Na'vi, *The Legend of Zelda: Ocarina of Time*

In addition to our in-lecture conversations, the course will utilize a social media tool called Slack where students can post and comment on the course materials and their relationship to events in the real world. Students can initiate discussion topics with as many as 10 longer posts for up to **150 XP** each (with a maximum of one such post per week). You can earn points as well by commenting on posts, which as many as 20 comments earning up to **50 XP** each. If you want to maximize your points haul, you should make your first post by **17:00 on Friday, January 21.** Additionally, you will submit a reflective portfolio for another possible **500 XP**, which is **due on Canvas by 23:59 on Monday, May 2.** Further details are outlined on a separate handout available on Canvas.

Boss Battles – 3,000 XP possible

"Do a barrel roll!" – Peppy Hare, *Star Fox 64*

In games, a significant gameplay segment is often capped with a tougher challenge that makes you use all the skills and tools you acquired during that gameplay. We emulate it in this course in form of three tests that evaluate how well you paid attention and understood the material covered in the previous weeks. There are three Boss Battles, each worth **1,000 XP**. They will be administered on Canvas on the following dates:

- Boss Battle #1: **February 4 at 12:30 – February 7 at 23:59 on Canvas**
- Boss Battle #2: **March 11 at 12:30 – March 14 at 23:59 on Canvas**
- Boss Battle #3: **April 27 at 12:30 – May 1 at 23:59 on Canvas**

The Boss Battles will be open-note and open-book. They will consist of a combination of short multiple-choice quiz, term ID, and a longer essay. You will have as much time as you want in the given time frame to complete the exam. However, once the exam period is over, you will not be able to submit the exam, so starting at 23:00 on the night the Boss Battle concludes is not advised.

The EU Turnabout – 3,000 XP possible

"Objection!" – Phoenix Wright, *Phoenix Wright: Ace Attorney*

Some argue that—in light of Brexit, the rise in populism, and the faltering European spirit—the European Union is facing its greatest challenge to survival yet. Sometimes, it seems as if the EU was on trial. Well, that is precisely what we will do in this quest: we take the EU to court, Phoenix Wright style. In this quest, you will work both solo and as a group. You will be separated into two

teams the *Defense* (charged with arguing in favor of the EU) and the *Prosecution* (charged with arguing against the EU).

Over the course of the semester, you will submit individual papers in which you summarize your positions on specific aspects of the debate. Then, towards the end of the semester, each group will submit a brief in which you outline your respective arguments. Note that this brief will be shared with the other side! Finally, during the timeslot designated for our exam by the Registrar (XXX), we will hold in-person trial (Covid situation permitting) where you get the chance to argue and convince a 3-person justice panel that your side is right. More details on this assignment will be available in a separate handout, but you should keep the following dates in mind:

- **February 7 at 23:59 on Canvas:** Preparatory Brief #1 (**500 XP**). In this individual assignment, you will present your argument in context of the History of the EU.
- **March 11 at 23:59 on Canvas:** Preparatory Brief #2 (**500 XP**). In this individual assignment, you will summarize your argument in context of the EU Institutions.
- **April 15 at 23:59 on Canvas:** Preparatory Brief #3 (**500 XP**). In this individual assignment, you will summarize your argument in context of the EU Policies and Issues.
- **April 27 at 23:59 on Canvas:** Final Brief (**1,200 XP**). In this group assignment, your entire legal team collates and summarizes the previous briefs, and presents a joint case for or against the EU.
- **May 1 at 19:30 in HUMN 1B80:** The Trial (**300 XP**). This is a group assignment. During the trial, both sides will have the chance to present their case, respond to the other side's argument, and address questions from the bench.

Bonus Quests

These quests are not required in any shape or form. However, they can help boost your grade, and may aid in earning you the ever-elusive power-up.

Tutorials – 50 XP each

All good games feature tutorials to get the player acquainted with the basic gameplay mechanics. Therefore, I will give you an option to try out all three quest paths before you commit at the end of Week 3. To get the full benefit of these tutorial quests, you will want to complete them as soon as possible, ideally by the end of Week 2.

- Tutorial #1: Practice Conversation – Submit one long post and at least one comment in the *#random* channel in our course Slack. These posts can be about anything but must meet the standard of a good post outlined in the separate handout and **must be PG-13**.
- Tutorial #2: Practice Boss Battle – In this tutorial, you will see a sample of 1 multiple choice and 1 term ID that appeared on a past Boss Battle. We will grade your submission just like we would on the regular Boss Battle.
- Tutorial #3: Practice Turnabout Brief – In this tutorial, you will **honestly** take the Team Member Quiz available at <https://www.actioned.com/team-member-quiz/>, and then write a 1-page, single-spaced, brief in which: (1) you react to your quiz result; and (2) you outline your beginning of the semester perspective on the EU's *raison d'être* in the 21st century (be sure to properly explain your position).

Attendance – 1 XP per lecture

In the previous courses I taught, I required a minimum level of attendance. However, in recognition of the current global health situation, I have moved away from this requirement. I also believe that it is up to you, the student, to decide whether you want to get the full benefit of the course by attending the lectures or whether you have other priorities. So, instead of penalizing non-attendance, I decided to reward attendance. You will receive 1 XP bonus for every lecture you attend.

Extra Quests

Since you have so many options in this course, extra quests (or what you folk call “extra credit”) are highly unlikely. Don’t expect to slack off all semester, and then hope that I will offer you extra credit opportunities. Refer to the following visual aid for details on this policy:

**Why won't you
give me extra credit?** **You don't do
regular credit!**



(Credit: Brian Harrison, Ph.D., @brianfharrison)

Power-Ups

I want you to learn and I am willing to reward students who make extra effort in the course to learn. Accordingly, I will award students with Power-Ups at my discretion to recognize students who go above and beyond to learn in the course. For example, you might earn a Power-Up for regularly attending office hours, for showing significant improvement after meeting with me about an assignment, or for a particularly spirited display of course participation. You may also earn a Power-Up for consistently high attendance, willingness to share notes with absent peers, or willingness to share exemplary answers from your Boss Battles.

Summary of Grading

You can earn over 4,000 XP in this class, but you are not expected or even encouraged to earn that many points. In fact, it is highly unlikely that you will earn perfect scores on most (or any) of your assignments. But you don’t need to! Here is how your points will translate into letter grades at the end of the semester:

A	Earn at least 2,500 XP
A-	Earn at least 2,300 XP
	<ul style="list-style-type: none"> • Students must earn the minimum amount of points for all common assignments. • Students must earn at least one Power-Up over the course of the semester.
B+	Earn at least 2,000 XP
B	Earn at least 1,700 XP
B-	Earn at least 1,400 XP
	<ul style="list-style-type: none"> • Students must earn the minimum amount of points for all common assignments.
C+	Earn at least 1,100 XP
C	Earn at least 900 XP
C-	Earn at least 700 XP
	<ul style="list-style-type: none"> • Students must earn the minimum amount of points for all common assignments.
D+	Earn at least 500 XP
D	Earn at least 300 XP
D-	Earn at least 150 XP
	<ul style="list-style-type: none"> • Students must earn the minimum amount of points for all common assignments.
F	Earn less than 150 XP OR fail to meet minimum points for common assignments

Late Assignments

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

1. Any work submitted late will have its points reduced by ten percent of the original points for every six (6) hours of lateness.
2. No work that is submitted more than forty-eight hours after the due date will be accepted.
3. Assignments may be accepted late for full credit in ONLY two cases:
 - In the event of *extraordinary circumstances* and with prior approval by the professor; OR
 - in the event of personal, family, or medical emergencies, with approval by the professor.

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. See the campus policy regarding religious observances for full details.

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.

Grade Appeals

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

1. Wait 24 hours after receiving the grade before approaching me.
2. Provide an explanation in writing to me for why the grade you received was unfair. Make an argument and give evidence to support your case. I will then review this written appeal and come to a decision.

Grade appeals must be submitted no more than 14 days after receipt of the grade. Be advised that in all cases of grade appeals, I reserve 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

COURSE TECHNOLOGY

In this class we will be using two different kinds of classroom technology. 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 me.

This course uses Slack, which is currently not 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 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 submit your graded assignments. Once we have established our Slack team (see below), any additional class-related documents will also be distributed through that application.

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 Conversations on the EU assignment takes place.

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. Students using technology will be asked to sit in one section of the lecture hall; all other sections will be technology-free.

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, asshole-ish. Don't be an asshole. **If you are, you will lose 100 XP for each instance.**

COURSE SCHEDULE

LECTURE	CONTENT	ASSIGNMENT
Unit 0: Preliminaries		
Week 1 Jan 10 – Jan 14 REMOTE	<u>Introduction to the Course</u> Assignments, course structure, Q&A. Brief overview of the EU.	<i>Reading</i> <ul style="list-style-type: none"> Syllabus. Conversations about the EU Handout. The EU Turnabout Handout. Olsen, Introduction and Ch 1. Nadworny, E. 2019. College Students: How To Make Office Hours Less Scary. <i>NPR</i>. Retrieved from https://www.npr.org/2019/10/05/678815966/college-students-how-to-make-office-hours-less-scary.
Unit 1: History of the EU		
Week 2 Jan 18 – Jan 21 REMOTE	<u>The Origins</u> Wars and Peace. The pursuit of Prosperity. From Paris to Rome.	<i>Readings</i> <ul style="list-style-type: none"> Olsen, Ch 2. <i>The Schuman Declaration</i> (Canvas). <i>Treaty of Rome (1957)</i>, Preamble and Part I (Canvas). <i>Quests</i> <ul style="list-style-type: none"> Tutorial Quests, January 23 at 23:59 on Canvas
Week 3 Jan. 24 – Jan 28 BACK TO IN-PERSON	<u>Stagnation and Renewal</u> The roots of integration. Enlargement. The birth of EU.	<i>Readings</i> <ul style="list-style-type: none"> Olsen, Ch 3. <i>Quests</i> <ul style="list-style-type: none"> Quest Log & Essay, January 30 at 23:59 on Canvas
Week 4 Jan 31 - Feb 4	<u>Unity and Upheaval</u> The Euro. From Amsterdam to Lisbon. Crises manifold.	<i>Readings</i> <ul style="list-style-type: none"> Olsen, Ch 4. <i>Optional</i>: Kirchick, Preface & Introduction <i>Optional</i>: Verhofstadt, Introduction <i>Quests</i> <ul style="list-style-type: none"> Boss Battle #1, February 4 at 12:30 – February 7 at 23:59 on Canvas Preparatory Brief #1, February 7 at 23:59 on Canvas
Unit 2: Institutions		
Week 5 Feb 7 – Feb 11	<u>The European Commission</u> The “executive” branch of the EU, part 1.	<i>Reading</i> <ul style="list-style-type: none"> Olsen, Ch 5.
Week 6 Feb 14 – Feb 18	<u>The Council(s)</u> The “executive” branch of the EU, part 2. The “legislative” branch of the EU, part 1.	<i>Reading</i> <ul style="list-style-type: none"> Olsen, Ch 6.
Week 7 Feb 21 – Feb 25	<u>The European Parliament</u> The “legislative” branch of the EU, part 2.	<i>Reading</i> <ul style="list-style-type: none"> Olsen, Ch 7.
Week 8 Feb 28 – Mar 4	<u>The European Court of Justice</u> The “judicial” branch of the EU.	<i>Reading</i> <ul style="list-style-type: none"> Olsen, Ch 8. <i>Quests</i> <ul style="list-style-type: none"> Mid-Semester Check-in Essay, March 6 at 23:59

LECTURE	CONTENT	ASSIGNMENT
Week 9 Mar 7 – Mar 11	<u>The European Central Bank and the Rest</u> The bureaucrats, the technocrats, and the diplomats.	<i>Reading</i> <ul style="list-style-type: none"> Olsen, Ch 9. <i>Quests</i> <ul style="list-style-type: none"> Boss Battle #2, March 11 at 12:30 – March 14 at 23:59 on Canvas Preparatory Brief #2, March 11 at 23:59 on Canvas
Unit 3: Policies and Issues		
Week 10 Mar 14 – Mar 18	<u>Public Opinion and the EU</u> EU Identity: reality or mirage? Civil society in the EU.	<i>Reading</i> <ul style="list-style-type: none"> Olsen, Ch. 10
Week 11 Mar 21 - Mar 25	<u>Spring Break:</u> No Class	<i>Quests</i> Have fun and relax. This is a mandatory assignment.
Week 12 Mar 28 – Apr 1	<u>The Domestic Policies, Part 1:</u> The budget. Social policy. Justice and home affairs.	<i>Reading</i> <ul style="list-style-type: none"> Olsen, Ch. 11 & 14
Week 13 Apr 4 – Apr 8	<u>The Domestic Policies, Part 2:</u> Single market. Economic policies of the EU. Agriculture and the Environment.	<i>Reading</i> <ul style="list-style-type: none"> Olsen, Ch. 12 & 13
Week 14 Apr. 11 – Apr 15	<u>The EU and the World</u> Common foreign and security policy. The hard and soft power of the EU. EU's partners and opponents.	<i>Reading</i> <ul style="list-style-type: none"> Olsen, Ch. 15 & 16 <i>Quests</i> <ul style="list-style-type: none"> Preparatory Brief #3, April 15 at 23:59 on Canvas
Unit 4: Future of the EU		
Week 15 Apr 18 – Apr 22	<u>The End of Europe</u> Trouble in paradise? Populism all around. Russia on the rise?	<i>Reading</i> <ul style="list-style-type: none"> Kirchik (2017) <i>Quests</i> <ul style="list-style-type: none"> End-of-Semester Reflection, April 24 at 23:59 on Canvas
Week 16 Apr 25 – Apr 28	<u>Europe's Last Chance</u> Delusion, decay, panic, and (maybe) rebirth.	<i>Reading</i> <ul style="list-style-type: none"> Verhofstadt (2017) The Brentano Constitution (Canvas) <i>Quests</i> <ul style="list-style-type: none"> Boss Battle #3, May 1 at 23:59 on Canvas Discussion Board Portfolio, May 2 at 23:59 on Canvas The Final Brief, April 27 at 23:59 on Canvas The Trial, May 1 at 19:30 in HUMN 1B80

GENERAL COURSE AND UNIVERSITY POLICIES

Political Disagreements

This course is about politics. And contemporary culture is, to put it mildly, pretty polarized about politics. In this class, we may occasionally discuss contentious topics about which you or others may have strong feelings. As such, for this class to be successful, there must always be a civil and open discourse on the topics at hand. We will not all agree in this course.

This requires that each student shares their opinion but does so in a respectful and informed way. 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 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. Any personal attack against a fellow student or the instructor will not be tolerated.

The *University of Colorado Classroom Behavior Policy* complements these expectations:

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 and the Student Conduct & Conflict Resolution policies.

Netiquette

All students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember:

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you". There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile 😊 is welcome, anything offensive is not.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.

Requirements for COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. 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. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

CU Boulder currently requires masks in classrooms and laboratories regardless of vaccination status. This requirement is a precaution to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office.

Course Plagiarism Policy

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (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 on the Honor Code website.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university 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 or against 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 email cureport@colorado.edu. Information about university policies, reporting options, and the support resources can be found on the OIEC website.

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for a variety of concerns, visit Don't Ignore It.

NORMS TO ADOPT TO BE SUCCESSFUL IN THIS COURSE (AND IN COLLEGE)

- 1) **Read the syllabus and course handouts closely; they are required reading after all.** Almost everything you need to know about every class is in the syllabus. If you have a question about assignments and deadlines, consult the syllabus and course handouts first. Do not email me until you have checked to see if the answer is in there. You are responsible for keeping track of the syllabus.
- 2) Related to #1, **do not ask me when I hold office hours.** My office hours are listed on the first page of the syllabus. For this class, if you cannot make my office hours, feel free to set up an individual appointment using my youcanbook.me link.
- 3) **Check your email and Canvas regularly.** I will often convey important information about coursework over email or via Canvas. It is important that you check your email every day, and Canvas at least once every two days. Not having seen a message about an assignment or an important deadline is not an acceptable excuse for missing that assignment or deadline.
- 4) **Emails constitute professional correspondence.** They should be formatted as a letter, with a greeting and a sign-off. You should tell me in the subject line the reason for the email. I will not respond to emails that read like text messages or are missing key grammar components such as punctuation marks.
- 5) **Ask classmates about work missed if you are absent from class.** Do not ask me first. It is a common pet peeve among instructors when students ask them about missed work.
- 6) **MOST IMPORTANTLY:** Always come to class with assigned reading materials and a notebook for taking notes. It's a good habit to get into, and it shows that you are taking the material seriously.