

# Sex, Power, and Politics

---

**Instructor:** Kimberly Killen  
**Office:** Ketchum 236  
**Email:** kimberly.killen@colorado.edu  
**Office Hours:** T/TH 12:30-1:30

**PSCI 3174**  
**Fall 2019**  
**HUMN 135**  
**T/TH 11-12:15 a.m.**

## CLASS DESCRIPTION

This course investigates how norms of sex, gender, and sexuality are expressed as forms of power to shape and limit the opportunities, possibilities, and challenges of certain groups of persons. In this course, we examine these norms through critical engagement with important social movements, including but not limited to reproductive rights, queer rights, masculinity studies, decolonial feminism, and #MeToo.

## READING ASSIGNMENTS & COURSE SCHEDULE

The following texts can be purchased at the University Bookstore, online, and are on 72-hour reserve at Norlin Library. You are required to bring a copy of the text(s) assigned that day to class. Failure to do so will affect your overall participation grade.

- **Linda Hirshman, Get to Work**
- **Ariel Levy, Female Chauvinist Pigs**
- **C.J. Pascoe, Dude, You're A Fag**
- **Dorothy Roberts, Killing the Black Body**

All other readings will be available on Canvas. You are highly encouraged to bring a printed out copy of each reading to class when said reading is being discussed.

	Date	Reading Assignment	HW Due	Quiz
<b>I. WHAT IS GENDER? WHAT IS SEX? POLITICIZING GENDER, SEX, AND SEXUALITY</b>				
1	T Aug 27	Introduction to the Course		
	<b>W Aug 28</b>	<b>Letter of Introduction due by 5pm</b>		
2	Th Aug 29	<ul style="list-style-type: none"> <li>• *Judith Lorber, "Night to His Day": The Social Construction of Gender"</li> <li>• *Anne Fausto Sterling, "The Five Sexes" and "The Five Sexes, Revisited"</li> </ul>		quiz 1
3	T Sep 3	<ul style="list-style-type: none"> <li>• *Emily Martin, "The Egg &amp; the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles"</li> <li>• *Ruth Padawer, "The Humiliating Practice of Sex-Testing Female Athletes"</li> <li>• *Ira Glass, "220: Testosterone," <i>This American Life</i> (radio show)</li> <li>• *Molly Webster, "Dana," <i>Radiolab</i> (podcast)</li> </ul>	homework 1	
4	Th Sep 5	<ul style="list-style-type: none"> <li>• *Hanna Rosin, "A Boy's Life"</li> </ul>		quiz 2

		<ul style="list-style-type: none"> <li>• *NPR, “Two Families Grapple with Sons’ Gender Identity” (radio show)</li> <li>• *Adam Liptak, “Supreme Court Blocks Order Allowing Transgender Student Restroom Choice”</li> <li>• *Lisa Selin Davis, “My Daughter is Not Transgender. She’s a Tomboy”</li> <li>• *Katie Barnes, “When They Win,” <i>Nancy</i> (podcast)</li> </ul>		
5	T Sep 10	<ul style="list-style-type: none"> <li>• *Kate Bornstein, <i>My (New) Gender Workbook</i>, chapters 1 and 4</li> <li>• *NCTE, “Transgender Terminology”</li> <li>• *GLAAD, “Understanding Issues Facing Transgender Americans”</li> <li>• *T Cooper, “Don’t Be a Jerk About Gender Pronouns”</li> </ul>	homework 2	
<b>II. DECOLONIZING GENDER</b>				
6	Th Sep 12	<ul style="list-style-type: none"> <li>• *Qwo-Li Driskill, “<u>Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies.</u>”</li> <li>• *Maria Lugones, ‘The Coloniality of Gender’</li> <li>• *Gloria Anzaldúa, <i>Borderlands</i>, ch. 2</li> </ul>		quiz 3
7	T Sep 17	<ul style="list-style-type: none"> <li>• *Maria Lugones, “Heterosexuality and the Colonial/Modern Gender System”</li> <li>• *Bilefsky, Dan, “‘Why Are So Many of Our Girls Dying?’ Canada Grapples With Violence Against Indigenous Women”</li> <li>• *Audra Simpson, <i>Mohawk Interruptus</i>, Ch. 6</li> </ul>	homework 3	
<b>III. MASCULINITY, HOMOPHOBIA, AND VIOLENCE: THE MAKING OF MEN</b>				
8	Th Sep 19	<ul style="list-style-type: none"> <li>• *Michael Kimmel, “Masculinity as Homophobia”</li> <li>• C.J. Pascoe, <i>Dude, You’re a Fag</i>, chapters 1 &amp; 2</li> </ul>		quiz 4
9	T Sep 24	<ul style="list-style-type: none"> <li>• C.J. Pascoe, <i>Dude, You’re a Fag</i>, chapters 3 &amp; 4</li> </ul>	homework 4	
10	Th Sep 27	<ul style="list-style-type: none"> <li>• *Michael Kimmel, <i>Guyland</i>, chapters 3 &amp; 5</li> <li>• *Jackson Katz, <i>Tough Guise</i> video</li> <li>• Michael Rohrbaugh, <i>American Male</i> video</li> </ul>		quiz 5
11	T Oct 1	<ul style="list-style-type: none"> <li>• *Jackson Katz, “Bystanders” and “It Takes A Village to Rape a Woman”</li> <li>• *Kate Harding, “Simple Safety Tips for Ladies” and “Pop Rape”</li> </ul>	homework 5	
<b>IV. HETEROSEXUALITY, RESPECTABILITY, AND WORK</b>				
12	Th Oct 3	<ul style="list-style-type: none"> <li>• *Adrienne Rich, “Compulsory Heterosexuality and Lesbian Existence”</li> </ul>		quiz 6

	<b>F Oct 4</b>	<b>Gender Fieldwork Essay due by 5pm</b>		
13	T Oct 8	<ul style="list-style-type: none"> <li>• *Susan Okin, “Vulnerability by Marriage”</li> <li>• *Claire Cain Miller, “More Than Their Mothers, Young Women Plan Career Pauses,” “Millennial Men Aren’t the Dads They Thought They’d Be” and “How Same-Sex Couples Divide Chore, and What it Reveals About Modern Parenting”</li> <li>• *Darcy Lockman “What ‘Good’ Dads Get Away With”</li> <li>• *Tanya Fields, “Throwing off the yoke of respectability politics in single Black mamahood”</li> </ul>	homework 6	

14	Th Oct 10	<ul style="list-style-type: none"> <li>• Linda Hirshman, <i>Get to Work</i></li> <li>• *Emily Bazelon, “Understanding Betty Friedan: Why Linda Hirshman doesn’t”</li> <li>• *Micheale Ferguson, “Choice Feminism and the Fear of Politics”</li> </ul>		quiz 7
----	-----------	---	--	--------

15	T Oct 15	<ul style="list-style-type: none"> <li>• *Anne Marie Slaughter, “Why Women Still Can’t Have It All”</li> <li>• *Sheryl Sandberg, “Don’t Leave Before You Leave” and “Make Your Partner a Real Partner”</li> <li>• *Laurel Wamsley, “Michelle Obama’s Take on ‘Lean In’? That Shit Doesn’t Work”</li> <li>• *Claire Cain Miller, “The Gender Pay Gap is Largely Because of Motherhood,” “Equality in Marriages Grows, So Does Class Divide,” and “Women Did Everything Right. Then Work Got Greedy.”</li> <li>• *Emily Bazelon, “A Seat at the Head of the Table”</li> </ul>	homework 7	
----	----------	---	------------	--

16	<b>Th Oct 17</b>	<b>EXAM #1 or ESSAY #1 DUE at 11 a.m. MST</b>		
----	------------------	---	--	--

**V. ABORTION, CHOICE, AND REPRODUCTIVE FREEDOM: FREEDOM FOR WHOM?**

17	T Oct 22	<ul style="list-style-type: none"> <li>• *Bridget Potter, “Lucky Girl”</li> <li>• *Emily Bazelon, “The New Abortion Providers”</li> <li>• *Katha Pollitt, “Abortion and Punishment”</li> <li>• *Lynn Beisner, “I Wish My Mother Had Aborted Me”</li> <li>• *Ryan Theodosio, “Why abortion isn’t a ‘women’s issue’ and how to use more inclusive language”</li> <li>• *Judy Nicastro, “My Abortion, at 23 Weeks”</li> <li>• *Meaghan Winter, “My Abortion”</li> <li>• *Serrin M. Foster, “The Feminist Case Against Abortion”</li> </ul>	homework 8	
----	----------	---	------------	--

18	Th Oct 24	<ul style="list-style-type: none"> <li>• *Quoctrung Bui, Claire Cain Miller, &amp; Margot Sanger-Katz, “Where Roe v Wade has the Biggest Effect”</li> <li>• *Linda Greenhouse, “The Abortion Map Today” and “The Flood of Court Cases that Threaten Abortion”</li> <li>• *Seth Stephens-Davidowitz, “The Return of the DIY Abortion”</li> <li>• <i>The Daily</i>, “The Abortion Wars, Part I and II” (podcast)</li> <li>• *Michelle Oberman and W. David Ball, “When We Talk About Abortion, Let’s Talk about Men”</li> <li>• *Emily Bazelon, “The Dawn of the Post-Clinic Abortion”</li> </ul>		quiz 8
19	T Oct 29	<ul style="list-style-type: none"> <li>• Dorothy Roberts, <i>Killing the Black Body</i>, Introduction and chapter 1</li> </ul>	homework 9	
20	Th Oct 31	<ul style="list-style-type: none"> <li>• Dorothy Roberts, <i>Killing the Black Body</i>, chapters 4 &amp; 7</li> <li>• * “What if there was no Destiny?” <i>Radiolab</i> (podcast)</li> </ul>		quiz 9
<b>VI. SEX, DESIRE, SHAME, LIBERATION, AND POLITICS</b>				
21	T Nov 5	<ul style="list-style-type: none"> <li>• *Gayle Rubin, “Thinking Sex” (read at least half)</li> </ul>	homework 10	
22	Th Nov 7	<ul style="list-style-type: none"> <li>• *Gayle Rubin, “Thinking Sex” (finish)</li> <li>• *Charles M. Blow, “Sexual Attraction and Fluidity”</li> </ul>		quiz 10
23	T Nov 12	<ul style="list-style-type: none"> <li>• Michael Warner, <i>The Trouble with Normal</i>, Preface and chapters 1</li> <li>• Andrew Sullivan, <i>Virtually Normal</i>, Ch. 5</li> </ul>	homework 11	
24	Th Nov 14	<ul style="list-style-type: none"> <li>• Michael Warner, <i>The Trouble with Normal</i>, chapter 4 and conclusion</li> <li>• *Dora Mortimer, “Can Straight People Be Queer?”</li> <li>• *Jenna Wortham, “When Everyone Can Be ‘Queer,’ Is Anyone?”</li> </ul>		quiz 11
25	T Nov 19	<ul style="list-style-type: none"> <li>• Nancy Polikoff, “We Will Get What We Ask For: Why Legalizing Gay and Lesbian Marriage Will Not ‘Dismantle the Legal Structure of Gender in Every Marriage’”</li> <li>• *Margot Weiss, “Gay Shame and BDSM Pride: Neoliberalism, Privacy, and Sexual Politics”</li> <li>• *James Kirchick, “The Struggle for Gay Rights is Over”</li> <li>• *James Finn, “The Atlantic Can’t Imagine Real LGBTQ Equality”</li> <li>• *Ian Kullgren, “Trump rule to protect contractors who discriminate against LGBT workers”</li> <li>• *Shane Tan, “On the 50<sup>th</sup> Anniversary of Stonewall, activists seek to ‘Reclaim Pride’ from corporations and police”</li> </ul>	homework 12	

26	Th Nov 21	<b>EXAM #2 or... ESSAY #2 due at 11 a.m.</b>		
<b>FALL BREAK, NOV. 25-29</b>				
27	T Dec 3	<ul style="list-style-type: none"> <li>• *Serena Sonoma, “Black Trans Women Want the Media to Show them Living, Not Just Dying”</li> <li>• *Alicia Garza, “Trans Women Don’t Want Your Sympathy. They Want to Be Treated as Human Beings.”</li> <li>• *Petula Dvorak, “The murder of Black transgender women is becoming a crisis”</li> <li>• *C. Riley Snorton, <i>Black on both sides: a racial history of trans identity</i>, preface and TBD</li> </ul>	homework 13	
28	Th Dec 5	<ul style="list-style-type: none"> <li>• *Rebecca Traister, “We Are All Implicated in the Post-Weinstein Reckoning”</li> <li>• *Zoe Heller, “Know Your Power”</li> <li>• *Katrin Bennhold, “Another Side of *MeToo: Male Managers Fearful of Mentoring Women”</li> <li>• *Jenny Wortham, “We Were Left Out”</li> <li>• *Jelani Cobb, “R. Kelly and the Complexities of Race in the #MeToo Era”</li> <li>• *KC Clements, “In the #MeToo Conversation, Transgender People Face a Barrier to Belief”</li> <li>• *Jacqueline Alnes, “Revisiting the #MeToo Movement: A Reading List”</li> </ul>		quiz 12
29	T Dec 10	<ul style="list-style-type: none"> <li>• Ariel Levy, <i>Female Chauvinist Pigs</i>, Introduction and chapters 1-3</li> </ul>	homework 14	
30	Th Dec 12	<ul style="list-style-type: none"> <li>• Ariel Levy, <i>Female Chauvinist Pigs</i>, chapters 4-6, Conclusion, and Afterword</li> </ul>		quiz 13
	<b>T Dec 17</b>	<b>Final Exam: 1:30 p.m.</b> <b>Final Essay due by 1:30 p.m.</b> <b>Reflective Essay due by 5pm (A-track only)</b>		

## Course Requirements

---

### CLASS PREPARATION

This is a time-intensive course. For every hour spent in class, you should plan to spend 3 hours outside of each class session reading and writing. Ultimately, this means you should expect to spend ~**6 hours weekly on this course outside of our meetings**. Because of the heavy reading and workload of this course, if you feel you or your schedule cannot support such demands on your time, you should not continue in this course.

Discussions and lecture in this course will focus on the assigned readings for that day. Please come to class having read the assignment. Further, to assist in your engagement with the material, **you will be expected to bring 1-3 questions that you will introduce in class or in office hours.** And, as always, bringing a physical copy of the text to class is encouraged.

## **PARTICIPATION**

Participation is more than just attendance. It includes but is not limited to: participation in class discussions, asking questions, and meeting with your instructor outside of class. While there will be some component of lecture in this course, it will be minimal and rooted in discussion, so students should come prepared to speak as well as listen and respond thoughtfully to their peers. Participation is not to show mastery of the material but to demonstrate engagement and intellectual curiosity, so bring your questions, ideas, and difficulties to discuss in class!

Participation is evaluated on an o/s/u scale, which is explained further in the following chart. To be eligible to receive a B-range final grade, students will need to earn at least an “s” for participation. To be eligible to receive an A-range final grade, students will need to earn at least an “o” for participation. If you receive a “u” for participation, the highest grade a student can earn will be a C+ regardless of performance on other assignments.

<b>o (outstanding)</b>	Demonstrates <b>excellent preparation</b> (including but not limited to bringing questions, discussion topics to class, critical engagement with texts), always <b>brings text to class, regularly contributes</b> to the discussion, asking questions and engaging with other students
<b>s (satisfactory)</b>	Demonstrates <b>good preparation</b> , always brings text in class, <b>sometimes contributes</b> to the discussion
<b>u (unsatisfactory)</b>	Demonstrates <b>inconsistent or poor preparation</b> , often has <b>not completed the day’s reading, infrequently or never contributes</b> to the discussion

## **ATTENDANCE**

Regular attendance is mandatory. If you miss class for any reason, you will be responsible for getting notes from a classmate. After reviewing those notes and materials, you may come and speak to me about any remaining questions or concerns. Persistent tardiness and/or early departure will negatively affect your course grade.

**There are no makeup quizzes offered. Homework assignments can only be turned in in-class on the day the assignment is due.**

## **LETTER OF INTRODUCTION**

Students are required to **submit a 1-2 page letter of introduction due by 5 p.m. MST on Wednesday, August 28.** This assignment is required. Students who fail to turn in this assignment will be ineligible for a passing grade in this course.

The letter of introduction is graded on a pass/fail basis, and further information can be found on the course’s Canvas site.

## **HOMEWORK**

Every week, excluding the first week, students will be assigned a homework assignment. These assignments should occupy 15-60 minutes of a student's time each week. Such assignments will be graded pass/fail and will prompt the student to reflect on and critically engage with the week's readings, while connecting them to their own lived experiences.

To earn a passing grade, students must:

- (1) submit homework on time
- (2) meets any length requirement for the assignment
- (3) respond to the assigned prompt

Homework will be due in class every Tuesday. For a student to receive credit for any given week's homework, they must be in-class. **To earn a passing grade in the course, students must submit 12 of the 14 assigned homeworks.** The lowest homework grade will be dropped.

### READING QUIZZES

Every Thursday, at the beginning of class, students will be asked to complete a 10-minute quiz based on the week's readings. Such quizzes will be open-ended questions asking the student to demonstrate completion of and engagement with the readings. Quizzes will be graded according to the following criteria:

<b>o (outstanding)</b>	A	Demonstrates that student has read and understood the reading by recalling specific details or examples from the reading. Student is able to analyze and critique material through engagement with the reading or connecting it to other material, including ideas and experiences discussed in – and outside of – class.
<b>s (satisfactory)</b>	B-	Demonstrates the student has read and understood the reading. Student is able to answer the prompt with relevant material.
<b>u (unsatisfactory)</b>	D+	Does not demonstrate the student has read and/or understood the reading. However, student demonstrates effort in attempting to answer the question.
<b>no credit</b>	F	Student is absent, fails to complete the quiz, arrives later or leaves class early.

**Students are required to complete 11 of the 13 assigned reading quizzes in order to pass the course.**

Students who are absent for some or all of the day's class will be unable to take the quiz. The lowest grade is dropped, meaning students' quiz grades are an average of the 11 completed quizzes.

### GENDER FIELDWORK PAPER

For this essay, students will be asked to identify a gendered activity, behavior, body language, speech pattern, appearance that broader culture and society says is not something a person of your gender should be doing it and do it. How do you feel about your gender as a whole? How do others around you respond? To elicit the most natural of responses, do not reveal to those around you that this is a class assignment. When this project

is complete, you will be required to write a 1000-1250-word paper describing what you chose to do and why, how you felt conducting this fieldwork, and how others responded to this. Finally, discuss what you learned about yourself, your relation to gender, and gender's place in society.

For individuals who identify as genderqueer or trans, this project can present difficulties. If this is you, there are a number of options: (1) Do the assignment as planned, and/or (2) come speak to me in office hours so we can discuss alternative projects.

**Gender Fieldwork Papers are due Friday, September 27 by 5 p.m. MST.** Similar to quizzes, this essay will be graded on the o/s/u scale, where an "s" grade is awarded for essays that are (1) submitted on-time, (2) meet the 1000-1250 word range, and (3) meet the requirements for this essay as stipulated above. Essays that fail to meet the criteria will receive a "u," while students who fail to submit a paper will receive a failing grade in the course.

### **SHORT EXAMS/ESSAYS**

Students will have two short exams or essays during the semester. Students will have the ability to choose to write a short essay (1000 words) or take a short exam (4 identifications). These assignments will take the place of that week's HW and quiz, but will cover the material that would have been assigned in the quiz.

**All essays are due at 11 a.m. on the day of the exam. If you choose to turn in an essay, you do not need to attend class the day of the exam.**

**Exam #1 will be October 17, 2019.**

**Exam #2 will be November 21, 2019.**

### **FINAL ESSAY OR FINAL EXAM**

The **final essay will be due by 1:30 p.m. MST on Tuesday, December 17.** Assignment details will be posted on Canvas after Thanksgiving Break.

Final essays will be graded on a 4.0 scale, where a 3.0 is rewarded to essays meeting the following requirements:

- submitted on time
- meets length guidelines
- argument demonstrates critical engagement and clarity of thought with the issues
- argument demonstrates critical engagement and clarity of thought with the texts read and discussed in this course

***Late essays will not be accepted*** unless student provides necessary documentation of a medical or family emergency. Failure to submit a final essay will result in a failing grade for the course.

**If you choose to take the final exam, it will be Tuesday, December 17 @ 1:30 p.m. MST.** It will consist of a number of identifications and a short essay.

## **Achieving an A**

To be eligible to earn an A-range grade (A-, A, A+) in this course, students must meet the following requirements:

- Earn at least a cumulative 3.5 on a 4.0 scale. This includes **all** graded assignments: quizzes, homework, essays, exams
- **Earn a passing grade on the reflective essay, due by 5 p.m. on Tuesday, December 17**

It is possible for students to earn a 3.5 or higher without meeting these requirements. If that is the case, the highest grade they can receive for the course is a B+, or a 3.3.

Further, students will receive an outright A in the course only if they earn an “o” (outstanding) for class participation. Students who earn a 3.85 or higher and meet the above requirements, but earn an “s” for class participation will receive at most an A- (3.7)

### **REFLECTIVE ESSAY (A-TRACK ONLY)**

Students who wish to earn an A-grade in this course must submit a reflective essay by 5 p.m. December 17, 2019. Essays must be at least 750 words, and reflect on themes over the course of the semester. More details about the content of the essay will be provided in-class after Thanksgiving Break. Essays will be graded on a pass/fail scale, with passing essays being those submitted on time, meeting the length requirement, and responding to the prompt.

*Only students who wish to earn an A/A- are required to submit a reflective essay.*

## **Grading**

---

Final course grades will be calculated as follows:

- 25% Final Essay/Final Exam
- 20% Gender Fieldwork Paper
- 15% Exam 1/Essay 1
- 15% Exam 2/Essay 2
- 15% Reading Quizzes (14 total, with lowest quiz grade dropped)
- 10% Homework (13 total, with lowest hw grade dropped)

Failing to complete any component of the course (including but not limited to: letter of introduction, 12 of the homeworks, 11 of the quizzes) may result in failing the course, regardless of grades received on other assignments.

Following mathematical calculation of your final course grade from above, you will be assessed by participation and completion of A-Track assignments.

<b>participation grade earned</b>	<b>maximum course grade possible (without A-track work)</b>	<b>maximum course grade possible (with A-track work)</b>
U (unsatisfactory)	C+	C+

S (satisfactory)	B+	B+
O (outstanding)	B+	A

### Calculating my grade

The chart below will help you to calculate your grades using the different scales of assessment in this course.

Grade Weight	Letter Grade	Pass/Fail Grade	U/S/O Grade	What It Means
4.0	A	Pass	O	A grades – excellent work, exceeding expectations of what is required, awarded rarely
3.7	A-			
3.3	B+			
3.0	B			
2.7	B-		S	B grades – good/very good work, significantly above what is required to meet course requirements
2.3	C+			
2.0	C			
1.7	C-			C grades – satisfactory, meeting course requirements
1.3	D+		U	
1.0	D			
0.7	D-			
0.3	F+			D grades below standard work, not meeting course requirements
0.0	F	Fail	No Credit	
				F grades failure to meet course requirements

## Course Policies

### In-Class Expectations

- Arrive to class on time. Persistent tardiness will negatively affect participation grades.
- Turn off and put away your cell phone. If you are found to be using it during class, you will be asked to leave.
- Everyone deserves to be treated with respect, regardless of their identity or views. This doesn't mean you must agree with their views or even respect these views, but you must respect their right to hold these views.
- You can express political views, but be prepared to be challenged.
- Challenging and engaging someone's views means striving to understand why they embrace this perspective. Do not dismiss, interrupt, disrespect, or demean others' ways of believing.

### Technology in the Classroom

You are welcome to use laptops and tablets in this course. If technology use is disruptive or distracting to you, your fellow classmates, or your instructor, the student and/or the entire course may have these privileges revoked.

### Late Assignments

- Any work submitted late will be subject to a 10 percent reduction off of the original grade for every 24 hours of lateness.
- No work that is submitted more than 72 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.

### **Grade Appeals**

Students who wish to appeal a grade may submit an appeal no earlier than 24 hours after receiving the grade and no later than 7 days after receiving the grade. Appeals must be submitted in writing, outlining the student's concerns and providing a detailed response as to why the student believes the grade is unfair or incorrect. However, in all cases of grade appeal, the instructor reserves the right to raise, maintain, lower the grade after review.

### **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](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

### **Classroom Behavior**

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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. 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 [classroom behavior](#) and the [Student Code of Conduct](#).

### **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 who are 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](#).

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

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and 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](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment

and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

### **Religious Holidays**

Extraordinary circumstances include a conflict due to religious observances. Campus policy regarding religious observances requires that instructors 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 first week of classes* so we can work out alternatives.

*\*My deepest thanks to Professor Michael Ferguson for providing the design for this syllabus and course.*