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# SEX, POWER, AND POLITICS

## COURSE SYLLABUS

**PROFESSOR:** Michaele Ferguson

**OFFICE:** Ketchum 137

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**OFFICE HOURS:** MTWThF 12-1pm, and by appointment at [professorferguson.youcanbook.me](http://professorferguson.youcanbook.me)

**PSCI/WMST 3174**

**May 2016**

**MUEN E118**

**MTWThF 9am-12pm**

## CLASS DESCRIPTION

*“Who makes breakfast, who gets a paycheck, who gets whistled at in the street – all the experiences of daily life are a part of the distribution of wealth and power in society.”*

– Mari Matsuda

This course explores how norms of sex, gender, race, and sexuality find expression in institutions and policies in ways that legitimize only certain individuals as political actors, certain identities as politically relevant, certain relationships as important, and certain practices as the means by which one might change political status. We will critically examine how these norms may be exposed, resisted, changed, and often unintentionally reinstated by examining the history and politics of three social movements in the United States: feminism, the men’s movement, and gay liberation.

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## COURSE OBJECTIVES

This course is designed to aid students in

- developing familiarity with significant works of political thought on the themes of sex, gender, and sexuality
- enriching reading skills appropriate to advanced theoretical and philosophical texts;
- improving writing skills and expressive abilities, both technically and aesthetically;
- expanding independent critical capacities, both in analyzing moral arguments on their own merits and in relating those arguments to their own lives
- enhancing capacity to work with and learn from other members of the class.

## READING ASSIGNMENTS & COURSE SCHEDULE

The following texts are available for purchase at the **University Bookstore**. You are expected to bring a copy of these texts to class when we are using them, whether you use your own copy or a library copy of the book.

Gamebook for *Greenwich Village, 1913*  
 Ariel Levy, *Female Chauvinist Pigs*  
 Dorothy Roberts, *Killing the Black Body*  
 Michael Warner, *The Trouble with Normal*

All other required readings (marked with \*) are available online **on the course website**. You are expected to bring a **printed out copy** of these readings with you to class when we are discussing them.

Class	Date	Reading Assignment	Due	Test
<b>I. IS BIOLOGY DESTINY? POLITICIZING SEX, GENDER, AND SEXUALITY</b>				
1	M May 9	<ul style="list-style-type: none"> <li>*Christine Stansell, "A Forgotten Fight for Suffrage" (in class)</li> <li>Film: <i>One Woman, One Vote</i> (in class)</li> </ul>	Letter of Introduction & Role Questionnaire Due by 5pm	
2	T May 10	<ul style="list-style-type: none"> <li>*Anne Fausto Sterling, "The Five Sexes" and "The Five Sexes, Revisited"</li> <li>*Judith Lorber, "'Night to His Day': The Social Construction of Gender"</li> <li>*Ira Glass, "220: Testosterone," <i>This American Life</i> (radio show)</li> <li>*Reacting to the Past: Pedagogical Introduction</li> <li>Gamebook pp. 1-15, 69-99</li> </ul>		Quiz
<b>II. FEMININITY, FEMINISM, AND WOMEN'S LIBERATION</b>				
<b><i>Greenwich Village, 1913: Suffrage, New Labor, and the New Woman</i></b>				
3	W May 11	<b>Session 1: Women's Rights and Suffrage</b> <ul style="list-style-type: none"> <li>Historical Background: Women's Rights and Suffrage, Gamebook pp. 16-30</li> <li>Primary Documents: Women's Rights and Suffrage, Gamebook pp. 101-152</li> </ul>		Quiz
4	Th May 12	<b>Session 2: Labor and Labor Movements</b> <ul style="list-style-type: none"> <li>Historical Background: American Labor and Labor Movements, Gamebook pp. 31-50</li> <li>Primary Documents: Labor and Labor Movements, Gamebook pp. 153-193</li> </ul>		Quiz

5	F May 13	<b>Session 3: The Spirit of the New</b> <ul style="list-style-type: none"> <li>Historical Background: The Spirit of the New, Gamebook pp. 51-67</li> <li>Primary Documents: Bohemia: The Spirit of the New, Gamebook pp. 194-256</li> </ul>	Character Essay Due by 5pm	Quiz
6	M May 16	<b>Sessions 4&amp;5: Suffrage and Labor Gameday</b>	Essay #1 Due by 9am	
7	T May 17	<b>Session 6: Feminist Mass Meeting Gameday</b>		
8	W May 18	<b>Sessions 7&amp;8: Gameday</b>	Essay #2 Due by 9am	
9	Th May 19	<b>Session 9 Gameday &amp; Game Postmortem</b>		
<b>Women's liberation as equality or liberty</b>				
10	F May 20	<ul style="list-style-type: none"> <li>*Sara Evans, <i>Tidal Wave</i>, Chs. 2-3</li> <li>Film: <i>She's Beautiful When She's Angry</i> (in class)</li> </ul>	Game Portfolios Due by 5pm	Quiz
<b>Women's liberation as choice</b>				
11	M May 23	<ul style="list-style-type: none"> <li>*Linda Hirshman, "Homeward Bound"</li> <li>*Anne Marie Slaughter, "Why Women Still Can't Have It All"</li> <li>*Linda Hirshman, "The 'Having It All' Crisis Isn't About Women, It's About the 1%"</li> <li>*Sheryl Sandberg, "Don't Leave Before You Leave" and "Make Your Partner a Real Partner"</li> <li>*Michele Ferguson, "Choice Feminism and the Fear of Politics"</li> <li>*Claire Snyder-Hall, "Third-Wave Feminism and the Defense of 'Choice'"</li> </ul>		Quiz
<b>III. SEX, RACE, AND THE POLITICS OF REPRODUCTIVE FREEDOM</b>				
12	T May 24	<ul style="list-style-type: none"> <li>Dorothy Roberts, <i>Killing the Black Body</i>, Introduction, Chs. 1, 2, and 7</li> <li>*"What if there was no Destiny?" <i>Radiolab</i> (radio show)</li> </ul>		Quiz
<b>IV. GAY LIBERATION, GAY RIGHTS, AND QUEER POLITICS</b>				
13	W May 25	<ul style="list-style-type: none"> <li>*Kate Bornstein, <i>My (New) Gender Workbook</i>, chapters 1 and 4</li> <li>Michael Warner, <i>The Trouble with Normal</i></li> </ul>		Quiz

<b>V. SEXUAL LIBERATION, DIGNITY, AND RAUNCH CULTURE</b>				
14	Th May 26	<ul style="list-style-type: none"> <li>Ariel Levy, <i>Female Chauvinist Pigs</i></li> </ul>	Take Home Exam Due by 5pm  Reflective Essay Due by 5pm  Extra Credit Essay Due by midnight	Quiz

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## COURSE REQUIREMENTS

### CLASS PREPARATION

This course is time-intensive. You should plan on spending 3 hours outside of class for each hour of class. That means you should budget **9 hours per day outside of class** for reading, writing, meeting in small groups, and preparing for the simulations. Sometimes you may need more. If you do not feel that your schedule or interest will support such a heavy reading load and time commitment, please do not take this class.

The discussions in this course will focus on the readings assigned for that day on the syllabus. I expect you to come to class having completed the reading assignment and prepared to discuss that reading critically, imaginatively, and insightfully. To take your preparation a step further, write down 1-3 questions that you have about the days' reading that you can raise in discussion or office hours. **Always bring the printed text with you to class.** Using electronic versions of the reading is strongly discouraged as devices will be disallowed in class. Research shows that handwritten notes lead to better retention and processing of information: write on the printed text, and take notes by hand as you read!

The material that we are studying in this course is challenging. To get the most out of this course, you should re-read the material at least once after class as well. I encourage you to flag passages and ideas that remain difficult or confusing after lecture, and come to my coffee/office hours to talk about them.

## PARTICIPATION

Participation includes participation in class discussions as well as participation in discussions with the professor outside of class. Only the first is required, but the latter is strongly encouraged and, if significant, can raise your overall participation grade. [Note: participation in the reacting game sessions in Week 2 is graded separately; see below.]

Classes will consist primarily of discussion; there will be no formal lectures for this course. Students' participation in class discussion should include demonstrating both speaking and listening skills; in other words, students are encouraged to speak and to speak often, but also to listen to their peers & to respond thoughtfully to others' comments. Students should demonstrate familiarity and critical engagement with the course material, as well as intellectual curiosity. The point is not to have understood everything before coming to class – but to show up with questions, difficulties, and issues ready to explore the course material.

## ATTENDANCE

Regular attendance in class is essential for successful learning – especially in Maymester, in which one class period is equivalent to an entire week of class during a semester. In our class discussions we will not only discuss information not contained in the reading but we will also practice the critical analytic skills you are expected to develop. To reinforce the importance of attendance in this class, the maximum grade you can receive for participation is dependent upon your class attendance. Students may miss one class *for any reason*.\*\* Each additional unexcused absence reduces the maximum possible class participation grade by two letter grades. This means that **three or more unexcused absences result in a failing grade for class participation, and therefore in a failing course grade.**

\*\*N.B.: As participation in the game (classes 6-9) is essential for the game to work, any unexcused absences in this period of the course will result in a failing grade for participation for the entire game.

*Late arrivals are distracting and disrespectful. Persistent tardiness will lower your participation grade.*

Excused absences include absences due to religious observances and documented personal, family, or medical emergencies. Whenever possible, students should inform the professor in advance of such absences in order to make necessary arrangements. The professor recommends that students who require more than two excused absences withdraw from the course, but will work with students to assess each situation individually.

Absences resulting from discretionary events (such as non-emergency health care, non-essential travel, etc.) cannot qualify as excused. The professor reserves the right to distinguish excusable from non-excusable reasons for missing class or requiring an extension for written work.

Campus policy regarding religious observances states 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. You must notify the professor of any such conflicts *by the end of the second class session* so we can work out alternatives. See policy details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html).

## READING QUIZZES

At the beginning of nine of our class sessions, there will be a 10 minute quiz based on the day's readings. (See the course syllabus for the exact dates). Makeup quizzes will not be offered. Any missed quizzes and low quiz grades may be made up by performing one or more of the extra credit assignments described below.

## LETTER OF INTRODUCTION

A 1-2 page letter of introduction is due by 5pm on May 9. This is required, but will not be graded.

## REACTING GAME

For four class sessions, we will be playing a Reacting Game – a role-playing game based on historical persons, events, ideas, and texts. This game gives us the opportunity to personally experience political struggles over sex, sexuality, gender, race, and class from the past, which continue to be relevant to the political battles of the current day.

Each student will receive a role assignment in class on May 10. Each student will have a different set of assignments and goals for this reacting game, and the grade for this portion of the class will be assessed based on how well each student performs their own character-specific tasks in class sessions 6-9 (as well as in documented activities outside of class). Each character will produce written assignments; different characters will also have responsibilities involving different skills including leadership, public speaking, creating artwork, and editing publications. Each character will also have reading assignments that will vary, and so are not included on the course syllabus.

**Students are *required* to consult with the professor during the first week of the course regarding their particular role and assignments.** Students are also *strongly* encouraged to consult with the professor regularly during the game period about their characters, about problems that arise, about the historical accuracy of some proposed course of action.

## CHARACTER ESSAY

A short essay (2-3 pages) will be due on Friday, May 13 by 5pm, demonstrating what you have learned by researching into the character that you will be playing in the reacting game. This essay is required, but will not be graded.

## ESSAYS

Every character has unique writing assignments (see your character assignments for specific details). Essay 1 is more of a position statement, and requires you to have worked out what your particular character believes and why. It is due by 9am on May 16. It should be 5-6 pages in length, where one page is the text that fits into a page with 1" margins in 12pt. Times New Roman.

Essay 2 will vary depending upon your character (for some it could be a screenplay, or a photo essay, for example). It is due by 9am on May 18. Essays should be submitted to the appropriate D2L dropbox; they should also be posted to Polly's Bulletin Board as appropriate. (Check your character assignment for details – some characters may either not publish their essays, or may seek publication in an alternate outlet.)

See D2L for the rubric that will be used to assess written participation in the game.

## SPEECHES and GAME PARTICIPATION

Most characters are required to address the class *at least once* on May 16 or 17; some characters are required to address the group at later dates, or on multiple occasions. These speeches count towards the "class participation" portion of your game grade. Speeches may be based off of your essays, but they should also respond dynamically to speeches that others have given in class. **Students may not read their speeches, although they are allowed to use a single index card for notes.**

See D2L for the rubric that will be used to assess oral participation in the game.

## PORTFOLIOS

The portfolio is an opportunity to gather together all of the work that you have produced during the game and reflect on what you have learned. (Note: the portfolio should be a physical portfolio!)

The portfolio consists of three parts:

1. **A collection of your best writing from the simulation** (min. 12 pages/max. 15 pages double-spaced). This writing must have been produced in some form during the game. However, *revisions are both permissible and encouraged* for this final graded portfolio. Your goal is to select 12-15 pages that represent your best written work during the game. Your written work grade will be based on the material submitted in this portfolio, not on the "drafts" submitted during the game. (Note: characters who submit non-written work for "Essay 2" will have a different page limit, and should consult with the professor.)

2. **A reflective essay** (max. 2 pages double-spaced) that examines your own writing, speaking, independent research, group work and participation during the simulation. Consider the ways in which you wrestled with and responded to the game on an intellectual level. For example, did your approach to your role and your speaking responsibilities change during the course of the simulation? How did your independent research affect your arguments and strategies and how did you reflect this in your written and oral speeches? How was your understanding of and perspective on the required readings affected by your role, either as part of a faction or as an indeterminate

character? How did you approach the oratorical and strategic requirements of your role and how did you work through any philosophical or ideological challenges?

3. **A completed peer evaluation.** Download “Peer Evaluation” from D2L.

## FINAL TAKE HOME EXAM

The final exam will consist of some combination of identifications and/or essay questions. It is an open book, take home exam, which must be completed individually (i.e. without collaboration with students in the class or others, without use of materials outside of class readings and class notes). The exam will be distributed in class at the end of our last session. **Exams are due in .doc or .pdf format to the D2L dropbox by 5pm Thursday, May 26. Late exams will not be accepted** (except in the case of a documented medical or family emergency).

## EARNING AN A

Final course grades in the A-range (3.7 or 4.0) will not be given automatically based on a mathematical calculation of grades (see GRADING section below). To be eligible to earn an A-range grade in this course, students must meet the following criteria:

- They must have earned at least a 3.5 on a 4.0 scale, based on a mathematical calculation of their grades – not including extra credit. (3.5 up to 3.85 with extra credit earns an A-; 3.85 and above with extra credit earns an A).
- They must have earned **45 or more PIPs** in the reacting game (or the equivalent for characters who do not earn PIPs – consult with the professor if you are assigned Polly Holladay or Emma Goldman)
- They must submit a **Reflective Essay**, due at 5pm on Thursday, May 26 (see handout on D2L for details)

Students who earn a 3.5 or higher, based on a mathematical calculation of their grades, but do not meet all of the above criteria, will receive a maximum grade for the course of a B+ (3.3).

## EXTRA CREDIT

Students may earn 5% of the course grade as extra credit in the course in any of the following ways (for a total possible of 15% of the course grade in extra credit):

- Earning **35 or more PIPs** in the reacting game (or the equivalent for characters who do not earn PIPs)
- Demonstrating **extraordinary commitment to researching and performing in character** in the game (usually, this will involve significant research beyond the required readings for one’s character, demonstrated in written work, speeches, costuming, and/or game participation)
- Writing a **3-4 page essay** critically responding to *one days’ readings* for one of the days in Week 3. These essays will be graded on a 4.0 scale (which means that only A papers will earn the full 5% of the course grade in extra credit). Extra Credit essays are due by midnight on Thursday, May 26. Only one extra credit essay may be submitted per student.

## GRADING

Final course grades will be calculated as follows:

- 15% Participation (Classes 1-5 and 10-14)
- 20% Reading Quizzes
- 50% Reacting Game
  - 20% – written work (typically Essay 1 and Essay 2)
  - 20% – participation (Speeches and other game participation, Classes 6-9)
  - 10% – portfolio
- 15% Final Exam
  
- +15% possible Extra Credit

*Failure to complete any required component of the course may entail failing the course as a whole, regardless of performance on the completed components.*

Late assignments will be docked at least one full grade per day for each day after the original due date. Assignments will not be accepted if more than 24 hours have passed since the assignment was due, except in the event of extraordinary circumstances and with prior approval, or in the event of documented personal, family, or medical emergencies.

### WHAT DO MY GRADES MEAN?

Grades for this course are calculated on a 4.0 Letter Grade scale. To figure out your course grade, calculate the percentage you have earned (e.g. 75%), and then divide that number by 25 (e.g. 3.0). Then locate the nearest number in the “grade weight” column below.

Grade Weight	Letter Grade	What It Means
4.0	A	A grades are awarded only for <b>excellent work</b> , i.e. achievement outstanding relative to the level necessary to meet course requirements, <b>exceeding</b> the expectations and requirements of the assignment. A grades are awarded <b>rarely</b> .
3.7	A-	
3.3	B+	
3.0	B	B grades are awarded only for <b>good and very good work</b> , i.e. achievement significantly above the level necessary to meet course requirements.
2.7	B-	
2.3	C+	
2.0	C	C grades are awarded for <b>satisfactory work</b> , i.e. achievement <b>meeting course requirements in every respect</b> .
1.7	C-	
1.3	D+	
1.0	D	D grades are awarded for <b>below standard work</b> , i.e. work that does not fully meet course requirements.
0.7	D-	
0.3	F+	
0.0	F	F grades are awarded for performance <b>failing to meet the course requirements</b> .

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## COURSE POLICIES

### CONTACTING THE PROFESSOR

I encourage you to drop by unannounced or to schedule a time to meet with me during office hours. Unless I have a booked appointments, my office hours are first come, first served. Office hours can be booked online (with at least 4 hours' notice) at [professorferguson.youcanbook.me](http://professorferguson.youcanbook.me). You may also make same day appointments with me just before or after class, if there are still times available. I will add bookable time beyond the 12-1 timeslot as needed.

All students are required to meet with me at least once during Week 1 *after characters for the reacting game have been assigned*. I encourage you to meet with me throughout the course as often as you like to ask questions, to discuss the course material in more depth, or to address concerns you may have about your performance in the class.

If my office hours do not fit with your schedule, I am happy to arrange an appointment in my office at a mutually convenient time. The best way to contact me outside of class is by email. I promise to respond to your email within one business day.

### IN CLASS EXPECTATIONS

I want everyone in the class to learn as much as they can by grappling successfully with important – and sometimes challenging – texts and ideas. To make this possible, we need to cultivate and maintain a classroom environment that is respectful of others and conducive to learning, and we need to be able to take full advantage of the time available to us. In order to create a professional atmosphere within the classroom, you are expected to:

- Arrive to class on time
- Turn off your cell phone (talk **and** text)
- Refrain from using electronic devices during class (laptops, tablets, phones, etc.)
- Put away newspapers and magazines
- Refrain from having disruptive conversations during class
- Remain for the whole class; if you must leave early, do so without disrupting others
- Display professional courtesy and respect in all interactions related to this class

Compliance with these expectations will assist all of us in creating a learning community and a high quality educational experience. 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, disability, and nationalities. 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 campus policies on classroom behavior and the student code.

(<http://www.colorado.edu/policies/student-classroom-and-course-related-behavior> and [http://www.colorado.edu/osc/sites/default/files/attached-files/studentconductcode\\_15-16.pdf](http://www.colorado.edu/osc/sites/default/files/attached-files/studentconductcode_15-16.pdf))

## OUT OF CLASS EXPECTATIONS

As a member of the CU community, you are expected to consistently demonstrate integrity and honor through your everyday actions. Faculty and TAs are very willing to assist you with your academic and personal needs. However, multiple professional obligations make it necessary for us to schedule our availability. Suggestions specific to interactions with instructors include:

- *Respect posted office hours.* Plan your weekly schedule to align with scheduled office hours. If you cannot make office hours due to schedule conflicts, contact your instructor by email to set up an appointment at another time.
- *Avoid disrupting ongoing meetings within faculty and TA offices.* If the professor or TA is expecting you, or if you have been waiting for longer than five minutes, knock politely to let your instructor know you are there. Please wait until the meeting concludes before seeking assistance.
- *Respect faculty and TA policies regarding email, and note that instructors are not expected to respond to email outside of business hours.* Send email to professors and TAs using a professional format. Tips for a professional email include:
  - Always fill in the subject line with a topic that indicates the reason for your email to your reader.
  - Respectfully address the individual to whom you are sending the email (e.g., Dear Professor Smith).
  - Avoid email, chat room, or text message abbreviations.
  - Be brief and polite.
  - Add a signature block with appropriate contact information.
  - Reply to emails with the previously sent message. This will allow your reader to quickly recall the questions and previous conversation.

## GRADE APPEALS

Grade appeals must be submitted no earlier than 24 hours after, and no later than 7 days after receipt of the grade. Students' concerns should be presented **in writing**, with detailed reasons explaining why the student believes the grade is unfair or incorrect. 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.

## ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit to the professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least two weeks prior to the exam) 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 Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with the professor.

## **DISCRIMINATION AND HARASSMENT**

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment, or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking, or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment, or related retaliation based on 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 subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment, or related retaliation can be found at the OIEC website. (<http://www.colorado.edu/institutionalequity/>)

## **HONOR CODE**

I take the principles of academic honesty seriously and will uphold the policies and procedures of the University of Colorado Boulder. Your continued presence in this class indicates that your work for this course will comply with the academic integrity policy (<http://www.colorado.edu/policies/academic-integrity-policy>). Violations of this policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty.

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. Submitting someone else's work as your own constitutes plagiarism. Academic honesty requires the full acknowledgement of ideas taken from another source for use in a course paper or project. You must include citations for material that you quote or paraphrase from another text; in general, *it is better to overcite than to undercite*.

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) and will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to non-academic sanctions from the Honor Code Council. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>.