
SEX, POWER, AND POLITICS

COURSE SYLLABUS

PROFESSOR: Michaele Ferguson

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OFFICE HOURS: MTWThF 3:30-4:30pm, and by appointment at professorferguson.youcanbook.me; at <https://cuboulder.zoom.us/j/975159984>

PSCI/WMST 3174

May 2020

MTWThF 12:30-3:30pm

CLASS ZOOM:
<https://cuboulder.zoom.us/j/97824234652>

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.

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

You should purchase or rent a copy of the following texts. You are expected to have a copy of these texts at your disposal when we are discussing or using them in class.

Gamebook for Greenwich Village, 1913
 Ariel Levy, *Female Chauvinist Pigs*
 Dorothy Roberts, *Killing the Black Body*

All other required materials (marked with *) are available online **on the course website**. You are expected to have a copy of these readings available when we are discussing them.

All times are Mountain time. It is your responsibility to be aware of what the deadlines translate into for your time zone.

DEADLINES: Due to the nature of this course, it is impossible to list all of the deadlines for assignments in the syllabus. When deadlines apply to all students in the course, they are specified in the schedule below. Other deadlines apply only to students playing certain roles in a given game; these are specified in your character sheets. Still other assignments have no fixed deadline, such as those that can be performed at any time during a given game. Ultimately it is YOUR responsibility to be aware of when you have a required assignment due. If you are in any doubt about your deadlines, please ask.

Class	Date	Reading Assignment	Due	Test
I. IS BIOLOGY DESTINY? POLITICIZING SEX, GENDER, AND SEXUALITY				
1	M May 11	<ul style="list-style-type: none"> *Christine Stansell, "A Forgotten Fight for Suffrage" (in class) *Film: <i>One Woman, One Vote</i> (in class) 	Role Questionnaire Due by 11:59pm	
2	T May 12	<ul style="list-style-type: none"> *Judith Lorber, "'Night to His Day': The Social Construction of Gender" *Anne Fausto Sterling, "The Five Sexes" and "The Five Sexes, Revisited" *Molly Webster, "Dana," <i>Radiolab</i> (podcast) *Ira Glass, "220: Testosterone," <i>This American Life</i> (podcast) <i>Greenwich Village, 1913</i> (Gamebook), pp. 1-15, 69-99 (optional) *Reacting to the Past: Pedagogical Introduction 	Introduction Video Due by 10am Introduction Video Questions Due by 12:30pm	Quiz

II. FEMININITY, FEMINISM, AND WOMEN'S LIBERATION				
Greenwich Village, 1913: Suffrage, New Labor, and the New Woman				
3	W May 13	Session 1: Women's Rights and Suffrage <ul style="list-style-type: none"> Historical Background: Women's Rights and Suffrage, Gamebook pp. 16-30 Primary Documents: Women's Rights and Suffrage, Gamebook pp. 101-152 		Quiz
4	Th May 14	Session 2: Labor and Labor Movements <ul style="list-style-type: none"> Historical Background: American Labor and Labor Movements, Gamebook pp. 31-50 Primary Documents: American Labor and Labor Movements, Gamebook pp. 153-193 		Quiz
5	F May 15	Session 3: The Spirit of the New <ul style="list-style-type: none"> Historical Background: The Spirit of the New, Gamebook pp. 51-67 Primary Documents: Bohemia: The Spirit of the New, Gamebook pp. 194-256 	Character Prep Homework Due by 11:59pm	Quiz
<i>Note: during the first two days of gameplay (sessions 4-6), required speeches must be posted online by 10am, and all students must vote/comment on the speeches by 12:30pm.</i>				
6	M May 18	Sessions 4&5: Suffrage and Labor Gameday	Essay #1 Due by 9am	
7	T May 19	Session 6: Feminist Mass Meeting Gameday		
8	W May 20	Sessions 7&8: Gameday	Essay #2 Due by 9am	
9	Th May 21	Session 9 Gameday & Game Postmortem		
Women's liberation as equality or liberty				
10	F May 22	<ul style="list-style-type: none"> *Sara Evans, <i>Tidal Wave</i>, Chs. 2-3 Film: <i>She's Beautiful When She's Angry</i> (in class) 	Game Portfolios Due by 11:59pm	Quiz
Women's liberation as choice				
11	T May 26	<ul style="list-style-type: none"> *Linda Hirshman, "Homeward Bound" *Anne Marie Slaughter, "Why Women Still Can't Have It All" *Linda Hirshman, "The 'Having It All' Crisis Isn't About Women, It's About the 1%" *Sheryl Sandberg, "Don't Leave Before You Leave" and "Make Your Partner a Real Partner" *Claire Cain Miller, "More Than Their Mothers, Young Women Plan Career Pauses," "How 		Quiz

		<p>Same-Sex Couples Divide Chores, and What it Reveals About Modern Parenting,” “Women Did Everything Right. Then Work Got Greedy,” “Why Mothers’ Choices About Work and Family Often Feel Like No Choice At All,” “Young Men Embrace Gender Equality, But They Still Don’t Vacuum,” and “Nearly Half of Men Say They Do Most of the Home Schooling. 3 Percent of Women Agree.”</p> <ul style="list-style-type: none"> • *Darcy Lockman “What ‘Good’ Dads Get Away With” • *Emily Bazelon, “A Seat at the Head of the Table” • *Michael Ferguson, “Choice Feminism and the Fear of Politics” • *Claire Snyder-Hall, “Third-Wave Feminism and the Defense of ‘Choice’” 		
III. SEX, RACE, AND THE POLITICS OF REPRODUCTIVE FREEDOM				
12	W May 27	<ul style="list-style-type: none"> • Dorothy Roberts, <i>Killing the Black Body</i>, Introduction, Chs. 1, 2, and 7 • * “What if there was no Destiny?” <i>Radiolab</i> (podcast) 		Quiz
IV. GAY LIBERATION, GAY RIGHTS, AND QUEER POLITICS				
13	Th May 28	<ul style="list-style-type: none"> • *Kate Bornstein, <i>My (New) Gender Workbook</i>, chapters 1 and 4 • *NCTE, “Transgender Terminology” • *GLAAD, “Transgender FAQ” • *T Cooper, “Don’t Be a Jerk About Gender Pronouns” • *Michael Warner, <i>The Trouble with Normal</i>, Preface, Chapters 1 & 4, and Conclusion • *Dora Mortimer, “Can Straight People Be Queer?” • *Jenna Wortham, “When Everyone Can Be ‘Queer,’ Is Anyone?” 		Quiz
V. SEXUAL LIBERATION, DIGNITY, AND RAUNCH CULTURE				
14	F May 29	<ul style="list-style-type: none"> • Ariel Levy, <i>Female Chauvinist Pigs</i> 	Take Home Exam, Reflective Essay, Extra Credit Essay Due by 11:59pm	Quiz

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 game. 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 attend 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 have the texts available during class.**

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 class, and come to my 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 – whether these happen through speaking, contributing to shared documents, or posting/commenting in Slack. 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.**

As this course is being taught as a remote-learning course, attendance means participation in ALL activities from 12:30-3:30pm on class days. Students who miss one or more activities on a given day will be marked as absent for the entire class session.

**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.

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.

LATE ASSIGNMENTS

Required assignments submitted late will be docked 50% of the points for the assignment, if they are received within 24 hours of the deadline. After 24 hours have passed, required work will earn zero points – but it still *must be completed in order to pass the class*. All required work for the game must be completed by the deadline for the reflective essay (11:59pm on May 22nd). All other required work must be submitted by 11:59pm on May 29th.

If you missed a required speech, it is up to you to take the initiative to consult the GameMaster to determine how you can make up the missed work.

Required 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. *No extensions will be permitted on the submission of final assignments (e.g. those due on May 29th), except in the case of documented personal, family, or medical emergencies.*

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 schedule above for the exact dates). Makeup quizzes will not be offered, regardless of the reason for the absence. Any missed quizzes and low quiz grades may be made up by performing one or more of the extra credit assignments described below.

INTRODUCTIONS & ROLE QUESTIONNAIRE

A 1-2 minute video introducing yourself to the class is due by 10am on May 12th on our dotstorming board. You must then ask questions of 5 other students on dotstorming by 12:30pm. This is required, and is graded pass/fail.

A simple role questionnaire is also due by 11:59pm on May 11th. It is required and is graded pass/fail.

Both of these assignments may be used to assist in assigning your role for the game. It is extremely important, therefore, that you submit them in a timely fashion.

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 on May 12th. 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 PREP HOMEWORK

A short written assignment (2-3 pages) will demonstrate your preparation for your character. Additionally, you will create a short post (with images, text, and/or video) to introduce your character on our Dotstorming page. Both are due on Friday, May 15th by 11:59pm.

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 18th or 19th. 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 20th or 21st.

Essays should be submitted to Canvas in gdoc or doc format; they should also be posted to Polly's Bulletin Board on Slack as appropriate. (Check your character assignment for details – some characters may either not publish their essays, or may seek publication in an alternate outlet.)

SPEECHES and GAME PARTICIPATION

Most characters are required to address the class *at least once* on May 18th or 19th; 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.

Game participation will include reporting 2-3 sentences in your Daily Journal Google Doc at the end of each game session indicating what you have been up to during that game session.

Required Speeches must be recorded on video, and posted to our Dotstorming Board **by 10am the day that they are due**. All students are required to watch these speeches and comment on them **by 12:30pm on the day that they are due**. **This is an important component of preparing for the day's game session!**

PORTFOLIO

The portfolio consists of three parts, which should be combined into a single document (gdoc or doc) submitted on Canvas by 11:59pm on May 22nd:

1. **Evidence of leading strategy.** Sometimes playing a role will involve driving game strategy in ways that may or may not be publicly noticeable in written work or public speaking. This category recognizes the role that you might play in organizing a faction, in coming up with clever ideas to get what your character wants, or in being creative or sneaky during the game. You may submit evidence of your role in leading strategy to the professor, but this is not required. Such evidence might include private Slack chats with other characters about strategy, notes passed during the game, or testimony from other students about your leadership. You may also choose to provide a 1-paragraph summary of the leadership you provided in the game.

2. **A reflective essay** (max. 2 pages double-spaced). You will receive an essay prompt at the conclusion of our game that involves reflecting as yourself (not as your character) on some of the lessons of the game.

3. **Peer evaluation.** You will have the opportunity to evaluate the contributions your peers made to the game, with a particular focus on any characters you had significant interactions with during the game. This is an opportunity to give credit to other students for their efforts.

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 released at the end of our last session. **Exams are due in gdoc or doc format to Canvas by 11:59pm Friday, May 29. 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 **Summative Essay**, due at 11:59pm on Friday, May 29 (see handout on Canvas for details). This essay involves reflecting on lessons learned from the course as a whole.

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 11:59pm on Friday, May 29th. 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

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

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

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. I will add bookable time beyond the 3:30-4:30pm timeslot as needed. All office hours will take place on Zoom at <https://cuboulder.zoom.us/j/975159984>.

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 at a mutually convenient time. The best way to contact me outside of class is by a message on Slack.

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
- Refrain from using electronic devices during class, *except for class-related activities*
- Remain for the whole class
- 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)

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.
- *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 Ferguson). **Don't call a professor by their first name unless you have been explicitly invited to do so.** Address professors as Professor So and So, or Dr. So and So. **Never call a female professor "Mrs. So and So."**
 - Avoid email or text message abbreviations and emojis.
 - 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 STATEMENT

I am committed to providing everyone the support and services needed to participate in this course. If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me by the end of the second day of Maymester 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 or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with me.

There are lots of ways for me to accommodate different disabilities in the roles assigned in the reacting game. (For example, a student with a cognitive processing disability can be assigned roles that involve more out-of-class writing, rather than in-class debating.) However, for me to do so effectively, I need to know what specific accommodations you qualify for. Your Letter of Introduction is a great place to reach out to me and let me know what you need!

DISCRIMINATION AND HARASSMENT

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, intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. 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.

HONOR CODE

I take the principles of academic honesty seriously. Your continued presence in this class indicates that your work for this course will comply with [the academic integrity policy](#) and the [Honor Code](#) of this institution, which all students of the University of Colorado at Boulder are responsible for knowing and adhering to. Violations of this 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.

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 – unless the professor has given you explicit permission to do otherwise. 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).