Sociology of Religion

 Spring 2022 Syllabus SOCY 4121-001

**Synchronous class meets remotely via Canvas the first two weeks of class, then, as of the week of January 23rd, we will meet in ECCR245 from 2:00 – 3:15 on Tuesdays and Thursdays.**

**Basic Needs:** We believe that in order to learn, students need to have their basic needs met: food to eat and a safe place to live. If you’re having trouble with either, the campus has some resources for you. If you’re facing food insecurity, reach out to food@colorado.edu, and they will work with you to find food resources. If you’re having trouble paying rent or facing housing insecurity, you can get in touch with these advocates: [Boulder County Housing & Human Services](https://www.bouldercounty.org/families/housing/rental-assistance/#about) at 303-441-1000 or [Off-campus Housing](https://www.colorado.edu/offcampus/) at och@colorado.edu & 303-492-7053. For assistance with landlord-tenant matters, contact [Mediation Services](https://bouldercolorado.gov/community-relations/mediation-program) at 303-441-4364 & mediation@bouldercolorado.edu.  A [**Student Emergency Fund**](https://www.colorado.edu/studentaffairs/student-emergency-fund) has been created to support students experiencing a temporary financial hardship as a result of COVID-19. Other campus resources are available here (including mental health resources and [free therapy](https://www.colorado.edu/counseling/)). [Case manager resources](https://www.colorado.edu/studentaffairs/sscm) are also available to help you find appropriate campus and local resources. A 24/7 [**Suicide Prevention hotline**](https://www.colorado.edu/resources/suicide-prevention) is available for you: just call 303-492-2277. Please don’t hesitate to also approach me if you have trouble negotiating these resources.

**Course Description & Outcomes**

This course examines complex interactions between religious and other social structures, such as the economy, government, and the family, and how globalization is affecting religious traditions across the globe. Includes discussion of how various religions are used or misused to justify terrorism and other acts of violence. Recommended prerequisite: SOCY 3001.

By the end of this course, successful students will be able to:

* Describe and discuss specific theoretical perspectives of social dynamics related to religion through various written exercises, including discussion posts, and a presentation.
* Describe and discuss significant social influences in the history of religion in western civilization.
* Apply sociological theory to issues such as terrorism in the context of religion.

**Instructor Information**

Liane Pedersen-Gallegos, Ph.D. (“Dr. Li”)

Email: liane.gallegos@colorado.edu

Cell: 303 818 4839. Please, no text messages. The preferred method of communication is email.

Office Hours: Ketchum 159 Wednesdays 10 - noon and by appointment.

Dr. Li will make every attempt to respond to questions/messages within 48 hours Monday through Fridays. Saturdays and Sundays, and after 5 PM every day are “off-line” times for Dr. Li when she will not be available.

**Please include the class title (Sociology of Religion) or number (4121) in all email correspondence.** With 300+ students in classes this semester, this saves us a tremendous amount of time looking up the information for every email. Even as we learn students’ names, it’s not easy to remember which class each student is in (and there are usually some students in more than one of our classes each semester).

*Students are expected to check both their individual CU email and the CU Canvas course site a minimum of every two days, Monday through Friday, as there may be new announcements on the Home Page.*

**Instructor Biography**

Liane Pedersen-Gallegos earned a Ph.D. in Sociology at the University of Colorado at Boulder. Dr. Pedersen-Gallegos (also known as “Dr. Li” by many students) earned a M.A. in Sociology at the University of Colorado at Boulder and a B.A. in Sociology/Psychology (double major) at the Metropolitan State College of Denver. Dr. Li worked 12 years as a research associate at the University of Colorado at Boulder. The focus of her research was the evaluation of pedagogical innovations in the teaching of physical sciences at the undergraduate and graduate levels, with an emphasis on student career development. Dr. Li was the co-director of Ethnography & Evaluation Research for 7 years and was the director for 3 years. Dr. Li has been teaching at the University of Colorado since 1985. She has taught 163 classes since then (as of January, 2022).

**Support and Technical Information**

This course includes embedded and streaming audio and video resources. Most modern browsers should be able to display this content. However, in some circumstances you may need to install the Flash or Quicktime media player. Should you have any difficulty accessing any of your course contents please contact the on campus IT help line at 303-735-HELP (4357) or online at: <http://www.colorado.edu/oit/> No special technology is necessary for this class. If you can stream movies on your computer, your computer should be adequate for this class. No special training or technical experience with computing is necessary for this class. Familiarity with word processing, navigating the web, and use of email should be sufficient. If, however, you find that you need assistance, your best source of support is the IT help line (referenced above), or of course, contact the instructor or teaching assistant for advice (email preferred, phone with more time-sensitive questions).

The “netiquette” promoted by CU generally is a good guide for this class as well. You can reference the CU policy at: <http://www.colorado.edu/policies/student-e-mail-policy> and the CU policy regarding student conduct in general can *be found at:* [*http://www.colorado.edu/osc/sites/default/files/attached-files/OSC\_Handbook\_2014-15.pdf*](http://www.colorado.edu/osc/sites/default/files/attached-files/OSC_Handbook_2014-15.pdf)

**Reading Assignments**

There are three textbooks required for this class (listed below). The main textbook (Roberts and Yamane) is available in electronic form through the CU Bookstore and assigned readings are provided for you on Canvas for the first few weeks so that you can decide if you prefer the option of purchasing the electronic form or the paper copies that you would need to either order or purchase at the campus Bookstore. After this introductory period, the free version of the online textbook will no longer be available.

Roberts, Keith A. and Yamane, David, *Religion in Sociological Perspective 5*th Edition*,* Pine Forge Press, Los Angeles, 2016. 978-1-4129-8298-6 *(This is the main textbook for the course, most of it will be assigned.)*

Prothero, Stephen, *Religious Literacy: What Every American Needs to Know—and Doesn’t,* Harper Collins, San Francisco, 2007. 978-0-06-084670-1. *(About half of this book will be assigned reading.)*

Juergensmeyer, Mark, *Terror in the Mind of God: The Global Rise of Religious Violence*, University of California Press, Berkeley, 2003. 0-520-24011-1 *(Selected chapters from this book will be assigned in the latter half of the semester--a little less than half the book in total.)*

The total amount of reading assigned each week is comparable, although it may be made up of several shorter, individual reading assignments or fewer, more in-depth assignments. Every student is expected to read all of the assignments.  ***It is necessary to keep up with the readings and the assignments in order to succeed in the class.*** The posting sites for each week will be “open” for a two day period, closing at 11:59 PM on the day assignments are due.

**Discussion Posts**

The purpose of the post assignments is two-fold: to demonstrate that the reading assignments have been done and to provide a forum for students to apply critical thinking to the topic at hand. Students are to select a direct quote from each of the reading assignments for the week (specific readings will be specified on the Canvas Discussions Page). Posts will ideally be comprised of three to five sentences per quote to include: 1) the quote itself, which may be part of a sentence or a whole sentence, **but the quote itself should be no longer than two sentences,** and must include an author and page reference so the instructor, TA, and classmates can easily find the quote; 2) the student’s commentary that indicates that they understand the quote in context, having read the whole article from which each quote was chosen.

Posts are due by 11:59 PM on Thursdays each week, starting with the second week of class. The main purpose of the discussion post is to contribute to the ongoing student dialogue on the weekly topic in a meaningful way. Posts should be brief, in consideration to the other students, all of whom are required to read every post. The ideal post will be between two and five sentences long, not to exceed 200 words each. The limits placed on the posts are intended to keep the workload manageable for all students, while ensuring everyone has a voice in the on-line discussion.

The tenor of the posts is to remain collegial. This is not to say that everyone must agree with what others post—in fact a range of ideas and opinions is ideal—it is to say that the tone of the interchange is to be considerate. (See reference above to “netiquette” expectations.)

**Grading Criteria for Discussion Posts**

Each weekly post will be worth 10 points. Credit is earned by adhering to the assignment guidelines: demonstrating understanding of and insight into concepts presented, following standard grammar practices (including spelling), correctly citing sources of direct quotes and courteous “netiquette.”

*A Note on Studying Sociological Theory*. The goal of the discussion posts is to promote critical reflection on sociological theories and how they inform the topic at hand. It is also important to place the quote in context sufficient to demonstrate that one has read the whole assignment and understands the quote in the broader context of the reading assignment and overall class. For students new to the discipline of sociology, you will discover that sociological theories can appear deceptively simple, even “common sense,” before you appreciate the relevant theoretical insights more deeply. Initial impressions of social norms can be misleading, and deeper insights are often counter-intuitive to the normative understanding of reality. (Interestingly, even after counter-intuitive impressions are clarified, the new insights can, themselves, take on an aura of “common sense.” Study of how these and other social dynamics and norms work is at the heart of sociological scholarship.) For these reasons, students who may be tempted to skip the study and analysis and instead rely on their “common sense” impressions of the theories or even of quotes chosen at random rather than in adequate context are likely to be surprised with failing assignment and test scores and confusion at the “end of the day.” For example, multiple choice questions often include normative, “common sense” perspectives that, according to sociological theories, are in fact incorrect. The successful student will soon appreciate that a more thoughtful, philosophically-informed approach pays dividends in both valuable insights and in higher grades. The richest pay-off in sociological study, though, is the deeper perspective given to social dynamics that hones one’s appreciation of “the human condition” itself. Understanding sociological theories promotes critical thinking skills as well as enriching one’s worldview.

Critical thinking skills are key to a solid liberal arts education. The development of good writing skills is another fundamental part of higher education. Correct grammar and spelling are more than social courtesies writers extend to their readers. Following these guidelines also reflects a level of investment the writer has in their own scholarship. The occasional misspelling and grammatical error in the discussion post assignments will be overlooked, but points will be deducted if the quality of the post is diminished due to multiple errors. Points will begin to be subtracted when three grammatical/spelling errors are noted in a single posting. Other point deductions will be made for posts that are judged as too “thin” on substance.

The two day “window” for posting is set up to provide students flexibility in managing their time while keeping assignments within a time frame facilitating coursework pace and timely feedback. Note that the Canvas system will close at 3:00 PM (Mountain Time), even if a student is in the process of typing a post. For this reason it is important to allow adequate time for entering one’s posts. It is the student’s responsibility to ensure that the Canvas system has accepted and posted assignment submissions and to report any problem to the TA or instructor right away. Similarly, the teaching assistant will make every effort to provide timely grading and feedback for weekly discussion posts via the online gradebook.

***Note that the online gradebook is for the convenience of students and is not the official gradebook. The automatic letter grade calculation done by the Canvas gradebook is an ongoing calculation and should not be confused with final grades. Dr. Li reserves the right to curve the final letter grades, avoiding +/- grades.***

In summary, the posts will constitute an online “discussion” among the class members. Every student is to post once for each week’s reading assignments (in the event that students contribute additional posts, only the first post for a given post assignment will be graded). The TA and instructor will provide guidance to facilitate discussions and students’ comprehension of the material as appropriate. Grades for discussion contributions will be based on

* critical thinking,
* indicators that the student has read and understands the reading assignments for the week (points will be deducted for posts that are too “thin”),
* quality of writing, including grammar, spelling, and citation of references,
* adherence to space limitations (post commentary, not including the quotes used, are to be limited to 200 words), and
* commentary must be more than simple agreement or disagreement with another student’s post or citation chosen.

Remember that you do not have to agree with any theory or other discussion post: your grade is based on your comprehension of theories and other materials presented in class.

Students are expected to read all the posts for the week, including any instructor/teaching assistant feedback. Instructor commentary provided on the discussion posts will be helpful in clarifying important concepts in the class.

An example of a good post (including quotation from assigned reading) from an earlier class follows:

*Sample Post*

**“The effects of death are strikingly portrayed in the medieval concept of death as an *equalizer,* or leveler. Since death was ever present then due to plague, epidemics, and wars, a uniquely social conception of death developed” (Charmaz, p 69).**

In our society, we often think of death as something "other", something unpleasant, and something unworthy of acknowledgment or review. However, as Charmaz writes, this was not always the case. This can help explain why our modern conception of death differs from that of the past. Death was much more ubiquitous in medieval societies, and of particular importance is the fact that it was not just the old who were dying. The infant mortality rate was astronomically high compared to today, thus both the young and old knew that death could come for them at any point.

**Student Presentations**

Each student is to research a religious service of their choosing (must be approved by the instructor by the time of the first exam, February 10) and will record a presentation to be submitted on Canvas. The object of the assignment is to research a religion of interest to the student with which they are not already familiar. Most organized religious groups have web sites, and oftentimes this includes videos of religious rituals and services. The service is to be one of interest to the student, but not one that they are already experienced with (not the religion of their upbringing, for example). Students are to record a brief presentation (between five and ten minutes long) and upload it to the Canvas assignment page. The presentations should serve as a review of concepts learned in the class, as well as providing an introduction to and insight into various religions of interest. The presentations are due close to the end of the semester and ideally will provide a review of important concepts learned in the class. The presentations will be available for students, as well as the instructor, to view. Note that each of the three exams and the presentation are all worth 30 points, and together make up a little less than half of the grade for the course. The other, slightly more than a half, of the points are earned weekly with the post assignments. Steady, regular attention to the assignments is the key to success in the course.

**Grading Criteria for the Presentations:**

* Analysis of experience, relating it to concepts learned in the class 20 points
* Clarity, organization of presentation 10 points

 30 points total

Instructions for recording the presentations will be given and reviewed over the course of the semester.

**Exams**

There will be two exams and one final during the semester, as noted in the course calendar: the final exam date is Sunday, May 1 from 4:30 PM – 7:00 PM. Each exam is worth 30 points, including the final exam. The exams will be a combination of multiple choice and essay format. Answer essay questions as completely as possible, explaining your answers. Your explanation of your answers is the heart of your answer—points are awarded for complete answers, including context provided.

COURSE CALENDAR

Dr. Li reserves the right to adjust the course calendar and will alert students if there are any adjustments.

1. **Week of January 9 (first day of class is Tuesday, January 11) Introduction**

 Reading Assignment: Start on the reading for next week: Prothero Part 1 (Chapters 1 and 2) The Prothero reading is available on the Canvas site.

1. **Week of January 16 The Social Costs of Religious Illiteracy**

Reading Assignment: Prothero Part 1 (Chapters 1 and 2)

Film Assignment: Prothero introducing his book on the Daily Show (Available on Canvas)

Post due Thursday, January 21

**3 Week of January 23 Americans’ Religious Literacy in Historical Perspective**

Reading Assignment:Prothero Part 2 (Chapters 3 and 4) and Chapter 5

 Film Assignment: “A History of God” (Available on Canvas)

 Post due Thursday, January 27

**4 Week of January 30 Sociological Perspectives of Religion**

Reading Assignment: Roberts & Yamane Chapters 1 and 2

Film Assignment: “Sufi Soul”

Post due Thursday, February 3

**5 Week of February 6 Religious Experience and Religious Ritual**

Reading Assignment: Roberts & Yamane Chapters 3 & 4

Film Assignment: “Jesus Camp”

Post due Thursday, February 10

**Test #1 Thurday, February 10**

**6 Week of February 13 Socialization, Conversion, and Switching**

Reading Assignment: Roberts & Yamane Chapters 5 and 6

Post due Thursday, February 17

**7 Week of February 20 Forms of Religion: Cult, Sect, Denomination, Ecclesia**

Reading Assignment: Johnstone “The Church Sect Continuum of Religious Organization” (Available on Canvas)

Video Assignment: “Going Clear”

Post due Thursday, February 24

**8 Week of February 27 The Protestant Reformation and the Protestant Work Ethic**

Reading Assignment: Roberts & Yamane Chapters 8 and 9

Video Assignment: “Luther”

Post due Friday, March 4

**9 Week of March 6 Dilemmas of Institutionalization: Contemporary Issues of Gender and Sexuality**

Reading Assignment: Roberts & Yamane Chapters 7 and 11

Video Assignment: “The Devil’s Playground” (Available on Canvas)

Post due Thursday, March 10

**10 Week of March 13 Religion, Inequality, and Social Action**

Reading Assignment: Roberts & Yamane Chapters 10 and 12

Video Assignment: “Romero”

Post due Thursday, March 17

**Test #2 Thursday, March 17**

**Week of March 20 Spring Break No Classes**

**11**  **Week of March 27 Secularization and Alternative Forms of Religion**

Reading Assignment: Roberts & Yamane Chapters 13 and 14

Post due Thursday, March 31

**12 Week of April 3 Civil Religion and Globalization**

Reading Assignment: Article “Civil Religion in America” (Available on Canvas) and Juergensmeyer Chapters 1 and 7

Post due Thursday, April 7

**13 Week of April 10 Religion and Terrorism**

Reading Assignment: Juergensmeyer Chapter 8 and one to be announced (on Canvas)

Post due Thursday, April 14

**14 Week of April 17 Religion and Terrorism; Demonizing the Enemy**

Reading Assignment: Juergensmeyer Chapters 9 and 10

Post due Thursday, April 21

Religious Service Presentations due Friday, April 22

**15 Week of April 24 Summary and Synthesis**

No new reading assignment

No discussion post is due this week.

**Final Exam: Sunday, May 1 4:30 – 7 PM**

**Grading Criteria**

Letter grades are assigned only at the end of the semester as final grades for the course. Individual assignments and exams will receive points and the final letter grade will be based on points accumulated, as indicated below. The instructor will make every effort to grade assignments and exams within one week of the date submitted. The instructor reserves the right to curve the final grades.

Discussion Postings 130 points

Exam #1 30 points

Exam #2 30 points

Presentation 30 points

Final Exam 30 points

Class Engagement 30 points

 *Total points possible: 280*

252 – 280 A

224 – 251 B

196 – 223 C

168 – 195 D

Study guides will be provided prior to the exams, and the test questions will be based on the study guides, readings, film assignments, and lectures.

***Reminder: Letter grades automatically generated in the Canvas Grade Book are NOT official grades—use only as an estimate.***

**Class Policies**

**Student Responsibilities**

Students are expected to participate in assigned online reading/discussion posts. ***It is necessary to keep up with reading and all other assignments to succeed in the class.***

Students are responsible for keeping up with postings and other class announcements. ***Students are expected to check both their individual CU email and the Canvas course material a minimum of every two days, Monday through Thursday.***

**Plagiarism Policy**

Class policy regarding plagiarism is in keeping with the university policies. Assignments turned in via Canvas are routinely submitted to an anti-plagiarism soft-ware program. Appropriate citation of all sources used is required on all assignments. Failure to accurately and adequately cite sources is considered plagiarism.

**Sociology Department Statement on Inclusive Excellence**

Deeply entrenched structural, cultural, and institutional systems have resulted in the accumulation of advantages for some members of the university community at the expense of others. This exclusion is particularly salient in the cases of African Americans, Native Americans, Latinxs, people of low socio-economic status, and women, who have a long history of being excluded from and marginalized within institutions of higher education. This legacy stands in opposition to our commitment to inclusive excellence.

As stated in CU’s Inclusion, Diversity and Excellence in Academic Plans, we cannot be truly excellent unless we can guarantee access, equity, opportunity, and advancement to students, faculty, and staff who have experienced systematic disadvantage based on their societal status. Making excellence inclusive is an active, intentional process that engages with inclusivity in the classroom, research, and administrative activities. It requires not only acknowledging discrimination but also identifying and building effective practices to address it. In that vein, the Department of Sociology commits to identifying, challenging and removing barriers to inclusion within our department.[[1]](#footnote-1)[[2]](#footnote-2)[[3]](#endnote-1)

**Required University Policy Statements**

Classroom Behavior

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](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Conduct & Conflict Resolution policies](https://www.colorado.edu/sccr/student-conduct).

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, 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](https://www.colorado.edu/sccr/). For more information, see the policy on[classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). 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.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge 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.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. ***In this class, if you are sick or quarantined, you are expected to alert instructors (faculty and/or teaching assistants) of absences and initiate conversation with these instructors to determine appropriate substitute assignments and/or time expectations. Students are expected to inform instructors in a timely fashion (generally within one week of a missed assignment/class and no later than one week prior to the end of the semester). Failure to report missed classes/assignments in a timely fashion will negatively affect the “course engagement” portion of the overall grade as well as missed opportunities to make up assignments for either full or partial credit (as determined by reasonable timing of notification/completion of make-up work, etc.)***

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](https://www.colorado.edu/disabilityservices/). 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](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

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](https://www.colorado.edu/osccr/honor-code).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder 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 OIEC, university policies, [reporting options](https://www.colorado.edu/oiec/reporting-resolutions/making-report), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when 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.

Religious Holidays

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, students are expected to alert faculty of any conflicts between class scheduled activities and religious observances***. In this class students are responsible for alerting instructors (both teaching faculty and teaching assistants) in these instances and making arrangements with instructors to compensate for any missed classes and/or related assignments, as deemed appropriate. Students must inform instructors of their need for these and any other accommodations in a timely manner—generally a week beforehand -- to schedule and resolve missed work. All make up work must be completed before the end of the semester, according to deadlines determined in meetings with instructors.***

See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

1. In formulating this summary and definition of inclusive excellence for our unit, we drew on four sources: 1) CU’s definition (https://www.colorado.edu/odece/diversity-plan/campus-definition-inclusive-excellence); 2) the sociology department’s 2016 report on inclusive excellence (Appendix A); 3) the 2019 University of Colorado Inclusion, Diversity and Excellence in Academics (IDEA) plan (https://www.colorado.edu/odece/diversity-plan/inclusion-diversity-and-excellence-academics-idea-plan) and 4) diversity statements from peer sociology departments (e.g. University of Washington). [↑](#footnote-ref-1)
2. For full statement, see Sociology Department Webpage (https://www.colorado.edu/sociology) [↑](#footnote-ref-2)
3. [↑](#endnote-ref-1)