***Sociology 4031-001                      Social Psychology                          Fall 2020***

*Instructor: Dr. Mike Haffey  Dept. Of Sociology*

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*Office hrs. Tues 10-11am & Thurs 1-2pm   288 Ketchum Hall*

*office phone 303.492.8838*

      Social Psychology is an interdisciplinary field of study located midway between sociology and psychology.  Generally speaking, sociologists study the economic, cultural and political processes, patterned behaviors and trends, and social structures that shape the world that individuals inhabit. Psychologists, on the other hand, study the process of mental life: memory, cognition, perception, emotion, and reasoning.  *Social Psychologists* study how interacting individuals “go about doing things” – being roommates, having family dinners, going to the game, offering accounts, waiting in line, negotiating contracts, joining an on-line community, standing-up to bullies, constructing gender, watching celebrities, generating legitimacy, being part of a team, texting and walking, heck, even attending and giving lectures. Language, identity, context and performance are all central to these social processes. In summary, social psychology involves the systematic study of the influence of the real, imagined and implied presence of others and/or social context on an individual’s thoughts, feelings, and behaviors.

It is here where we will level our social-psychological gaze, the everyday world of people in interaction, co-constructing meanings within social systems of perceived opportunity and constraint.  We will explore this rich interface between the individual and society by highlighting the latter, the social world, via the micro-sociological perspectives of symbolic interactionism, dramaturgy, ethnomethodology and role theory. My training as a sociological social psychologist greatly influences my selection of topics, theoretical perspectives, and texts for this course, as well as my general expectations of knowledge for young sociologists venturing into this micro-wing of our discipline. Each of these micro-interactionist approaches to the study of social life emphasize the reflexive, situated nature of human experience and highlight the self as a social product, the interpretive frameworks through which groups co-construct the social moment, and the symbolically communicated, construction of the social order.

      The objective of this course is to provide you with a broad understanding of the current sociological field of social psychology by becoming well-versed in the concepts, analytical frameworks and applications / research questions at the center of this provocative and vital sub-discipline. More specifically, we will describe and analyze the many ways in which the interaction among individual’s, between an individual and a group, or among groups, within a particular social context, which gives meaning to unfolding behavior – the duality of social life. Toward that end, I have chosen two (required) well-known and widely used textbooks to guide our discussion this semester. These texts will provide you a very current and lucid treatment of this subfield. Since these texts will serve as a key organizing tool for all of our discussions this semester, please make a commitment to obtaining a copy of both texts and staying current with our reading schedule.

**Social Psychology: Individuals, Interaction, and Inequality**by Karen Hegtvedt & Cathryn Johnson                  **The Presentation of Self in Social Life**by David Shulman

**Final Grade**: Your final grade for this course will be based on the following criteria:

\* Four Exams (15% each / 60% total). Exam Dates: 9/22; 10/20; 11/10; 12/9-13?

\* Three “My Social Self” writing assignments, (10% each / 30% total) Due Dates: 9/22; 10/20; 11/10.

\* Class attendance and engagement (10%). As an upper-division, capstone course, I expect lively and thoughtful participation by all members of this class. Given our current circumstance, we will engage this material, and each other, in a safe and self-chosen manner. “Engagement” will be broadly defined. Engage in any way you deem most comfortable. Please bring your book to each class meeting.

***Sociology 4031-001*Schedule of Readings / Exams / Presentations**

*Aug. 25 – Topic Introduction and Course Overview*

*Aug. 27 – Interactionist Theory*

*Sept. 1 ch. 1 in The Presentation of Self in Contemporary Social Life*

*Sept. 3 ch. 2 Persona Watching: Catching Impression Management in Action & ch. 3 Sociological Influences on People’s Performances*

*Sept. 8 ch. 4 Workplaces as Stages*

*Sept 10. ch. 5 Modern Life as Show Business*

*Sept. 15 ch. 6 Dramaturgical Involvements in Popular Culture*

*Sept. 17 ch. 7 The Internet: Society’s Newest Stage*

*Sept. 22****Exam 1 / “My Social Self” Part 1 due***

*Sept. 24 ch. 1 in Social Psychology: Individuals, Interaction, and Inequality*

*Sept. 29 & Oct. 1 - ch. 2 Methods of Developing Social Psychological Knowledg*

*Oct. 6 & 8 ch. 3 The Individual in a Social World*

*Oct 13 & 15 ch. 4 Identity Processes*

*Oct. 20****Exam 2******/ “My Social Self” Part 2 due***

*Oct. 22  ch. 5 Intraindividual processes: Social Cognition*

*Oct. 27 & 29 ch. 6 Intraindividual Processes: Attitudes*

*Nov. 5 ch. 7 Beyond Cognition: Affect and Emotions -*

*Nov. 10****Exam 3 / “My Social Self” Part 3 due***

*Nov. 12 ch. 8 Status Processes in Groups*

*Nov. 17 ch. 9. Power Relations in Groups and Social Networks*

*Nov. 19 ch. 10 Legitimacy: Shaping Behavior in Groups and Organization*

*Nov. 24 ch. 11 Justice Processes and Evaluations within Groups*

*Dec. 1 ch. 12 Intergroup Processes*

*Dec. 3 Course review*

*Dec. 9-13****Final Exam # 4***

**Classroom and University Policies**

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* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical ServicesLinks to an external site.](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

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Please know that if a student discloses to me that they have tested positive for COVID-19 or are having symptoms of COVID-19 or have had close contact with someone who has tested positive for COVID-19, I will submit, by University rule, that information to the Departmental chairperson and the Medical Services Public Health Office for the purposes of contact tracing (contacttracing@colorado.edu and/or 303-492-2937). �

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**Sociology 4007-001 Global Human Ecology Fall 2020**

*Instructor: Dr. Mike Haffey Contact:* [*mhaffey@colorado.edu*](http://mhaffey@colorado.edu)  *or 303.492.8838*

*Office hrs.: Tues. 10-11am / Thurs.1-2pm*

*Teaching Assistant:  Sarah Jaffe.*[*sarah.jaffe@colorado.edu*](mailto:sarah.jaffe@colorado.edu)*Office hours: Mon. 10-11am and Fri.11-12pm via zoom room:*[*https://cuboulder.zoom.us/j/3164218298* (Links to an external site.)](https://cuboulder.zoom.us/j/3164218298)

Seeing the interconnections; knowing “what’s hitched to what; and thinking holistically about the modern world; this is, broadly speaking, our course objective - to analyze and comprehend our global human ecology using a systems perspective. The promise of sociology is that of a sociological imagination, the ability to see the link between the individual and society and thus, grasp the role of social forces in our lives. It is necessary and quite urgent that young sociologists recognize and begin to include in our analysis, the vital role of natural systems in which all social systems are imbedded. Expanding the sociological gaze to consider even broader ecological systems provides social analysts a more complete, holistic understanding of the relationships between people and their environment. This semester, we will highlight the relationship between a changing climate and human migration.

Both social systems and ecosystems are self-organizing, complex, adaptive processes, sometimes in harmony, sometimes at odds with one another. Figuring out how to produce more of the former and less of the latter is critical in designing and implementing a social system for the long haul. This will require a motivated and informed constituency, and young, hands-on intellectuals well-versed in ecological thought. Ecological thinking encourages a quality of mind that: understands the earth’s vital signs, is aware of the speed and extent of the global ecological crises, comprehends interrelationships, understands the dynamics of global capitalism and, leads to attitudes and behaviors of care and stewardship. It is such a mindset that I hope to encourage in you. Guiding our ongoing effort to cultivate our ecological thinking is the concept of sustainable development, that is, social systems that meet present needs without compromising the ability of future generations to meet their own needs. It is this larger objective of interacting with ecosystems in ways that allow them to maintain their functional integrity that motivates a sociology of human ecology.

We will begin by learning to think in systems terms. For this initial segment of the course we will read two foundational texts *Thinking in Systems* (2008) *by Donella Meadows*and *Human Ecology* (2001) *by Gerald Marten*. Together, these classics in the field of human ecology will provide us the language and imagery to move more comfortably between social and natural systems. We will highlight key system features – stocks, in-flows, out-flows; balancing loops, reinforcing loops, delays, sources of system stability and system growth and change; as well as system surprises, traps and leverage points. Some of the biggest problems facing the world today are essentially system failures, and they cannot be solved by fixing one system in isolation from other systems. It is my hope that through a series of rich presentations and shared readings you will have an opportunity to cultivate a new “systems thinking” through which to see the intersections of society and environment, social systems and natural systems.

With this new and improved capacity for systems thinking we then we will turn our sights on learning about science of climate change via the book *An* *Introduction to Modern Climate Change (2016) by Andrew Dessler.* This text will provide us a systems approach to comprehending to the basic *physics*of global warming (e.g. the physics of electromagnetic radiation, the carbon cycle, reinforcing and balancing feedback loops, radiative forcing, climate sensitivity etc.), and the *social-science* of global warming (social factors shaping current and future emission scenarios, social impacts and costs of a carbon economy, and key public policies tied to mitigating greenhouse gasses and curbing climate change).

Climate change and consequent human migration is a closely related systems issue of great sociological import. Changing climate has long influenced human migration. The mass movement of human beings - perhaps 25 - 250,000 trillion by mid- century - is closely associated with the accelerating changes to our climate, as well as shifts in the neoliberal, global economy. *Climate and Human Migration*by Robert McLeman presents historic data on large-scale human migration in response to hydrological changes such as extreme weather events, river-valley flooding, drought, and mean sea-level rise (MSLR). Human migration, as we will see, is one form of climate adaptation. Understanding these patterned flows of people in the past will allow us to better anticipate – and prepare for – future mass migration associated with anthropogenic climate change.

We will then conclude the semester with Rebecca Hirsch’s Climate Migrants on the move in Changing World; a sober warning that climate change will become impossible to deny or ignore in the coming decades as mass population centers are rendered uninhabitable and the relocation of millions of people becomes inevitable. Relocation due to climate change is already a reality. Hirsch looks at the examples of Native Alaskan villages in Alaska, the Pacific island nation of Kiribati, and the Sahel region in central Africa. Droughts, desertification, rising sea levels, severe storms, and melting permafrost, all directly caused by climate change, are threatening communities of all sizes as well as entire nations. Hirsch examines the immense logistical challenges and economic costs of relocating so many people, the consequences for communities whose cultural identities are geographically linked, and further environmental damage that will result from these mass migrations.

These five books were written and designed to facilitate your understanding of interconnected global systems via a rich array of chapter foci / readings. These texts are diverse in format and purpose. These five books are, I think, wonderfully valuable in conveying potent insight into our global human ecology, and the research / design / governance challenges that lie ahead. The authors have worked hard to make a number of complex ideas as understandable as possible. You must do a little work as well. You will be expected to have read and assimilated the required readings for each class meeting. The five required texts for this course are available at the **UMC Bookstore** or can be readily bought on-line. *(these five texts are listed in order of classroom use)*

* ***Thinking in Systems: A Primer****by Donella Meadows*
* ***Human Ecology: Basic Concepts for Sustainable Development****by Gerald Marten*
* ***Introduction to Modern Climate Change****by Andrew Dessler*
* ***Climate and Human Migration****by Robert McLeman*
* ***Climate Migrants On the Move in a Changing World****by Rebecca Hirsch*

**Exams and Grading**:

\*Class Engagement (10%): As an upper-division, capstone course, I expect lively and thoughtful participation by all members of this class. However, given our current circumstance, we will engage this material, and each other, in a safe and self-chosen manner. “Engagement” will be broadly defined. Engage in any way you deem most comfortable. Please bring your book to each class meeting.

\*Four (4) exams (15% each / 60% of final grade): Each of these four 75 minute, mixed-format exams will cover both lecture and text material. Exam Dates: 9/29; 10/20; 11/19 & final exam date & time TBA.

\*Three (3) “social system- ecosystems” research projects. (10% each / 30% of final grade). Individual projects highlighting local /regional/global examples of social - ecological systems. Topics and project criteria to be discussed in class. Due dates: 9/17; 10/29 & 11/24.

**Sociology 4007 - Schedule of readings and exams**

Aug. 25 Course introduction and overview

Aug. 27 *Thinking in Systems ch.1 / Human Ecology ch. 1*

Sept. 1 *Thinking in Systems ch’s. 2 & 3*

Sept. 3 *Human Ecology ch’s 2-5*

Sept. 8 *Thinking in Systems ch’s 4 & 5*

Sept. 10 *Human Ecology ch’s 6 & 7*

Sept. 15 *Human Ecology ch’s 8 & 9*

Sept. 17 *Human Ecology ch’s 10*

Sept. 22 *Human Ecology ch’s 11-12*

Sept. 24 *Thinking in Systems ch 6 & 7*

Sept. 29 **Exam 1**

Oct. 1 *An Introduction to Modern Climate Change ch’s 1-3*

Oct. 6 *An Introduction to Modern Climate Change ch’s 4-6*

Oct. 8 *An Introduction to Modern Climate Change ch’s 7-9*

Oct. 13 *An Introduction to Modern Climate Change ch’s 10-12*

Oct. 15 *An Introduction to Modern Climate Change ch’s 13 & 14*

Oct. 20 **Exam 2**

Oct. 22 *Climate and Human Migration ch’s 1*

Oct. 27 *Climate and Human Migration ch’s 2*

Oct. 29 *Climate and Human Migration ch. 3*

Nov. 3 *Climate and Human Migration ch. 4*

Nov. 5 *Climate and Human Migration ch. 5*

Nov. 10 *Climate and Human Migration ch. 6*

Nov. 12 *Climate and Human Migration ch. 7*

Nov. 17 *Climate and Human Migration ch. 8*

Nov. 19 **Exam 3**

Nov. 24 *Climate Migrants ch’s 1*

Dec. 1 *Climate Migrants ch’s 2-4*

Dec. 3 *Climate Migrants ch’s 5*

Dec. 9-13 **Final Exam 4**

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Sociology 4007-003       Global Human Ecology                            Fall 2020

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Teaching Assistant: Sarah Jaffe.  [sarah.jaffe@colorado.edu](mailto:sarah.jaffe@colorado.edu)   Office hours: Mon. 10-11am and Fri.11-12pm via zoom room: [https://cuboulder.zoom.us/j/3164218298 (Links to an external site.)](https://cuboulder.zoom.us/j/3164218298)

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Both social systems and ecosystems are self-organizing, complex, adaptive processes, sometimes in harmony, sometimes at odds with one another. Figuring out how to produce more of the former and less of the latter is critical in designing and implementing a social system for the long haul. This will require a motivated and informed constituency, and young, hands-on intellectuals well-versed in ecological thought. Ecological thinking encourages a quality of mind that: understands the earth’s vital signs, is aware of the speed and extent of the global ecological crises, comprehends interrelationships, understands the dynamics of global capitalism and, leads to attitudes and behaviors of care and stewardship. It is such a mindset that I hope to encourage in you. Guiding our ongoing effort to cultivate our ecological thinking is the concept of sustainable development, that is, social systems that meet present needs without compromising the ability of future generations to meet their own needs. It is this larger objective of interacting with ecosystems in ways that allow them to maintain their functional integrity that motivates a sociology of human ecology.

We will begin by learning to think in systems terms. For this initial segment of the course we will read two foundational texts Thinking in Systems (2008) by Donella Meadows and Human Ecology (2001) by Gerald Marten. Together, these classics in the field of human ecology will provide us the language and imagery to move more comfortably between social and natural systems. We will highlight key system features – stocks, in-flows, out-flows; balancing loops, reinforcing loops, delays, sources of system stability and system growth and change; as well as system surprises, traps and leverage points. Some of the biggest problems facing the world today are essentially system failures, and they cannot be solved by fixing one system in isolation from other systems. It is my hope that through a series of rich presentations and shared readings you will have an opportunity to cultivate a new “systems thinking” through which to see the intersections of society and environment, social systems and natural systems.

With this new and improved capacity for systems thinking we then we will turn our sights on learning about science of climate change via the book An Introduction to Modern Climate Change (2016) by Andrew Dessler. This text will provide us a systems approach to comprehending to the basic physics of global warming (e.g. the physics of electromagnetic radiation, the carbon cycle, reinforcing and balancing feedback loops, radiative forcing, climate sensitivity etc.), and the social-science of global warming (social factors shaping current and future emission scenarios, social impacts and costs of a carbon economy, and key public policies tied to mitigating greenhouse gasses and curbing climate change).

Climate change and consequent human migration is a closely related systems issue of great sociological import. Changing climate has long influenced human migration. The mass movement of human beings - perhaps 25 - 250,000 trillion by mid- century - is closely associated with the accelerating changes to our climate, as well as shifts in the neoliberal, global economy. Climate and Human Migration by Robert McLeman presents historic data on large-scale human migration in response to hydrological changes such as extreme weather events, river-valley flooding, drought, and mean sea-level rise (MSLR). Human migration, as we will see, is one form of climate adaptation. Understanding these patterned flows of people in the past will allow us to better anticipate – and prepare for – future mass migration associated with anthropogenic climate change.

We will then conclude the semester with Rebecca Hirsch’s Climate Migrants on the move in Changing World; a sober warning that climate change will become impossible to deny or ignore in the coming decades as mass population centers are rendered uninhabitable and the relocation of millions of people becomes inevitable. Relocation due to climate change is already a reality. Hirsch looks at the examples of Native Alaskan villages in Alaska, the Pacific island nation of Kiribati, and the Sahel region in central Africa. Droughts, desertification, rising sea levels, severe storms, and melting permafrost, all directly caused by climate change, are threatening communities of all sizes as well as entire nations. Hirsch examines the immense logistical challenges and economic costs of relocating so many people, the consequences for communities whose cultural identities are geographically linked, and further environmental damage that will result from these mass migrations.

These five books were written and designed to facilitate your understanding of interconnected global systems via a rich array of chapter foci / readings. These texts are diverse in format and purpose. These five books are, I think, wonderfully valuable in conveying potent insight into our global human ecology, and the research / design / governance challenges that lie ahead. The authors have worked hard to make a number of complex ideas as understandable as possible. You must do a little work as well. You will be expected to have read and assimilated the required readings for each class meeting. The five required texts for this course are available at the **UMC Bookstore** or can be readily bought on-line.  (these five texts are listed in order of classroom use)

* **Thinking in Systems: A Primer**by Donella Meadows
* **Human Ecology: Basic Concepts for Sustainable Development**by Gerald Marten
* **Introduction to Modern Climate Change**by Andrew Dessler
* **Climate and Human Migration**by Robert McLeman
* **Climate Migrants On the Move in a Changing World**by Rebecca Hirsch

**Exams and Grading**:

\*Class Engagement (10%): As an upper-division, capstone course, I expect lively and thoughtful participation by all members of this class. However, given our current circumstance, we will engage this material, and each other, in a safe and self-chosen manner. “Engagement” will be broadly defined. Engage in any way you deem most comfortable. Please bring your book to each class meeting.

\*Four (4) exams (15% each / 60% of final grade): Each of these four 75 minute, mixed-format exams will cover both lecture and text material. Exam Dates: 9/29; 10/20; 11/19 & final exam date & time TBA.

\*Three (3) “social system- ecosystems” research projects. (10% each / 30% of final grade). Individual projects highlighting local /regional/global examples of social - ecological systems. Topics and project criteria to be discussed in class. Due dates: 9/17; 10/29 & 11/24.

**Sociology 4007 - Schedule of readings and exams**

Aug. 25 Course introduction and overview

Aug. 27 Thinking in Systems ch.1 / Human Ecology ch. 1

Sept. 1 Thinking in Systems ch’s. 2 & 3

Sept. 3 Human Ecology ch’s 2-5

Sept. 8 Thinking in Systems ch’s 4 & 5

Sept. 10 Human Ecology ch’s 6 & 7

Sept. 15 Human Ecology ch’s 8 & 9

Sept. 17 Human Ecology ch’s 10

Sept. 22 Human Ecology ch’s 11-12

Sept. 24 Thinking in Systems ch 6 & 7

Sept. 29 **Exam 1**

Oct. 1 An Introduction to Modern Climate Change ch’s 1-3

Oct. 6 An Introduction to Modern Climate Change ch’s 4-6

Oct. 8 An Introduction to Modern Climate Change ch’s 7-9

Oct. 13 An Introduction to Modern Climate Change ch’s 10-12

Oct. 15 An Introduction to Modern Climate Change ch’s 13 & 14

Oct. 20 **Exam 2**

Oct. 22 Climate and Human Migration ch’s 1

Oct. 27 Climate and Human Migration ch’s 2

Oct. 29 Climate and Human Migration ch. 3

Nov. 3 Climate and Human Migration ch. 4

Nov. 5 Climate and Human Migration ch. 5

Nov. 10 Climate and Human Migration ch. 6

Nov. 12 Climate and Human Migration ch. 7

Nov. 17 Climate and Human Migration ch. 8

Nov. 19 **Exam 3**

Nov. 24 Climate Migrants ch’s 1

Dec. 1 Climate Migrants ch’s 2-4

Dec. 3 Climate Migrants ch’s 5

Dec. 9-13 **Final Exam 4**

**Classroom and University Policies**

## 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 behaviorLinks to an external site.](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of ConductLinks to an external site.](https://www.colorado.edu/sccr/sites/default/files/attached-files/2019-2020_student_code_of_conduct_0.pdf).

## 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 public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

* maintain 6-foot distancing when possible,
* wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
* clean local work area,
* practice hand hygiene,
* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical ServicesLinks to an external site.](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

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 ResolutionLinks to an external site.](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and SafetyLinks to an external site.](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behaviorLinks to an external site.](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of ConductLinks to an external site.](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations CourseLinks to an external site.](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming on to campus each day, all students are required to complete a [Daily Health FormLinks to an external site.](https://www.colorado.edu/protect-our-herd/daily-health-form). In this class, you may be reminded of the responsibility to complete the [Daily Health FormLinks to an external site.](https://www.colorado.edu/protect-our-herd/daily-health-form) and given time during class to complete it.

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 and complete the [Health Questionnaire and Illness Reporting FormLinks to an external site.](https://www.colorado.edu/protect-our-herd/daily-health-form) remotely. In this class, if you are sick or quarantined**,**please contact me immediately, and I will attempt to accommodate your situation.

## 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 websiteLinks to an external site.](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance.  If you have a temporary medical condition, see [Temporary Medical ConditionsLinks to an external site.](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. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office websiteLinks to an external site.](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 members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting (Links to an external site.)](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC websiteLinks to an external site.](http://www.colorado.edu/institutionalequity/).

Please know that faculty and 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 options for reporting and support resources.

## 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, please contact me for an alternate date & time.