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## **SOCY 1021: United States Race and Ethnic Relations I**

Sections 300, 301, 302 & 303  
University of Colorado-Boulder  
Spring 2021 Semester  
M, W 12:40-1:30pm (meets remotely)

**Instructor:** Meghan Mordy, Ph.D.

**Email:** [meghan.mordy@colorado.edu](mailto:meghan.mordy@colorado.edu)

**Office hours:** Thursdays, 11:00am-1:00pm

**Teaching Assistant:** Grace Nakajima

**Email:** [grna3543@colorado.edu](mailto:grna3543@colorado.edu)

**Office Hours:** Monday and Wednesday 12:40-1:40pm\*

*\*Note: The TA is holding office hours during our regularly scheduled class time because lectures will be “asynchronous” for this class.*

**Recitation Times:** Section 301 – Fridays, 8:00-8:50  
Section 302 – Fridays, 3:00-3:50  
Section 303 – Fridays, 10:20-11:10

### **Course Description and Learning Objectives**

Race is one of the most critical and divisive issues in the United States. In this course, we will discuss how race and racism have shaped U.S. history and defined our individual lives. Our focus will be on understanding sociological theories of racism and racial inequalities in education, employment, housing, health, the environment, and the criminal justice and immigration systems. We will also explore social movements resisting racial injustice.

The primary objective of this course is for students to gain a profound understanding of how racism affects our society. More specifically, by the end of the semester students will be able to:

- Explain the history of race as a socially constructed concept
- Apply sociological theories of structural and systemic racism
- Analyze racial stereotypes and biases
- Assess racial disparities in education, employment, housing, wealth, health, the environment, and the criminal justice and immigration systems
- Communicate orally and in writing about the causes and consequences of racial inequalities in our society

### **Required Textbook**

Golash-Boza, Tanya Maria. 2018. [\*Race and Racisms: A Critical Approach, 2nd Edition.\*](#) New York: Oxford University Press. ISBN: 9780190663780.

The textbook can be purchased at the CU Bookstore. You are welcome to purchase it from another vendor, but, if you do so, please be sure to purchase the 2nd edition. Also, please be careful NOT to buy the “abbreviated” version of the 2nd edition. This version is missing several parts of the book that we will use for this class.

### **Class Format and Student Participation**

This class will be taught using a combination of online and remote instruction modes. The lectures will be taped and you can watch them at your own pace. You should watch the lectures and complete the assigned readings and materials during Monday through Thursday each week. By the end of the day on Thursday, you are required to post a reading response which demonstrates you have engaged with these materials.

You will be assigned to a group of 6-7 students during the first week of class. You will be in this same group for the duration of the semester. (Groups may change during the first few weeks if some students decide to drop the class.) During our designated class time— on Mondays and Wednesdays, 12:40-1:30pm— I will be meeting with small groups on rotating basis over Zoom. This means that some weeks you will need to log onto Zoom to meet with me and others you will not. In total, I will meet with

your group five times during the semester. I will provide you with the dates of these meetings to add to your calendar and send reminders several days before. Participation in these sessions is required. (See below for more details.)

On Fridays, you will have a recitation with the TA, Grace Nakajima. Until further notice from the university, all recitations will be held over Zoom. Your participation in the recitations is required and will make up a significant part of your grade, so please be sure to attend these sessions. During recitations, you will discuss a question with the members of your group and write a group paper about your discussion. (See below for more details on these assignments.)

### Statement on Covid-19 and Course Requirements

The Covid-19 pandemic has disrupted our lives and created new challenges and stress for all of us. *Please tell me if you are being challenged in any way by the pandemic or other stressful life events in ways that conflict with your ability to participate in the course.* I am here to help you learn and succeed in your academic goals. Please don't hesitate to reach out.

### Grading Overview

Your grade will be based on the course requirements listed in the table below. The assignments are described in more detail in the following section.

Assignments	Number	Points Each	Total Points	% Grade
Individual Reading Responses	12	5	60	7%
Group Discussion Papers	11	10	110	13%
Quizzes	12	20	240	28%
Instructor-Group Meetings	5	10	50	6%
Film Reviews	2	30	60	7%
Writing Workshops	4	10	40	5%
Midterm Essay and Final Essay	2	150	300	35%
<b>Total Points Possible</b>			<b>860</b>	<b>100%</b>

### Grading Scale

Letter grades will be assigned as follows:

A	100% to 94.0%	C	< 77.0 % to 73.0%
A-	< 94.0 % to 90.0%	C-	< 73.0 % to 70.0%
B+	< 90.0 % to 87.0%	D+	< 70.0 % to 67.0%
B	< 87.0 % to 83.0%	D	< 67.0 % to 63.0%
B-	< 83.0 % to 80.0%	D-	< 63.0 % to 60.0%
C+	< 80.0 % to 77.0%	F	< 60.0 % to 0.0%

### Assignments

#### Individual Reading Responses (60 points; 7% of final grade)

Most weeks you will write a short reading response (1-2 paragraphs) in response to a question I will post on Canvas. These reading responses will help you prepare for the group discussion and stay on top of the readings. Before writing your reading response, please complete the readings and watch the lectures and other videos assigned for the module. Each reading response is worth 5 points and will be graded as follows:

- Full Credit (5 points) for responses which demonstrate a high level of engagement with the readings and films and fully answer the question.
- Partial Credit (3 points) for responses that demonstrate a “medium” level of engagement with the readings and/or only partially address the question.
- No credit (0 points) for responses that demonstrate little or no engagement with the readings and/or do not answer the question.

The reading responses are [due on Thursdays by 11:59pm](#) on Canvas, unless otherwise noted in the syllabus. You are permitted to submit late responses until the last day of the module (Sunday), but late submissions will be penalized 2 points. Access to the assignment will close on Sundays each week and you will not be able to submit late reading responses after the module ends. Please contact me if you have a valid excuse for missing the deadline and need an extension.

### Group Discussion Papers (110 points; 13% of final grade)

Each week I will post a discussion question for your small group to discuss on Fridays during the recitation. During the recitation, your group will work together to write a 1-page paper (double-spaced) in response to the question. These papers will summarize the major points your group discussed, outline concepts or evidence from the readings and other course materials that support your ideas, and note any questions that we've raised that you would like me or the TA to address in class. In order to have a productive group discussion and write a good group paper, you must complete the readings and watch the lectures and other videos prior to the recitation. Please be respectful of the others in your group and come to class prepared. Detailed instructions for how to write the paper collaboratively during the recitation will be provided during the first week of class.

Each group discussion paper is worth 10 points and will be graded as outlined below. All students who attend the recitation and actively participate in the group discussion will receive the same grade. The TA will be visiting the "breakout rooms" during the recitation to answer questions and check on who is participating. Students who turn off their cameras or do not participate in the breakout rooms will receive a 0.

- Excellent (10 points) for papers which demonstrate a high level of engagement with the readings and films, fully answer the question, and incorporate multiple concepts or data points to support their ideas.
- Good (8 points) for papers which a high level of engagement with the readings and films, fully answer the question, and incorporate some concepts or data points to support their ideas.
- Fair (6 points) for papers that demonstrate a "medium" level of engagement with the readings, only partially address the question, and/or present minimal or no concepts or data points to support their ideas.
- Needs Improvement (3 points) for papers that demonstrate little or no engagement with the readings and/or do not answer the question.
- No credit (0 points) for papers which are off-topic and/or demonstrate students did not do the readings.

The group discussion papers are [due on Fridays at the end of the recitation](#). If you miss the recitation, you will receive a 0 on the group paper. Please email me if you have a valid excuse for missing the meeting and we can discuss an alternative assignment you can complete to make it up.

If your discussions with your group become extremely tense or unpleasant or you have an exchange with a peer which makes you uncomfortable, please contact me or the TA immediately so that we can discuss the issue.

### Instructor-Group Meetings (50 points; 6% of final grade)

I will meet with your small group 5 times during the course of the semester. These sessions are a chance for me to get to know you, answer questions about the material, and hear your ideas and concerns. I will use your group discussion papers as the starting point for our discussion. You are not required to talk at length during each session, but you should come on time and be prepared to discuss the course materials. If you have a lot to say, I will love to hear your ideas, but please also be respectful of your peers during these sessions and give others a chance to talk. Each meeting will be 15 minutes and take place during our regularly scheduled class time on Mondays and Wednesdays. I will provide you with the dates of when I will meet with your small group at the end of the first week of class.

Each instructor-group meeting is worth 10 points. All students who come on time and participate during the entire session will receive full credit. If you miss a session, you will receive 0 points. Please email me if you have a valid excuse for missing the meeting and we can discuss an alternative assignment you can complete to make it up.

### Quizzes (240 points; 28% of final grade)

Most weeks you will take a short multiple-choice quiz of 20 questions about the readings, lectures, and films assigned during the module. The quizzes are not timed and open note. I encourage you to use your textbook, notes, and other materials to answer the questions. These quizzes are not meant to be intimidating or tricky. Rather, they are designed to check your comprehension of the week's materials and encourage you to keep up with the readings. If you do the readings and watch the film and lecture, you should do well on the quiz.

Quizzes are [due on Sundays by 11:59pm](#) on Canvas. You are permitted to submit the quiz until Mondays at 11:59pm. After Monday, access to the quiz will be closed and you will get a 0. Please contact me if you have a valid excuse for missing the deadline and need an extension.

### Film Reviews (60 points; 7% of final grade)

During two weeks this semester, there will be no recitations or group discussions. Instead, you will watch a documentary and write a short review of the film. These papers will be 1-page (double-spaced.) Detailed guidelines for these assignments and a grading rubric will be available on Canvas.

### Writing Workshops (40 points; 5% of final grade)

As described below, you will write a midterm essay and a final essay for this class. Prior to each essay's due date, you will do two "writing workshops" (four in total) which are designed to help you develop your argument and write a detailed outline for the essay. Guidelines for these assignments and a grading rubric will be available on Canvas.

### Midterm and Final Essays (300 points; 35% of final grade)

The purpose of these essays is to encourage you to synthesize the information you have learned about race and ethnicity and apply it in response to a question about current events and your own life experiences. For each essay you are required to incorporate concepts and evidence from the unit for which it is assigned. (This means the Midterm Essay should describe concepts from Unit 1 and the Final Essay should do so for Unit 2.) Each essay will be 4-5 pages in length (double-spaced, size 12-font). I will provide detailed guidelines and a grading rubric for this assignment in Canvas. As mentioned above, I will also explain the essay requirements during the "writing workshops."

### Extra Credit for Group Discussion Reflection (33 points possible)

Most weeks you can earn up to 3 points extra credit by reflecting on your group discussion. After the group discussion, you can write a short (1-2 paragraph) discussion post which summarizes your thoughts about the discussion. Below are some questions you might consider responding to when thinking about what to write:

- What did you learn from your peers? What questions did you have prior to discussion which your peers help to answer? Did someone share something which helped you better understand the issue?
- Did your ideas or opinions change or was your original position reinforced? Why? What happened during the discussion to cause this outcome?
- What went well during the group discussion and/or what could your group do better?
- Did you learn something or have an idea about how to address racial injustice as a result of this discussion? What was it? How did the discussion inspire this thought?

To receive extra credit for your post, it must be relevant to the week's topic and be [posted by the Monday after your group discussion](#). Only those posts which demonstrate thoughtfulness and effort will receive the full points. I will provide instructions for where to post your extra credit reflection during each module.

## Course Outline and Schedule

Week	Module Topic	Assigned Readings*	Assignments Due*
<i>*Readings from the textbook are indicated by <b>RR</b>. All other readings will be made available in Canvas as PDFs or links to online articles.</i>			
<b>Unit 1: Why we attach meaning to race</b>			
Friday, 1/15	Course Introduction	<ul style="list-style-type: none"> <li>➤ Syllabus and Course Schedule</li> <li>➤ <b>Harris, Cherise and Stephanie M. McClure.</b> 2018. "'But My Mother Says It's Rude to Talk about Race!': How and Why We Need to Discuss Race in the United States." Pp. 1-13 in <i>Getting Real about Race</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Group Introduction Post</b> due Wednesday, 1/20</li> </ul>
1/18-1/24*	1.1: The Invention of Race as a Concept <i>*Martin Luther King, Jr. Day, 1/18</i>	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 1: The Origin of the Idea of Race</li> <li>➤ <b>Kendi, Ibram X.</b> 2016. "Prologue." Pp. 1-11 in <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1.1 Individual Reading Response</b> due Thursday, 1/21</li> <li>➤ <b>1.1 Group Discussion Paper</b> due Friday 1/22</li> <li>➤ <b>1.1 Quiz</b> due Sunday, 1/23</li> </ul>
1/25-1/31	1.2: Slavery, Genocide, and the U.S. Racial Caste System	<ul style="list-style-type: none"> <li>➤ <b>Dunbar-Ortiz, Roxanne.</b> 2014. "Introduction: This Land." Pp. 1-14 in <i>An Indigenous People's History of the United States</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1.2 Individual Reading Response</b> due Thursday, 1/28</li> </ul>

		<ul style="list-style-type: none"> <li>➤ <b>Kendi, Ibram X.</b> 2016. "Created Equal." Pp. 105-119 in <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i>.</li> <li>➤ <b>Anderson, Carol.</b> 2016. "Reconstructing Reconstruction." Pp. 7-38 in <i>White Rage: The Unspoken Truth of Our Racial Divide</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1.2 Group Discussion Paper</b> due Friday 1/29</li> <li>➤ <b>1.2 Quiz</b> due Sunday, 1/31</li> </ul>
2/1-2/7	1.3: Immigration, Citizenship, and Becoming White	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 2: Race, Immigration, and Citizenship from the 1840s to the 1920s</li> <li>➤ <b>RR</b>, Ch. 7: White Privilege and the Changing U.S. Racial Hierarchy</li> <li>➤ <b>Garner, Steve and Saher Selod.</b> 2018. "'Is Discrimination Against Muslims Really Racism?': The Racialization of Islamophobia." Pp. 35-43 in <i>Getting Real about Race</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1.3 Individual Reading Response</b> due Thursday, 2/4</li> <li>➤ <b>1.3 Group Discussion Paper</b> due Friday 2/5</li> <li>➤ <b>1.3 Quiz</b> due Sunday, 2/7</li> </ul>
2/8-2/14	1.4: Evolving Racial Ideologies	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 3: Racial Ideologies from the 1920s to the Present</li> <li>➤ <b>Thornhill, Ted.</b> 2018. "'If people stopped talking about race, it wouldn't be a problem anymore': Silencing the Myth of a Colorblind Society." Pp. 45-59 in <i>Getting Real About Race</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1.4 Individual Reading Response</b> due Thursday, 2/11</li> <li>➤ <b>1.4 Group Discussion Paper</b> due Friday 2/12</li> <li>➤ <b>1.4 Quiz</b> due Sunday, 2/14</li> <li>➤ <b>Writing Workshop #1</b>, due Sunday, 2/14</li> </ul>
2/15-2/21*	1.5 Civil Rights Movement *Wellness Day, 2/17. To honor Wellness day, there will be no recitations held on Friday 2/19.	<ul style="list-style-type: none"> <li>➤ <b>Serwer, Adam.</b> 2020. "John Lewis Was an American Founder." <i>The Atlantic</i>. July 18, 2020.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Film Review #1</b> due Sunday, 2/21</li> </ul>
2/22-2/28	1.6 Sociological Theories of Racism	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 4: Sociological Theories of Race and Racism</li> <li>➤ <b>Bonilla-Silva, Eduardo.</b> 2018. "Racialized Social System Approach to Racism." Pp. 33-39 in <i>Rethinking the Color Line</i>.</li> <li>➤ <b>Ioanide, Paula.</b> 2018. "'Obama Says Blacks Should Just Work Harder, Isn't that Right?': The Myth of Meritocracy." Pp. 60-71 in <i>Getting Real About Race</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1.6 Individual Reading Response</b> due Thursday, 2/25</li> <li>➤ <b>1.6 Group Discussion Paper</b> due Friday 2/26</li> <li>➤ <b>1.6 Quiz</b> due Sunday, 2/28</li> <li>➤ <b>Writing Workshop #2</b> due Sunday, 2/28</li> </ul>
3/1-3/7	1.7 Stereotypes, Prejudice, and the Media	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 5: Racism in the Media: The Spread of Ideology</li> <li>➤ <b>Ray, Rashawn.</b> 2018. "'If Only He Hadn't Worn the Hoodie': Race, Selective Perception, and Stereotype Maintenance." Pp. 72-84 in <i>Getting Real About Race</i>.</li> <li>➤ <b>Zhou, Min.</b> 2018. "'Asians are Doing Great, so That Proves Race Really Doesn't Matter Anymore': The Model Minority Myth and the Sociological Reality." Pp. 100-108 in <i>Getting Real About Race</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>1.7 Individual Reading Response</b> due Thursday, 3/4</li> <li>➤ <b>1.7 Group Discussion Paper</b> due Friday 3/5</li> <li>➤ <b>1.7 Quiz</b> due Sunday, 3/7</li> </ul>
3/8-3/14*	Midterm Essay *There will be no recitations held on Friday, 3/12.	<ul style="list-style-type: none"> <li>➤ No Readings, Films or Lectures.</li> <li>➤ *Use course time this week to complete your essay. If you need help with the assignment, please contact the instructor or TA.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Midterm Essay</b> due Sunday, 3/14</li> </ul>
<b>Unit 2: Racial Inequalities</b>			
3/15-3/21	2.1 Educational Inequalities	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 8: Educational Inequality</li> <li>➤ TBA</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>2.1 Individual Reading Response</b> due Thursday, 3/18</li> </ul>

			<ul style="list-style-type: none"> <li>➤ <b>2.1 Group Discussion Paper</b> due Friday 3/19</li> <li>➤ <b>2.1 Quiz</b> due Sunday, 3/21</li> </ul>
3/22-3/28*	2.2 Income and Labor Market Inequality *Wellness Day, 3/25. To honor Wellness day, there will be no recitations held on Friday 3/26.	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 9: Income and Labor Market Inequality</li> <li>➤ <b>Moore, Wendy Leo</b>. 2018. “‘Now All the Good Jobs Go to Them’: Affirmative Action in the Labor Market.” Pp. 271-281 in <i>Getting Real About Race</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>2.2 Individual Reading Response</b> due Sunday, 3/28</li> <li>➤ <b>2.2 Quiz</b> due Sunday, 3/28</li> </ul> <p>*No Group Discussion paper is assigned this week.</p>
3/29-4/4	2.3 Inequality in Wealth and Housing	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 10: Inequality in Housing and Wealth</li> <li>➤ <b>Massey, Douglas and Jonathan Tannen</b>. 2018. “A Research Note on Trends in Black Hypersegregation.” Pp. 200-208 in <i>Rethinking the Color Line</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>2.3 Individual Reading Response</b> due Thursday, 4/1</li> <li>➤ <b>2.3 Group Discussion Paper</b> due Friday 4/2</li> <li>➤ <b>2.3 Quiz</b> due Sunday, 4/4</li> <li>➤ <b>Writing Workshop #3</b> due Sunday, 4/4</li> </ul>
4/5-4/11	2.4 Racism and the Criminal Justice System	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 11: Racism and the Criminal Justice System</li> <li>➤ TBA</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>2.4 Individual Reading Response</b> due Thursday, 4/8</li> <li>➤ <b>2.4 Group Discussion Paper</b> due Friday 4/9</li> <li>➤ <b>2.4 Quiz</b> due Sunday, 4/11</li> </ul>
4/12-4/18	2.5 Health and Environment	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 12: Health Inequality, Environmental Racism, and Environmental Justice.</li> <li>➤ <b>Plumer, Brad and Nadja Popovich</b>. 2020. “How Decades of Racist Housing Policy Left Neighborhoods Sweltering.” <i>New York Times</i>.</li> <li>➤ <b>Kolata, Gina</b>. 2020. “Social Inequities Explain Racial Gaps in Pandemic, Studies Find.” <i>New York Times</i>. December 9, 2020.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>2.5 Individual Reading Response</b> due Thursday, 4/15</li> <li>➤ <b>2.5 Group Discussion Paper</b> due Friday 4/16</li> <li>➤ <b>2.5 Quiz</b> due Sunday, 4/18</li> <li>➤ <b>Writing Workshop #4</b> due Sunday, 4/18</li> </ul>
4/19-4/25	2.6 Immigration	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 13: Racism, Nativism, and Immigration Policy</li> <li>➤ <b>Rudolph, Jennifer Domino</b>. 2018. “‘My Family Had to Learn English When They Came, so Why is Everything in Spanish for Them?’: Race and the Spanish Language in the United States. Pp. 85-99 in <i>Getting Real About Race</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>2.6 Individual Reading Response</b> due Thursday, 4/22</li> <li>➤ <b>2.6 Group Discussion Paper</b> due Friday 4/23</li> <li>➤ <b>2.6 Quiz</b> due Sunday, 4/25</li> </ul>
4/26-4/29*	2.7 Racial Justice Today  *Last day of class is Thursday, 4/29. There are no recitations on Friday 4/30.	<ul style="list-style-type: none"> <li>➤ <b>RR</b>, Ch. 14: Racial Justice in the United States Today</li> <li>➤ <b>Taylor, Keeanga-Yamahatta</b>. 2018. “‘What’s the Point of ‘Black Lives Matter’ Protests?’: Black Lives Matter as a Movement, Not a Moment.” Pp. 231-251 in <i>Getting Real About Race</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Film Review #2</b> due Thursday, 4/29</li> </ul>
5/1-5/5	Finals Week		<ul style="list-style-type: none"> <li>➤ <b>Final Essay</b> due Tuesday, May 4</li> </ul>

### Credit/ Contact Hours and Time Commitment

According to university guidelines, one course credit is equivalent to 3 hours of course activities each week. Since this is a 3-credit course, you are expected to spend approximately 9 hours per week doing the readings, films, lectures, assignments, and



participating in group discussions. Some weeks you may spend more time than this and others you may spend less. But, as a general rule of thumb, please plan to set aside 9 hours each week for this course.

University courses are intense and, especially if you fall behind, they can sometimes be overwhelming. To do well in this class, you need to keep up with the readings and assignments each week. I recommend that you review your weekly schedule and plan the days and hours you will dedicate to this course. I also understand that many of you are juggling multiple commitments in addition to your coursework. Please reach out and let me know if you are struggling to meet the deadlines or other course expectations.

## **Course Policies**

**Statement on Late Quizzes:** As mentioned above, quizzes must be completed the week that they are assigned. They will be closed the day after the due date and you will not be able to access them at that point. I will consider offering make-up quizzes if you contact me within two days of the quiz closing and give me an explanation for why you could not complete it.

**Statement on Late Assignments:** Late papers will be deducted 5 percentage points. This is not meant to punish you, but rather to be fair to those students who submitted their assignments on time. If you anticipate being unable to finish an assignment on time, let me know as soon as possible and I may consider extending the deadline. Please be honest with me. I am always more lenient and understanding when students talk to me and tell me the truth.

**Writing Expectations:** Most of your final grade for this course will be determined by your essays, discussion posts, and other written assignments. To write well you need to practice – and this course is designed to give you that opportunity. If you need assistance in improving your writing skills and organization, please contact me and I will help you access resources and develop strategies to improve your writing.

## **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](#) and the [Student Code of 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 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 Services](#).

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](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](#). Before coming to campus each day, all students are required to complete the [Buff Pass](#).

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, please contact me if your situation conflicts with your ability to complete course requirements. Please know that you have a right to privacy and do not have to tell me the nature of your illness. I do not require “doctor’s notes” or any other official documentation of your illness.

### **Accommodation for Disabilities**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [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 website](#).

### **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](#), and the campus resources can be found on the [OIEC website](#). 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 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 email me if you are unable to attend a session or meet a deadline because of a religious obligation and we will re-schedule the assignment for you. See the [campus policy regarding religious observances](#) for full details.