**Spring 2021 Syllabus SOCY 1022-100**

**Ethics and Social Issues in Health and Medicine**

Class meets remotely

**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](mailto: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](mailto: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](mailto: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**

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This course explores current ethical and policy issues in U.S. health and medical practices. It includes such issues as patient autonomy, access to medical care, organ transplants, genetic engineering, contraception, abortion, and euthanasia. Approved for arts and sciences core curriculum: ideals and values.

**Instructor and Teaching Assistant Information**

**Please include the class title (Medical Ethics) or number (1022) in all email correspondence.** With 300+ students in a typical 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 Canvas course site a minimum of every two days, Monday through Friday.*

**Instructor**

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

Pronouns: She/Her

Telephone: 303-818-4839

Email: [liane.gallegos@colorado.edu](mailto:liane.gallegos@colorado.edu)

Office Hours: By appointment. I anticipate good flexibility Monday – Friday between 9 AM and 5 PM and will be available as much of the time as possible.

The preferred method of communication is email. My second choice is a phone call. Please, no text messages.

**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 149 classes since then (as of January, 2021), the majority of which were at the University of Colorado.

**Teaching Assistant**: Luke Novack

[Luke.Novack@colorado.edu](mailto:Luke.Novack@colorado.edu) email is the preferred method of contact.

**Recitations**

Luke will be in touch with you to introduce himself and explain how he will be managing the recitations. As you will notice below, there is a separate grade for the recitation that will be factored into the final class grade. Luke will explain how he envisions this working.

**Support and Technical Information**

As a “remote” course this class will be taught entirely online. The advantages of this format to you is that you have more flexibility accessing the material, including reading assignments, and lectures. materials. There will be some due dates with which you will need to comply, including post assignments and on-line exams. Even these have some flexibility built into them—you have roughly four days in which to complete post assignments (however, the due date and times are not flexible). You will also be able to access recorded lecture material for the duration of the semester once the material is opened to you the week they are scheduled.

We have tried to anticipate and minimize potential drawbacks to an entirely online format. For example, the instructor is available by cell phone and email every weekday, 9 AM to 5 PM and will return messages within two days (with a goal of within two hours!) from the time you leave a message.

All the reading materials for this class are available online in the weekly modules on the “Home” page. In addition, the sources for the readings are cited on the syllabus so that you can access the original sources if you wish. There is no assigned textbook to buy.

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>

**Required Textbook**

There is one required textbook for the class: Vaughn, Lewis, *Bioethics: Principles, Issues, and Cases, 4th ed.* Oxford University Press, 2017. ISBN: 978-0-1903268. If you are using a different edition of the text, note that the chapters, page numbers and readings included may not align with the official edition assigned. An e-version of the textbook is available through the CU Bookstore.

Every student is expected to read all the assignments. *It is necessary to keep up with the readings and the assignments to succeed in the class.* While there is flexibility in the schedule for students to read and prepare the assignments up to a week ahead of time, the posting sites for each week will be “open” for a 40 hour period, closing at midnight on the day assignments are due. There will also be occasional reading/film assignments on the CANVAS Course Web Site.

**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 (one is ideal),** 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. 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 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 wrong. 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. They also reflect 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 errors are noted in a single posting. Other point deductions will be made for posts that are judged as too “thin” on substance.

**Late posts will not be accepted, as the timeliness of the online discussion is key**. *Please do not ask for exceptions to this policy because of forgetfulness or inattentiveness to the assignment timeline*. The discussion pages will be open for most of each week-- from 8 AM on Monday mornings and closing at 11:59 PM Thursday evenings. This time frame 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 11:59 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. Students’ responses to the readings should be about a paragraph in length—and limited to 200 words. 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”),
* contributions to the online discussion threads (new threads can be initiated at any time, but must be “linked” to an earlier post in some way),
* 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.

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.

Reference another student’s post with a different quote than the one they used (although your choice of quote can be the same as other students have used earlier), making a new connection between ideas. The connections can be between the first student’s chosen quote or commentary and the newly chosen quote. Your goal is to contribute a new insight. Commentary must be more than simple agreement or disagreement (points deducted for this), as credit is given for new connections/insights.

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

*Sample Post*

**“The principle of beneficence is at the heart of many of the disputes because, as we have seen, the obligation to help or not harm subjects often seems to conflict the aim of doing science” (Vaughn, p. 275)**

**“A good analysis of exploitation is that it is a wrong done to individuals who do not receive a fair share of the benefits produced by an activity in which they take part, even if they receive some benefit” (Brody, p. 335)**

Vaughn’s point is that science should help, or at least not harm subjects. Brody goes further in his article about the ethical problems involved when conducting experiments in developing countries where the subjects do not have access to the benefits of the research after the research is concluded and researchers have left. His point is based on a utilitarian perspective, maintaining that the problem arises when expectations of research benefits are not met once the research concludes, and the subjects have no recourse to secure them. In a significant way, this leaves subjects worse off than they were before the research began, while patients in the home country of the researchers stand to benefit. In both quotes the virtue of benefiting subjects, regardless of their status, is key.

**Exams**

There will be two tests and one final during the semester, as noted in the course calendar: the final exam is scheduled for TBD. All three exams, including the final exam, are worth 30 points each. The exams will be a combination of multiple choice and/or essay format questions. Answer essay questions as completely as possible, explaining your answers. The explanation you provide of your answers is the heart of your answer—points are awarded for clear, complete answers that are in the context of the lessons.

**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 10 (the first day of class is Thursday, January 14) Introduction**

Reading Assignment: Rosenhan (on Canvas); and Cleary, Hunt, and Horsfall (on Canvas) (22 pages)

No discussion post due this week (but these readings may be covered in the exams).

1. **Week of January 17**

Reading Assignment: Chapter 1 Moral Reasoning in *Bioethics* (31 pages)

Discussion Post due Thursday, January 21

1. **Week of January 24**

Reading Assignment: Chapter 2 Bioethics and Moral Theories and

Four supplemental readings: Mill; Kant; Noddings; and Baier (43 pages)

Discussion Post due Thursday, January 28

1. **Week of January 31**

Reading Assignment: Chapter 3 Paternalism and Patient Autonomy and

Seven supplemental readings: Dworkin; Goldman; Ackerman; Schwartz; Bovia v Superior Court; AMA Council on Ethical and Judicial Affairs; and Hall. (48 pages total)

Discussion Post due Thursday, February 4

**5 Week of February 7**

Reading Assignment: Continuation of Supplemental Readings from Chapter 3: Cowart and Burt (10 pages)

No post assignments this week.

**Test #1 Friday, February 12**

1. **Week of February 14**

Reading Assignment: Chapter 4 Truth-Telling and Confidentiality and

Five Supplemental Readings: Thomasma; Lipkin; Schwartz; Cullen and Klein; and Macklin (39 pages)

Discussion Post due Thursday, February 18

**7 Week of February 21**

Reading Assignment: Chapter 5 Informed Consent and

Four Supplemental Readings: Katz; Brody; Levine; and Canterbury v Spence (38 pages)

Discussion Post due Thursday, February 25

1. **Week of February 28**

Reading Assignment: Chapter 6 Human Research and

Seven Supplemental Readings: The Nuremberg Code, Declaration of Helsinki, The Belmont Report, Final Report Human Radiation Experiments; Hellman and Hellman; Brandt; and Chen (53 pages)

Discussion Post due Thursday, March 4

1. **Week of March 7**

Reading Assignment: Chapter 7: Abortion and

Four Supplemental Readings: Thomson; Marquis; Noonan; and Warren (57 pages)

Discussion Post due Thursday, March 11

**10 Week of March 14**

Reading Assignment: Continuation of Supplemental Readings from Chapter 7

Five Supplemental Readings: English; Little; Sherwin; Roe v. Wade US Supreme Court; and Planned Parenthood of Southeastern Pennsylvania v. Casey, US Supreme Court (33 pages)

No post due this week

**Test #2 Friday, March 19**

1. **Week of March 21**

Reading Assignment: Chapter 8 Reproductive Technology and

Six Supplemental Readings: Singer; Robertson; Steinbock; and Brock (51 pages)

*The week of March 21-26 will be used in this class as a “spring pause” to provide us all with a safe and supportive way to promote health, wellness and learning without leaving campus. During this week, we won’t have any exams or assignments due. We will still have class with interactive class activities that will require your attendance and be part of your final course grade. Attendance is still required for all class sessions that week, except for the campus-wide wellness day on Thursday, March 25. I wish we could take a regular spring break, but public-health concerns prevent us from doing so. I would like to emphasize that it is still important for you all to behave responsibly. Do not use the week to travel or engage in risky behavior that could result in an outbreak on campus.*

No Discussion Post due this week.

1. **Week of March 28**

Reading Assignment: Chapter 9 Genetic Choices and

Seven Supplemental Readings: McMahan; Harris; Glannon; Savulescu; Walters and Palmer; Steinbock; and Pontifical Academy for Life (56 pages)

Discussion Post due Thursday, April 1

**13 Week of April 4**

Reading Assignment: Chapter 10 Euthanasia and Physician-Assisted Suicide and Eight Supplemental Readings Quill; Brock; Callahan; Rachels; Dworkin et al; Carr; Ackerman; and Vacco v Quill (54 pages)

Discussion Post due Thursday, April 8

**14 Week of April 11**

Reading Assignment: Chapter 11 Dividing up Health Care Resources and

Five Supplemental Readings: Daniels; Buchannan; and Englehardt; (41 pages) and readings on Canvas: McKinley; and Callahan (17 pages)

Discussion Post due Thursday, April 15

**15 Week of April 18**

Reading Assignment: Conclusion of Readings from Chapter 11

Three Supplemental Readings: Schneider et al; Childress et al; and Tarantola and Gruskin (22 pages)

Discussion Post due Thursday, April 22

**16 Week of December 6**

No reading or post assignments this week. See study guide for final exam.

**Final Exam: TBD**

**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 (see below). Dr. Li will take a curve into account when calculating the final letter grades.

Posts 110 207 – 230 A

Exam #1 30 184 – 206 B

Exam #2 30 161 – 183 C

Final Exam 30 138 – 160 D

Recitation Grade 30

*Total Points Possible 230*

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 discussions. ***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)

**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 behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2020-2021_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 Services](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 Resolution](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [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 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](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming to campus each day, all students are required to complete the [Buff Pass](https://pass.colorado.edu/login).

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 let the instructor and/or teaching assistant know of any related accommodations you need.

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](mailto: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. 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](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](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), 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 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, every effort will be made to accommodate student requests related to their religious holidays and events.

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)