**SOCY 3171:**

**Critical Whiteness Studies**

Spring 2021 | M/W/F 10:20 AM – 11:10 AM | Remote

**Instructor**: Jasmine Suryawan, MA  
**Office**: Ketchum 263  
**Office Hours**: Wednesdays and Fridays 11:30 PM—12:30 PM and by appointment

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*“There's this sense that whiteness is the default and does not need to be questioned. That you've got a race if you're black, or any kind of Asian, or any kind of Native American, but that you have no race if you are white.” – Celeste Ng*

**Course Description and Goals**

Using a sociological lens and drawing from race and ethnic studies, this course examines the ways in which whiteness is constructed by social, cultural, and political forces. We will explore white racial identity construction and maintenance in order to gain a better understanding of the reciprocal relationship between social structures and individual identities. We will have opportunities to engage in nuanced conversations about race and ethnicity, white privilege, inequality, and how whiteness impacts people of color. In doing so, we will hone our ability to articulate our positions using evidence to support our arguments. You will sharpen your ability to think critically through in-depth study, lively discussions, written and oral assignments, and individual and group activities. This will culminate in a demonstration of your understanding of a critical race theoretical perspective through planning and implementing a whiteness studies project using content analysis. We will conclude the semester by envisioning new possibilities to overcome challenges discussed throughout the semester.

**Required Readings**

* All required readings will be provided for you on Canvas. There will also be suggested readings and additional resources.

**Zoom**

Class lectures and discussions will be held over Zoom during the time allotted for this course. You will have access to a secure Zoom connection via your CU Boulder identikey. Given the nature of this course, you will need a password to enter the zoom sessions. The password is: **praxis.** The link to the class Zoom meetings is posted on Canvas.

**Canvas**

We will be using Canvas for several aspects of this course. I use Canvas on a frequent basis to post announcements, documents, and important information; thus, all students will be expected to check our course site to remain informed and aware of this content. I will also use Canvas to post all assignment grades and feedback. Unless otherwise indicated, you will need to turn in all class assignments via Canvas. For access, go to <https://canvas.colorado.edu/>. You should automatically be granted access to the Canvas component of the class if you are officially enrolled in the course. If you have problems with Canvas, please see: <https://oit.colorado.edu/services/teaching-learning-tools/canvas> and/or contact Information Technology Services (ITS) at (303) 735-HELP or [help@colorado.edu](mailto:help@colorado.edu).

**Please note**: All assignment files uploaded to Canvas must be in a compatible .doc or .pdf file extension. Please be aware that you will not be able to submit .pages or google docs.

**Classroom Policies**

**Attendance:** Although I do not grade on attendance, your presence is vital to your success in this class. The readings have been assigned with the explicit understanding that you will be present during the lectures and discussions, and the lectures and discussions are planned with the understanding that you are keeping up with the readings. I expect you to respect the use of classroom time: Be on time, be prepared, and be present for the entire class period. Students who demonstrate a lack of respect for the class (i.e. speaking out of turn on unrelated topics, making rude comments in the zoom chat feature, being otherwise disruptive or disrespectful) will be asked to leave.

**Readings:** You are expected to have your copy of the required texts available to you in class every day. Given that your readings are electronic files, you should be able to access them easily on your laptop or mobile device.

**Power point presentations:** I use power point presentations during my lectures. However, I will not email the slides. On Canvas I will post “scrubbed” slides, or only those slides containing important definitions or timelines. Although I do not grade on attendance, part of attending is getting the adequate material necessary to do well in this class. If you are absent, you are responsible for getting the notes from a fellow student. Due to the nature of the material discussed in this class and out of respect for students who choose to share their experiences, **I will not be posting recordings of class onto Canvas. I also ask that, out of respect for your fellow classmates, you do not record class sessions.**

**Learning Environment:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, ethnicity, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

**Communication:** I realize that throughout the course of the semester, events may occur that could affect your ability to succeed in this class. I encourage you to immediately contact me if you have circumstances that will affect your academic performance. I am happy to work with students who are facing health/life emergencies, but I cannot do that if I don’t know about them. Also, I cannot make retroactive adjustments, so it is to your advantage to reach out sooner rather than later. The best way for you to reach me is through email. **Please note that I do not respond to e-mails after 6:00 p.m. or on weekends unless there is an emergency.** I will use Canvas to send emails to the class. Please regularly check the email account that is registered with the university.

**Office Hours:** In order to ensure that you will be able to meet with me during office hours, please plan on speaking to me in advance to schedule a time to meet. Similarly, if you need to meet but are unavailable during my office hours, please contact me to schedule a time to meet outside of office hours. Please use office hours as a time to ask questions you may not have been able to ask during class, address any concerns you have with me about your progress in the course, or to receive more specific feedback on your exams or assignments. Please note that I do not read full drafts before they are turned in (a practice deemed “pre-grading”); however, I will respond to specific questions or look at specific sections of your work. If you would like a full proofreading of an assignment, I highly recommend utilizing the campus writing center: <https://www.colorado.edu/pwr/writing-center>

**Respect**: Coming from a variety of backgrounds, many of us may differ in our perspectives on various issues discussed in this course, and thus, a commitment to mutual respect is crucial. Our success in this course is significantly affected by the quality of the classroom environment that we collectively create. A respectful classroom environment will facilitate more lively discussions and, in turn, result in a richer learning experience for all of us. Topics related to race may evoke strong and emotional responses during discussions and debate. I fully expect that each and every person, including myself, respect the positions, views, and subjectivities of their classmates, so long as they do not incur harm. Remember: it is okay to agree to disagree, but you must do so respectfully. In this class, we will most assuredly express strong opinions and argue over some points. Remember: we critique ideas, not people. No one should be made to feel as if they are being attacked personally over something they express in class discussions. Please share your ideas with the intention of deepening your understanding and sharing your insights and feelings about what is important to you. You are responsible for the effect your words have on others.

**Course Requirements and Evaluation**

**Breakdown of final grade: Percentage** **Grade**

Participation Activities (20): 100 94% to 100% A

Reading Responses (10): 100 90% to 93% A-

Short Papers (3): 150 87% to 89% B+

Final Group Presentation: 150 84% to 86% B

Total: 500 80% to 83% B-

77% to 79% C+

74% to 76% C

70% to 73% C-

67% to 69% D+

64% to 66% D

60% to 63% D-

Below 60% F

**Participation Activities:** While I do not take an attendance grade, I do expect you to be present in class as often as possible. Throughout this semester, you will be expected to complete and turn in **21 participation activities**, which are to be completed during class. This can include such assignments as reflection papers and written group activities. At the end of the semester, **your lowest participation activity grade will be dropped** (which leaves the 20 that you see in the final grade breakdown). This means that you can miss one participation activity without penalty. That said, the dates of these assignments will not be announced beforehand and cannot be made up or turned in at a later date, just as classroom time cannot be made up.

**Reading Responses:** You will be required to turn in a total of **10 reading responses** throughout the course of this semester. The deadlines are noted on the course readings and assignments schedule. Your responses will be due on **Fridays by 11:59 PM**. A prompt to help you shape your reading responses will be posted to Canvas. They should be no shorter than 1.5 pages and no longer than 2 pages double-spaced and include 2 questions you have about the material. In these responses, you will be expected to synthesize important material and themes from each of the readings during that given week and to respond with your own reactions and connections.

**Short Papers – Whiteness in Media:** There will be a total of **3 short papers** (3-5 pages each). The due dates for these papers are listed both here and on the course readings and assignments schedule. Specific instructions will be made available on Canvas. These papers are designed to give you the chance to apply the concepts you are learning to examples of whiteness in media.   
   
**Short Paper 1 – Music**: Due on **Friday, February 19 by 11:59 PM**  
**Short Paper 2 – Television**: Due on **Friday, March 19 by 11:59 PM**  
**Short Paper 3 - Film**: Due on **Friday, April 16 by 11:59 PM**

**Final Group Presentation – Whiteness and Social Media:** Your final group presentation is due to me by e-mail on **Monday, May 3 by 11:59 PM**. It will consist of your recorded group presentation, your PowerPoint slides, and your presentation script with citations and a full bibliography. If your group is unable to record your presentation, we will make alternate arrangements. **Only one of you needs to email me the presentation materials, but you should all be CC’d on the email.**

For this presentation, you will be asked to analyze the contents of one social media site of your choosing and utilize what you have learned in class and through outside research to explore the ways that whiteness is reinforced and maintained through this particular social media site. The full prompt and rubric for your final group presentation will be made available to you on Canvas on **Monday, March 1**.

Your group (4-5 students) will sign up to meet with me to discuss the topic of your project during the **week of March 8**. At least 3 of your group members need to be present during this meeting.

Your preliminary annotated bibliography is due **Monday, March 29 by 11:59 PM**. It should include both class readings and outside sources. **Only one of you needs to email me your preliminary annotated bibliography, but you should all be CC’d on the email.**

At the end of the semester (**Friday, April 23, Monday, April 26 and Wednesday, April 29**), you will present to the class and receive feedback from your classmates and myself. This practice presentation will not be graded.

You will also be given a feedback form that each member of your group will submit to Canvas on **Monday, May 3 by 11:59 PM**. In the feedback form, you will have the chance to reflect on your experiences working with your group and let me know about the contributions of your groupmates and yourself to the project.

**Grades**: Please do not email me with questions about your grades. University policy prohibits the discussion of student grades via email. This policy is intended to protect you; your grades are a private matter, and email is a public forum. If you wish to discuss your grade, please make an appointment to meet with me over Zoom.

**Grade Appeals:** If you would like to dispute a grade, please contact me **within one week** of receiving the grade. If you feel that you have been given an unfair grade on an assignment, you need to write up a two-page response as to why you would like to appeal the grade and hand it to me **no more two weeks after you received the grade**. When appealing the grade, you need to be aware that the grade can be raised or lowered. Therefore, I only advise you to appeal grades if you feel that there is a clear miscalculation. You are responsible for being familiar with the grading rubric on written assignments and must refer to it in your appeal.

**Late or Missed Assignments:** Late papers and assignments incur a 5% deduction for each day that they are late up to 20% (or 4 days). After this time, late assignments are considered missing and will not be graded. Exceptions to this policy may be granted for unforeseen and emergency circumstances.

**Course Readings and Assignments Schedule:**

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| --- | --- | --- | --- |
| **Class Date** | **Topics** | **Readings** | **Assignments** |
| Friday, January 15 | Introductions | No readings |  |
| Monday, January 18 | Martin Luther King Jr. Holiday | No class! Enjoy! |  |
| Wednesday, January 20 | Race and Ethnicity: Review | 1. How Our Skins Got Their Color, Harris  2. Skin Deep, Kolbert  3. The Myth of a Biological Basis for Race, Buffington |  |
| Friday, January 22 | Race and Ethnicity: Review | 1. ASA Statement on Race  2. “But My Mother Says It’s Rude To Talk About Race!”, Harris and McClure  3. Critical Race Theory, Purdue | **Reading Response 1 Due** |
| Monday, January 25 | History of Racial Construction | 1. *The Racial Contract*, Mills, Intro and Overview  p. 1-40 |  |
| Wednesday, January 27 | History of Racial Construction | 1. *The Racial Contract*, Mills, Details p. 41-90 |  |
| Friday, January 29 | History of Racial Construction | 1. *The Racial Contract*, Mills, Naturalized Merits  p. 91-134 | **Reading Response 2 Due** |
| Monday, February 1 | The Invention of Whiteness | 1. *The Invention of the White Race Vol. 1*, Allen, Introduction p. 13-38 |  |
| Wednesday, February 3 | The Invention of Whiteness | 1. *The Invention of the White Race Vol. 1*, Allen, The Anatomy of Racial Oppression p. 38-69 |  |
| Friday, February 5 | The Invention of Whiteness | 1. Who Invented White People?, Jay  2.*How The Irish Became White*, Ignatiev, Introduction p. 1-3  3. Washington School District Says Asians Aren’t ‘Students of Color’, Now Counted With White Students, Samson | **Reading Response 3 Due** |
| Monday, February 8 | Whiteness Globally | 1. Rethinking Whiteness, Gunew  2. “White Talk”: White South Africans and the Management of Diasporic Whiteness, Steyn, in *Postcolonial Whiteness: A Critical Reader on Race and Empire*, p. 119-136 |  |
| Wednesday, February 10 | Whiteness Globally | 1. Not Just Color: Whiteness, Nation, and Status in Latin America, Telles and Flores  2. Beyond the Continuum: Race in the Dominican Republic and Puerto Rico, Roth, in *Race Migrations: Latinos and the Cultural Transformation of Race* |  |
| Friday, February 12 | Whiteness Globally | 1. Racial marker, transnational capital, and the Occidental Other: White Americans’ experiences of Whiteness on the Chinese Mainland, Liu and Dervin  2. The Significance of Skin Color in Asian and Asian American Communities, Jones | **Reading Response 4 Due** |
| Monday, February 15 | White Privilege | 1. White Privilege: Unpacking the Invisible Knapsack, McIntosh  2. Understanding White Privilege, Kendall  3. Yes, You Can Measure White Privilege, Harriot |  |
| Wednesday, February 17 | Wellness Day | No class! Enjoy! |  |
| Friday, February 19 | White Privilege | 1. What Salience Does White Privilege Have in Non-Diverse Societies?, Hasmath and Kay-Reid  2. The Color of Supremacy: Beyond the discourse of ‘white privilege’, Leonardo | **Paper 1 Due** |
| Monday, February 22 | Whiteness and Social Structures | 1. Institutionalised whiteness, racial  microaggressions and black bodies out of place in  Higher Education, Joseph-Salisbury  2. The Problem We All Live With Parts 1 and 2, NPR Podcast |  |
| Wednesday, February 24 | Whiteness and Social Structures | 1. The unbearable whiteness of being  (in nursing), Puzan  2. The effects of whiteness on the health of whites in the USA, Malat et al. |  |
| Friday, February 26 | Whiteness and Social Structures | 1. The Possessive Investment in Whiteness, Lipsitz  2. Minorities Who ‘Whiten’ Job Resumes Get More Interviews, Gerdeman | **Reading Response 5 Due** |
| Monday, March 1 | Prejudice, Discrimination, and Racism | 1. Understanding Exploitation and Cultural Appropriation, Dennis  2. Unmasking Racism: Halloween Costuming and Engagement of the Racial Other, Mueller and Picca | **Final Group Presentation Prompt and Rubric Issued** |
| Wednesday, March 3 | Prejudice, Discrimination, and Racism | 1. Blackface Was Never Harmless, Neklason  2. Racism and Popular Culture, Dirks and Mueller 3. #AllLivesMatter as Post-Racial Rhetoric, Orbe |  |
| Friday, March 5 | Prejudice, Discrimination and Racism | 1. What Is Racial Domination?, Desmond and Emirbayer  2. The Whiteness of Police, Singh | **Reading Response 6 Due** |
| Monday, March 8 | Whiteness from the Outside | 1. The Souls of White Folk, Du Bois  2. Representing Whiteness in the Black Imagination, hooks | **Final Group Project Topic Meetings Sign Up** |
| Wednesday, March 10 | Whiteness from the Outside | 1. Making America White Again, Morrison  2. Why Diversity Matters in Rural America: Women  Faculty of Color Challenging Whiteness, Han and Leonard |  |
| Friday, March 12 | Whiteness from the Outside | 1. #NotMyAriel: Reflections of Growing  Up in a World That Favors Whiteness, Jindal  2. ‘Up Against Whiteness’: Rethinking Race and The Body in a Global Era, Azzarito et al. | **Reading Response 7 Due** |
| Monday, March 15 | White Identity and Culture | 1. White People Are Noticing Something New: Their Own Whiteness, Bazelon  2. Defining White Culture, Lyubansky  3. Racial Autobiography: Curtis Linton, p. 82-86 |  |
| Wednesday, March 17 | White Identity and Culture | 1. Growing Up White: The Social Geography of Race in *White Women, Race Matters*, Frankenberg  2. Unraveling Whiteness, Suchet  3. Unbecoming White: Exposing the Power and Privilege in My Own Eurocentric Education, Katz |  |
| Friday, March 19 | White Identity and Culture | 1. The Rising Anxiety of White America, Norris  2. White Out of Mind: Identity Suppression as a Coping Strategy among Whites Anticipating Racially Charged Interactions; Marshburn and Knowles | **Paper 2 Due** |
| Monday, March 22 | Representations of Whiteness | 1. Whiteness and Music, Chapter 6 in Whiteness and Leisure, Spracklen p. 86-102 | **Spring Pause** |
| Wednesday, March 24 | Representations of Whiteness | 1. A Review of *Get Out*: On White Terror and the Black Body, Henry  2. Reckoning with the “Redneck”: Duck Dynasty and the Boundaries of Morally Appropriate Whiteness, Holladay | **Spring Pause** |
| Friday, March 26 | Representations of Whiteness | 1. The Whiteness of AI, Cave and Dihal | **Spring Pause** |
| Monday, March 29 | Whiteness and Ethnicity | 1. The Origin of Ethnic Groups, Weber  2. Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture, Nagel |  |
| Wednesday, March 31 | Whiteness and Ethnicity | 1. Symbolic Ethnicity: The Future of Ethnic Groups and Cultures In America  2. A Critique of Symbolic Ethnicity: The ideology of choice?, Anagnostou |  |
| Friday, April 2 | Whiteness and Ethnicity | 1. The Racialization of Ethnicity: The New Face of White Ethnicity in Postmillennial America, Torkelson and Hartmaan  2. 2020 Census Will Ask White People More About Their Ethnicities, Wang | **Reading Response 8 Due** |
| Monday, April 5 | Intersections: Whiteness and Class | 1. Whiteness, populism and the racialisation of the  working class in the United Kingdom and the  United States, Mondon and Winter  2. The Asset Value of Whiteness: Understanding the Racial Wealth Gap, Traub et al. | **Preliminary Annotated Bibliography Due** |
| Wednesday, April 7 | Intersections: Whiteness and Political Ideology | 1. Understanding White Racial Sovereignty: Doing Research on Race and Inequality in the Trump Era (and beyond), Donnor  2. The New White Flight?: The Effects of Political Appeals to Latinos on White Democrats, Ostfeld  3. The Women Behind the Alt Right, NPR Podcast |  |
| Friday, April 9 | Intersections: Whiteness and Religion | 1. Critical Whiteness Studies and the “Jewish Problem”, Berkovits  2. Crossing the borders of whiteness? White Muslim women who wear the hijab in Britain today, Franks | **Reading Response 9 Due** |
| Monday, April 12 | Intersections: Whiteness and Gender Identity | 1. “White Supremacy in Heels”: (white) feminism, white supremacy, and discursive violence, Moon and Holling  2. ‘You aren’t from around here’: Race, Masculinity, and Rural Transgender Men, Abelson |  |
| Wednesday, April 14 | Intersections: Whiteness and Gender Expression | 1. Perceptions of Threat to White Masculinity and Covid-19 in Texas, McDaniel  2. Normative White Femininity: Race, Gender, and the Politics of Beauty, Deliovsky |  |
| Friday, April 16 | Intersections: Whiteness and Sexuality | 1. Visibility as Privilege and Danger, Steinbugler  2. White Normativity: The Cultural Dimensions of Whiteness in a Racially Diverse LGBT Organization, Ward | **Paper 3 Due** |
| Monday, April 19 | Antiracism | 1. White Fragility, DiAngelo  2. Comforting Discomfort as Complicity: White Fragility and the Pursuit of Invulnerability, Applebaum |  |
| Wednesday, April 21 | Antiracism | 1. Being a Strong White Ally, Kivel  2. Intersectional Patterns of Prejudice Confrontation by White, Heterosexual, and Cisgender Allies, Case et al. |  |
| Friday, April 23 | Practice Presentations | No readings | **Reading Response 10 Due** |
| Monday, April 26 | Practice Presentations | No readings |  |
| Wednesday, April 28 | Practice Presentations | No readings |  |

**University Policies**

**Basic Needs:** I believe that in order to learn, students need to have their basic needs met: food to eat and a safe place to live. If you’re having trouble with either, the campus has some resources for you. If you’re facing food insecurity, reach out to food@colorado.edu, and they will work with you to find food resources. If you’re having trouble paying rent or facing housing insecurity, you can get in touch with these advocates: Boulder County Housing & Human Services at 303-441-1000 or Off-campus Housing at och@colorado.edu & 303-492-7053. For assistance with landlord-tenant matters, contact Mediation Services at 303-441-4364 & mediation@bouldercolorado.edu. A 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). Case manager resources are also available to help you find appropriate campus and local resources. A 24/7 Suicide Prevention hotline is available for you: just call 303-492-2277. Please don’t hesitate to also approach me if you have trouble negotiating these resources.

**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 classroomsetting include:

● maintain 6-foot distancing when possible,

● wear a cloth face covering (over nose and mouth), especially when unable to maintain a distance of at least 12 feet,

● 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

○ 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 “Accommodations” statement on this syllabus.

Before returning to campus, all students must complete the COVID-19 Student Health and Expectations Course. Before coming on to campus each day, all students are required to complete a Daily Health Form.

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 Form remotely. In this class, if you are sick or quarantined, please contact me as soon as possible to arrange for alternate assignment due dates if applicable.

**Spring Pause:** The week of March 22-26 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. Attendance is recommended 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.

**Academic Honesty:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For definitions and University regulations regarding academic dishonesty, familiarize yourself with—and adhere to—the University Honor Code: [www.colorado.edu/academics/honorcode](http://www.colorado.edu/academics/honorcode).

I expect you to maintain academic honesty at all times and violations of the Honor Code will not be tolerated. Please note that a plagiarism detection tool will be used to review all of your written assignments for originality.

**Accommodations:** If you qualify for accommodations because of a disability, please submit a letter from Disability Services as soon as you are able so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website. If you are involved in university-sponsored activities that will result in you missing class time, it is your responsibility to contact me by the second week of this summer session. Additionally, if you recognize any conflict with assignment due dates and/or class attendance that will occur as the result of religious observances, please notify me no later than one week before your missed class. If your religious observance will conflict with testing dates, you must contact me as soon as possible so alternate dates can be selected. More information on CU’s policies is available at: <http://www.colorado.edu/policies/fac_relig.html>

**Discrimination and Harassment**: The University of Colorado Boulder is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the OIEC website. The full policy on discrimination and harassment contains additional information.

**Mandatory Reporting:** As an instructor, I am in a supervising position and am therefore a mandatory reporter. Should I become aware of a complaint of protected class discrimination and harassment and sexual harassment (including sexual assault, intimate partner abuse, and stalking) or related retaliation, CU Boulder policy requires me to promptly report it to the Office of Institutional Equity and Compliance (OIEC) if the alleged perpetrator is an employee or a student. OIEC will provide assistance as needed (and whether or not there is a formal report or participation in an investigation) in accessing on and off campus services. OIEC is committed to maintaining the complainant’s privacy and confidentiality.

**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 8 conflicts with scheduled exams, assignments or required attendance. I have done my best not to schedule important class activities on major religious holidays. However, if you do have a religious observance conflict, you will need to provide written proof of the conflict and I will work with you on an individual basis to address the issue. See the campus policy regarding religious observances for full details.

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***I reserve the right to modify the above syllabus and schedule during the semester, and it is each student’s responsibility to be aware of any announcements in class, and/or posted on Canvas regarding changes.***

***Syllabus constructed with many thanks to Dr. Eleanor A. Hubbard.***