

American Political System: PSCI 1101

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Group office hours (Come visit me!)

Ketchum 141E (across from Political Science office)

Tuesdays 10:30-11; 1-2 pm; Thursdays 1-3 pm

Private discussion, by appointment or Zoom

A true scientist is bored by knowledge. [...]

Half of the ideas in this book are probably wrong.

~ Matt Ridley

If men were angels, no government would be necessary.

~ Federalist 51 (Madison)

## Table of contents (hyperlinked)

<b>Course requirements</b> .....	1
Prepare for course lectures: readings, videos, movies .....	2
Course lectures.....	2
<b>Grading scheme (also: see “Some Fine Print” below)</b> .....	3
<b>Brief week outline with dates (linked to Canvas)</b> .....	4
<b>Detailed lecture outline with linked readings, course quizzes and exams, and recitation assignments</b> .....	5
<b>Some fine print</b> .....	8
Recitation assignments and participation .....	8
Exam rules .....	8
A note about bad behavior .....	8
<b>University of Colorado, Boulder, Syllabus Statements</b> .....	9

## Course objective

The purpose of this course is to introduce students to the logic of scientific inquiry, including but not limited to the context of political science. The exams, quizzes, and assignments are meant to prepare students for upper division coursework by teaching students to identify a systematic set of logical errors.

Along the way, we will seek to gain a better understanding of the American political system, focusing primarily on ideas for why the U.S. (and the world) inherited its institutional rules, how those institutions manipulate those rules to duel for power, and how rules shape human behavior (i.e., why people think what they think and do what they do).

## Teaching philosophy

My teaching philosophy is informed by all the years I spent reading student essays, allowing infinite revisions, such that over time, I learned that there are a systematic set of “sticky” logical errors – errors that interfered with students’ ability to write well. These errors are what STEM education researchers call “conceptual errors” (see: Khishfe 2023).<sup>1</sup> They interfere with students’ ability to succeed in upper division coursework, in which students will likely be required to do some combination of the following:

- 1) create and critique their own hypotheses,
- 2) create and critique their own interpretations of a text (e.g., philosophy, literature, religious texts, and legal caselaw)
- 3) construct persuasion essays about what *should* be done, considering the mindset of those likely to be opposed.

In my humble opinion, we cannot help students succeed in the abovementioned tasks by teaching them knowledge as though it has always existed. I believe we get there by telling stories about professional (social) scientists, who helped shed light on various mysteries, but also made mistakes. In doing so, students stand on the shoulders of giants, by critiquing their inferences and learning from their mistakes. For this reason, course material offers a balance between what students should know about the American Political System and some of the unsettled science of politics.

## Course requirements

The course material is designed to meet students where they are, by breaking down logical errors into categories that range from foundational to more advanced, using examples from (mostly), American politics. Lectures and recitations are designed to teach students to avoid those errors. Assignments, quizzes, and exams test for the ability to identify errors. For example, the “essay” exam asks students to critique a fictional student’s essay, in a multiple-choice format. On the final, students must give a plausible answer

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<sup>1</sup> Khishfe, Rola. “Improving students’ conceptions of nature of science: A review of the literature.” *Science & Education* 32, no. 6 (2023): 1887-1931.

from a long list of multiple-choice alternatives. Don't like multiple choice? Don't worry! You get to explain your answer for partial (or even full!) credit.

All exams and quizzes are open note, open book, and open internet; there is no "knowledge" to memorize. There are ways to practice learning logical skills and course knowledge with extra credit quizzes.

Before each of the three exams, students will take *Practice Exams* on a free platform called Courselets, which allows students to self-assess, explain their answers, and receive feedback, **directly from me, for each practice question**. Using Courselets is a required assignment, but there are no consequences for incorrect answers, as your grade is based on a good faith effort.

To reiterate from above, exams present students with an opportunity to apply their understanding of logical skills plus familiarity with the reading and lecture materials in ways that require you to be prepared ahead of time, despite being open note and book. To give you one example, one question on the final will be something like: which of the following pairs of readings are the most logically (in)consistent? In other words, students will not be able to answer the questions on the exam if they are not familiar with the course material ahead of time.

Notably, there are many extra credit opportunities, including the possibility of earning points on top of your next exam score for answering difficult questions, based on the readings, and various riddles. Also, I may from time to time reveal an answer to a specific exam question.

### **Prepare for course lectures: readings, videos, movies**

All the *Prepare for class* readings and videos are free and linked in the Canvas site. Lectures are not redundant of the reading. It costs no money to take this course.

I have also created some recommended resources, which may be linked during a particular week, or may be linked to the Canvas Module [Mentoring advice: do you belong here? \(and other advice\)](#), in which I have added files meant to help you in your future courses, such as files in which I catalogued common grammar and word usage mistakes, and other mentoring advice students have told me they found helpful along the way.

### **Course lectures**

Lectures are not redundant of the reading, but you are not required to attend, so do not come if you plan to disengage. I strongly discourage the use of electronics during lecture or recitation, and they should only be used if necessary to help you learn. Lectures are recorded; videos of the lectures will be made available. PowerPoints will also be made available but should be considered an outline of the lecture rather than a summary of the lecture material itself.

## Grading scheme (also: see “Some Fine Print” below)

### Required

Two Critical Thinking Exercises	6%
CAT Critical Thinking Test #1 (Due January 26 at 5PM); 100% credit for good faith effort	3%
CAT Critical Thinking Test #2 (Due April 19 at 5PM); 100% credit for good faith effort	3%
Two required recitation assignments, the first graded for effort, but with feedback; second graded for quality (with rubric)	6%
Week 3: Causal Essay on American Politics (due Friday, Feb 2 at 5pm); 100% credit for good faith effort	3%
Week 14: Causal Essay on American Politics (due Monday April 29 at 5PM); graded according to rubric	3%
Recitation attendance and participation	10%
Attendance: .5% each: miss two for free	5%
Boost for active participation	5%
Practice Exams: 100% credit for good faith effort	18%
Practice Exam 1 (on Courselets); 100% credit for good faith effort	6%
Practice Exam 2 (on Courselets); 100% credit for good faith effort	6%
Practice Exam 3 (on Courselets); 100% credit for good faith effort	6%
Exams	50%
Exam 1 (Week 4): on Canvas anytime from Thursday, 11am-Friday, 5pm	10%
Exam 2 (Week 10) on Canvas during recitation: at home, in recitation, or testing center	20%
Final Exam (During Scheduled Final Exam Period)	20%
Final Self-Assessment & Reflection (due May 8, 2024); 100% credit for good faith effort	10%
<b>Total</b>	<b>100%</b>

Extra credit: add these percentages to your final grade

Social learning	
<a href="#">Weekly Study Group</a> : enter a weekly log at this Canvas link, graded on consistency	2%
Policy Brief (due April 22 at 5PM); presentation last week of recitation	5%
Extra credit quizzes	
Quiz 1 (Due March 115 at 5PM: Canvas)	3%
Quiz 2 (Due April 26 at 5PM: Canvas)	3%
Optional recitation assignments for extra credit	
Week 5: Lists of Four	1%
Week 6: Father-Son Trust with Family ( <i>The Road</i> film)	1%
Week 9: Causes of extreme beliefs or behaviors	1%
Week 11: Five surprising things	1%
<b>Total</b>	<b>17%</b>

Grade breakdown	
At least	Your grade
92%	A
89%	A-
86%	B+
82%	B
79%	B-
76%	C+
72%	C
69%	C-
66%	D
65% and below	F

Incompletes are strongly discouraged by the College and are only given for non-academic reasons.

## Brief week outline with dates (linked to Canvas)

[Part 1](#) covers very little substance in American Politics. Instead, it provides students with the logical foundation for the primary ways scholars think about politics, including, but not limited to, science as a method of uncovering some (but not other) forms of causality. Not everything in the discipline of political “science” is science, yet there is rigor in non-scientific reasoning. For this reason, I begin a discussion of American politics by introducing students to all the major methodologies in political science, including how scholars make rigorous inferences about ethics, text interpretation, and causes of historical outcomes.

Week 1 (Jan 16-19): Pedagogy, syllabus, distinguishing the logic of different kinds of arguments

Week 2 (Jan 22-26): Avoiding over- and under- confidence in science: learning from past mistakes

Week 3 (Jan 29-Feb 2): Logic of interpreting text: Griswold and Federalist 78

Week 4 (Feb 5-9): Exam 1 (1 hour, outside of class), Preview to Part 2: the use (and misuse) of statistics for understanding causality

[Part 2](#) focuses on what causes humans to cooperate with one another. We focus here on three ways of assessing causality: statistical probabilities, rational choice, and historical case studies. We first introduce scholars’ use of a collective action framework to understand some events in U.S. (and world) history. Then, we look at how public opinion scholars challenged collective action theory by showing that it turns out that people take extraordinary risks for surprisingly little personal benefit. You, as the student, can be the judge of what drives humans and think what they think and do what they do.

Week 5 (Feb 12-16): Collective action, prisoner’s dilemma, interest groups and protest movements.

Week 6 (Feb 19-Feb 23): Explaining colonialism, the rule of law, and democracy.

Week 7 (Feb 26-Mar 1): Explaining the Senate, the Civil War, and the electoral college.

Week 8 (Mar 4-8): Describing the interplay between public opinion and elected officials.

Week 9 (Mar 11-15): The mystery of why people take political risks, think weird things, and do evil.

Week 10 (Mar 18-22): Exam 2, The mystery of “rationality” (weighing costs and benefits) in American politics

In [Part 3](#), we will evaluate scholars’ views of American constitutional history. We will look at circumstances in which each of the three branches has been successful (and unsuccessful) of manipulating public opinion when dueling for power. We ask the question: why is the Supreme Court so powerful at times, yet so powerless in other times? What mechanisms do the President and Congress use to influence what happens in the other branches?

Week 11 (April 1-5): The history of discrimination in the U.S.: is it a “caste system” and does that matter? Why does the Supreme Court have so little power to protect racial and ethnic minorities?

Week 12 (April 8-12): Congress, the President, and the Court duel for power.

Week 13 (April 15-19): The power of party elites: why are American party elites so powerless as compared with European party elites?

Week 14 (April 22-26): Constitutional rules and outcomes

Week 15 (April 29-May 2): Ethics and public policy

## Detailed lecture outline with linked readings, course quizzes and exams, and recitation assignments

### Part 1

Week	Topic	Prepare for class	Recitation assignments	Course assignments
Week 1 Tuesday Jan 16	Pedagogy, the structure of the course, assignments, and exams			
Week 1 Thursday Jan 18	Verifiable observation v. what is "hidden." 2,500 years of political philosophy Logic of statements	Two ten-minute videos <a href="#">Logical fallacies</a> <a href="#">More logical fallacies</a> <a href="#">OST, A short overview of the history of philosophy, p. 22-33</a>		
Week 2 Tuesday Jan 23	The fallacy of over-confidence	<a href="#">OST, Chapter 2. An introduction to the history of causality, p. 31-51</a>	<a href="#">During recitation: take Critical thinking test</a>	
Week 2 Thursday Jan 25	The fallacy of under-confidence	<a href="#">Merchants of Doubt Sarah Stewart</a> Recommended: <a href="#">A Short Introduction to First Principles</a>	<a href="#">(at home, in testing center, or in class during recitation)</a>	
Week 3 Tuesday Jan 30	Text interpretation: the Constitution	<a href="#">Federalist 78, p. 1-11</a> <a href="#">The Bill of Rights</a>	<a href="#">Due in recitation and on Canvas: Write a single page (single spaced) causal argument regarding a theory you have about American Politics</a>	
Week 3 Thursday Feb 1	Text interpretation: case law	<a href="#">Griswold excerpt, p.1-2</a>		
Week 4 Tuesday Feb 6	Review	Recommended <a href="#">Regan "Matters of life and death," p. 1-34</a>	Recitation optional (attend any recitation before Thursday)	Open from Thursday, Feb 1 and due Tuesday, Feb 6 Practice exam: Courselets
Week 4 Thursday Feb 8	Preview to predictive general causality and collective action	Recommended for week 4; required by week 5 <a href="#">OST, Ch 4-10: p 57-115</a>		<a href="#">Exam 1</a> Opens after class on Thursday Due Friday at 5pm

Part 2

Week	Topic	Prepare for class	Recitation assignments	Course assignments
Week 5 Tuesday Feb 13	Collective action: individuals, groups, and systems	Skim: <a href="#">Collective Action, p. 1-29</a> Video: <a href="#">The prisoner's dilemma guide to the universe</a>	<a href="#">Extra credit: Make a list of four</a> 1) <a href="#">attributes that make people more likely to cooperate with others, and</a> 2) <a href="#">attributes of groups that make cooperation a more likely outcome.</a>	
Week 5 Thursday Feb 15	Collective action: interest groups and social movements	<a href="#">Interest groups and social movements, p. 1-17</a> Skim: <a href="#">Civil liberties (34 pages)</a>		
Week 6 Tuesday Feb 20	Why were some countries more prosperous than others in 1500?	<a href="#">Watch the movie: The Road</a> Or: <a href="#">read a four-page summary</a> and watch this <a href="#">six-minute clip of the ending</a>	<a href="#">Extra credit: 1-2 sentences: explain why the son trusted the strangers at the end of the movie?</a>	
Week 6 Thursday Feb 22	What caused the rule of law?	<a href="#">Krutz Rights (42 pages):</a> <b>Lecture online only (no class)</b>		
Week 7 Tuesday Feb 27	What caused U.S. institutions? Reasons are not causes	<a href="#">Riker's Lincoln, Douglas debates</a> Skim: <a href="#">Riker's Electoral College story.</a>		
Week 7 Thursday Feb 29	The impact of institutions and rules	<a href="#">Krutz: Judiciary</a>		
Week 8 Tuesday Mar 5	Understanding people in aggregate, i.e., the "public"	<a href="#">Congress (15 pages)</a> <a href="#">Presidency (10 pages)</a> <a href="#">Watch: Why the U.S. has two parties.</a>		
Week 8 Thursday Mar 7	What drives people to extremes?	<a href="#">OST, Ch 11 Exogeneity, p. 138-147</a>		
Week 9 Tuesday Mar 12	Understanding risky health behavior	Handout: <a href="#">COVID graphs and analysis, p. 1-5</a>	<a href="#">Extra credit: make an argument about an attribute that would cause people to go to an extreme.</a>	<a href="#">Extra credit quiz 1 due Friday March 15, 5pm</a>
Week 9 Thursday Mar 14	Causality in its different forms: thinking about civil rights in U.S. history	<a href="#">Krutz Rights (42 pages)</a>		
Week 10 Tuesday Mar 19	Preview: learning to critique	Recommended <a href="#">Logic of American politics (45 pages)</a>	Recitation optional (attend any recitation before Thursday)	Open from Thursday, March 14 and due Tuesday, March 19
Week 10 Thursday Mar 21	Exam 2: Essay critique, Thursday, during lecture (opens at 9:20am; closes at 10:30am) (at home, in testing center, or in lecture hall)			

Part 3

Week	Topic	Prepare for class	Recitation assignments	Course assignments
Week 11 Tuesday Apr 2	Defining a word: “caste”	<a href="#">Caste: Pillars, (61 pages)</a>		
Week 11 Thursday Apr 4	Can the Supreme Court protect rights and liberties?	<a href="#">Hollow Hope: Did the Supreme Court eliminate educational segregation? (38 pages)</a> Answer: No. Read the Hollow Hope to find out why. <b>Lecture online only (no class)</b>	<a href="#">Extra credit: Make a list of five surprising things from the readings</a>	
Week 12 Tuesday Apr 9	Congress versus the President	<a href="#">Going Public (16 pages)</a> <a href="#">Omnibus bills (13 pages)</a>		
Week 12 Thursday Apr 11	The President versus the Court	<a href="#">Court-packing: FDR versus the Court (13 pages)</a>		
Week 13 Tuesday Apr 16	The political tolerance of elites and masses	<a href="#">The Red Scare (11 pages, p. 511-522)</a>	<a href="#">Due in recitation and on Canvas: Write a single page (single spaced) causal argument regarding a theory you have about American Politics</a>	
Week 13 Thursday Apr 18	Party elites: comparing the U.S. to other countries	No reading		
Week 14 Tuesday Apr 23	Predicting policy outcomes from the number of vetoes	<a href="#">Case study of universal health care legislative outcomes</a>	<a href="#">During recitation: take Critical thinking test (at home, in testing center, or in class during recitation)</a>	<a href="#">Extra credit policy brief due Monday, April 22, at 5pm on Canvas</a>
Week 14 Thursday Apr 25	Why lowering the voting age to <b>18</b> disenfranchised young voters, even as they got older	<a href="#">The impact of lowering the voting age to 16</a>		<a href="#">Extra credit quiz 2 due Friday April 26, 5pm</a>
Week 15 Tuesday Apr 30	Ethics and causality in public policy	No reading		Open from Thursday, April 25th and due Tuesday, April 30
Week 15 Thursday May 1	Review	No reading	In recitation: policy brief presentations	

Final exam: TBA

# Some fine print

## Recitation assignments and participation

If you are not in your recitation, cannot earn any credit for extra credit assignments. You must turn it into Canvas by the time of your recitation, as well as bring a hard copy of the assignment to your recitation.

Just showing up to recitations is .5%, per required recitation (you can miss two with no consequence for your grade; doing an extra credit assignment can make up for two missed recitations). Your TA will assess your overall level of engagement, which is 5% of your grade.

During weeks 4 and 10, you have the option of attending any recitation before Thursday, for an exam review; recitation is not required during those weeks. See the following for options for exam review.

M	10:10-11:00	MCOL E155
M	11:15-12:05	MCOL E155
M	12:20-1:10	MCOL E155
T	8:00-8:50	MCOL E155
T	2:30-3:20	MCOL E155
T	3:35-4:25	MCOL E155
W	8:00-8:50	MCOL E155
W	12:20-1:10	CLRE 209

## Exam rules

The first exam can be taken out of class anytime between Thursday after class and Friday at 5 pm, in week 4 (Feb 8-9). It should take an hour; of course, those with accommodations have more time. You can request to take the exam in the testing center if you choose.

For the second exam and final exam, you have some options. You can take the exam during class (or Final exam) time:

- in class,
- at home, or
- in the testing center (for those with accommodations who do not wish to take the test at home (for example, if you have poor internet or have a conflict before or after class time).

In case of emergency (or for those with accommodations who have a conflict before or after class time) there will be another time to take the second exam on Friday afternoons. This is the only makeup exam time. There is no makeup exam for the final exam.

If you have a Disability Accommodation, and do not want to take the exam at home, you may take the exam at the testing center. Please notify your TA ASAP so that we can notify the testing center. Those with accommodations may also request, in advance, to take the exam at another time that Thursday or Friday, at home.

There are no makeup exams outside of Friday afternoons. Fortunately, you can skip an exam and still receive an A in the class, if you do extra credit assignments.

Exams are open note, open book, and open internet multiple choice and will be taken on Canvas. There will be a place to defend your answers as a short answer form; your TA will have discretion about whether to use that defense to consider partial credit for incorrect responses. Note that there are extra credit quizzes. Before each exam, there is a practice exam, so that you can practice your critical thinking skills and ask questions ahead of time.

## A note about bad behavior

You do not have to attend lecture, and I mean this in the kindest possible way: please do not attend and disengage, talk to others, watch things on your laptop. I find it distracts me, which disrupts others' ability to learn. (On the other hand, do not worry if you need to walk in late).

You will be expected to behave professionally in this class. I expect you to challenge my ideas intellectually, but I will not tolerate personal attacks of any kind, disruptive behavior, including, but not limited to, playing on your laptop or phone, conversing during lectures or recitations, or insulting classmates, or the instructor. Harassment of any kind will be reported to the University's [Office of Institutional Equity and Compliance](#). See below for other policies required by CU Boulder Academic Affairs.

I strongly discourage the use of electronics during lecture or recitation, and they should only be used if necessary. If I see you disengaging on your electronics, I will interrupt the class to ask you to stop. Any further non-essential use of electronics use will result in my request that you leave your electronics at home, or in your bag, or watch the lectures from home.



# University of Colorado, Boulder, Syllabus Statements

## *Classroom Behavior*

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure 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 [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

## *Requirements for Infectious Disease*

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all applicable campus policies and public health guidelines to reduce the risk of spreading infectious diseases. If public health conditions require, the university may also invoke related requirements for student conduct and disability accommodation that will apply to this class.

If you feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the [guidance of the Centers for Disease Control and Prevention \(CDC\) for isolation and testing](#). If you have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home but should follow the [guidance of the CDC for masking and testing](#).

## *Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation*

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.

If you have a required medical isolation for which you require adjustment, please skip class, and watch the recording. Note that the syllabus is created to be able to miss recitations in case of illness with no consequence for your ability to earn an A for the course. If you must miss a recitation, and you want the .5 points despite missing the scheduled recitation, you may be able to attend a different recitation; **this would require the approval of both your TA and the TA for the different recitation**. See below for the schedule of alternatives, along with the email addresses of the TAs for the various sections, so that you may plan ahead.

M	10:10-11:00	MCOL E155	<a href="mailto:katherine.sevin@colorado.edu">katherine.sevin@colorado.edu</a>
M	11:15-12:05	MCOL E155	<a href="mailto:katherine.sevin@colorado.edu">katherine.sevin@colorado.edu</a>
M	12:20-1:10	MCOL E155	<a href="mailto:poushali.mohanta@colorado.edu">poushali.mohanta@colorado.edu</a>
T	8:00-8:50	MCOL E155	<a href="mailto:joey.pedersen@colorado.edu">joey.pedersen@colorado.edu</a>
T	2:30-3:20	MCOL E155	<a href="mailto:eman.bensreiti@colorado.edu">eman.bensreiti@colorado.edu</a>
T	3:35-4:25	MCOL E155	<a href="mailto:poushali.mohanta@colorado.edu">poushali.mohanta@colorado.edu</a>
W	12:20-1:10	CLRE 209	<a href="mailto:eman.bensreiti@colorado.edu">eman.bensreiti@colorado.edu</a>
TH	11:15-12:05	ECON 205	<a href="mailto:ansgarius.manek@colorado.edu">ansgarius.manek@colorado.edu</a>
TH	4:40-5:30	MCOL E155	<a href="mailto:ansgarius.manek@colorado.edu">ansgarius.manek@colorado.edu</a>
F	10:10-11:00	ATLS 102	<a href="mailto:joey.pedersen@colorado.edu">joey.pedersen@colorado.edu</a>

If you are sick during an exam, first let us know so that we can plan for you to take an exam during the only scheduled makeup exam time, which will be for Exam 2, on Friday, March 22 from 2-4 pm, in Ketchum 371. You may also skip the exam, without affecting the possibility for an A, as the number of extra credit points available to you can help you earn an A even if you miss an exam.

## *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 Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), 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 Student Conduct & Conflict Resolution: [honor@colorado.edu](mailto:honor@colorado.edu), 303-492-5550. Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

## *Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation*

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about university policies, [reporting options](#), and [support resources](#) can be found on the [OIEC website](#).

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don't Ignore It page](#).

### ***Religious Accommodations***

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, please feel free to hand in work late, as needed, with no prior authorization necessary. Send your TA evidence of the religious holiday and the assignment by email. If the assignment due date looks to be closed or you need to attend a different recitation on a different day, please let your TA – and the TA of the recitation you are attending know. If your religious holiday falls during normal class hours, please feel free to skip class and watch the recording. See the [campus policy regarding religious observances](#) for full details.

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The Academic Live Care site also provides information about additional wellness services on campus that are available to students.