

PSCI 3191-581, NATIONAL SECURITY ORGANIZATIONS AND POLICYMAKING

January 23 to May 4, 2023

Online

INSTRUCTOR CONTACT INFORMATION

Instructor – Michael D Kanner

Email: michael.kanner@colorado.edu

Office - KTCH 128

Office hours – Monday, Wednesday, and Friday, 10:30 to 11:30 AM (or by appointment)

COMMUNICATION POLICIES

Email is the best means of contacting me. I usually answer within 12 hours. If I have not responded in 24 hours, please call the Political Science office (303-492-7871) and have them contact me.

Instructor Biography

I have been teaching political science and international affairs since 2001. My bachelor's degree was in science from the US Military Academy with a concentration in engineering. I also have a master's in managerial science from Troy State University, international relations from Salve Regina University, and a Ph.D. from the University of Colorado, Boulder, focusing on political psychology and its effect on foreign policy decision-making.

Before joining academia, I served in the US Army, including assignments as an operations officer from brigade to theater army level in the United States, Latin America, and Europe. In addition, I was a contributor to the Low-Intensity Conflict Study Group and a counterterrorism officer for JTF Bravo, Honduras. I also spent a short time as a contract employee for SAIC, a think tank working for the Defense Department.

My publications include studies on expert decision-making and preventive diplomacy for the Defense Department and academic articles on prospect theory. In addition, I have published several short stories dealing with World War 1.

COURSE DESCRIPTION

From Catalog

Analyzes how the American governmental and political system is structured to define, select, and implement national security policies. Examines roles of the president, Congress, bureaucracy, interest groups, and other actors.

Recommended prerequisite

PSCI 1101, American Political Systems

If you have not taken this course (or it has been a while), you should understand the parts of government and how they interact.

Instructor's View of the Course

The primary mission of a state is the security of its citizens and territory. It defines what it means to be a state and is based on the social contract between the people and the government. However, like Kipling's "Tommy,"¹ it is not discussed much except during times of crisis. Thus, most of the public is ignorant of how security decisions are made and implemented. (I would add, as a matter of opinion and experience, this is often true for public officials as well.)

This course tries to correct that problem. Starting with a look at challenges and strategies, we will look at the history, institutions, and future issues of the United States.

Course Objectives

1. Describe the influence that history and context have on security policy.
2. Identify the major institutional players, their powers, and their roles within the domestic political environment.
3. Compare future security threats to the United States.

OVERVIEW OF CLASS

Understanding the University's course support software (CANVAS) is necessary to take this course. However, if you are unfamiliar with or feel confident in your knowledge, visit the OIT website for Student Support Videos (<https://oit.colorado.edu/services/teaching-learning-applications/canvas/help/student-support>).

CANVAS runs on any platform (including your phone if you download the app), so there is no special requirement for technology outside of having a good internet connection.

You should take this course as seriously as you would a traditional one and plan on spending 45 to 60 minutes daily on it. This time expenditure is in line with the class time and class readings in a conventional setting.

Each week's learning objective supports that module's learning objective. The schedule for each week consists of the following –

- The learning objective for that week.

¹ Kipling's Tommy is about the mistreatment of British soldiers during times of peace. It can be found at <http://www.poetryloverspage.com/poets/kipling/tommy.html>

- Reading assignments from the textbook.
- Study questions that, along with the week's learning objective, should guide your reading.
- A recorded lecture which augments the readings, focuses on critical aspects and provides historical examples and context to the lesson.
- An online discussion question that replaces classroom discussions. These discussions include your postings, other students' comments, and my reactions and comments.

There is a quiz at the end of each module. The quizzes measure your fulfillment of the module and weekly objectives. These are discussed in the GRADING CRITERIA section of the syllabus.

I recommend you have a mix of domestic and international news. Here are some of my suggestions. These are the ones that I subscribe to and do not constitute any endorsement.

- The Hill - <https://thehill.com/> - The Hill focuses on what is going on in Washington, DC. It is free to subscribe to, and you can select specific newsletters (<http://www.email.thehill.com/thehillreg/thehillreg/pref.action>).
- The Economist Magazine. In my opinion, this is the best international news magazine. In addition, they have a discounted student subscription ([Special student rate - Subscribe to The Economist](#)).
- The Wall Street Journal. As University students, you also have free access to The Wall Street Journal. Go to <https://libguides.colorado.edu/databaseguide/wallstreetjournal/home> for information on how to access it.
- The New York Times. You also have access to the New York Times through the library. Information on how to activate this account is at <https://libguides.colorado.edu/databaseguide/newyorktimes/home>.
- War on the Rocks - <https://warontherocks.com/>. This is a platform for the analysis of current security issues. It has a daily newsletter of analysis and an array of podcasts. In addition, I will often post links to articles from this site that I think are relevant to the course.

REQUIRED TEXTS

There are two textbooks for this course. They are available from the University Bookstore (<https://www.cubookstore.com/my-courses>). If you get them from another source (e.g., Amazon), ensure that you have the correct edition. These will not be read in sequence so pay attention to the schedule of assigned readings.

George, Roger Z., and Harvey Rishikof. 2017. *The National Security Enterprise: Navigating the Labyrinth. 2nd Edition*. Washington, DC: Georgetown Press

Meese, Michael J, Suzanne C. Nielsen, and Rachel M. Sondheimer. 2018. *American National Security, 7th Edition*. Baltimore, MD: John Hopkins University Press.

The textbooks are available through the CU Bookstore in hard copy and the Bookstore's "Day 1 Digital Access" program. If you buy it somewhere else (e.g., Amazon), ensure you have the correct edition.

Day 1 Digital Access

To keep the cost of your course materials *as low as possible* and access to those materials *as convenient as possible*, we have collaborated with the CU Book Store and the publisher to deliver those materials through a program called "Day 1 Digital Access", which will appear on your tuition and fee bill as "Day 1 Digital Access".

What does this mean for you?

1. You will receive access to all your course materials, digitally, on the first day of classes, through the course Canvas page.
2. You will see a "Day 1 Digital Access" charge on your tuition and fee bill for: **\$????**. This is a guaranteed lowest price, discounted by the publisher, and not available outside this course
3. You have the option to opt-out. This means: you won't pay for anything, but you lose all access to the course materials, including homework managers like Connect or Mindtap
 - a. You can opt-out by: using a link in a reminder email you will receive with the subject heading "Day 1 Digital Access".
 - b. You must opt-out no later than **?????**, otherwise you will be charged for the materials.
4. Please keep in mind that "opting out" means that your access to these materials will be turned **OFF**, and you will have no way to complete assignments.

Troubleshooting tips from VitalSource:

VitalSource Support: <https://support.vitalsource.com/hc/en-us>

Email: support@vitalsource.com

Call: 1-855-200-4146

VitalSource Support is available 24/7 and can troubleshoot most issues

If you have questions about **BILLING**, email: digital@cubookstore.com

GRADING CRITERIA

Your final grade is based on a 100-point scale with this breakdown.

Module 1. Quiz	25 points
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Module 2. Quiz	25 points
Module 3. Quiz	30 points
Discussion Questions	20 points <i>There are 14 discussions, so you only need to post on 10 for full credit. Additional posts will count as extra credit.</i>
Total	100 points

Your final grade will be based on how many points you accrue and this grading scale. I will post your final grade on CANVAS before posting it to the Registrar's office.

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-93	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

Module Quizzes

These should be taken at the end of each module. Module quizzes consist of several short-paragraph essays related to the module's critical questions (look at the DISCUSSION and study questions for hints). These paragraphs should be between 150 to 200 words each.

Questions have a similar structure. A line sets up the context, a general question, specific aspects that need to be addressed (often listing reasons), and a request for examples. Here is a *generic* rubric for preparing and writing your answer.

- Addresses the general question – 1 point.
- Mentions specific aspect – ½ points each.
- Defines/explains specific aspects – 1 point each.
- Example – ½ points each (if asked to provide one for each specific aspect); or 1 point (if only one example is asked for).

If you do not receive full credit (5 points) for any question, I will explain why you did not get those points using the 'Additional Comments' block under your reply.

These quizzes are available on CANVAS. You will have 75 minutes for Module Quizzes 1 and 2 and 90 minutes for Module Quiz 3. The time starts when you open the exam. You cannot pause the exam. The system will shut you out at the end of the allotted time. If you are authorized an accommodation, this will be reflected in the system's time limits. (Please notify me as soon as possible about any accommodations).

Make sure you have a good internet connection and will not be disturbed. Do NOT wait until the end of the semester.

All quizzes must be done no later than 11:59 PM on May 4, 2023.

Online Participation

Discussions on CANVAS are instead of classroom discussions. Your posts should be about 100 words and not be researched essays. Comments on other students' posts should be about 50 words. You should post your thoughts on the questions and the comments of other students and myself.

Just as you need to be on time for classes, you should participate in the discussions on time. After the due date, discussions will be locked, so additional postings are not possible. At this point, they will be read-only.

Grades for each post will be allocated based on these criteria.

- 1 point – Your post is relevant to the question and discusses key components of the question.
- ½ point – There is an example to support your posting.
- ½ point – You make a substantive comment on another student's posting referring to the other student's comments.

If your initial posting is irrelevant, I will ask you to reconsider your argument and example in my reply.

If you notice, you can miss some of the discussions and still get 20 points for participation; however, since CANVAS totals all the points, responding to more than the minimum number of discussions will count as extra credit.

COURSE SCHEDULE

Module 1. Political Context

Objective: Describe the influence that history and context have on security policy.

1. Week 1. The American Way

- a. Learning Objective
Identify the elements of the American security culture
- b. Reading Assignment
 - i. *American National Security* – Chapters 2 and 3
- c. Study Questions
 - i. How has public opinion influenced security policy?
 - ii. What are the moral components of security policy?
 - iii. What is idealism, and how has it influenced security policy?
 - iv. How have the international context, domestic politics and technological change affected security policy development?
- d. Lecture – Week 1 - The American Way.mp4
- e. Discussion Question
 - i. Which of the three factors (international context, domestic politics, and technological change) has influenced security policy most in the 21st Century?
 - ii. The question will be open until January 27, 11:59 PM.

2. Week 2. The Presidency

- a. Learning Objective
Identify the powers and role of the president.
- b. Reading Assignment
 - i. *American National Security* – Chapter 4
 - ii. *National Security Enterprise* – Chapter 2
- c. Study Questions
 - i. What are the security powers of the presidency?
 - ii. How have the expanded powers created an advantage over Congress in developing policy?
 - iii. What are the elements of the War Powers Resolution of 1973? What are the problems?
 - iv. How has the expansion of presidential power resulted in dominance in developing national security policy?
- d. Lecture – Week 2 – The Presidency.mp4
- e. Discussion Question
 - i. Given recent history and the reason for the War Powers Resolution, do you think presidential dominance in security policy is good?
 - ii. The question will be open until February 3, 11:59 PM.

3. Week 3. Congress

- a. Learning Objective
Contrast the roles and powers of Congress with the president.
- b. Reading Assignment
 - i. *American National Security* – Chapter 5
 - ii. *National Security Enterprise* – Chapter 13
- c. Study Questions
 - i. What are the powers and roles of Congress in national security?
 - ii. How do constituency interests and interest groups influence Congressional security policy actions?
 - iii. How can Congress influence security policy?
 - iv. How can it create a security policy?
 - v. What are the disadvantages Congress has relative to the presidency in creating security policy?
- d. Lecture – Week 3. Congress.mp4
- e. Discussion Question
 - i. Do you think Congress should have a more significant role in developing security policy? Why or why not?
 - ii. The question will be open until February 10, 11:59 PM.

4. Week 4. The Public

- a. Learning Objective
Explain how interests and the public affect security policy.
- b. Reading Assignment
 - i. *National Security Enterprise* – Chapters 15, 16, and 17
- c. Study Questions
 - i. How important is public opinion to security policy?
 - ii. How do lobbyists differ from members of the public?
 - iii. How do special interests influence security policy?
 - iv. What is a think tank?
 - v. How do think tanks influence security policy?
 - vi. What are the different 'tribes' of security media?
 - vii. How has the media influenced security policy?
- d. Lecture – Week 4 - Public.mp4
- e. Discussion Question
 - i. The public depends on interest groups, think tanks, and the media to inform them about security issues. Do you think those three have too much influence in setting the agenda and framing security issues?
 - ii. The question will be open until February 17, 11:59 PM.

You should take the Module Quiz at this time.

Module 2. Institutions

Objective: Identify the major institutional players, their powers, and their roles within the domestic political environment.

5. Week 5. Intelligence Agencies

- a. Learning Objective
Evaluate the issues related to the intelligence process.
- b. Reading Assignment
 - i. *American National Security* – Chapter 7
 - ii. *National Security Enterprise* – Chapters 9 (Scan 10 and 11)
- c. Study Questions
 - i. What are the types of intelligence?
 - ii. What is the difference between information and intelligence?
 - iii. What is the difference between overt and covert operations?
 - iv. What are the parts of the intelligence production cycle? What are the problems specific to each component?
 - v. How does non-political bias affect intelligence analysis?
 - vi. How do you balance the necessities of intelligence with the views of democratic societies on openness and accountability?
 - vii. How has the global war on terror changed the way intelligence agencies operate?

- d. Lecture – Week 5 - Intelligence.mp4
- e. Discussion Question
 - i. Besides technical issues, such as encryption, what do you think is the biggest problem in gathering and analyzing information in the 21st Century? Is this helped or hurt by having so many intelligence agencies?
 - ii. The question will be open until February 24, 11:59 PM.

6. Week 6. Diplomacy

- a. Learning Objective

Point out how diplomacy supports national security.
- b. Reading Assignment
 - i. *American National Security* – Chapter 11
 - ii. *National Security Enterprise* – Chapter 4
- c. Study Questions
 - i. What is the purpose of diplomacy?
 - ii. What are the different types of diplomacy?
 - iii. How do you define information power?
 - iv. What are some of the ways the US exercises information power?
 - v. What are the elements of the State Department's organizational culture?
 - vi. How has its organizational culture limited its role in security policy?
 - vii. What other factors limit the role of the State Department in security policy?
- d. Lecture – Week 6. Diplomacy.mp4
- e. Discussion Question
 - i. Since diplomacy is cheaper and more acceptable than military power, why do you think there is not more emphasis on diplomacy and the State Department in security policy? How might this be fixed?
 - ii. The question will be open until March 3, 11:59 PM.

7. Week 7. Economics

- a. Learning Objective

Explain the budget process's impact on security decision-making.
- b. Reading Assignment
 - i. *American National Security* – Chapter 12 and 9
 - ii. *National Security Enterprise* – Chapter 8
- c. Study Questions
 - i. How has globalization helped or hurt the United States economically?
 - ii. What are the economic instruments that support security policy initiatives?

- iii. What are the economic vulnerabilities of the United States?
- iv. What is the difference between mandatory and discretionary spending? Why is this important to military budgets?
- v. How has the role of the Treasury Department increased in security policy?
- vi. How does the Treasury Department execute security policy?
- d. Lecture – Week 7. Economics.mp4
- e. Discussion Question
 - i. Recent government spending trends have swollen the US national debt. Do you think that the debt will affect security planning and programs? If so, how? If not, why not?
 - ii. The question will be open until March 10, 11:59 PM.

8. Week 8. Military Power

- a. Learning Objective

Evaluate the position of the military in determining policy.
- b. Reading Assignment
 - i. *American National Security* – Chapters 13 and 8
- c. Study Questions
 - i. How are political and military ends linked?
 - ii. What are the different ways to measure military power? Why are these different ways important?
 - iii. Why should the US join alliances?
 - iv. What international and domestic constraints are on the US using its military power?
 - v. What are civil-military relations, and what does it mean for security policy?
 - vi. What is the military's proper role in the policy process – purist or fusionist?
- d. Lecture – Week 8. Military Power.mp4
- e. Discussion Question
 - i. With fewer elected officials having military experience, what do you see as the proper role of the military – neutral experts or active participants in policymaking?
 - ii. The question will be open until March 17, 11:59 PM.

9. Week 9. Defense Department

- a. Learning Objective

Identify the unique aspects of the US military and Defense Department.
- b. Reading Assignment
 - i. *National Security Enterprise* – Chapters 6 and 7
- c. Study Questions
 - i. What are the different roles of the Secretary of Defense?

- ii. What has been the effect of ending conscription on the makeup of the military?
- iii. How well does the military reflect the demographics and culture of the civilian population?
- iv. What is meant by joint operations?
- d. Lecture – Week 9. Defense Department.mp4
- e. Discussion Question
 - i. What has been the impact of the manpower policies on the military and its relationship with the civilian sector? How do you think this will affect the future military structure?
 - ii. The question will be open until March 24, 11:59 PM.

You should take the Module Quiz at this time.

Spring Break – No assignments this week

Module 3. Issues

Objective: Compare future security threats to the United States.

10. Week 10. Old Wars

- a. Learning Objective
Distinguish the different types of warfare.
- b. Reading Assignment
 - i. *American National Security* – Chapters 14, 17
- c. Study Questions
 - i. What are the four classes of threats (Fig. 13.1)? How does the military meet them?
 - ii. What are the emerging threats in terms of competitors? Technologies?
 - iii. How do nuclear weapons act as a deterrence?
 - iv. What states have nuclear weapons? Which states are pursuing weapons?
 - v. What is the US' current nuclear policy?
 - vi. What are the different types of arms control?
- d. Lecture – Week 10. Old Wars.mp4
- e. Discussion Question
 - i. What do you see as the biggest *conventional* challenge to the US military? Why? How should the military prepare for this challenge?
 - ii. The question will be open until April 7, 11:59 PM.

11. Week 11. New Wars

- a. Learning Objective
Question the Defense Department's capability to fight asymmetric conflicts.
- b. Reading Assignment
 - i. *American National Security* – Chapters 15 and 16

- c. Study Questions
 - i. What is the definition of asymmetric warfare?
 - ii. Why does the US have problems with asymmetric warfare?
 - iii. What is the definition of terrorism?
 - iv. How has terrorism changed?
 - v. What are the problems in fighting terrorism?
 - vi. What is the difference between counterterrorism and counterinsurgency? What are the similarities?
- d. Lecture – Week 11. New Wars.mp4
- e. Discussion Question
 - i. Since asymmetric conflicts are not existential threats to the US, how much should they be factored into US strategy and force structure?
 - ii. The question will be open until April 14, 11:59 PM.

12. Week 12. Asia

- a. Learning Objective
Recognize the security issue in Asia.
- b. Reading Assignment
 - i. *American National Security* – Chapters 18, 19
- c. Study Questions
 - i. What are American interests in the region?
 - ii. What are US security interests in the region?
 - iii. What are the US security commitments in the region?
 - iv. How has the rise of China affected these interests?
- d. Lecture – Week 12. Asia.mp4
- e. Discussion Question
 - i. Given China's economic rise and increased spending on its military, should the US consider it a partner or an enemy in dealing with regional issues?
 - ii. The question will be open until April 21, 11:59 PM.

13. Week 13. The Periphery

- a. Learning Objective
Identify the impact of issues in the periphery on American security interests.
- b. Reading Assignment
 - i. *American National Security* – Chapters 20, 21, 24
- c. Study Questions
 - i. What did the Monroe Doctrine say?
 - ii. How have US security interests changed over the years?
 - iii. How has foreign (non-US) involvement changed over the years?
 - iv. What threats to the US originate in Latin America?
 - v. How do the conflicting interests of oil and Israel cause a problem for the US?
 - vi. What is meant by jihadism?

- vii. What are US interests in the Mideast? In Sub-Saharan Africa?
- viii. What factors affect stability in each region? (Mideast and Sub-Saharan Africa have different issues.)
- ix. How does the Cold War still affect politics in Africa?
- d. Lecture – Week 13. Post-Colonial World.mp4
- e. Discussion Question
 - i. What are the security problems shared by these regions? Should they be the concern of the United States? Why or why not?
 - ii. The question will be open until April 28, 11:59 PM.

14. Week 14. Russia and Europe

- a. Learning Objective
Summarize US security concerns in Russia and Europe.
- b. Reading Assignment
 - i. *American National Security* – Chapters 22, 23
- c. Study Questions
 - i. How does the Cold War still affect interests and relationships in the region?
 - ii. What does Russia consider the 'near abroad'?
 - iii. What are the US' NATO commitments?
 - iv. What has been the effect of European integration on US relations?
- d. Lecture – Week 14. Russia and Europe.mp4
- e. Discussion Question
 - i. Has the US entered a new Cold War? If so, what does this mean for security interests? If not, why?
 - ii. The question will be open until May 4, 11:59 PM.

You should take the Module 3 Quiz at this point.

All quizzes must be done no later than 11:59 PM on May 4, 2023.

COURSE POLICIES

Online Behavior

In addition to participating in the conversations, I will monitor all postings for ad hominem attacks and cyberbullying. First-time violators will be warned about postings and online behavior. The second time by the same offender will result in the removal of posting access. You will still be required to take the exams but will be penalized for not earning participation scores.

Any student who feels that online postings are offensive or think they are the victim of cyberbullying through the course should contact me at michael.kanner@colorado.edu.

Due to the nature of the online environment, there are some things to remember.

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you." Some people in the class may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are not to be used.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. However, in some cases, it empowers people to treat others in ways they would not in person. Remember, there is a person behind the name on your screen. Treat all with dignity and respect, and you can expect that in return.
6. Respect the time of others. This class is going to require you to work in groups. Learn to respect the time of others in your group, and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may work best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done. (Source: [The Core Rules of Netiquette](#))

Late Work.

Discussions.

Postings for discussions must be done before the end of the availability dates (see each week in the schedule). These are closed to submission and become read-only after that. There are seven discussions. You only need five to earn the maximum number of points.

Quizzes.

Quizzes can be taken at any time during the semester. If you cannot take the quizzes during this time, your only option is to request an Incomplete. Requests for reconsideration will require supporting documents (*e.g.*, letters from a medical professional).

Illness.

You should consult your advisor about your options if your health does not allow you to participate after the withdrawal date. Unfortunately, the only option that I can provide is an Incomplete. You will need to request the Incomplete with supporting documentation (*e.g.*, letters from a medical professional).

Extra Credit.

As mentioned, the only extra credit is posting on more than five discussions.

Incompletes.

A grade of Incomplete is not a substitute for poor planning. They will only be granted based on a request on the student's part supported by documentation.

Policies (as established by the Vice Provost for Undergraduate Education)

SYLLABUS STATEMENTS

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 [classroom behavior](#) policy, the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Requirements for COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking 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 policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). {Faculty: insert your procedure here for students to alert you about absence due to illness or quarantine. Because of FERPA student privacy laws, do not

require students to state the nature of their illness when alerting you. Do not require "doctor's notes" for classes missed due to illness; campus health services no longer provide "doctor's notes" or appointment verifications.}

Accommodation for Disabilities

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

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include, but are not limited to: 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 Student Conduct & Conflict Resolution (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. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

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 sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, 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 believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email 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 have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

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, email the instructor at Michael.kanner@colorado.edu about the days you will miss.

See the [campus policy regarding religious observances](#) for full details.