

Sex, Gender and Society – SOCY/WMST 1016-003
Fall 2010 – MWF 3:00 – 3:50
University of Colorado – Boulder
Syllabus

Instructor: Marshall Smith

Email: marshall.smith@colorado.edu

Office: Ketchum 12

Office Hours: Wednesdays from 12:30-2:30 and by appointment.

Course Overview

In U.S. culture, and in Western societies in general, men and women are thought to be different kinds of people in numerous and significant ways. In pre-modern times, gender differences were seen as the result of divine design. As science has emerged as a dominant ideology since the enlightenment, these differences between men and women have been recast as a product of biological factors. In other words, the dominant cultural belief is that men and women have different glands, hormones, and bodies and so men and women must be fundamentally different in other ways. Regardless of the underlying justifications once these gender differences are socially described, defined, and popularized, we see “evidence” of them all around us. These ideas in turn serve to justify and legitimate gender inequality—a set of interconnected social arrangements that serve to give women less and men more of various social resources including money, prestige, mental health, and self-esteem, among numerous others.

There is still much that is taboo in our culture regarding sex, sexuality, and gender. Related topics are intensely debated and argued in the media, by political figures, in families, among partners and friends. Too often, however, in our culture discussions and conversations related to sexuality and gender do *not* happen because the topics are difficult or controversial. A primary function of this class is to provide a forum where sex and everything related to it can be discussed in an honest and forthright manner.

In this course we will analyze our culture’s ideas related to gender, sexuality, and resulting inequalities. I teach this class primarily from a social constructionist perspective. Social constructionist theory is a way of looking at the world that pays special attention to language, culture, and social interaction. Regarding language social constructionists argue that the language we use creates our reality and experience of the world. As a result, we will explore the implicit meanings about gender embedded in language and how words are used to create our common understanding of our own and others’ genders. Given the importance of language we will be discussing real world use of terms related to gender and sexuality. These terms are often considered offensive and derogatory. If hearing or discussing what is considered explicit language is of concern to you contact me to discuss if this course is appropriate for you.

I am here to push you academically, intellectually, and personally. Considering or reconsidering personal beliefs can be particularly difficult with regard to such controversial and personal subjects as sex, sexuality, and gender. **I strongly encourage you to realistically consider if you are personally ready and willing to take this course.** If you decide another course would be more appropriate I am happy to discuss alternatives including those that will fulfill the University’s gender and diversity requirement.

Teaching Philosophy

The primary goals of my teaching philosophy are to encourage critical assessment of information and beliefs as well as provide a venue where interactive feedback and productive discussion will take place. Thus your preparation for and participation in each class session are critical to your success as well as the success of everyone else in the classroom. *I will not stand at the front of the room and lecture to passive receptors.* Having been a student sitting in the same chairs you now sit in, I know how excruciating such a class format can be. What you get out of this class will be a direct reflection of the work and effort you put into it.

Classroom Rules

As aforementioned everyone's participation in class discussions and activities is crucial for creating and maintaining an interesting and welcoming class environment. You are encouraged to ask questions at any time or even take us a bit off track in discussion. If something is interesting and relevant to the class, I do not mind straying from the initial topic.

You are expected to respect everyone in our classroom. In this class, we will most assuredly express strong opinions and argue over issues. Frame your comments to address ideas not people.

You can respect other students by listening attentively when they are speaking, *not interrupting anyone*, and by not making hurtful comments that may silence other people in the class by declaring whole groups of people wrong/criminal/sinful/sick because of ethnicity, religion, politics, gender, ability, age, appearance, consensual sexual choices or decisions about when, why, what, where and with whom to or not to engage in sexual activities. You are encouraged to say whatever your thoughts are about a topic while recognizing that *you are responsible for the effect your words may have on others*. As a theme in this class we will also be discussing how words are social actions themselves, products and tools that both enforce and are reflective of existing power and privilege inequities.

Initials _____

What to Do

- For this class you can expect approximately 50 to 80 pages of reading per week. It is essential that you come to class not only having completed the assigned readings for that day but also ready to discuss what you found informative, interesting, problematic, confusing, etc.
- Cite. Cite! **Cite!** Whenever you reference another person's ideas and/or quote someone directly you must include a citation. *Always*. If you are unclear about what a citation is or the difference between a reference and a citation you should come see me ASAP or better yet ask for clarification in class so everyone may benefit from the answer. *If you do not cite properly in this course you will fail it.*
- Read my feedback particularly on early assignments. I comment more on the first of each assignment and significantly less on subsequent assignments. Please come and see me if you do not understand why you are earning the grades that you are.
- Follow the directions for written assignments paying attention to the specific requirements for that assignment. Details matter. I include specific guidelines on each assignment for specific reasons.
- Typically each assignment will also include a grading rubric that I actually use to evaluate assignments. I strongly recommend treating this rubric like a mandatory checklist: go through each item and check it off once you have made sure you have included the specified content.
- Keep all of your returned assignments and graded work until the end of the semester.
- Keep at least one digital copy of all of your assignments until the end of the semester.
- Please regularly check your email for announcements, changes to class, etc.

Initials _____

What Not to Do

I will thank you now for following these rules as doing so will make all of us happier during the semester. Please respect that I very much dislike being a disciplinarian. In turn you will *not* like my response if I am put in a position where I am compelled to enact this role.

- Regularly arriving to class late, leaving early, sleeping, talking, reading the news, or otherwise being distracted and distracting, are not okay. Doing so will result in your losing credit for attendance. Repeated violations may result in you being prohibited from attending class and/or *significant* penalties to your final grade.

Initials _____

- I should neither *see* nor hear cell phones in class. *Do NOT set your phone to vibrate; turn them off or completely silence them and put them away.* I employ a “three strikes” rule for cell phones. If I see you using your phone in class I may ask you to leave for the rest of that class period. Upon seeing and/or hearing your phone a third time over the course of the semester I will ask you to leave and ***you will not be permitted to attend again for the rest of the term.*** This prohibition will also apply for any in-class exams, activities, etc. that are worth points toward your grade. There will be no exceptions to this rule. Please put your phone away at the beginning of class and leave it off and away until the end. If you are an emergency responder or have children and thus may at some point need to be available by phone during our class time you need to speak with me about this during the first two weeks of class.

Initials _____

- The use of laptops is prohibited in the classroom unless otherwise specified by the instructor as part of a specific lesson plan or activity. I will let you know when you may use laptops. If you have a documented disability or other circumstance that is alleviated by the use of a laptop you will need to see me during office hours during the first week of class to discuss a possible exception to this rule.

Initials _____

Course Readings and Cost Concerns

There is not a required textbook for this class, rather readings will be available as PDF files on CU Learn. You will be *required* to print and bring paper copies of articles to class. I may do random checks and offer credit to see that students have paper copies of the articles for that day. Having paper copies allows us to refer directly and specifically to the arguments presented by each author. Further it allows you to highlight, and take notes directly on the readings as well as to compare and contrast the content of different readings.

I can only insure that articles are accessible from campus lab computers. You are responsible for either accessing readings from a campus lab computer or working with ITS to insure that you can access CU Learn content from a personal computer.

Initials _____

Printing

There are numerous computer labs on campus where you can access printers. Given the resources available to you, ink/printer problems will not be considered as reasons for not having paper copies of articles in class or turning in assignments on time. I do not want to hear about ink/printer problems as a reason for needing to turn assignments in late. More info here: <http://webdata.colorado.edu/labs/map/>.

Initials _____

Course Objectives

You will be given the opportunity to meet and achieve these benefits from your participation in this course, and I will be looking for how well you demonstrate your abilities with respect to these objectives in my final evaluation of your performance in this course.

If we both are successful in this course you will:

- develop the ability to see individual choices (your own and those of others) and situations in a larger social context of trends, history, culture, and structure, thereby gaining an appreciation of the influence of social forces on individual circumstances (this is a sociological imagination);
- gain an understanding of the different theoretical perspectives and concepts utilized within sociology especially as they apply to understanding sexuality and gender;
- have opportunity to improve your writing skills;
- learn to be able to evaluate and deconstruct knowledge claims and assertions;

Evaluation Components

First, you must complete two requirements in order to remain enrolled in this class:

1. You must not miss more than one class during the first two weeks. In other words you must attend at least 5 of the first 6 class meetings or I will administratively drop you from the class.
2. You must initial and sign a copy of this document and return it to me by Sept. 1st.

Your grade in this class will be determined based on the following components:

Reading Summaries and Responses (RSaRs)

You are expected to turn in an RSaR for all but two readings (except you cannot skip Rubin) assigned before the first exam. The RSaRs due each day are listed in detail on the course schedule.

RSaR formatting guidelines:

- The length limit per RSaR is one page. *All* content must appear on one side of one sheet of paper.
- Identify the last name of the article author(s) on each RSaR.
- Your name, the date, and the author/title information may be placed outside of the 1 inch or 1.25 inch margins in a header if necessary to conserve space.
- The summary portion must be 3 – 5 sentences long. Each sentence must be 25 words or fewer in length.
- You may not quote the article directly in the summary portion.

RSaR Content Guidelines:

The summary portion of each RSaR should do just that: summarize the main points of the reading. This section should include only a summary of the author's arguments and main points. The summary section should *not* include any of your opinion or interpretation; this belongs in the response portion.

The response portion should be just that, a personal response to the content of the reading. You may state what you found interesting, what you could relate to and why, what you agreed with, what you disagreed with, what you didn't understand, and any other thoughts inspired by the reading. You are welcome to criticize or disagree with the arguments presented in the readings in your response.

You may use quotes in the reading response but you must comment on any quote(s) you include. A bibliography or separate references page is not necessary but you must still include in-text citations. The summary and response sections should be clearly differentiated in your document.

Reading Summaries and Responses will be due *at the beginning of class* the day for which the reading is assigned as detailed on the course schedule. Therefore the first RSaRs are due the second day of class.

These assignments will be graded on a scale of check-plus (✓+) indicating full credit, an (X) indicating partial credit, or a zero (0) indicating no credit earned. The response will be evaluated based on whether or not it is clear that you put effort into thinking about the reading and writing your response, not on your particular point-of-view or opinions.

Co-leading Discussion

At least two students will be responsible for co-leading discussion for most classes. Depending on the number of enrolled students you may be required to co-lead discussion for more than one class. This will involve coming prepared to discuss the readings in detail, having discussion questions ready for the rest of the class and possibly bringing in other media (video, images, news stories, etc.) related to the topic of the day to use for discussion. We will create a schedule for this after the add/drop period is over. Further details will be provided in class.

You will be asked to post the discussion questions you have devised for the day to the class website (www.sexandgender.net).

Course Material Syntheses (CMS)

After the first exam for most weeks you will be asked to turn in a paper that synthesizes the course material (readings, videos, lecture) for that week. These papers are to be a critical, engaged response to the

week's required readings and other course material. They should address all of the readings assigned for that week as well as lecture material, video content, and anything else covered in class. These will need to be due in class on Fridays. Course Material Syntheses should be organized thematically or conceptually.

The one lowest grade you earn on a Course Material Synthesis paper will be dropped.

Exam

Part 1 (in-class) will be given in class on Wednesday September 15th.

Part 2 (take-home) to be completed individually outside of class and turned in during class time on Friday September 17th. You will also be required to submit your exam to SafeAssign via CU Learn.

There will be one exam for this class. This exam will cover the fundamental theoretical perspectives, vocabulary, and concepts we will refer to for the rest of the course. The exam will have two parts. The first part will be given in-class. It will consist of multiple-choice, true-false, and/or short answer questions.

The second part will be an essay format and is to be completed individually by you outside of class. You should not seek help, grant assistance to others, or work with anyone else when completing your exam. You will be given the questions for part 2 once you have turned in the first part of the exam in class. The take-home portion of the exam will consist of three questions requiring longer answers (approximately 2-4 pages). One question everyone will be required to answer. You will then choose one of two other questions to answer. Further details will be discussed in class.

Photo Essay

You will be asked to complete a longer essay that is based on 10 – 15 photographs you will take during the course of the semester. Ideally these will be photos you take throughout the semester as you live your daily life. You will then thread these photos together with written discussion that includes why you chose the photos you did and how they relate to course material. You will post this essay to the course website. This essay will hopefully get you to consider how gender and sexuality are operating throughout your daily life. Further details for this assignment will be distributed in class after the first exam.

At least 6 of your photos with some initial ideas about connections to course material will need to be posted to the course website by November 3rd.

The photo essay will be due November 19th (the last day before fall break).

Final Essay

Last there will be a cumulative take-home final essay. This will be assigned on the last day of regular class and will be due during our scheduled final time.

Attendance/Participation and In-class Productivity

You are allowed three absences without penalty. *If you miss nine classes or more during the semester you will fail regardless of your performance on any other evaluation components.* I do not distinguish between excused and unexcused absences. Regardless of the reason, additional absences will result in you losing attendance points. If exceptional circumstances are going to result in you being unable to attend a significant number of classes arrange to meet with me to discuss options as soon as you are able.

At the beginning of most classes I will pass around an attendance sheet for students to sign. Students who arrive after the attendance sheet is circulated will only receive partial attendance credit for that day. If you are very late to class (more than 10 minutes late) you will not be counted as having attended.

Participation will be based on classroom behavior and engagement. Paying attention, taking notes, and participating in class discussions and activities is the best way to earn these points.

We will complete a considerable amount of coursework during class time. This may include individual as well as small group work. Focusing on the work assigned will earn you these points.

Evaluation Components	Percentage of Final Grade	Cumulative Percentage
RSaRs	5%	5%
Co-leading discussion	5%	10%
Course material syntheses	40%	50%
Exam	15%	65%
Photo Essay	20%	85%
Final Essay	15%	100%
Attendance/participation/productivity	+/- up to 3%	100%

Initials _____

Here are the standards for earning a percentage or letter grade on any assignment and overall in the course:

Grades and Percentages	Description
A \geq 90%	Exceeds all required elements of an assignment, and the quality of the work is considerably greater than what was required. The quality of the work is considerably above the class average and impressive to the evaluator.
90% > B \geq 80%	Meets all required elements of an assignment, and the quality of the work is better than what is required and demonstrated by the class average.
80% > C \geq 70%	Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory for college level work.
70% > D \geq 60%	Fails to meet all required elements of an assignment, and/or the quality of the assignment is less than satisfactory.
60% > F	Only meets some of the required elements of an assignment, and/or the quality of the assignment is considerably lower than satisfactory. 50% of points are not guaranteed. At this level points are only given if some elements of the assignment are met. If not, very low percentages are likely.
Zero	Fails to meet any of the required elements of an assignment, and/or the quality of the assignment is well below basic standards of writing, comprehension, and/or ability to follow instructions; assignment is late or incomplete; assignment is not turned in at all; assignment shows signs of plagiarism or other forms of academic dishonesty.

These standards may be higher than you've encountered previously in your educational career. The distribution curve of final grades for this class consistently meets the University's standards for fair and rigorous evaluation. I am available to offer assistance, feedback, coaching, etc. to assist you in meeting these standards and developing the skills necessary to perform at this level. You must seek me out and request this assistance, if you do the benefits of this course will increase considerably.

I give credit as it is earned based on the content of the work. Each assignment I evaluate begins as a zero and is awarded points according to the quality of the work. I am happy to discuss how and why I awarded points and how to do better in the future. However, I will not participate in discussions about grades that rely on the assumption that a paper should have earned full credit and thus why points were "lost" is what needs to be justified. If there is disagreement about a grade it is the burden of the student to justify why and how more points were earned than were given.

Please note that a satisfactory paper will earn you a failing or barely passing grade. If an assignment specifies that at the very minimum you must use course readings in such a way that you need to cite in-text at least twice and this is the extent of the course material that you include I consider that sufficient to earn a barely passing grade (C-) for that aspect of the assignment. If anything other aspect of the assignment is missing, lacking, or incorrect your overall grade will drop below a C-.

Initials _____

Progressive Grading Standards

In general grading standards will get progressively more rigorous as we progress through the semester. For example, on the first round of RSaRs I will not severely penalize formatting or typographic mistakes unless they are numerous. However, by the second essay I expect that you will have received enough feedback from me such that citations will be formatted properly and typographic mistakes will be virtually non-existent. If such pervasive mistakes do appear on a later essay the penalty to the grade will be significantly greater than it would be at the beginning of the semester.

Initials _____

Grade Concerns

I want you to do well in this class. Really.

I am here to teach you, improve your academic skills, and encourage your interest and understanding of these subjects. I am happy and willing to offer any help I can within reason. **If you become concerned about your grade, please see/contact me immediately preferably during office hours.**

Do not wait until the end of the term when it will be too late to work with you to improve your grade.

When I return written work to you with a grade, take some time to read my comments. I take the time to correct and comment on papers for a reason. If you cannot read my writing or are not familiar with standard proofreading symbols please ask me about them. If you have concerns, make an appointment with me during office hours and come to the meeting prepared with your questions.

Initials _____

Formatting Rules for Written Assignments

All written assignments for this course must adhere to the following formatting requirements. Failure to do so will either result in a lower grade or all or part of the assignment not being accepted for credit.

- **Cite when appropriate. Failure to cite properly in the body of your work and to include a references page is unacceptable. We will cover how to do this properly in class.**
- Except for work done in class handwritten assignments *will not be accepted for any credit* unless specific arrangements have been made with me at least 48 hours prior to the due date and time.
- Assignments submitted by email *will not be accepted for any credit* unless specific arrangements have been made with me at least 48 hours prior to the due date and time.
- If you have made arrangements to send me emailed assignments the content must appear *in the body* of the email. Emails with an attachment I will delete without reading.
- Assignments that are more than one page must be stapled or I will only accept the first page for credit, if at all. Do *not* use paper clips, binder clips, fancy folds, tape, glue, or any other method of attaching paper together other than a staple.
- All assignments should have 1” or 1.25” margins on all sides, be printed in black ink in a commonly used, legible font that is either 11 or 12 point in size.
- Assignment-specific guidelines take precedence over these guidelines if there is any contradiction.
- Two-sided printing and printing on a clean side of scrap paper is acceptable and encouraged.

Initials _____

Class Policies

Returned Student Work

Keep **ALL** of your returned assignments and graded work until the end of the semester.

Students bear the burden of proof for disputes related to grades. In other words, it is your responsibility to provide the original graded document(s), with my comments, for consideration for changing my records.

Initials _____

General Policies

- Arriving to class late, leaving early, sleeping, talking, reading, or otherwise being distracted and distracting, are not acceptable classroom activities. Doing so will result in you losing credit for attendance for that day. Repeated violations may result in you being prohibited from attending class.
- *I have no tolerance for cell phones in class. Do NOT set your phone to vibrate; turn them off or completely silence them and put them away.* As of the start of class I should neither hear nor see cell phones for any reason. Repeated violations will result in you being prohibited from attending class.
- You may not photograph, or use audio or video recording devices of any kind, during class, without my express prior written permission.
- Please let me know within the first two weeks of class if you have a health issue or disability that necessitates leaving the room during class time, consistently arrive late or frequently needing to leave early. If other reasons will prevent you from being unable to regularly get to class on time or needing to regularly leave early you should drop this class. Arriving late and leaving early is distracting to me and other students. I reserve the right to further penalize a student's final grade, (beyond the stated 3%) if that student is consistently arriving late, leaving early, or leaving class. In addition, I may also bar you from attending class. This will significantly impact your grade. If at some point you do need to leave early or arrive late please take special care to enter/leave quietly.
- You may not make up in-class work. If you miss a class, please get notes from a classmate rather than asking me, the instructor, for notes. Assignments that are to be completed in class cannot be made-up unless arrangements have been made with me. Alternative arrangements must be discussed with me in person during office hours *before* the expected absence. **You are responsible for all information communicated in class, whether or not you are in attendance.**
- Information on scheduling changes, changes to readings, and assigned work will be posted on CULearn and/or emailed. Check email and consult CULearn before contacting me with questions.
- All written assignments must be completed on time and handed in as paper copies at the *beginning* of class on the stated due date unless the assignment specifically calls for an alternative. *Work sent via email will not be accepted.* All work should be spell-checked, grammar-checked, and proofread: the quality of your writing will significantly impact your grade. I am happy to read rough drafts or otherwise assist you in improving your writing during office hours.
- I will not give incompletes in this course except under unusual, well-documented circumstances.
- I take cheating and academic dishonesty very seriously. Honor code violations will be reported to the Honor Code Council and will result in a zero (0) for the assignment *at a minimum* and may also result in a zero (0) for your course grade.
- I will show a number of videos during class time. Some students may find the content of some videos offensive. When possible I will warn students about potentially offensive content. You are *not* required to view video content (you can and should step out of the room if you find something offensive) but you *are* responsible for the related course content and discussion.

Initials _____

Syllabus Changes

Although I do not expect to do so, I reserve the right to change any aspect of this course as I deem necessary.

University Policies

Honor Code

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 that constitutes academic dishonesty, fabrication, lying, bribery, and threatening or intimidating behavior. All incidents of academic misconduct shall be reported to the Honor Code Council and those students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member involved and non-academic sanctions given by the Honor Code Council (including but not limited to university probation, suspension, or expulsion). Specific guidelines may be found at <http://www.colorado.edu/honorcode>. If you have any questions related to this policy, contact the Honor Code Council at honor@colorado.edu.

Both students and instructors are expected to abide by the University's Honor Code, which can be found at the following website: <http://www.colorado.edu/academics/honorcode/>. Cheating and plagiarism are taken very seriously and will result in a failing grade *for the course*.

Behavioral Expectations

Students are expected to arrive to class on time, with all materials for the day and should not leave before class has come to an end barring exceptional circumstances. The University has a classroom behavior policy, (see <http://www.colorado.edu/policies/classbehavior.html>) and students are required to adhere to the behavior standards listed in this policy document and to refrain from disrupting class.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to disciplinary measures. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, nationalities, culture, religion, politics, sexual orientation, gender, and gender variance (a major part of this class).

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you should notify me at least two weeks ahead of time to request special accommodation if you have a conflict. See full details at http://www.colorado.edu/policies/fac_relig.html.

Students with Disabilities

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (Contact: 303-492-8671, Willard 322, <http://www.colorado.edu/disabilityservices>).

Disability Statement:

If you qualify for accommodations because of a disability, please submit a letter from Disability Services to me within the first four days of class. It is your responsibility to contact Disability Services and arrange for a letter to be provided to you. You can contact Disability Services at: 303.492.8671, Willard 322, www.colorado.edu/disabilityservices

Other Obligations

I will make reasonable efforts to deal fairly with students who, because of religious practices, participation in athletics, or other structured activities, have just cause to request assistance coping with conflicts with attendance or assignments. All students to whom this applies must contact me in writing listing specific obligations and dates within the first three weeks of class. Forgetting to do so is not a valid excuse. No late reading responses, applications, or other assignments will be given or accepted except in extraordinary circumstances at my discretion

Course Agreement
Sex, Gender and Society – SOCY/WMST 1016-100
Fall 2010 – MWF 3:00 – 3:50
University of Colorado – Boulder

I _____ :
Student name (printed)

- have read the syllabus in its entirety and have had all questions and concerns regarding course requirements and content addressed to my satisfaction by the instructor;
- understand it constitutes a binding legal contract between myself and the instructor;
- understand that my initials throughout this document indicate I have read, understand, and agree to the conditions set forth in each corresponding section;
- have received a copy of this document for my own reference;
- understand there are days when video depicting controversial content will be shown and that I am not required to view this specific material. It is my responsibility to step out of the classroom and I will have another student relate the main themes from the film on these days, or I will take responsibility for the consequences for my grade due to missed material;
- agree to communicate with my instructor any concerns, questions, or feedback I have regarding class content or style of presentation;
- understand the class policy regarding late assignments and agree to take the appropriate actions to insure I am present on days when assignments are due and turn in completed papers as described in the syllabus or will take responsibility for the consequences to my grade;
- have read and agree to all of the above conditions stated in this agreement.

(Student ID number)

(Student signature) (Date)

(Instructor signature) (Date)