

INTRODUCTION TO JEWISH CULTURE(S)

Spring 2015
Tu/Th 11 am – 12:15 pm
Ekeley Sciences 1B20

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(and by appointment)

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(Photo: Justin Dawson for *The New York Times*)

This course explores the development and expressions of Jewish cultures across the chronological and geographical map of the Jewish people, with an emphasis on the variety of Jewish ethnicities and their cultural productions and changes, including such issues as sexuality and foodways. Sets the discussion in relevant contexts, and looks at cultural representations that include literary, religious, and visual texts.

This course satisfies Core curriculum requirement in the area of human diversity. All readings in English.

COURSE MATERIALS:

1. REQUIRED BOOKS

You need to bring a copy of each title with you to class when we discuss it.

Matti Friedman, [*The Aleppo Codex*](#)

Philip Roth, [*Portnoy's Complaint*](#)

Anya Ulinich, [*Lena Finkle's Magic Barrel*](#)

2. REQUIRED PHOTOCOPIES OF READINGS

All other readings will be made available as PDFs in D2L.

You need to print out each assigned reading and have it with you in class. I understand that there is an expense involved in printing out paper copies, but this expense is minimal compared to the cost of producing a course pack. You may print these at home if you own a printer, or in the library / elsewhere in town. There are relatively few pages assigned in any given week so the expense involved should be minimal.

Please hold on to the copies of all the readings until the end of the semester. At the end of the semester, if you do not wish to keep the paper copies, please be sure to recycle them.

3. FILMS

You'll be assigned several films during the semester. All of these films will be available via D2L, so you can stream them on your own computers or on any university computer (in the library, etc.)

4. A CLICKER

A Clicker, available from the CU Bookstore (it is the same clicker that you will use / have used for all other CU classes with clickers.

Important: new this year, you must register your clicker in order to use it.

1. Login to mycuinfo.colorado.edu
2. Click on the ↓Student tab.
3. Click on the ↓CUClicker Registration button.
4. You will be taken to the i>clicker registration page.
5. If not already filled out, enter your IdentiKey username where prompted for your student ID. Also enter your first and last name and your i>clicker's Remote ID where prompted. Finally, complete the Captcha image code.
6. After filling in all the information, click the ↓Register button.

COURSE POLICIES

- **No laptops or tablets are permitted in class.** We meet for only 75 minutes twice a week so this is your time to take a break from email, social media, shopping for shoes—or whatever else you are inevitably going to start doing when there is a screen between you and the rest of the classroom. Some of you may be strong-willed to resist such wireless urges and might find this strict policy unnecessary. However, most of us (your professor included) have trouble tuning out the Internet's invasiveness. So, the policy applies to us all to ensure a distraction-free classroom in which we will be attentive to each other's ideas.

There are multiple studies available now on the negative effects of laptops and tablets in the classroom; for example, check out "A Case for Banning Laptops in the Classroom" from *The New Yorker*—this article is particularly compelling because it's written by a professor of—of all things—Computer Science: <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>.

Note: Any student who has a specific need for a computer during class (such as a documented learning disability that may require the use of specific software) should speak with the professor about their particular circumstances so that arrangements could be made.

- **Bring a regular paper notebook to class.** As is the case with the research on the negative effects of laptops in the classroom, there is now good research on how taking notes by hand on paper is far more effective than turning yourself into a transcription machine writing down every word that the professor says without processing what's being said as much as you do when you take notes on paper. For example, take a look at this: <http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>
- **No cell phones / smart phones / texting / use of wireless messaging services of any kind in class.** Please silence and put away your phones and any other mobile devices during class—your phones need to be in the “silent” (not “vibrate”) mode and stored safely out of sight so that they will not disturb you (and others) if someone tries to reach you during class.

Please do not text during class. If you choose to do so (even surreptitiously under your desk), I'll politely ask you to leave class for the day, and you will be marked absent for the entire class.

Note: if, in exceptional circumstances (such as childcare arrangements or taking care of a sick relative), you expect an important phone call during class and need to have your phone available, please speak to the professor before the beginning of class so we can make arrangements for you to sit near the door in case you need to answer a call.

- **Bring copies of readings to class.** You need to always have paper copies of whichever reading we are discussing with you in class (whether books or short stories). With articles (all of which are posted as PDFs in D2L), you need to print out each assigned item and have it with you in class. I understand that there is an expense involved in printing out paper copies, but this expense is minimal compared to the cost of producing a course pack. You may print these at home if you own a printer, or in the library / elsewhere in town.

There are relatively few pages assigned in any given week so the expense involved should be minimal. For example, it costs 10 cents per page to print at any of the CU libraries—and there may be better printing rates elsewhere in town / on the College Hill.

- **Office hours.** Both the Professor and the Teaching Assistant hold regular office hours, noted at the top of this syllabus, in their respective office (also noted at the top of this syllabus). Office hours is the time for you to come ask me any questions you have about the course, or just to stop by to chat. Students are always encouraged to come speak to their instructors, so please do so. Both the professor and the teaching assistant can also be available outside their office hours, by appointment; you need to write to them in advance to arrange the time if their regular office hours don't work for you.
- **Communication with the teaching staff.** We communicate by email outside of class, so please feel free to contact us by email (noted at the top of the syllabus) if you have questions.

Do not expect that your email gets an immediate reply—be prepared to wait 24 hours to get a reply, so be sure to ask your questions in a timely manner if you anticipate needing a reply by a certain date.

ASSESSMENT AND GRADING

Your final grade (out of the max. total of 100 points) will be calculated the following way:

- | | |
|--|-----------|
| 1. Class participation (active participation in class discussions; regular attendance) | 15 points |
| 2. In-class quizzes (every class, one point per class) | 25 points |
| 3. Three take-home exams | 60 points |

What does each of these components mean?

- **CLASS PARTICIPATION.** Critical comprehension of all assigned readings and knowledgeable engagement in class discussions are essential. Because class discussions will revolve around the readings we study, you will be expected to come to class having completed all the readings for each class. You must prepare for each class in order to participate effectively.

You will get full credit by being a well-prepared, conscientious, regular, and helpful contributor to class discussions, who consistently raises points that help push the discussion forward and remains open and receptive to other students' contributions. This includes participating in clicker questions, raising your hand when the class is asked a question, and participating actively in group and partner activities.

NOTE: simply raising your hand frequently just to speak without meaningfully contributing to the class discussion is not going to get you full participation credit. Other students will probably quickly notice your behavior if you end up as someone who is hogging time for the sake of hogging time. Active participation also means attentive listening and pushing the discussion forward.

Students with occasional but not regular participation will get partial credit. Students with no meaningful participation will get no credit. Students who are disrespectful to others in class discussions will have points deducted from this part of the grade

ATTENDANCE, of course, is part of the picture when it comes to class participation. You cannot be a meaningful participant if you are not regularly attending class. You may miss 2 classes without penalty and without any explanation that you need to provide for these absences (note, however, that you will not be able to make up the in-class quizzes for the classes you miss). For absences #3, 4, and 5 you will have 3 points deducted from your participation grade for each absence. When you miss your 6th class, I will deduct another 6 points from your participation grade (in effect, your entire participation grade will go down to 0 points at your 6th absence). If you miss more than 6 classes (three weeks' worth of class), you will fail the course no matter how well you do on any other assignment.

It is important to arrive in class on time. Usually, professors deduct attendance points for arriving to class late. I am not planning to do this; however, keep in mind that there will be quizzes in every class session and if you are late, you may end up missing a quiz that you won't be able to make up.

Note: besides negative implications on your participation grade, the damage from your absences to your final grade will be compounded by the fact that you will miss points on in-class quizzes on the days you miss.

Many of you commute, work alongside your studies, are involved in sports or other extracurricular activities, and/or have family responsibilities that demand your attention. You are expected to arrange

your schedule such that you can attend class and complete all assignments. Except in situations spelled out by the university (which include religious holidays, some athletic commitments, and illness which is documented by a doctor's note), absences beyond your 2 "freebies" will detract from your grade. Please be in contact with the professor as early as possible if regular attendance problems arise due to extended illness or another reason.

For absences to be excused, they must be documented. If you are in a complicated or ongoing personal situation (family death or illness, personal injury or illness, situation of abuse, trauma), please contact the **Student of Concern Team at the Office of the Dean of Students** which, in addition to providing you confidential support, will generally also contact your professors to inform them of (and excuse) your absences without revealing any of the confidential information about your case. Call them at 303-492-7348 and/or email at SOCT@colorado.edu. This is a free resource available to you as a CU Boulder student – please take advantage of it in appropriate situations. If you are uncomfortable with contacting this office directly and would like me to refer you to them, please let me know (you do not need to disclose any details of personal nature to me if you do not wish to do so – I can refer you simply by request.)

For absences that you believe can be excused under university policy:

- 1) Document this absence (letter from doctor or coach, etc.), and upload an image of the document, along with a description in the text section about what class dates it covers, to the D2L folder called "Documentation of absences." Do not give me pieces of paper in class (I may lose them). Only properly documented absences can be considered excused absences. If you have a flu or a headache for which you do not see a doctor, or if, say, your dog has a nasty bathroom incident while you are the only one of your roommates at home (this happened to one of my students once, apparently)—you have two classes you can miss for any reason, so save these de-facto excused absences for such occasions, should they arise.
- 2) Only after you have done this, email me to let me know you uploaded a document excusing your absence.
- 3) Please retain all paper documentation of your absences in case I need to check it later on.

For all absences:

- 1) Do not write to ask if you missed anything (because, of course, you did miss a class's worth of material if you weren't in class.) Contact a classmate to ask what you missed.
 - 2) If you wish to come to office hours to discuss, please contact me or just come! I'm always happy to talk.
 - 3) Regardless of reason for absence, you are responsible for all class material.
- **IN-CLASS QUIZZES.** These will take place during every class session. Each quiz will be worth 1 point (for the total of 25 points of the final grade).

The purpose of these quizzes is to ensure that you *attentively* read all of the assigned texts on time, don't fall behind, and are prepared to participate in class.

These quizzes will be very short, and they will be tabulated with the help of Clickers. You need to have your Clicker with you in every class. Make sure your Clicker has batteries that work, and always carry spare batteries with you.

Most quizzes will contain two multiple-choice questions, each worth half a point for the total of one point per quiz. Occasionally, quizzes may be only one question or three-four questions.

If you arrive in class late or step outside during the class, you may end up missing a quiz. You cannot make up in-class quizzes you miss. In case of a documented excused absence, we may be able to make special arrangement for you to make up a missed quiz.

As a matter of policy, I will drop the lowest two grades on your quizzes (these may include the quizzes you miss.) You can also have additional lowest quizzes dropped if you attend extra credit events, to be announced in class.

- **TAKE-HOME EXAMS.** There will be three of them during the course of the semester. Each exam will be worth 20% of the final grade. These are open-books take-home exams. You will generally have between one week and ten days to complete each from the moment the exam is posted until the exam is due. This is an extremely generous amount of time to complete exams—you should use this time wisely and produce the best work possible.

We will be modeling various exam questions in class throughout the semester so by the time you take the exam, you will know exactly what kind of thinking the exam expects you to showcase. So, back to that participation and attendance policy: learning ways of thinking that we'll be polishing in class is not something you can make up, so do your best to avoid missing classes.

Your final grade will be calculated by adding together all the points you have gotten on your participation, quizzes, and take-home exams:

A (94-100); A- (90-93.9); B+ (86-89.9), B (83-85.9), B- (80-82.9); C+ (76-79.9); C (73-75.9); C- (70-72.9); D+ (66-69.9); D (63-65.9); D- (60-62.9), F, 59.9 or lower.

You are encouraged to speak with the professor or the teaching assistant about these requirements if they are not clear. Please communicate with your instructors clearly if you are having any particular problems with the course or if a simple change could go a long way. Email is the best way of doing so. We are more than willing to work with you if you take the initiative to be in touch when appropriate. We are much less flexible when we hear about problems at the last minute or after the fact. Both the professor and the teaching assistant will hold regular office hours but we could also be able to meet with any of you at other times.

GUEST LECTURES

There will be three guest lectures during our usual class time by faculty members in the University of Colorado's Program in Jewish Studies (Professors Liora Halperin, and David Shneer), as well as one lecture by a visiting faculty, Prof. Devin Naar of the University of Washington. Each lecture is noted on the syllabus. These lectures are an essential part of your learning experience as they will introduce you to central concepts of this course. Same attendance rules apply to these guest lectures as to our usual classes; each presenter will assign readings prior to class and there will be quizzes on those dates, as during any other class session.

EXTRA CREDIT OPPORTUNITIES

- A. There will be extra credit opportunities throughout the semester, which will involve attending public lectures and events hosted by the Program in Jewish Studies and other relevant programs at the university. These will be announced in class and you are also welcome to monitor the calendar of events on the Program in Jewish Studies [web page](#); follow the Program in Jewish Studies account on Twitter (@JewishStudiesCU); you may also follow the professor on Twitter who will try to stay on top and tweet the schedule of events (@returnstosender). Extra credit will generally be worth a dropped grade on one of your quizzes per each event you attend though check with the professor about the details first.
- B. There will be an extra credit seminar offered to a group of no more than ten students (first come, first served basis by sign-up) that would elevate your grade by half a letter grade if you participate. The seminar will be a one-time 3-hour long meeting with the professor to discuss a book you will have to read in advance. Title of the book TBA at a later date; the seminar will most likely take place in April.

LATE WORK

Late work will not be accepted except in cases of extenuating circumstances. We will *never* accept late work in the case of personal computer failure or travel delays (an exception being if the campus network goes down). This means you should have your work automatically backed up (check out programs like Dropbox, Copy, iCloud, Carbonite) and know where campus or public library computers are located in the event that you cannot use your own. It also means that if you are travelling just before a deadline, you should submit your work *before* you leave (travel delays are very common). Pay attention to deadlines and *do not* assume that a late submission (even if it is only a little late) will be accepted.

EMAIL ETIQUETTE

We communicate by email outside of class, so please feel free to contact us at the addresses listed above if you'd like to set up an appointment or for any other reason. Please remember to use appropriate and professional language in your email: phrases like "hey there" or "yo professor, whassup with my grade?" are not appropriate or professional. Best to open your email with "Dear X" and proceed from there.

A note on the process of reading:

You will find it enormously helpful for your performance in class discussions, on in-class quizzes, and on take-home exams if you take good notes on what you read. I suggest that you take notes two ways: a) mark up the photocopies of short stories or pages of books and b) take actual notes on the texts you are reading in your notebook or on the computer (if you take notes on your computer, make sure you print out your notes and bring them to class because you can't use computers or other electronic devices in class itself.) You don't want your notes to be exhaustive and take up many pages—sparse and more precise notes are much easier to navigate when you need to use them than lengthy notes. When you are marking up a text, you might in particular pay attention to specific quotations that give you access to something important in the text; in your notes you may want to write down an attempt at close reading such quotations.

The reading assignments themselves are, on the whole, quite reasonable in length. There are some weeks in which you'll be asked to read as little as 15-20 pages, though on average it will be about 50-60 pages per week (which means that there will be a couple of weeks with over 100 pages per week). You should read carefully. This means both doing your best to understand the text and doing your best to look up what you don't understand. If you come across terms you don't know, I expect you do to your homework and know what you're reading (hint: just google what you don't know!)

SCHEDULE OF CLASSES

Note: you need to finish all readings and film screenings by the date listed on the schedule below. Readings and the schedule of readings are subject to change.

When something is not clear to you from the readings about some issue in Jewish history and / or Judaism as a religion, please do some quick research on the question. To help you with this, you should bookmark this site: www.myjewishlearning.com -- an excellent source for these types of things, this reference site provides very short and very well-written and accessible articles by a range of experts. You should always research your questions on this site first. You may also want to bookmark contemporary journalistic publications such as Tablet Magazine (www.tabletmag.com) and The Jewish Daily Forward (www.forward.com) what have a lot of content on all manner of issues related to Jewish life, culture, etc. All three of these outlets also have presence on Facebook –find and “like” their pages so you get their updates in your Facebook feed. They are also on Twitter.

Tues 1/13 **Introduction to the course**

❖ **UNIT 1 – THE DIVERSITY OF THE JEWISH EXPERIENCE** ❖

In this part of the course, after posing initial questions about what we mean when we talk about “culture” in this course, we consider two inter-related questions: a) what experiences, texts, and cultural phenomena could be looked at as the foundation of the Jewish experience across geographies and generations, from the mythical past to the present and b) how do these common cultural coordinates shape varied Jewish experiences among distinct geographic and cultural groups of Jews.

Thurs 1/15 **From Noah to Shoah**

- David Biale, “Toward a Cultural History of the Jews”
- Read the syllabus

Tues 1/20 **What is Culture?**

- Clifford Geertz, “Thick Description: Toward an Interpretative Theory of Culture”

Thurs 1/22 **Origin Stories**

- Ilana Pardes, “Imagining the Birth of Ancient Israel: National Metaphors in the Bible”

Tues 1/27 **Jewish Languages and Cultures: guest lecture series (lecture 1)**

**LADINO CULTURE IN THE OTTOMAN EMPIRE:
LANGUAGE, LITERATURE, AND FOLKLORE**

Guest lecture: by Prof. Devin Naar (University of Washington—Seattle)

- “A Rabbi in Istanbul Interprets the Bible for Ladino Readers” (1730)
- “The Survival of Judeo-Spanish, Istanbul, 1908”
- “The Story of the Baklava”

Thurs 1/29 **Jews and Books (I): The Centrality of Texts in Jewish Cultures**

- Matti Friedman, *The Aleppo Codex* (pages xi - 110)

Tues 2/3 **Jews and Books (II): The Rabbis Shake Things Up**
• Michael Satlow, “Rabbis” (from *Creating Judaism*)

Thurs 2/5 **Jews and Books (III): From Object to Mystery**
• Matti Friedman, *The Aleppo Codex* (pages 113-221)

Tues 2/10 **Jews and Books (IV): The Politics of Culture**
• Matti Friedman, *The Aleppo Codex* (pages 222-277)
• Elif Batuman, “[Kafka’s Last Trial](#)”

Thurs 2/12 Jewish Languages and Cultures: guest lecture series (lecture 2)
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**YIDDISH MUSIC, HOLOCAUST TESTIMONY,
AND THE COLD WAR POLITICS OF JEWISH PERFORMANCE**

Guest Lecture by Prof. David Shneer (CU’s History Department)

- Listen to: Lin Jaldati, “It is Burning (S’brent),” Eterna Records, East Berlin, 1955
- Read: Shirli Gilbert, “Buried Monuments: Yiddish Songs and Holocaust Memory”

Tues 2/17 **Jews of the Middle East: the Politics of Cultural Stereotypes**
• Watch at home: *Sallah Shabati* (today’s class will be focused on this film)

❖ **UNIT 2 – EXHIBITING JEWS: TRADITIONS AND THE CONTEMPORARY WORLD** ❖

The approach for this part of the course, to which we’ll be introduced in the very first reading of this unit, is that of a museum. Namely, we’ll be thinking of different expressions of Jewish culture – in particular, those issues, objects, and practices that have their bases in the practice of Judaism as a religion – as artifacts in a living museum, to which our course offers a kind of a curated tour. At the end of this unit, you will be envisioning your own museum of Jewish culture, situated in the current year 2015, for which you will choose a couple of objects or issues and write short curatorial essays (as if you were writing a museum exhibit catalog for an actual museum).

Thurs 2/19 **Exhibiting Jews**
• Barbara Kirschenblatt-Gimblett, “Exhibiting Jews” and “Ellis Island” in *Destination Culture: Tourism, Museums, and Heritage*

Tues 2/24 **Jewish Time**
• Abraham Joshua Heschel, “A Cathedral in Time”
• Judith Shulevitz, *Sabbath World* (excerpt)
• “The Calendar and Festivals” in *Judaism: A Very Short Introduction*

Thurs 2/26 **Music and Tradition**
• Watch at home: *The Jazz Singer*

Tues 3/3 **Folkways and Material Culture**
• Shalom Sabar, “Childbirth and Magic: Jewish Folklore and Material Culture”
• Listen at home: “[Survey Says](#)” (on S. An-sky; this podcast is 27 minutes long)

- Thurs 3/5 Folklore and Modernity**
- Watch at home: *The Dybbuk*
 - N. Deutsch, “A Total Account: S. An-sky and the Jewish Ethnographic program”
- Tues 3/10 Food and Culture**
- Sue Fishkoff, *Kosher Nation* (excerpts)
 - Marc Tracy, “[Chopsticks](#)”
 - Samantha Shapiro, “[Kosher Wars](#)” (*NYTimes Magazine*)
- Thurs 3/12 The Circumcision: Customs and their Discontents**
- Watch at home: *Quest for the Missing Piece*
 - Listen at home: Rebecca Steinfeld, “[Cutting Tradition](#)” (BBC podcast)
 - “Making a Jewish Home” in *Judaism: A Very Short Introduction*
- Tues 3/17 Anti-Semitism**
- Watch at home: *Gentleman’s Agreement*
- Thurs 3/19 Representing the Holocaust**
- James Young, “Sites Unseen: Shimon Attie’s Acts of Remembrance”
 - Cynthia Ozick, “Who Owns Anne Frank?”
- 3/24 and 3/26 Spring break – no class**

❖ UNIT 3 –ARTISTIC EXPRESSIONS OF JEWISH CULTURES: FICTION, IMAGE, SCREEN ❖

In this part of the course, we think about cultural expression as artistic expression: here, we consider how certain Jewish experiences lend themselves to fiction (in the case of *Portnoy’s Complaint*), graphic novel and the cartoon strip (*Lena Finkle’s Magic Barrel*), and film (*A Serious Man*). Each of our chosen cultural artifacts in this unit gravitates towards the humorous and the satirical – this, too, will be the subject of our discussions.

- Tues 3/31 The Jewish Mother**
- Philip Roth, *Portnoy’s Complaint* (pages 3-51)
 - Joyce Antler, *You Never Call, You Never Write: A History of the Jewish Mother* (ch. 4)
- Thurs 4/2 Jewish Masculinity**
- Philip Roth, *Portnoy’s Complaint* (pages 51-107)
 - Sander Gilman, *The Jew’s Body* (excerpts)
- Tues 4/7 Jews and Sex**
- Philip Roth, *Portnoy’s Complaint* (pages 107-165)
 - Wendy Love Anderson, “The Goy of Sex”
- Thurs 4/9 Jews and Humor**
- Philip Roth, *Portnoy’s Complaint* (pages 165-213)
 - Ruth Wisse, *No Joke: Making Jewish Humor* (ch 3)

- Tues 4/14** **A Portrait of the Artist as a Neurotic Jewish Man**
- Philip Roth, *Portnoy's Complaint* (pages 213-end of the book)
- Thurs 4/16** **A Portrait of the Artist as a Female Jewish Immigrant**
- Anya Ulinich, *Lena Finkle's Magic Barrel*
 - Vanessa Davis, *Make me a Woman* (excerpts)
 - Paula Hyman, "The Sexual Politics of Jewish Identity"
- Tues 4/21** **A Portrait of the Artist as a Single Mother**
- Anya Ulinich, *Lena Finkle's Magic Barrel*
 - Vanessa Davis, *Make me a Woman* (excerpts)
 - Riv-Ellen Prell, "Terrifying Tales of Jewish Womanhood"
- Thurs 4/23** **Cartooning as Storytelling**
- Anya Ulinich, *Lena Finkle's Magic Barrel*
(Guest appearance by Anya Ulinich, via Skype)
- Tues 4/28** **Who are the Jews and What is (are) Jewish Culture(s)?**
- Watch at home: *A Serious Man*
- Thurs 4/30** **Conclusions: What Does All This Mean (If Anything At All)?**
- Continue discussing *A Serious Man* as a way to prepare for final exam

Schedule of take-home exams:

*** Note that you will generally have between a week and ten days to complete these take-home exams from the moment they are assigned until the moment they are due. Each exam will generally consist of two short essay questions, each 800-1000 words each.

*** There will be multiple ways in which the structure of the course will help you prepare for these exams:

- During the classes between when the assignments are handed out and when the exams are due, we will model exam questions based on class material even more explicitly than during our regular class meetings;
- In the time between when the assignments are handed out and when the exams are due, the TA will hold extended office hours which you are welcome to attend to discuss your ideas (TA will circulate sign-up sheets for these);
- While you should work on your exams independently, you are welcome to make use of CU Boulder's Writing Center <http://www.colorado.edu/pwr/writingcenter.html> . Please check out the Writing Center's website to make an appointment or find out about the Center's drop-in hours. They can help you with any issues you might have related to writing and organizing your ideas in essay form.

Exam #1 – due Friday, February 20 at 5 PM (exam will be posted on Tuesday, Feb 10)

Exam #2 – due Friday, March 20 at 5 PM (exam will be posted on Thursday, March 12)

Exam #3 – due on the date of the final exam as set by the Registrar (TBA); exam posted on Thursday, April 23

CU BOULDER UNIVERSITY-WIDE POLICIES

Disability Policy

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor.

Academic Integrity and the 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 of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at

<http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

Appropriate learning environment

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

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: www.colorado.edu/policies/classbehavior.html and also www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should

contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) 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

Religious Observance

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. If you have a potential class conflict because of religious observance, you must inform me of that conflict within three weeks of the start of classes. See policy details at

http://www.colorado.edu/policies/fac_relig.html.

<http://hr.colorado.edu/dh/>