

THE RUSSIAN JEWISH EXPERIENCE

Spring 2017
Tu/Th 11am-12:15pm
Guggenheim 205

Prof. Sasha Senderovich
Email: sasha.senderovich@colorado.edu
Office: 228 McKenna
Office hours: Tues, 2-3 pm and by appt.



“Memorials” (Grisha Bruskin, 1983)

This course offers an examination of the experience of Russian Jews from the end of the 19th century to the present, focusing on the late Imperial, the Soviet, and the post-Soviet periods. We will study the cultural artifacts dealing with the challenges of co-existence of Jews and their neighbors in the Russian Empire; we will also consider experiences of and reflections on the Bolshevik Revolution, Stalinism, the Holocaust, the post-Stalin period; the place of Jews as individuals and members of a minority group within Russian and Soviet society, ideology, and culture; migration and emigration; everyday life in Russia, the Soviet Union, and among immigrant communities in America and elsewhere at the beginning of the 21st century. We will study fiction, films, diaries, memoirs, political propaganda, transcripts of trials, essays, contemporary scholarship, and graphic novels.

This course satisfies upper-division Core curriculum requirement in Literature & the Arts.

COURSE MATERIALS:

1. Books to purchase: (these titles are available at the campus bookstore but you are welcome to look for better priced copies online; I linked the titles to amazon.com but you are by no means required or encouraged to buy from amazon; always try to patronize your local bookstore first):

Zvi Gitelman, [*A Century of Ambivalence*](#) (2nd edition, Indiana University Press, 2001)

Isaac Babel, [*Red Cavalry*](#) (Pushkin Press, 2015; translated by Boris Dralyuk)

Moyshe Kulbak, [*The Zelmanyaners: A Family Saga*](#) (Yale University Press, 2013; translated by Hillel Halkin)

Julia Alekseyeva, [*Soviet Daughter: A Graphic Revolution*](#) (Microcosm Publishing, 2017)

2. Required photocopies of readings: In addition to books, other readings will be 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.

If you do not own a printer and find that the 10 cents/page fee that the library charges too expensive, the easiest and cheapest option on campus is to print either at **InkSpot (at UMC 130C—in the food court)** or at **Imaging Services (Folsom Stadium 280, Gate 11)**. Either of these campus outlets have copies of readings for our course at **5 cents per page** (or **9 cents per double-sided sheet**).

At InkSpot or Imaging Services, you can print on demand, one reading at a time or several readings at a time. All you need to do is show up during business hours, say that this is for the class “JWST 4401 Russian Jewish Experience” and then ask for specific reading(s) you want printed by giving the last name of the author followed by 2017 (e.g. “Sholem Aleichem 2017” is how the copy shop will know to locate the first reading for this course). Occasionally, if we have several readings by the same author, I’ll let you know what the files are called.

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: We are going to study 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.) Unless otherwise indicated on the syllabus, you will need to watch these films at home before class.

3. 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.

SCHEDULE OF CLASSES

Note: you need to finish all readings and film screenings by the date listed on the schedule below.

- Tues 1/17** **INTRO: RUSSIAN JEWS BETWEEN IMAGINATION AND REALITY**
- Thurs 1/19** **JOURNEYS INTO MODERNITY**
- Sholem Aleichem, “On Account of a Hat”
 - Zvi Gitelman, “Creativity versus Repression: The Jews in Russia, 1881-1917,” in *A Century of Ambivalence* (skim pp. 1-41)
- Tues 1/24** **CHALLENGING TRADITION**
- Sholem Aleichem, “Tevye Strikes it Rich,” “Today’s Children”
 - Zvi Gitelman, “Creativity versus Repression: The Jews in Russia, 1881-1917,” in *A Century of Ambivalence* (pp. 42-58)
- Thurs 1/26** **JEWS, MINORITY HUMOR, AND THE MAJORITY CULTURE**
- Sholem Aleichem, “Hodl,” “Chava”
- Tues 1/31** **JEWISH MOBILITY**
- Sholem Aleichem, “Lekh Lekho”
 - Yuri Slezkine, “Mercury’s Sandals: Jews and other Nomads” in *The Jewish Century*
- Thurs 2/2** **OLD ODESSA: FROM WEAKNESS TO VIOLENCE**
- Isaac Babel, “The Story of My Dovecote”
 - Isaac Babel, “How Things Were Done in Odessa”
- Tues 2/7** **THE WANDERING JEW AND THE REVOLUTION**
- Isaac Babel, “The Road”
 - Isaac Babel, “Karl-Yankel”
 - Zvi Gitelman, “Revolution and the Ambiguities of Liberation” in *A Century of Ambivalence* (pp. 59-87)
- Thurs 2/9** **A JEW ON HORSEBACK**
- Isaac Babel, *Red Cavalry* (pp. 7-58)
 - *1920 Diary* (excerpts)
- Tues 2/14** **SAINTS AND MURDERERS**
- Isaac Babel, *Red Cavalry* (pp. 59-116)
 - Babel’s reporting for *The Red Cavalryman* (excerpts)
- Thurs 2/16** **THE REVOLUTION AS MESSIAH**
Guest appearance: the translator Boris Dralyuk (via Skype)
- Isaac Babel, *Red Cavalry* (pp. 117-193)
- Tues 2/21** **VIOLENCE AND THE CIVIL WAR**
- Watch: *Commissar* (dir. Askoldov, 1967)

- Thurs 2/23** **THE OLD AND THE NEW: A FAMILY SAGA**
- Moyshe Kulbak, *The Zelmenyaners*, pp. 3-62
 - Elissa Bemporad, “Red Star on the Jewish Street” in *Becoming Soviet Jews: The Bolshevik Experiment in Minsk* (pp. 31-50)
- Tues 2/28** **JEWISH COURTYARD, SOVIET CITY**
- Moyshe Kulbak, *The Zelmenyaners*, pp. 63-124
 - Anna Shternshis, “Antireligious Propaganda and the Transformation of Jewish Institutions and Traditions,” in *Soviet and Kosher* (pp. 1-43)
- Thurs 3/2** **No class: professor is away**
- Tues 3/7** **SALVAGE ETHNOGRAPHY**
- Moyshe Kulbak, *The Zelmenyaners*, pp. 127-200
 - Andrey Sinyavsky, “Stalin: The State-Church” in *Soviet Civilization* (pp 81-113)
- Thurs 3/9** **BUILDING SOCIALISM**
- Moyshe Kulbak, *The Zelmenyaners*, pp. 201-267
 - Zvi Gitelman, “Reaching for Utopia: Building Socialism and a New Jewish Culture,” in *A Century of Ambivalence* (pp. 88-114)
- Tues 3/14** **STALIN’S RED PROMISED LAND**
- Watch: *Seekers of Happiness*
 - Finish the discussion of readings on Stalinism from previous week
- Thurs 3/16** **THE HOLOCAUST (I): JEWS AND THEIR NEIGHBORS**
- Watch: *Ladies’ Tailor*
 - Vasily Grossman, “The Old Teacher”
 - Zvi Gitelman, “The Holocaust,” in *A Century of Ambivalence* (pp. 115-143)
- Tues 3/21** **THE HOLOCAUST (II): BETWEEN TRAGEDY AND RESISTANCE**
- Der Nister, “Flora”
- Thurs 3/23** **THE JEW AS A ROOTLESS COSMOPOLITAN**
- Ludmila Ulitskaya, “March Second of *That Year*”
 - Transcripts of the Jewish Anti-Fascist Committee Trial
 - Zvi Gitelman, “The Black Years and the Gray, 1948-1967” (pp. 144-173)
- 3/28 and 3/30** **No class – enjoy spring break!**
- Tues 4/4** **THE JEW AS A SOCIAL DEVIANT**
- Joseph Brodsky, “In a Room and a Half” (40 pp)
 - Excerpts from Joseph Brodsky’s 1964 trial (3-4 pp)
 - Zvi Gitelman, “Soviet Jews, 1967-1987: To Reform, Conform, or Leave?” in *A Century of Ambivalence* (pp. 174-195)

- Thurs 4/6** **JUDAISM, CHRISTIANITY, AND THE PUSHKIN FAITH**
- Judith Deutsch Kornblatt, *Doubly Chosen: Jewish Identity, the Soviet Intelligentsia, and the Russian Orthodox Church* (excerpts)
 - Joseph Brodsky, *Nativity Poems* (selections)
 - Leonid Tsypkin, *Baden Baden* (an excerpt)
- Tues 4/11** **DRAWING PERSONAL AND POLITICAL HISTORY**
Guest class with the author Julia Alekseyeva
- Julia Alekseyeva, *Soviet Daughter: A Graphic Revolution*
- Thurs 4/13** **THE “JEWS OF SILENCE”**
- Dina Rubina, “Apples from Schlitzbuter’s Garden”
 - Ludmila Ulitskaya, “Genele the Purse Lady”
 - Elie Wiesel, *The Jews of Silence* (excerpts)
- Tues 4/18** **SOVIET JEWISH CHILDHOOD IN THE ERA OF STAGNATION**
- Gary Shteyngart, *Little Failure* (pages 19-63)
 - A selection of Soviet Jewish jokes
- Thurs 4/20** **FAMILY HISTORY AND NEW DISPLACEMENTS**
Guest appearance: the author Gary Shteyngart (via Skype)
- Gary Shteyngart, *Little Failure* (pages 63-94)
 - Svetlana Boym, “A Soviet Dropout’s Journey to Freedom”
- Tues 4/25** **RUSSIAN JEWS IN ISRAEL**
- Watch: *Yana’s Friends*
 - Zvi Gitelman, “The Paradoxes of Post-Soviet Jewry” (pp. 244-274)
- Thurs 4/27** **DIASPORA OR HOMELAND?**
- In class: we will watch *Welcome and Our Condolences* (dir. Leon Prudovsky, 2013). The film is 25 minutes long. Our discussion of the film will model your final exam assignment to be handed out today.
- Tues 5/2** **ONLY IN AMERICA**
- David Bezmozgis, “Roman Berman, Massage Therapist”
 - Anya Ulinich, *Lena Finkle’s Magic Barrel* (selections)
- Thurs 5/4** **CONCLUSIONS: RUSSIAN JEWS IN THE 21ST CENTURY**
- Wrap-up discussion

Schedule of take-home exams:

Exam #1 – date TBA, about a month into the semester

Exam #2 – date TBA, about two months into the semester

Exam #3 – due on the date of the final exam as set by the Registrar (TBA)

COURSE POLICIES

- **No laptops or tablets are permitted in class.** We meet for only 75 minutes twice a week so this is the time for us 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 your colleagues in the class. Some of you may be strong-willed to resist such wireless urges and might find this strict policy unnecessary. However, most of us (including your professor) 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>.

In the past, some students complained about being distracted by their classmates’ Internet activity during the class. If you have a laptop or a tablet open, people sitting near you or behind you see that screen, too.

Note: Any student who has a specific need for a computer during class (such as a need for documented learning accommodation or style that may require the use of specific software) should speak with the professor about their particular circumstances so that appropriate 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>

More on taking notes: there will be no tests, quizzes, or exams for which you would need to take any specific notes. Our class will run as a discussion so the best use of your efforts in class is to pay attention to the discussion and to participate along with your classmates. At the end of each which, I generally write very detailed emails to the class that can be used instead of or to supplant your own notes: in these emails, I will generally summarize some of the highlights from our discussions for the week. So, if you’d rather not write in class if you can’t take notes on the computer, you might find it acceptable not to take notes or take only very minimal notes.

- **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 (e.g. childcare arrangements, taking care of a relative who is ill), 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. See under “Required photocopied readings” on p. 2 of the syllabus for details on inexpensive printing.
- **Office hours.** I hold regular office hours, noted at the top of this syllabus, in my office (also noted at the top of this syllabus). Office hours is the time for you to come ask 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. I can also be available outside their office hours, by appointment; you need to write to me in advance to arrange the time if their regular office hours don’t work for you.
- **Communication with the professor.** I communicate by email outside of class, so please feel free to contact me 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.
- **Etiquette in email /addressing professors.** As a rule of thumb, it’s best to use appropriate and professional language in your email with your professors. Phrases like “hey there” are not appropriate or professional. Best to begin your emails with “Dear Prof. [insert last name].”

Unless otherwise instructed by individual faculty members, you should generally refer to your professors at the university as Prof. or Dr. followed by their last name. Choosing an appropriate salutation for your professor is not simply a matter of formality, but relates to the assumptions of gender identity, marital status, and sexual orientation that many other salutations may make. Studies have shown that precisely due to such implicit cultural assumptions and, frequently, biases female faculty and faculty of color do not always get the same kind of respect and recognition in academia as white male faculty. Using Prof. or Dr. (as opposed to Ms., Mrs., Miss., or Mr. or “Hey”) is one small step towards mitigating such biases.

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 and films we study, you will be expected to come to class having completed all the homework assignments 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 meaningfully participate 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. You also need to stay in class until the end of the class period, unless you need to leave for an emergency or if you fall ill; unless clear arrangements are made, you'll be marked absent if you leave before the end of class.

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 or on the days when you are late.

Many of you commute, hold jobs in addition to your studies, are involved in sports or other extracurricular activities, and/or have family responsibilities that demand your attention. To be a participant of the university's educational programs, however, you are expected to arrange your schedule such that you can attend classes and complete all assignments. Except in situations spelled out by the university (which include religious holidays, some athletic commitments, and illness which is documented with a doctor's note), absences beyond your 2 "freebies" will detract from your grade. Please be in contact with the professor and/or the teaching assistant as early as possible if regular attendance problems arise due to extended illness or for some other reason.

For absences to be excused, they must be documented. If you find yourself 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**. In addition to providing you confidential support, they 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. You can also drop by the **Students of Concern Team** office at C4C, Suite S430. This is a free and confidential resource available to you as a CU Boulder student – please take advantage of it in appropriate situations.

If you are uncomfortable with contacting the Students of Concern Team 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 your request, and SOCT will contact you.)

For absences that you believe can be excused under the 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 we 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 discuss the details of what you missed.
 - 2) 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 and that you *attentively* watch all of the assigned films on time, and that you 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, on some occasions and depending on some assignments, three or 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, please speak to the professor about possibilities of making alternative arrangements.

As a matter of policy, the lowest two grades on your quizzes will be dropped (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; each will contain two questions, which you will need to answer in very short (800-1000 words) essays. These are open-books take-home exams. You will generally have between one week and ten days to complete each exam from the moment the exam is posted until the exam is due. This is an extremely generous amount of time to complete such assignments—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 write the exam, you will know exactly what kind of thinking the exam expects you to showcase. So, back to that participation and attendance policy: the learning of different critical ways of thinking that we'll be working on 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 and/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 should you find yourself in exceptional circumstances, if you take the initiative to be in touch when appropriate. We are much less flexible when we hear about various issues of questions you face 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 you at other times.

EXTRA CREDIT OPPORTUNITIES

There will be extra credit opportunities throughout the semester, which will involve attending public lectures and events hosted by the Program in Jewish Studies, Russian 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 and [Facebook](#). Extra credit will generally be worth a replacement of your lowest quiz grade(s)—including missed quizzes—a quiz's worth of full credit for each extra credit event. The professor will announce relevant details for each extra credit opportunity; if you have an extra credit event in mind that the professor does not announce, please let them know in advance so this event could be considered. If an extra event is announced but gets canceled due to weather or any other reason, you cannot receive credit for that event since you won't have attended it.

LATE WORK

Late work will not be accepted except in cases of extenuating circumstances. Late work will *never* be accepted 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, iCloud, Carbonite; Dropbox, for example, allows for 2GB of storage free of charge) and know where campus or public library computers are located in the event that you do not have access to your own computer. 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.

***** A note on the process of reading for class *****

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, though the weeks with more reading will generally contain lighter reading). 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!)

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/>