



“Those who cannot learn from history are doomed to repeat it.”

George Santayana

“History never repeats.”

Neil Finn (Split Enz)

This course looks at the historic role of broadcast media (broadly defined) in shaping societies and institutions in the United States and, to a lesser extent, globally. We will try to understand mass communication as it truly was-and not to imagine that it earlier forms were merely a crude model for our modern media. Our goal is to achieve an overall understanding of both the extraordinary reach and the unexpected limitations of media messages, technologies and power. These themes are addressed through a selective discussion of ideas, technologies, events, people, professional practices, economics and politics beginning with the development of the telegraph and photograph and moving to the 21st century’s explosion of technological choices.

Course Objectives

- Identify key historical movements and trends in broadcast history
- Apply historical research approaches to collaborative knowledge development
- Interpret primary and secondary source materials
- Relate historical trends and developments to contemporary media culture
- Analyze historical events so as to avoid the dangers of “presentism”
- Demonstrate advanced writing and interpretative skills
- Generate deeper understanding of media history through a collaborative practices of examination

This course assumes that you already are familiar with outlines of U.S. history. If you are not, you will need to refer to a U.S. history textbook or reference work.

About Us:

Professor: Dr. Kathleen M. Ryan

Office Hours: Wednesday 3-4:30pm, or by appointment. Zoom link is in Canvas.

e-mail: kathleen.ryan@colorado.edu

My first television job was at a local station in Great Falls, Montana. I worked my way through local stations (Albuquerque, Hartford, New York), and would eventually become one of the first Senior Producers at FoxNewsChannel, developing the first weekend newscast there. I later worked for ABC News Productions doing long-format stories which aired on cable channels like A&E, TLC, Discovery, Discovery Health, and Lifetime, as well as direct-to-video productions. In 2002, I co-founded TaylorCatProductions, a multimedia productions company, and have produced several award-winning documentary films, interactive documentaries, and shorts. I have a B.A. in political science from the University of California, Santa Barbara; a M.A. in broadcast journalism from University of Southern California; and a Ph.D. in communication and society from University of Oregon, with an emphasis in oral history.

Teaching Assistant: Tammy Matthews

Office Hours: Wednesday 3-4:30pm, or by appointment. Zoom link is in Canvas.

e-mail: Tammy.Matthews@colorado.edu

Tammy Rae Matthews, a native Chicagoan, worked in major-market print media for nearly 15 years. Notably, she was the special sections editor for the *Chicago Sun-Times* and its north suburban editions of the *Pioneer Press*. As a doctoral candidate at the University of Colorado Boulder, Matthews unites her passions—sport, media, language and gender—in her primary research on domestic and international ethical inclusion in sport. Specializing in Journalism Studies, she will earn a PhD in Media Research and Practice.

Class Requirements

The major assignments for the course are two open-book, open-note exams (Midterm/Final) and the development of a Course Wiki entry on an historical topic. The weekly classwork includes:

- Viewing Screencasts
- Participating in Online Breakout sessions
- Contributing to and Participating in online InMediaRes posts
- Quizzes

Late papers/projects will not be accepted; early exams will not be given.

Course Textbook: One textbook is required for class:

- Michele Hilmes. (2014). *Only Connect: A Cultural History of Broadcasting in the United States*. 4th Edition. Boston, MA: Wadsworth Cengage Learning.

Additional readings will also be assigned during selective weeks and will be available on Canvas.

Screencasts

I see screencasts as a way to replicate classroom lectures for key “big picture” points students should take away from the readings or to highlight and supplement information from the textbook.

Screencasts for the term are posted on the course Canvas site and will be available for the duration of the term for reference.

I am using the system PlayPosit to record your viewing of screencasts. To get credit for watching, place an emoji at the prompt at the end of the screencast.

Online Breakout Sessions

Big Zoom classes are NOT FUN (ok, maybe that’s just me). I’ve been experimenting with my online learning experiences to try and break the large classes up into smaller and more web-friendly groups. For this class you’ll be divided into two groups. If you’re a part of Group A, you’ll be meeting in Zoom breakout groups on Mondays. If you’re a part of Group B, you’ll be meeting in Zoom breakout groups on Wednesdays. The days we aren’t meeting, you’re expected to participate in the course discussion board, AKA InMediaRes (see below).

These are discussion sessions, and you’re expected to attend having completed the weekly reading and having watched the screencasts. You are also expected to participate in the discussion sessions.

You can miss two breakout sessions without penalty for any reason, including but not limited to religious observances, illness/injury (including COVID), and death in the family. After two absences your grade will begin to go down, by one-third of a grade per absence. If you miss more than five breakout sessions you will receive an automatic F in the course. If you have a situation which requires you miss more than two classes, please meet with me (email is acceptable). Make-up for the absences will be considered on a case-by-case basis.

InMediaRes

During days when you are not scheduled to meet with me in breakout sessions, students will participate in the InMediaRes assignment (that's a fancy term for Course Discussion Board). In the assignment you will either:

- Curate a short multimedia think piece related to subjects discussed based upon weekly prompts OR
- Comment on the think pieces done by your fellow students.

Curated Multimedia Think Piece: Two times over the term you will be expected to “curate” a multimedia post based on the topics we’re discussing and the readings we’re doing that week. The curated artifact can be an edited film clip found on YouTube, archives.org or another site. Alternatively, it can be something unique you’ve created specifically for the course or a photo or graphic you’ve found. In either case, it must be either a visual or video artifact. The curator’s statement should be between 350-400 words.

Helpful Hint: While you are not required to connect the subject of your posts to your Wiki topic, it may be useful to do so. Think of these as a test run for your larger post.

I’ve included a video tutorial on how to create the posts, and will kick off the discussion in Week One with my own InMediaRes post. Use the InMediaRes project as a template <http://mediacommons.futureofthebook.org/>

Grading Matrix

- Is a video clip or image uploaded? (5 points)
 - Relevance to week’s topic. Yes, your Wiki topic can connect to historical issues (20 points)
 - Creativity in artifact selection (20 points)
- Is there a curator’s statement? (5 points)
 - Clarity of statement (20 points)
 - Does the statement incorporate ideas from the readings? (20 points)
- Grammar/spelling in curation statement (10 points)
- Is the post uploaded on time? (-5 points for each day late)

Comments: Ten times during the term, during days when you are not curating a topic (and not during Wellness Weeks), you are expected to comment on three posts from your fellow classmates posted during that week. The comments will be graded on the following matrix:

- Comments should demonstrate a knowledge of course readings and screencasts. (2 points per comment)

- Comments should engage with the ideas presented in the post. Comments like “cool!” or “WTF?” without explanation will be graded down. (2 points per comment)
- Comments should use proper spelling/grammar (3 points)

DUE: InMediaRes posts must be uploaded by 5:20pm of the discussion rotation day. Comments must be posted by 6:35pm of the discussion rotation day. Deadlines are posted in the course calendar on Canvas.

Quizzes

Most weeks you will have an open book/open note multiple choice quiz. The quiz is drawn from readings and screencasts, and you are responsible for material in the course textbook and assigned readings not covered directly in the screencasts.

Weekly quizzes will prepare you for the Midterm and Final Exams.

Quizzes are due at 5:20pm on Mondays. There are no quizzes due during Wellness Weeks, Dead Week, or when the Midterm is due.

Final Exam

Please note the due date. The text will be open for at least five days before the due date. Make-up examinations will only be given in the case of documented emergencies.

The Final Exam is cumulative, and will include questions about the book and screencasts drawn from the weekly quizzes, material not tested in a quiz covered in the last week of classes, and information presented in the course Wiki. It is due 5/4 at 10pm.

Professor Consultation

Part of your grade is a meeting with either the Professor or the Teaching Assistant to discuss your contribution to the course Wiki. You should sign up using the calendar function in Canvas to schedule an appointment. This initial meeting will be before your proposal is due, so that you can get direction and suggestions for your proposal. A second meeting will be to review your Initial Edit of your Wiki entry. You should come to the meeting prepared with ideas. Additional meetings are always encouraged and welcomed.

Course Wiki

Broadcast history is expansive, and while we'll be covering specific issues within class this term it is impossible given our course structure to cover the details and nuance of every development simply in broadcast television, let alone radio, cable television, satellite, and streaming. To help supplement this, each of you will be contributing to our Course Wiki, which will act as an encyclopedia and resource for materials not covered thoroughly in our course lectures and readings.

What is a Wiki? Wikis offer a way to share knowledge and present it in a collaborative online platform (think Wikipedia). It offers a way to do asynchronous collaboration and communication, and can include multimedia components. Wikis may include pages with basic information on a topic and then can link to additional information, either within the Wiki site or externally. Be sure to check out the

Canvas tutorial for tips and suggestions, plus look at the sample Wiki entries Tammy and I have created for class.

So how will it work this term? You will each determine a topic for your individual Wiki project, which is related to a specific part of broadcast history. You want to select a topic which is narrow enough so that you don't have to tell the *entire* history of broadcasting, but broad enough to allow you space for research and exploration.

- Bad Wiki Topic: Women in Half-Hour TV Comedies.
 - Why? In the 1980s alone, there were more than a dozen long-running situation comedies that had women in lead roles – and women have been lead characters in half-hour comedies dating back to television's emergence as a mass medium. That's too broad for an individual Wiki, but it is a good Wiki topic page.
 - Instead: Roseanne Barr
 - Why? Barr helmed her own sit-com in the 1980s, then moved to a talk show, and later a reboot of her sit-com.
- Bad Wiki Topic: ESPN
 - Why? This is seemingly focused on one cable channel, but in reality there are multiple ESPN entities (several cable channels, streaming, radio). Again, it's a bit too broad.
 - Instead: ESPN 30 for 30
 - Why? The documentary series was revolutionary for cable sports, and though it was started to celebrate ESPN's 30th anniversary in 2009, it is still in production doing innovative and influential sports documentaries.

Once your topic has been determined, you will then be assigned a larger group to create a Wiki parent page. To build off of one of the examples above, if you are working on a Wiki about Roseanne Barr, and other people are doing pages about issued in television comedy, then you and the others would be assigned a group "parent page" on TV Comedy, providing overall context. That page may include a list of prominent actors such as Barr, which would include a link to your individual page. You are responsible for gathering and writing this information, coordinating with your group.

The assignment is made up of three different components:

- A proposal for your Class Wiki contribution
- An first edit of your Class Wiki contribution
- A revised (final) edit of your Class Wiki contribution and development of a topic page with a group

Proposal for Class Wiki: At the beginning of Week Six a proposal for the Class Wiki page you will create is due. The proposal should include:

- 1-2 paragraph synopsis of the subject and your rationale (approximately 250 words), clearly identifying the media history issue you will be researching. (20 points).
You should include things that a could relate to a group topic page.
 - If your subject is Roseanne Barr, your rationale could include the line: "Barr is a prominent comedian, and her self-named television sit-com was considered groundbreaking when it debuted on ABC in the 1980s."
- A list with a minimum of three primary you plan to use in your research. A primary source is your direct link with the past. "A primary source is a document, image, or artifact that

provides evidence about the past. It is an original document created contemporaneously with the event under discussion,” writes Robert C. Williams in *The Historian's Toolbox: A Student's Guide to the Theory and Craft of History* (58). A book collecting *Life* magazine photographs from the 1950s is not a primary source; a *Life* magazine from October of 1952 is. Primary sources come from the time period in the past you are studying. For the purposes of this assignment 1 day/edition of a newspaper/magazine = 1 primary source. (3 points)

- A list with a minimum of seven secondary sources you plan to use in your research. One resource should be the course book. Secondary sources are studies of interpretation and analysis that were written in some time period after the one in which the primary sources were created. They may use selected primary sources as examples, but their main value is to provide context and theories about events in the past. Historical studies of the past are indexed in regular library databases for books and journals. UNLESS A WEB SITE WAS CREATED AT THE TIME OF THE EVENT IN QUESTION, IT IS A SECONDARY SOURCE. (7 points)
- You must give a full citation of the sources in Chicago style, and include where the source came from. (10 points)
- The proposal should use proper spelling and grammar. (10 points)

Because this is a collaborative project, you (and with a group of other classmates) will be given permission to edit the parent page within Canvas. You each will input your topic there.

Class Wiki Initial Edit: In Week Ten, an initial edit of your Class Wiki is due. You should have completed all of your research by this point, and gathered all supporting material such as video embeds, photographs, logos or other graphics. Your entry should be fully written and have appropriate sourcing. It should follow the following format and will be graded based upon these standards:

- *Introduction:* One paragraph introducing your subject and its overall importance. This may be a rewrite of your synopsis from the proposal. (10 points)
- *Subsection Accordions:* You should have between 5-8 subsections for the subject. This is where you'll go into detail about *why* this particular subject is important within the History of Broadcasting. Each subsection should be 250-500 words long. You should use the pre-built accordion tabs in your page to highlight each subsection. You can have one accordion be a list of honors or awards, if appropriate for your subject. The Introduction is NOT an accordion subsection. Subsections will be graded on
 - Quality of entry: Is the entry well written and logical? (10 points)
 - Accuracy: Are dates, facts, figures cited from reputable sources and double checked for accuracy? (10 points)
 - Completeness: Is there anything missing from the section that would help to better tell the history of the subject? (10 points)
 - Organization: Does the division of each subsection make sense in the larger history of the subject? (10 points)
- *Bibliography Accordion:* The final accordion should be a list of all of your sources, cited in [Chicago Style](#). You should have a minimum of 10 sources: three primary sources and seven secondary sources. More may be necessary. Wikipedia can be used as a source, but it will not count toward your source total. (10 points)

- *Video, photo and other graphic elements:* The entry should include a minimum of two visual elements. Photos and graphics can be uploaded directly to Canvas. Video should be embedded from a video sharing site such as YouTube or Vimeo. All graphic elements should include a caption and should be cited within the caption in [Chicago Style](#). (10 points)
- *Length:* The entry should be between 2,000-3,000 words, including your introduction but not including bibliography. Entries will be graded down for going significantly over or under the word count (“significant” = more than 100 words). (10 points)
- *Spelling/Grammar:* Write your entry in a word processing program and proofread it before submission. Every 3 spelling/grammar errors = -1 point from this category. (10 points)
- *Links:* Any reference in the text should include a working hyperlink to the book/article/webpage used as a source. (a hyperlink to a book’s page on Amazon or a publisher website is acceptable for books that aren’t available digitally; for books that are available digitally, use the book’s entry on the University of Colorado library). Page numbers should be listed, as appropriate. Hyperlinks to all sources should also be included in the Bibliography. (10 points)

You will be given permission to edit a page in Canvas, which you should like to from your group collaborative page.

Class Wiki Final Edit: In Week Fourteen, the final edit of your Class Wiki is due. You should make all the corrections based upon feedback from your instructors and students. You should also add one paragraph about your subject on the overall topic page and embed a link to your Wiki page there. You should follow the following format and will be graded based upon these standards:

- *Introduction:* One paragraph introducing your subject and its overall importance. This may be a rewrite of your synopsis from the proposal. (10 points)
- *Subsection Accordions:* You should have between 5-8 subsections for the subject. This is where you’ll go into detail about *why* this particular subject is important within the History of Broadcasting. Each subsection should be 250-500 words long. You should use the pre-built accordion tabs in your page to highlight each subsection. You can have one accordion be a list of honors or awards, if appropriate for your subject. The Introduction is NOT an accordion subsection. Subsections will be graded on:
 - Quality of entry: Is the entry well written and logical? (5 points)
 - Accuracy: Are dates, facts, figures cited from reputable sources and double checked for accuracy? (5 points)
 - Completeness: Is there anything missing from the section that would help to better tell the history of the subject? (5 points)
 - Organization: Does the division of each subsection make sense in the larger history of the subject? (5 points)
 - Revision: Does the revision take into account feedback from the professor and fellow students? (5 points)
- *Bibliography Accordion:* The final accordion should be a list of all of your sources, cited in [Chicago Style](#). You should have a minimum of 10 sources: three primary sources and seven secondary sources. More may be necessary. Wikipedia can be used as a source, but it will not count toward your source total. (10 points)
- *Video, photo and other graphic elements:* The entry should include a minimum of two visual elements. Photos and graphics can be uploaded directly to Canvas. Video should be

embedded from a video sharing site such as YouTube or Vimeo. All graphic elements should include a caption and should be cited within the caption in [Chicago Style](#). (10 points)

- *Length:* The entry should be between 2,000-3,000 words, including your introduction but not including bibliography. Entries will be graded down for going significantly over or under the word count (“significant” = more than 100 words). Entries shorter than 1,500 words or longer than 3,800 words will receive an automatic “F.” (10 points)
- *Topic Page Introduction and Link:* One paragraph (approximately 150-200 words) about your subject and its connection to the overall topic. You should include some context, which can include things like: overall history, a list of actors working in the same era/genre, etc. Be sure to include a file upload with your specific Topic Page contributions for grading. (15 points)
- *Spelling/Grammar:* Write your entry in a word processing program and proofread it before submission. -1 point for each grammar or spelling error. Entries with more than 10 grammar or spelling errors is an automatic “F.” (10 points)
- *Links:* Any reference in the text should include a working hyperlink to the book/article/webpage used as a source. (a hyperlink to a book’s page on Amazon or a publisher website is acceptable for books that aren’t available digitally; for books that are available digitally, use the book’s entry on the University of Colorado library). Page numbers should be listed, as appropriate. Hyperlinks to all sources should also be included in the Bibliography. (10 points)

Wiki Feedback: Three times in the term, you will offer feedback on your classmates’ Wikis. Two of feedback comment weeks will be on entries that are part of your overall topic page; one group of comments will be about entries on other topic pages.

- Proposal feedback. You must comment on all proposals on your topic page.
- Initial edit topic feedback. You must comment on all entries for your topic page.
- Initial edit overall feedback. You must comment on one entry from each topic page you are not working on.

The comments will be graded on the following matrix:

- Comments should demonstrate a knowledge of course readings and screencasts. (10 points per comment)
- Comments should offer an assessment of what is working and a constructive analysis of what is missing from the Wiki. Comments like “cool!” or “WTF?” without explanation will be graded down. (10 points per comment)
- Comments should use proper spelling/grammar (10 points)

Grading	Online Breakout Sessions	10%
	InMedia Res	20%
	Quizzes	10%
	Midterm/Final Exam	20%
	Instructor Meetings	5%
	Course Wiki	25%
	Screencasts	5%

Grading will be weighted to reflect the above percentages. Individual grades will be available on the Blackboard site.

Grade Distribution	93-100%	A	
	90-92.9%	A-	
	86-89.9%	B+	
	83-85.9%	B	
	80-82.9%	B-	
	76-79.9%	C+	
	73-75.9%	C	
	70-72.9%	C-	
	66-69.9%	D+	
	63-64.9%	D	
60-62.9%	D-		
Below 60%	F		
 Course Calendar			
Studying History	<i>Module One</i>		
	1/15	Group meeting/Class Orientation	
	1/20	Studying History Group A: 5:20-5:55pm Group B: 6:00-6:35pm	
	READ	Hilmes, Preface-Chapter 1 Sloan, "Why Study Media History?"	
	WATCH	Screencast 1	
	DO	InMediaRes Orientation. Must be posted by 1/20 at midnight	
	Before Broadcasting	<i>Module Two</i>	
		1/25	Meet: Group A Discuss: Group B
		1/27	Meet: Group B Discuss: Group A
		READ	Hilmes, Chapter 2
WATCH		Screencast 2	
DO		Module Two Quiz. Must be posted by 5:20pm on 1/25	
Broadcasting Begins	<i>Module Three</i>		
	2/1	Meet: Group A Discuss: Group B	
	2/3	Meet: Group B Discuss: Group A	
	READ	Hilmes, Chapter 3	
	WATCH	Screencast 3	
	DO	Module Three Quiz. Must be posted by 5:20pm on 2/1	
The Network Age	<i>Module Four</i>		
	2/8	Meet: Group A	

	2/10	Discuss: Group B Meet: Group B Discuss: Group A
	READ	Hilmes, Chapter 4
	WATCH	Screencast 4
	DO	Module Four Quiz. Must be posted by 5:20pm on 2/8 Sign up for your one-on-one consultation about your topic for the Class Wiki entry by 5:20pm on 2/8
Wellness Week 1	2/15-17	No group discussions. Individual meetings scheduled in class time.
	2/17	Wellness Day/No classes or meetings
	DO	You must have met with the Professor or TA by the end of the week to discuss your topic for the Class Wiki entry
Radio for Everyone	<i>Module Five</i>	
	2/22	Meet: Group A Discuss: Group B
	2/24	Meet: Group B Discuss: Group A
	READ	Hilmes, Chapter 5 Ryan, "Vertical Video"
	WATCH	Screencast 5
	DO	Module Five Quiz. Must be posted by 5:20pm on 2/22 Proposal for Class Wiki. Must be posted by midnight on 2/27
War at Home & Abroad	<i>Module Six</i>	
	3/1	Meet: Groups A Discuss: Group B
	3/3	Meet: Group B Discuss: Group A
	READ	Hilmes, Chapter 6
	WATCH	Screencast 6
	DO	Module Six Quiz. Must be posted by 5:20pm on 3/1 Wiki Proposal Feedback. Must be posted by midnight on 3/6.
At Last Television	<i>Module Seven</i>	
	3/8	Meet: Group A Discuss: Group B
	3/10	Meet: Group B Discuss: Group A
	READ	Hilmes, Chapter 7 Sochen "Women Comics"

	WATCH	Screencast 7
	DO	Module Seven Quick. Must be posted by 5:20pm on 3/8
The Television Era	<i>Module Eight</i>	
	3/15	Meet: Group A Discuss: Group B
	3/17	Meet: Group B Discuss: Group A
	READ	Hilmes, Chapter 8
	WATCH	Screencast 8
	DO	Module Eight Quiz. Must be posted by 5:20pm on 3/15 Sign up for your one-on-one consultation to review your Initial Edit of your Class Wiki entry by 5:20pm on 3/15
Wellness Week 2		
	3/22-24	No group discussions. Individual meetings scheduled in class time.
	DO	Class Wiki Initial Edit. Must be posted by 5:20pm on 3/22. You must have met with the Professor or TA by the end of the week to review the Initial Edit of your Class Wiki entry.
The Network System	<i>Module Nine</i>	
	3/29	Meet: Group A Discuss: Group B
	3/31	Meet: Group B Discuss: Group A
	READ	Hilmes, Chapter 9 Sochen "Change within Continuity"
	WATCH	Screencast 9
	DO	Module Nine Quiz. Must be posted by 5:20pm on 3/29
Rising Discontent	<i>Module Ten</i>	
	4/5	Meet: Group A Discuss: Group B
	4/7	Meet: Group B Discuss: Group A
	READ	Hilmes, Chapter 10 Neuwirth "I am Woman Hear Me ... Meow"
	WATCH	Screencast 10
	DO	Module Ten Quiz. Must be posted by 5:20pm on 4/5 Class Wiki Topic Feedback. Must be posted by midnight on 4/10
The Big Change	<i>Module Eleven</i>	
	4/12	Meet: Group A

	4/14	Discuss: Group B Meet: Group B Discuss: Group A
	READ	Hilmes, Chapter 11
	WATCH	Screencast 11
	DO	Module Eleven Quiz. Must be posted by 5:20pm on 4/12 Class Wiki Feedback. Must be posted by midnight on 4/17
Enter Digital	<i>Module Twelve</i>	
	4/19	Meet: Group A Discuss: Group B
	4/21	Meet: Group B Discuss: Group A
	READ	Hilmes, Chapter 12
	WATCH	Screencast 12
	DO	Module Twelve Quiz. Must be posted by 5:20pm on 4/20 Class Wiki Final Edit must be posted by midnight on 4/24
Web 2.0 and Beyond	<i>Module Thirteen</i>	
	4/26	Meet: Group A Discuss: Group B
	4/28	Meet: Group B Discuss: Group A
	READ	Hilmes, Chapter 13-14
	WATCH	Screencast 13-14
Final Exam	5/4	Multiple choice exam. Online. Open book. Available from 4/28 at midnight through 5/4 at 10pm.

Course and University Policies

Be sure to check out the Canvas Courses Policies page for information about communication and engagement expectations, late assignment policies, prerequisite knowledge and other regularly updated information.

University of Colorado Policies

Honor Code: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office Website](#).

Classroom Behavior: Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation: The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a conflict, let me know by the end of the second full week of class for potential accommodations. See the [campus policy regarding religious observances](#) for full details.

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

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

Requirements for COVID-19: As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert CU Boulder Medical Services.

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policies on COVID-19 Health and Safety and classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the COVID-19 Student Health and Expectations Course. Before coming on to campus each day, all students are required to complete a Daily Health Form.

Since this class is offered fully remotely, if you are sick or quarantined, you will still be expected to complete your assignments on time unless you are otherwise unable to do so. Please email me at least 24 hours before any assignment due date, if your illness prohibits you from doing on time so that we can arrange potential accommodations.

CMCI Policies

A Commitment and Invitation from Our College: CMCI strives to be a community whose excellence depends on diversity, equity, and inclusion. We aim to understand and challenge systems of privilege and disadvantage in higher education, such as those based on class, race, ethnicity, gender, sexuality, and dis/ability. We seek to reach across social and political divides and to make space for voices historically underrepresented in higher education and marginalized in society. In other words, diversity is not just a future reality for which we try to prepare students. It is a priority we want to put into practice here, now, and together, in order to foster places of learning where all members can thrive. Our question for you is, how are we doing? Please contact the CMCI diversity team (email [Lisa Flores](#) or visit the [CMCI Diversity, Inclusion, and Equity Staff](#)):

- If you need support or other resources but don't know where to turn
- If any aspect of your educational experience with CMCI does not reflect the commitment expressed here, or if you want to share a positive instance of this commitment in action
- If you have any questions, concerns, or ideas related to diversity

We want to hear from you so that we can do better, and to support you however we can!