

# PHIL 1040 – Individual & Society

## Spring 2026

### Asynchronous Online

#### Instructor Information:

Karen deVries, Ph.D.  
[kdevries@uccs.edu](mailto:kdevries@uccs.edu)

*I typically respond to emails on weekdays, within 24 hours of receipt.*

#### In-person office hours

Columbine 4056

**Thursdays:** 11am-2pm

Sign up for a meeting slot at

<https://calendly.com/kdevries-uccs/15-minute-meeting>

*We can also arrange virtual or in-person meetings at other times. Email me.*



**Welcome to PHIL 1040, Individual and Society.** I've designed this course to give you an introduction to Social and Political Philosophy, the area of philosophy organized around the question, *how should we live together?* In other words, social and political philosophy examines, attempts to understand, and advocates for different kinds of relationships between individuals, political structures, and social norms.

The purpose of this course is not to prescribe a particular philosophy but rather to help you understand the logics of different social and political structures along with varying understandings of the individual's relationship to those structures. Throughout the course, we will ask how philosophy might provide a foundation for productive discussion, dialogue, and debate.

## COURSE LEARNING OBJECTIVES

This course meets the **UCCS Compass Requirement for Explore: Society, Health, and Behavior**, which helps students to learn about:

- Specific methods of producing and discussing knowledge.
- Connections between this area of study and other disciplines.
- Thinking critically and creatively at the level required of a university student.
- Core ethical principles and responsible research methods of this discipline.

In this course, students will:

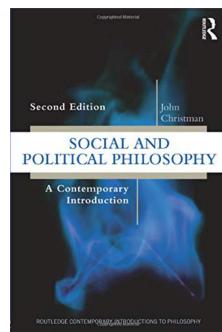
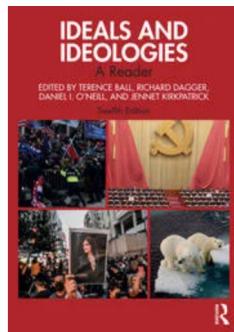
- Identify significant political theories held by major philosophers and/or philosophic schools of thought.
- Explain and evaluate important historical and contemporary philosophical arguments regarding aspects of political theory.
- Improve their ability to synthesize and critically evaluate complex theoretical arguments and evidence and also to effectively communicate an understanding of political and social philosophy.
- Articulate origins, influences, and impacts of inclusion and exclusion within societies.
- Gather, critically analyze, and evaluate qualitative information within political and social philosophy.
- Apply and integrate knowledge from a range of disciplines, including interdisciplinary or cross-disciplinary research.
- Demonstrate the core ethical principles and responsible methods of political and social philosophy.

## COURSE STRUCTURE

This course will be delivered online in a remote asynchronous format through Canvas. Weekly course materials consist of readings and video lectures. Assignments include weekly online discussion questions and 4 open-book quizzes. Dates are noted on the course calendar in your syllabus. If you keep up and read carefully and listen/watch the lectures, the quizzes are straightforward. Additionally, you must submit an essay paper and a final video presentation to complete this course.

We begin by looking at ideas about democracy in its dominant contemporary form, Liberalism. From there, we will get to know several ideologies that are critical of liberalism, including: conservatism, communitarianism, socialism, communism, fascism, and post-Marxist approaches. The course concludes by exploring the relationships between global and local structures, paying particular attention to questions of climate change and sustainable living on planet Earth.

## REQUIRED TEXTS and ACCESS



- (1) *Ideals and Ideologies: A Reader*. 12<sup>th</sup> edition. Edited by Terence Ball, Richard Dagger, and Daniel I. O'Neill.
- (2) *Social and Political Philosophy: A Contemporary Introduction*. John Christman, 2<sup>nd</sup> Edition, Routledge 2018.
- (3) Additional articles will be available on Canvas

### Textbook Affordability and Accessibility Program (TAAP)

For the two required texts, *Ideals and Ideologies: A Reader* and *Social and Political Philosophy* by John Christman, course materials are available through TAAP (Textbook Affordability and Access Program). Log into your portal through [uccs.textbookx.com](http://uccs.textbookx.com), where you can review your personal value sheet (PVS) to see if TAAP benefits you. You have the option to “TAAP out” if the program does not fit your needs.

**TAAP Materials Pick-up:** Course materials can be picked up at the Campus Store unless you opted for a home delivery.

#### For more information:

- [Textbook Affordability and Access Program | UCCS](#)
- [University of Colorado Colorado Springs Online Bookstore \(textbookx.com\)](#)

For help troubleshooting backordered items, TAAPing out, deadlines, returns, etc. Email: [shop@uccs.edu](mailto:shop@uccs.edu)

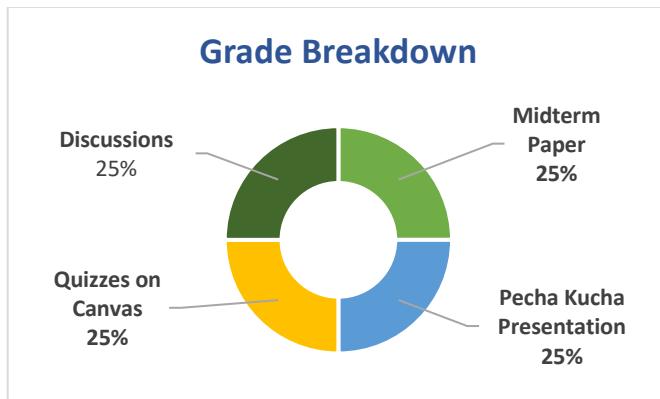
#### To access your e-textbooks in Canvas.

- On the left side of the course home page, locate and click on the **Vital Source Course Materials** link.
- You will need to access the content via Canvas using the **Chrome browser**. Safari does not yet work with this program's content
- If you prefer to buy your own copy of the books, you will have until the *opt out* date (listed in the Vital Source content) to discontinue use and not incur the cost.
- For issues and inquiries regarding VitalSource eBooks & Day One Access you can reach a technical specialist 24/6/365 via chat, text, email, and phone <https://support.vitalsource.com/hc/en-us/requests/new> 1-855-200-4146.
- If you have any questions that the technical specialist is unable to answer, contact the bookstore at 719-255-3846.

**Nota Bene!** Some of the readings for this course are *challenging*. Do not be surprised if you don't immediately understand part of a reading. Part of the job of philosophers is to try to make sense

of what an author is saying, and we will work together to do this. You should complete the readings for the week *before* they are discussed in class, although it will often be helpful to re-read them afterwards as well. See the course schedule at the end of this document for reading assignments.

## EVALUATION and ASSIGNMENTS



### Grading Scale

<b>A</b>	<b>100-95</b>
<b>A-</b>	<b>94-90</b>
<b>B+</b>	<b>89-87</b>
<b>B</b>	<b>86-84</b>
<b>B-</b>	<b>83-80</b>
<b>C+</b>	<b>79-77</b>
<b>C</b>	<b>76-74</b>
<b>C-</b>	<b>73-70</b>
<b>D</b>	<b>60-69</b>
<b>F</b>	<b>60-0</b>

*For your final grade, I round up to the nearest tenth of a percent. If you finish with an 89.5, that is rounded up to an A-, but if you finish with an 89.499999999999, that is still a B+*

### Late Work

Late assignments will be accepted without deduction only on *sufficient prior* arrangement with me. Please get in touch with me as soon as practicably possible if you know that you might be late with an assignment. If you have not made arrangements because of the suddenness of the emergency, let me know as soon as possible. Be sure to include an authorized note from a professional who is familiar with your situation (e.g. a doctor).

### A Note About Discussions

This course has a significant online discussion component. Topics covered are controversial, and thoughtful intelligent people have held opposing views. We will have the opportunity to review several contrasting positions, but, ultimately, you are expected to engage the issues and form your own views. Your learning in this course will depend on your willingness to think critically and

formulate your own views so that you can improve your ability to express them clearly and convincingly. **You should expect that your views will be challenged and be willing to challenge the views of others.** At the same time, it will be extremely important to **respect each other** in discussions. It is important to distinguish between the person offering a particular view and the view itself. The latter may be criticized, but not the former.

## AI/ChatGPT Policy

Anything generated by AI can be considered to have been plagiarized. Given that anything generated by AI has been culled from the web and restated or recreated without attribution (and sometimes even with false attribution), that content can be considered plagiarized.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). To stay within university policies on academic honesty, your use of AI tools must be properly documented and cited, using quotation marks or other appropriate indicators of quoted material.

### Acceptable uses of AI

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Drafting an outline to organize your thoughts
- Checking grammar and style

### The use of generative AI tools is NOT permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board replies or content that you put into a Teams or Zoom chat
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

## TECHNOLOGY REQUIREMENTS

Students are expected to have access to a working computer and the internet during the course.

Minimal technical skills required include the ability to:

- use Canvas, UCCS's learning management system
- use Canvas's Panopto feature (instructions included in the relevant assignment)
- use emails (and sometimes with attachments) to communicate with instructor,
- create and submit files in .doc, .docx, and .pdf formats
- download and install software.

## SYLLABUS CHANGES

I reserve the right to make changes to this syllabus as appropriate. Should this happen, I will inform you as soon as possible.

# COURSE CALENDAR

## WEEK 1 INTRODUCTION

**January 20-24** **Watch:** Introduction to the Course Video *to be posted end of day Wednesday*

**Read:** (12pp)

Chris Mooney's "Made-up Minds" (Canvas)  
excerpts from *Ideals and Ideologies*.

"Ideology: The Career of a Concept" in *Ideals and Ideologies* (pp3-9)

**Submit your response to DQ #1** by end of day Friday, January 23<sup>rd</sup>.

**Then respond to at least 2 of your classmates' posts** by end of day Monday, January 26<sup>th</sup>.

## WEEK 2 DEMOCRACY and the INDIVIDUAL

**January 26-31** **Watch:**  
*What is Democracy* film (1hr, 47min) (Canvas)  
brief lecture video (Canvas)

**Read:** (45pp)

excerpts from *Ideals and Ideologies*:

Pericles, "Funeral Oration" (pp. 19-24)

Aristotle, "Democratic Judgment and the 'Middling' Constitution" (pp. 25-30)

John Adams "What is a Republic?" (pp. 35-40)

Bill of Rights of the United States (pp. 41-42)

Alexis de Tocqueville's "Democracy and Equality" (pp. 43-50)

John Stuart Mill, "Democratic Participation & Political Education" (pp. 51-58)

A. Sullivan, "Democracies End When They Are Too Democratic" (pp. 63-72)

Steven Levitsky & Daniel Ziblatt's "How Democracies Die" (pp. 73-79)

**Submit your response to DQ #2** by end of day Friday, January 30<sup>th</sup>.

**Then respond to at least 2 of your classmates' posts** by end of day Monday, February 2<sup>nd</sup>.

## WEEK 3 LIBERAL PARADIGM

**February 2-7** **Watch:**  
brief lecture video

**Read:** (31pp)

excerpts (20pp) from Chapters 1-3 of *Social and Political Philosophy*  
"The Liberal Democratic Paradigm" (pp. 5-7)

“What is Social Philosophy” (pp. 22-25)  
“The Social Contract Tradition” (pp. 46-48)  
“Locke: Reason, Morality, and Freedom” (pp. 60-65)  
“Lessons from Rousseau and Kant” (pp. 65-69)  
excerpts (11pp) from *Ideals and Ideologies*  
Adam Smith’s “Private Profit, Public Good” (pp. 121-124)  
John Stuart Mill’s “Liberty and Individuality (pp. 129-132)  
T.H. Greene’s “Liberalism and Positive Freedom (pp. 142-144)

**Submit your response to DQ #3 by end of day Friday, February 6<sup>th</sup>.**  
**Then respond to at least 2 of your classmates' posts by end of day Monday, February 9<sup>th</sup>.**

#### **WEEK 4 BLURRY EDGES OF LIBERALISM – WELFARE LIBERALISM & LIBERTARIANISM**

**February  
9-14**

**Watch:**  
brief lecture video

**Read: Welfare Liberalism Assignments (14pp)**  
Excerpts from *Ideals and Ideologies*  
Franklin D. Roosevelt’s “Commonwealth Club Address” (pp. 145-149)  
Lyndon B. John’s speech at Howard University, (pp. 153-158)  
Paul Krugman’s “The Conscience of a Liberal” (pp. 154-158) (11<sup>th</sup> ed) (Canvas)

**Read: Libertarianism Assignments (32pp)**  
Excerpts from *Social and Political Philosophy*  
“Libertarianism” (pp. 82-89)  
Excerpts from *Ideals and Ideologies*  
Ayn Rand’s “Collectivized Ethics” (pp. 159-162)  
Murray Rothbard’s “Libertarian Anarchism” (pp. 165-168)  
Terence Ball’s “A Libertarian Utopia” (pp. 169-178)  
Donald Allen’s “Paternalism vs. Democracy” (pp. 160-164) (11<sup>th</sup> ed) (Canvas)

**Quiz #1 in Canvas opens by end of day Thursday, February 12<sup>th</sup>.**  
**It's due by 11:59pm on Tuesday, February 17<sup>th</sup>.**

**Submit your response to DQ #4 by end of day Friday, February 13<sup>th</sup>.**  
**Then respond to at least 2 of your classmates' posts by end of day Monday, February 16<sup>th</sup>.**

## WEEK 5 BLURRY EDGES cont. – CONSERVATISM & COMMUNITARIANISM

February  
16-21

Watch:  
brief lecture video

Read: *Conservatism Assignments* (41pp)  
excerpts from Chapter 6 of *Social and Political Philosophy*  
“Conservatism” (pp. 142-145)  
excerpts from *Ideals and Ideologies*  
Burke’s “Society, Reverence, & the ‘True Natural Aristocracy’” (pp. 187-194)  
Michael Oakeshott’s “On Being Conservative” (pp. 199-208)  
Russell Kirk’s “Ten Conservative Principles” (pp. 209-214)  
Ronald Reagan’s “Modern American Conservatism” (pp. 217-224)  
Irving Kristol’s “The Neoconservative Persuasion” (pp. 225-228)  
Patrick Deneen’s “Aristopopulism” (pp. 229-236)

Read/Watch: *Communitarian Assignments*

Excerpts from Chapter 6 of *Social and Political Philosophy*  
“Communitarianism” (pp. 146-158)  
Michael Sandel lecture “The Claims of Community” (55min) (Canvas)  
Amitai Etzioni’s brief video, “The Five Minute Communitarian” (11min)  
(Canvas)

**Submit your response to DQ #5 by end of day Friday, February 20<sup>th</sup>.  
Then respond to at least 2 of your classmates’ posts by end of day Monday, February 23<sup>rd</sup>.**

## WEEK 6 FASCISM/AUTHORITARIANISM

February  
23-28

Watch:  
brief lecture video  
Episode 3, “Mussolini” of *The Dictator’s Playbook* (53min)

Read/Listen: (12pp)

excerpts from *Ideals and Ideologies*  
Mussolini’s “The Doctrine of Fascism” (pp. 339-346)  
Rocco’s “Political Theory of Fascism” (pp. 347-354)  
the “Patriot Front Manifesto” (pp. 371-376)  
*Time* magazine article, “How Hitler Used Democracy to Take Power” (Canvas)  
*NPR* article, “Trump: Is He Running as a Fascist: Experts Debate...” (Canvas)  
On The New Fascism Syllabus web page, read the “Home” and “About”  
sections as well as the blog entry entitled, “How to Keep the Lights On in  
Democracies: An Open Letter of Concern by Scholars of Authoritarianism”  
(Canvas)

**Submit your response to DQ #6 by end of day Friday, February 27<sup>th</sup>.**

**Then respond to at least 2 of your classmates' posts by end of day Monday, March 2<sup>nd</sup>.**

**WEEK 7      UTOPIANISM and FOUNDATIONS of MARXISM**

**March  
2-7**

**Watch:**  
brief lecture video

**Read:** (36pp)  
excerpts from *Ideals and Ideologies*  
More's "Utopia" (pp. 241-248)  
Owen's "Address to the Inhabitants of New Lanark" (pp. 249-252)  
Marx and Engels' "Communist Manifesto" (pp. 253-265)  
Marx's "On the Materialist Conception of History" (pp. 267-268)  
Excerpts from Chapter 9 of *Social and Political Philosophy*  
"The Legacy of Marx and Marxism" (pp. 209-221)  
Louis Menand's "Karl Marx, Yesterday and Today" (Canvas)

**Submit your response to DQ #7 by end of day Friday, March 6<sup>th</sup>.**

**Then respond to at least 2 of your classmates' posts by end of day Monday, March 9<sup>th</sup>**

**Receive Midterm Prompt** by end of week. It is due by 11:59pm on March 20<sup>th</sup>

**WEEK 8      MARXISM after MARX**

**March  
9-14**

**Watch:**  
brief lecture video  
PBS video, "History of Socialism in America" (10min)

**Read:** (36pp)  
excerpts from *Ideals and Ideologies*  
Lenin's "Revisionism, Imperialism, and Revolution" (pp. 281-289)  
Trotsky's "The Permanent Revolution" (pp. 293-298)  
Mao Zedong's "On the People's Democratic Dictatorship" (pp. 299-303)  
Bakunin's "Anarcho-Communism vs. Marxism" (pp. 309-311)  
Debs "Speech to Conference for Progressive Political Action" (pp. 313-318)  
Sanders "On Democratic Socialism in the United States" (pp. 179-184)  
Emma Goldman's "Anarchism: What It Really Stands For" (pp. 306-313) (11<sup>th</sup> ed)

**Submit your response to DQ #8 by end of day Friday, March 13<sup>th</sup>.**

**Then respond to at least 2 of your classmates' posts by end of day Monday, March 16<sup>th</sup>**

**Quiz #2 opens** by end of day, Thursday, March 12<sup>th</sup>. It's **due by 11:59PM on Tuesday, March 17<sup>th</sup>.**

<b>WEEK 9</b>	<b>MIDTERM WEEK</b>
<b>March 16-21</b>	<b>Quiz #2 is due on Tuesday by 11:59pm. Midterm is due by 11:59pm on Friday, March 20<sup>th</sup></b>
<b>WEEK 10</b>	<b>SPRING BREAK</b>
<b>March 23-28</b>	<i>No class this week! Enjoy your break!</i> 
<b>WEEK 11</b>	<b>CRITICAL THEORY, CULTURAL STUDIES, and NEOLIBERALISM</b>
<b>March 30</b>	<b>Watch:</b>
-	brief lecture video
<b>April 4</b>	Film, <i>13<sup>th</sup></i>
	<i>Read: Critical Theory &amp; Cultural Studies Assignments</i> excerpts from Chapter 9 of <i>Social and Political Philosophy</i> "Post-Modern Departures" (pp. 221-228) excerpts from <i>Ideals and Ideologies</i> Herbert Marcuse's "One-Dimensional Man" (pp. 319-326) Stuart Walton's "Theory from the Ruins" (link on canvas) Michel Foucault's "On the Role of Prisons" (link on canvas)
	<i>Read: Neoliberalism Assignments</i> (25pp) Stephen Metcalf's article in <i>The Guardian</i> , "Neoliberalism: The Idea that Swallowed the World" (Canvas) "Introduction: Living in Competition" from Julie Wilson's, <i>Neoliberalism</i> (18pp) Video interview with Prof. Wendy Brown on "How Neoliberalism Threatens Democracy" (20min)
	<b>Submit your response to DQ #9 by end of day Friday, April 3<sup>rd</sup> Then respond to at least 2 of your classmates' posts by end of day Monday, April 6<sup>th</sup></b>
<b>WEEK 12</b>	<b>GREEN IDEOLOGY and PLANETARY POLITICS</b>
<b>April 6-11</b>	<b>Watch:</b>
	brief lecture video
	<i>Read:</i> (47pp + canvas links) excerpts from <i>Ideals and Ideologies</i> Thiele's "Sustainability in the Age of Ecology" (pp. 485-493) Wendell Berry's "Getting Along with Nature" (pp. 495-502) Val Plumwood's "Feminism and the Mastery of Nature" (pp. 505-512)

James Cones's "Whose Earth Is It, Anyway?" (pp. 513-520)  
Pope Francis's "Laudate Deum" (pp. 521-528)  
Dave Foreman's "In Defense of Monkeywrenching" (pp. 531-537)  
excerpts from Chapter 10 of *Social and Political Philosophy*  
"Beyond the Nation State" (pp. 234-249)  
Nicola Davison's "The Anthropocene Epoch" (Canvas)  
*Orion* article, "The Snarled Lines of Justice: Women ecowarriors map a new history of the Anthropocene" (Canvas)  
Atlantic article, "A Climate-Lawsuit Dissent That Changed My Mind" (Canvas)  
NYT article, "Judge Rules in Favor of Montana Youths" (Canvas)

**Quiz #3 in Canvas opens April 9<sup>th</sup>. It is due by end of day, April 14<sup>th</sup>.**

**Submit your response to DQ #10 by end of day Friday, April 10<sup>th</sup>.  
Then respond to at least 2 of your classmates' posts by end of day Monday, April 13<sup>th</sup>**

## **WEEK 13 LIBERATION IDEOLOGIES & POLITICS of IDENTITY, Part 1 of 2**

**April 13-18**

**Watch:**  
brief lecture video

**Read:** (45pp)  
excerpts from Chapter 7 of *Social and Political Philosophy*  
"What is Social Philosophy?" (pp.22-25)  
"Critical Race Theory" (pp. 170-179)  
excerpts from *Ideals and Ideologies*  
Frederick Douglass's "What to the Slave Is the 4<sup>th</sup> of July?" (pp. 381-386)  
Ta-Nehisi Coates's "The Case for Reparations" (387-396)  
Erik Loomis's "A New Chapter in Black Liberation Movement" (pp. 397-400)  
Black Lives Matter, "A Vision for Black Lives" (pp. 401-407)  
Vine Deloria's "On Liberation" (pp. 457-462)  
Karla Villavicencio's "Waking Up from the American Dream" (pp. 463-468)  
David Theo Goldberg article, "The War on Critical Race Theory" (canvas)  
PBS "Why Americans Are So Divided Over Teaching Critical Race Theory" (9min)  
New Press conversation, "What is Critical Race Theory and Why Is It Under Attack" <= watch from 6:50-24:28

**Receive Pecha Kucha assignment instructions by end of week.**

**Submit your response to DQ #11 by end of day Friday, April 17<sup>th</sup>.  
Then respond to at least 2 of your classmates' posts by end of day Monday, April 20<sup>th</sup>**

## WEEK 14 LIBERATION IDEOLOGIES & POLITICS of IDENTITY, Part 2 of 2

**April 20-25**

**Watch:**  
brief lecture video

**Read:** (45pp)  
excerpts from Chapter 8 of *Social and Political Philosophy*  
“Feminism” (pp. 185-194, 198-204)  
excerpt from *Ideals and Ideologies*  
Wollstonecraft’s “Vindication of the Rights of Woman” (pp. 411-415)  
Marilyn Frye’s “Oppression” (pp. 421-428)  
bell hooks’s “Feminism is for Everybody” (pp. 431-436)  
Kate Mann’s “Ameliorating Misogyny” (pp. 437-442)  
Lorna Bracewell’s “A Story of Queer Survival” (pp. 445-453)

**Submit your response to DQ #12 by end of day Friday, April 24<sup>th</sup>.**  
**Then respond to at least 2 of your classmates' posts by end of day Monday, April 27<sup>th</sup>**

**Quiz #4 in Canvas opens on April 23<sup>rd</sup>.**  
**It is due by 11:59pm on Tuesday, April 28<sup>th</sup>.**

## WEEK 15 & 16

**April 27**

**Work on your Pecha Kucha**  
-  
**May 9**

**It is due by end of day, Friday, May 8<sup>th</sup>**

## ADDITIONAL UCCS POLICIES and RESOURCES

### Academic Advising

UCCS Academic advising offers advising for degree programs and an opportunity to ask questions about all things regarding your academic career. See <https://advising.uccs.edu/>.

### Excel Multiliteracy Center

The Excel Multiliteracy Center (Communication, Languages, Mathematics, Science, and Writing) provides students with academic support, particularly for writing and oral presentations, both in-person and remotely. See <https://excel.uccs.edu/excel-support>.

### Technology Help

UCCS Help Desk – 719-255-3536. See also <https://oit.uccs.edu/get-help>.

For Canvas issues, use the Help link at the bottom of the global navigation in the Canvas course (black nav bar at the far left of the window). You can also call the Canvas Support Hotline at 844-802-9230. Or access Canvas's Support via Live Chat at <https://uccs.edu/lms/>.

## ADDITIONAL UCCS POLICIES and RESOURCES cont.

### Disabilities Services

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with Disability Services and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Please contact [Disability Services](#) for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or [dservice@uccs.edu](mailto:dservice@uccs.edu).

### Mental Health & Wellbeing

Mental health challenges can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. If you are unsure if you need assistance, free online mental health screenings can be found [here](#).

**If you are experiencing a mental health emergency (i.e., you do not feel physically safe), please immediately contact one of the resources listed below:**

- Call UCCS Public Safety at 719-255-3111, call or text the National Suicide & Crisis Lifeline at 988, call 911, or go to the nearest emergency room.

Remember, we care about your wellbeing, so if you are struggling (even if this is *not* an emergency) please reach out for help.

For confidential mental health services, visit the Wellness Center located inside the [Gallogly Recreation and Wellness Center](#). The first 3 visits are free. Phone: 719-255-4444. Hours: Monday–Friday, 8am-5pm. You can also contact Telus Health Student Support for free, confidential 24/7 mental health and wellbeing support through the Telus Health app or visit our free mental health and resilience digital platform. Resource information can be found at 24/7 Mental Health Resources | [Gallogly Recreation and Wellness Center](#).

If you are in need of a community resource, [Diversus Health Lighthouse](#) has a Walk-In Crisis Center at 115 S. Parkside Drive, Colorado Springs, CO 80910, Hotline: 844-493-8255, Office: 719-572-6100. Other community resources can be found at Resources in the Colorado Springs Community | [Gallogly Recreation and Wellness Center](#).

### Student Code of Conduct

UCCS expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information, see UCCS's Student Conduct Code at: <https://www.uccs.edu/dos/student-conduct>

## **ADDITIONAL UCCS POLICIES and RESOURCES cont.**

### **Plagiarism**

Read the UCCS LAS Plagiarism Policy which you can find at <https://las.uccs.edu/plagiarism-policy>. Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. All work for this course must be completed by the person submitting it for evaluation.

Anyone found guilty of plagiarism, cheating, forgery, falsification, or other forms of academic dishonesty will FAIL the course. If you have any questions about using and citing sources, you are expected to ask for clarification. You plagiarize, you fail. Seriously. When in doubt, just ask me. I am here to help!

#### *Informational Resources to Help You Avoid Plagiarism*

[https://academics.uccs.edu/~srehorst/labs/Modules/Plagiarism\\_Guidelines.pdf](https://academics.uccs.edu/~srehorst/labs/Modules/Plagiarism_Guidelines.pdf)

[https://owl.purdue.edu/owl/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/avoiding_plagiarism/index.html)

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

<https://www.bowdoin.edu/dean-of-students/conduct-review-board/academic-honesty-and-plagiarism/common-types-of-plagiarism.html>

### **Religious Accommodation**

If, due to religious obligations, you plan to request adjustments with scheduled exams, assignments or required attendance in this class, please contact me as soon as possible. I will work with you and university counsel's office to ensure a reasonable accommodation is made.

### **Student Educational Records**

All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

### **Veteran and Military Affairs**

If you are a military student with the potential of being called to military service or training during the semester, you are encouraged to contact your UCCS course instructor no later than the first week of class to discuss the class attendance policy. Please see the [Veteran and Military Affairs](#) website for more information.

### **Responsible Reporting: Institutional Equity / Title IX Statement**

The Office of Institutional Equity (OIE), administers the University of Colorado (CU) Sexual Misconduct policy (including Title IX), the UCCS Discrimination and Harassment Policy, and the CU Conflict of Interest in Cases of Amorous Relationships Policy. All UCCS faculty and staff, including student employees, are considered "responsible employees" and *must* report any suspected or known conduct that may be in violation of these policies ("prohibited conduct") directly to the OIE. This reporting requirement exists to support the safety of our campus community, and there is no

statute of limitations. Prohibited conduct includes unwanted verbal or physical conduct that is sexual in nature, or based on a protected class (such as, gender, race, veteran status, disability, etc.).

You may review the Applicable Policies and OIE's Resolution Procedures and here:

<https://equity.uccs.edu/>. While reporting prohibited conduct to the OIE is required by UCCS employees, participation in an OIE resolution process though the OIE is voluntary. Confidential reporting, and access to medical and mental health services, are available to students through the UCCS Wellness Center at 719-255-4444.