

**POLS 5408**  
**Advanced Topics in American Political Behavior**  
**University of Connecticut, Fall 2021**  
Monday 6:30pm-9:00pm

**Professor Talbot Andrews**

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**Office:** Oak Hall 403

**Office Hours:** Monday 12:30-3:30 & by appointment

### **Course Description**

This course is designed as an introduction to general theories of American political behavior and public opinion. As this is the “core” course, we will survey many topics instead of concentrating on any particular topic. Each week we will read some of the classic, foundational pieces as well as some of the more recent, cutting-edge pieces. What we discuss each week in class will only scratch the surface of each topic. For this reason, additional readings are included on the syllabus for each week. Students who are planning on making American politics their major field of study are expected to master these readings on their own.

Students are expected to read every article carefully. This means more than simply understanding all the details of the article. Students must critically think about: (1) the key assumptions of the theory; (2) the strength of the evidence supporting the argument; (3) the questions still unanswered or new questions that are now raised. Student should also remember that this is not a course in contemporary politics or American political history. While both may inform reactions to readings, the focus should be on understanding theories that apply generally—at different times and potentially to different countries as well (though, of course, one should also recognize the limitations of theories).

Students must participate in class every day which means more than just speaking—a couple of key insights will trump dominating discussion with pedestrian comments. It is important that each seminar become a discussion. Students should respond to each other’s comments: building off of each other, but also debating when necessary. As a result, the class culture must be very respectful. As such, any disrespectful comment or tone will not be tolerated.

### **Assignments and Grading**

#### **Weekly Task: Reading Summaries (30% of total grade)**

You will be assigned to summarize one article each week, submitting a short (1 page) summary to HuskyCT. Summaries will be due before noon on days we have class. A template and example summary are available on HuskyCT. These summaries will be available to the entire class to aid in our class discussion as well as in studying for your comprehensive exams. A schedule of assignments will be posted during the first week of class.

### **Article Presentation (20% of total grade)**

Each student will give one article presentation during the semester. Each student will select a different week for their presentation. When it is your week, you must find a published article **from the last five years** that complements the topic of the week. The more recent, the better! You will then present the article to the class as though you are giving a conference presentation. Presentations should be 12-15 minutes in length.

The benefits of this assignment are twofold: First, it will provide an opportunity to practice giving presentations. Condensing a complicated article down to a short presentation is difficult! It is something you will have to do regularly throughout your career when presenting your own work. Second, it will provide an opportunity to see how the topics we are discussing are relevant for research happening in the field now. Many of the papers we will read this semester are classics, published decades ago. But they are still relevant today.

I will give the first presentation on September 12<sup>th</sup> as a model for what you all will be doing. That day you will all sign up for your chosen week to give a presentation.

### **Final Project (50% of total grade)**

Choosing a topic from the various readings, write a research proposal that could form the basis of a thesis, dissertation prospectus, or journal article. Doing so will require the following:

- Discuss the issue as it has been covered in the extant literature and the strengths and limitations of the literature so far.
- Discuss your particular research question and what it adds to that tradition and come up with a research design that contributes something either theoretically or substantively to the prior set of findings.
- Describe the methods you will use to test your research question. If you are providing an experiment or research design, your design should be detailed enough for someone to be able to carry out the project based on your manuscript. If you are proposing analysis of existing data (e.g., public opinion data), you must specify where you will get this data and which questions you will use (e.g., ANES data and which specific questions you will use).

The goal of this project is to serve as a foundation for your dissertation or a journal article. I therefore expect *feasible* research designs – that is, an experiment you could actually run (with reasonable funding) or analyses you could conduct on data that actually exist. You are **not** expected to conduct any analysis or data collection.

This course requires a lot of self-discipline in that the main source of your grade is a single paper. I strongly urge you to not wait to start on the paper. I also recommend you select a research topic you are genuinely interested in. A natural interest in a topic will substantially ease your research burden.

If you have any questions, you should not hesitate to contact me. I intend to spend a great deal of time helping students with their research projects. I am more than happy to do so—my office door is always open! Rest assured, if you work hard, you will do well. Papers should be double-spaced, 12 pages (min) to 18 pages (max).

I will periodically ask you, at the start of class, to go around the room and give a quick overview of the state of your final paper. **On October 17<sup>th</sup>**, we will not have class and instead have one on one meetings to discuss your paper progress. In advance of this meeting, I expect you to have a research question in mind. This meeting will be focused on how to test your research question: Where could you find data? What type of study could you run? Papers are due by noon on **Monday, December 12<sup>th</sup>**.

## **Reading Schedule**

*All assigned articles are available through Google Scholar or the library website. When I assign working papers, forthcoming papers, or book excerpts, I will post them to HuskyCT.*

### **Week 1: August 29<sup>th</sup>**

*Course introduction, syllabus, tips for success*

Recommended Readings:

- Simon. 1985. "Human Nature in Politics: The Dialogue of Psychology with Political Science." *American Political Science Review*.
- Green and Shapiro. 1994. *Pathologies of Rational Choice Theory: A Critique of Applications in Political Science*. New Haven, CT: Yale University Press.

### **Week 2: September 5<sup>th</sup>**

*No class, Labor Day*

### **Week 3: September 12<sup>th</sup>**

*Partisanship*

Required Readings:

- Gerber and Green. 1999. "Misperceptions About Perceptual Bias." *Annual Review of Political Science*, 2: 189-210.
- Bartels. 2002. "Beyond the Running Tally: Partisan Bias in Political Perceptions." *Political Behavior*, 24(2): 117-150
- Bullock. 2009. "Partisan Bias and the Bayesian Ideal in the Study of Public Opinion." *Journal of Politics*, 71 (3): 1109-24.
- Klar and Krupnikov. 2016. *Independent Politics: How American Disdain for Parties Leads to Inaction*. New York: Cambridge University Press. Chapter 3.
- MacKuen, Erikson, and Stimson. 1989. "Macropartisanship." *American Political Science Review*, 83(4): 1125-1142.

Recommended Readings:

- Bartels. 1993. "Messages Received: The Political Impact of Media Exposure." *American Political Science Review* 87:267-85.
- Carmines and Wagner. 2006. "Political Issues and Party Alignments: Assessing the Issue Evolution Perspective." *Annual Review of Political Science*, 9(1): 67-81
- Abramowitz and Saunders. 1998. "Ideological Realignment in the U.S. Electorate." *Journal of Politics* 60:634-52.
- Carsey and Layman. 2006. "Changing Sides or Changing Minds? Party Identification and Policy Preferences in the American Electorate." *American Journal of Political Science* 50(2):464-77.

- Fiorina. 2011. *Culture War?* 3<sup>rd</sup> Edition. Pearson Press.
- Green, Palmquist and Schickler. 2002. *Partisan Hearts and Minds: Political Parties and the Social Identities of Voters*. New Haven, CT: Yale University Press.
- Huddy, Mason, and Aarøe. 2015. “Expressive Partisanship: Campaign Involvement, Political Emotion, and Partisan Identity.” *American Political Science Review*. 109 (1): 1-17.
- Ryan and Milazzo. 2015. “The South, the Suburbs, and the Vatican Too: Explaining Partisan Change among Catholics.” *Political Behavior*, 37(2): 441-463.

#### **Week 4: September 19<sup>th</sup>**

*No class, Prof. Andrews presenting at the American Political Science Association Conference*

#### **Week 5: September 26<sup>th</sup>**

*Public Opinion: An introduction*

Required Readings:

- Converse. 1964. “The nature of belief systems in mass publics.” In. D. E. Apter, ed. *Ideology and Discontent*. New York: Free Press, 206-261
- Boudreau and Scott. 2014. “Informing the electorate? How party cues and policy information affect public opinion about initiatives.” *American Journal of Political Science*, 58: 48-62.
- Lebo and Cassino. 2007. “The Aggregated Consequences of Motivated Reasoning and the Dynamics of Partisan Presidential Approval.” *Political Psychology* 28:719-746.
- Levitan, and Visser. 2009. “Social Network Composition and Attitude Strength: Exploring the Dynamics within Newly Formed Social Networks.” *Journal of Experimental Social Psychology*, 45: 1057-1067.
- Robinson, Leeper, & Druckman. 2018. “Do disagreeable political discussion networks undermine attitude strength?” *Political Psychology*.

Recommended Readings:

- Bartels. 1993. “Messages Received: The Political Impact of Media Exposure.” *American Political Science Review* 87:267-85.
- Butler and Dynes. 2016. “How Politicians Discount the Opinions of Constituents with Whom They Disagree.” *American Journal of Political Science*, 60(4): 975-989.
- Hayes and Guardino. 2011. “The Influence of Foreign Voices on U.S. Public Opinion.” *American Journal of Political Science*, 55(4):831-51.
- Huckfeldt. 2007. “Unanimity, Discord, and the Communication of Public Opinion.” *American Journal of Political Science*, 51(4): 978-995.
- Lippmann. 1922. *Public Opinion*. New York: Free Press.
- Ura. 2014. “Backlash and Legitimation: Macro Political Responses to Supreme Court Decisions.” *American Journal of Political Science*, 58: 110–126
- Zaller. 1992. *The Nature and Origin of Mass Opinion*. New York: Cambridge University Press.

## **Week 6: October 3<sup>rd</sup>**

### *Public Opinion: Methods and Measurement*

#### Required Readings:

- Karp & Brockington. 2005. "Social desirability and response validity: A comparative analysis of overreporting voter turnout in five countries." *The Journal of Politics*.
- Mahajan, Tingley, & Wagner. 2019. "Fast, cheap, and imperfect? US Public opinion about solar geoengineering." *Environmental Politics*.
- Atkeson, Adams, & Alvarez. 2014. "Nonresponse and Mode Effects in Self- and Interviewer-Administered Surveys" *Political Analysis*
- Kam, Wilking, and Zechmeister. 2007. "Beyond the 'Narrow Data Base': Another Convenience Sample for Experimental Research." *Political Behavior*, 29(4):415-440.
- Krupnikov, Piston, and Bauer. 2016. "Saving Face: Identifying Voter Responses to Black Candidates and Female Candidates." *Political Psychology*, 37(2): 253-273.

#### Recommended Readings:

- Krupnikov and Levine. 2014. "Cross-Sample Comparisons and External Validity." *Journal of Experimental Political Science*, 1:59-80.
- Weisberg. 2005. "Nonresponse Error at the Unit Level." In *Total Survey Error Approach*, 159-204.
- Ansolabehere and Schaffner. 2014. "Does Survey Mode Still Matter? Findings from a 2010 Multi-Mode Comparison." *Political Analysis*, 22(3), 285-303.
- Groves et al. 2009. "Questions and Answers in Surveys." In *Survey Methodology*, 2nd Edition., 217-258.
- Asher. *Polling and the Public: What every citizen should know*. 9<sup>th</sup> Edition.

## **Week 7: October 10<sup>th</sup>**

### *Public Opinion: Polarization*

#### Required Readings:

- Druckman, Peterson, and Slothuus. 2013. "How Elite Partisan Polarization Affects Public Opinion Formation." *American Political Science Review*, 107: 57-79.
- Iyengar & Westwood. 2015. "Fear and loathing across party lines: New evidence on group polarization." *American Journal of Political Science*.
- Klar, Krupnikov, & Ryan. 2018. "Affective polarization or partisan disdain? Untangling a dislike for the opposing party from a dislike of partisanship." *Public Opinion Quarterly*.
- Lyons and Sokhey. 2017. "Discussion Networks, Issues, and Perceptions of Polarization in the American Electorate." *Political Behavior* 39(4): 967-988.
- Smidt. 2017. "Polarization and the Decline of the American Floating Voter." *American Journal of Political Science*.

#### Recommended Readings:

- Paris. 2017. "Breaking down bipartisanship: When and why citizens react to cooperation across party lines." *Public Opinion Quarterly*.
- Tomz and Van Houweling. 2008. "Candidate Positioning and Voter Choice." *American Political Science Review*, 102(3): 303-318.
- Ryan. 2011. "Social Networks as a Shortcut to Correct Voting." *American Journal of Political Science*, 55(4): 753-766.

### **Week 8: October 17<sup>th</sup>**

*No class. We will schedule 20-minute meetings with Prof. Andrews to discuss your final papers.*

### **Week 9: October 24<sup>th</sup>**

*Political Participation: Introduction*

Required Readings:

- Riker & Ordeshook. 1968. "A theory of the calculus of voting." *American Political Science Review*, 62(1): 25-42.
- Brady, Verba, and Schlozman. 1995. "Beyond S.E.S.: A Resource Model of Political Participation." *American Political Science Review*, 89(2): 271-294.
- Enos and Hersh. 2015. "Party Activists as Campaign Advertisers: The Ground Campaign as a Principal-Agent Problem," *American Political Science Review*, 109 (2):252–278.
- Hansford and Gomez. 2010. "Estimating the Electoral Effects of Voter Turnout." *American Political Science Review*, 104(2): 268-288.

Recommended Readings:

- Rosenstone, and Hansen. 1993. *Mobilization, Participation and Democracy in America* New York: MacMillan.
- Burden and Wichowsky. 2014. "Economic Discontent as a Mobilizer: Unemployment and Voter Turnout." *The Journal of Politics*, 76: 887-898.
- Fox and Lawless. 2014. "Uncovering the Origins of the Gender Gap in Political Ambition." *American Political Science Review*, 108(3): 499-519.
- Huckfeldt and Sprague. 1992. "Political Parties and Electoral Mobilization: Political Structure, Social Structure, and the Party Canvass." *American Political Science Review*, 86(1): 70-86.
- Karpowitz, Mendelberg, and Shaker. 2012. "Gender Inequality in Deliberative Participation." *American Political Science Review*, 106: 533-547.
- Krupnikov and Piston. 2015. Racial Prejudice, Partisanship, and White Turnout in Elections with Black Candidates. *Political Behavior*.
- Mutz. 2002. "The Consequences of Cross-Cutting Networks for Political Participation." *American Journal of Political Science*, 46(4): 838-855.
- Putnam. 1995. "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America." *P.S.: Political Science and Politics*, 28(4): 664-683.
- Rolfe. 2012. *Voter Turnout: A Social Theory of Political Participation*. New York: Cambridge University Press.

### **Week 10: October 31<sup>st</sup>**

*Political Participation: Education & Psychological Determinants*

Required Readings:

- Hillygus. 2005. "The missing link: Exploring the relationship between higher education and political engagement." *Political Behavior* 27(1): 25-47.
- Berinsky and Lenz. 2011. "Education and Political Participation: Exploring the Causal Link" *Political Behavior*, 33(3)357–373.
- Fowler and Kam. 2007. "Beyond the Self: Social Identity, Altruism, and Political Participation" *The Journal of Politics* 69(3) 813-827.

- Kam. 2012. "Risk Attitudes and Political Participation" *American Journal of Political Science* 56(4) 817-836.
- Dawes, Cesarini, Fowler, Johannesson, Magnusson and Oskarsson. 2014. "The Relationship between Genes, Psychological Traits, and Political Participation" *American Journal of Political Science* 58 (4): 888-903.

Recommended Readings:

- Miller, Gurin, Gurin and Malanchuk. 1981. "Group Consciousness and Political Participation" *American Journal of Political Science* 25(3) 494-511.
- Gerber, Huber, Doherty, Dowling, Raso and Ha. 2011. "Personality Traits and Participation in Political Processes" *The Journal of Politics* 73 (3), 692-706
- Nagler. 1991. "The Effect of Registration Laws and Education on U.S. Voter Turnout" *American Political Science Review* 85(4)1393-1405.

**Week 11: November 7<sup>th</sup>**

*Political Participation: Institutional barriers*

Required Readings:

- Burden, Canon, Mayer and Moynihan. 2014. "Election Laws, Mobilization, and Turnout: The Unanticipated Consequences of Election Reform" *American Journal of Political Science* 58(1): 95-109.
- Berinsky, Burns and Traugott. 2001. "Who Votes by Mail? A Dynamic Model of the Individual-Level Consequences of Voting-by-Mail Systems" *Public Opinion Quarterly* 65(2): 178-197.
- Hajnal, Lajevardi, and Nielson. 2017. "Voter Identification Laws and the Suppression of Minority Votes" *Journal of Politics* 79(2): 363-742.
- Valentino and Neuner. 2017. "Why the Sky Didn't Fall: Mobilizing Anger in Reaction to Voter ID Laws" *Political Psychology* 38(2):331-350.

Recommended Readings:

- Highton. (1997) "Easy Registration and Voter Turnout" *Journal of Politics* 59(2) 565-575.
- Haspel and Knotts. 2005. "Location, Location, Location: Precinct Placement and the Costs of Voting" *Journal of Politics* 67(2): 560-573.
- Olver. 1996. "The Effects of Eligibility Restrictions and Party Activity on Absentee Voting and Overall Turnout" *American Journal of Political Science* 40 (2) 498-513

**Week 12: November 14<sup>th</sup>**

*Political Participation: GOTV and political mobilization*

Required Readings:

- Gerber and Green. 2000. "The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment" *The American Political Science Review* 94 (3), 653-663.
- Arceneaux and Nickerson. 2009. "Who Is Mobilized to Vote? A Re- Analysis of 11 Field Experiments" *American Journal of Political Science* 53(1): 1-16.
- Dale and Strauss. 2009. "Don't Forget to Vote: Text Message Reminders as a Mobilization Tool" *American Journal of Political Science* 53(4): 787-804.

- Gerber, Green, and Larimer. 2008. “Social Pressure and voter turnout: Evidence from a large-scale field experiment.” *American Political Science Review*.

#### Recommended Readings:

- Mann. 2010. “Is There Backlash to Social Pressure? A Large-scale Field Experiment on Voter Mobilization.” *Political Behavior*.
- Arceneaux, Kousser, & Mullin. 2011. “Get Out the Vote-by-Mail? A Randomized Field Experiment Testing the Effect of Mobilization in Traditional and Vote-by-Mail Precincts” *American Politics Research*.
- Malhotra, Michelson and Valenzuela. 2012. “Emails from Official Sources Can Increase Turnout” *Quarterly Journal of Political Science* 7 (3): 321-332.

#### **Week 13: November 21<sup>st</sup>**

*No class, Thanksgiving break*

#### **Week 14: November 28<sup>th</sup>**

*Retrospection & Prospecion*

#### Required Readings:

- Gasper and Reeves. 2011. "Make it Rain? Retrospection and the Attentive Electorate in the Context of Natural Disasters." *American Journal of Political Science*, 55(2): 340-355.
- Healy & Malhotra. 2009. “Myopic voters and natural disaster policy.” *American Political Science Review*.
- Gailmard & Patty. 2018. “Preventing prevention.” *American Journal of Political Science*.
- Andrews, Delton, & Kline. (Forthcoming). “Who do you trust? Institutions that constrain leaders help people prevent disaster.” *Journal of Politics*.
- Healy & Lenz. 2013. “Substituting the End for the Whole: Why Voters Respond Primarily to the Election-Year Economy.” *American Journal of Political Science*.

#### Recommended Readings:

- Grimmer, Messing and Westwood. 2012. “How Words and Money Cultivate a Personal Vote: The Effect of Legislator Credit Claiming on Constituent Credit Allocation.” *American Political Science Review*, 106: 703-719.
- Healy & Malhotra. 2013. “Retrospective Voting Reconsidered.” *Annual Review of Political Science*.
- Anderson and Hecht. 2012. “Voting When the Economy Goes Bad, Everyone Is in Charge, and No One Is to Blame: The Case of the 2009 German Election.” *Electoral Studies* 31 (1): 5–19.
- Ashworth, Bueno de Mesquita, and Friedenber. 2018. “Learning about Voter Rationality.” *American Journal of Political Science* 62 (1): 37–54.
- Duch, Palmer, and Anderson. 2000. “Heterogeneity in Perceptions of National Economic Conditions.” *American Journal of Political Science* 44 (4): 635.
- Fearon. 1999. “Electoral Accountability and the Control of Politicians: Selecting Good Types versus Sanctioning Poor Performance.” In *Democracy, Accountability, and Representation*, 55–97. Cambridge University Press.
- Ferejohn. 1986. “Incumbent Performance and Electoral Control.” *Public Choice* 6: 5–25.



- Fiorina. 1981. *Retrospective Voting in American National Elections*. Yale University Press.
- Kayser and Peress. 2012. "Benchmarking across Borders: Electoral Accountability and the Necessity of Comparison." *American Political Science Review*.
- Malhotra and Kuo. 2008. "Attributing Blame: The Public's Response to Hurricane Katrina." *Journal of Politics* 70 (1): 120–35.

### **Week 15: December 5<sup>th</sup>**

#### *Representation and democratic performance*

##### Required Readings:

- Grossback, Peterson, and Stimson. 2007. "Electoral Mandates in American Politics." *British Journal of Political Science*, 37(4):711-730.
- Gillion. 2012. "Protest and Congressional Behavior: Assessing Racial and Ethnic Minority Protests in the District." *The Journal of Politics*, 74: 950-962.
- Berelson, Lazarsfeld, and McPhee. 1954. *Voting: A Study of Opinion Formation in a Presidential Election*. Chicago: University of Chicago Press. Chapter 14.
- Hajnal. 2005. "Where Turnout Matters: The Consequences of Uneven Turnout in City Politics" *The Journal of Politics* 67 (2), 515-535.
- Lax and Philips. 2009. "The Democratic Deficit in the States." *American Journal of Political Science*, 56(1): 148-166.

**Final Project due on HuskyCT on Monday, December 12<sup>th</sup> at noon.**

## **University Policies and Resources**

### **Resources for students experiencing distress**

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The University believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The University aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building,

4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

### **Accommodation for illness or extended absences**

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify me as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with me to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at [dos@uconn.edu](mailto:dos@uconn.edu) to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contact tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

### **Students with disabilities**

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

### **Policy Against Discrimination, Harassment and Related Interpersonal Violence**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students,

employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

### **Absences from Class Due to Religious Observances and Extra-Curricular Activities**

Faculty and instructors are expected to reasonably accommodate individual religious practices unless doing so would result in fundamental alteration of class objectives or undue hardship to the University's legitimate business purposes. Such accommodations may include rescheduling an exam or giving a make-up exam, allowing a presentation to be made on a different date or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment. Faculty and instructors are strongly encouraged to allow students to complete work missed due to participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students should be encouraged to review the course syllabus at the beginning of the semester for potential conflicts and promptly notify their instructor of any anticipated accommodation needs. Students are responsible for making arrangements in advance to make up missed work. For conflicts with final examinations, students should contact the Dean of Students Office. Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.

### **Office of Emergency Management on Emergency Preparedness**

In case of inclement weather, a natural disaster, or a campus emergency, the University communicates through email and text message. Students are encouraged to sign up for alerts through <http://alert.uconn.edu>. Students should be aware of emergency procedures, and further information is available through the Office of Emergency Management at <http://publicsafety.uconn.edu/emergency/>.