



“We used to think that revolutions are the cause of change. Actually, it is the other way around: change prepares the ground for revolution.” - Eric Hoffer

“Every Revolution was first a thought in one man’s mind, and when the same thought occurs to another man, it is the key to that era.” - Ralph Waldo Emerson



## **PSCI 3062/ Revolution and Political Violence** **Fall 2019**

**Instructor: Dr. Gregory D. Young**

Office: [Ketchum Hall](#), Rm 212

E-mail: [gyoung@colorado.edu](mailto:gyoung@colorado.edu) (Primary contact method)

Lecture Times: Mondays, Wednesdays & Fridays 10:00-10:50am in EDUC 220

Syllabus: [http://spot.colorado.edu/~gyoung/home/3062/3062\\_syl.htm](http://spot.colorado.edu/~gyoung/home/3062/3062_syl.htm)

Office Hours: Mon. & Wed. 11:00am-12:15pm or Tues. by appointment

Teaching Assistant: Marija Sajekaite

Office: Ketchum Hall, Room 234

E-mail: /Office Hours: [marija.sajekaite@colorado.edu](mailto:marija.sajekaite@colorado.edu) / Thursdays, noon until 2pm

### **COURSE LINKS**

- [Thought Paper Question](#)
- [Schedule for Current Event Presentations](#)
- [Schedule and Links to Course Reading Summaries](#)
- [Power Point slides](#)

- [Link to Potential Midterm Questions](#)
- [Midterm Grading Statistical Summary](#)
- [Midterm Feedback and Key](#)
- [Library Revolution Research Link](#)
- [Link to Final Exam Study Guide](#)

## COURSE OBJECTIVES AND DESCRIPTION

The study of revolutions has always been part of the discipline of Comparative Politics and not International Relations. With the advent of “global jihad” advocated by radical Islamic terrorists and uprisings occurring across the Arab world in the “Arab Spring”, one could characterize revolution as now a world phenomenon. However revolution has spread before in history, whether it was 1848, 1968, or 2014, unrest in one country against a government, spread to neighboring regimes. Globalization though has made many national ideas, issues and problems even more global. This course will study the classical theories of revolution and examine them through several national revolutionary case studies. The theories will then be applied to the contemporary transnational cases. Do the classical theories apply or does a new set of theories need to be generated? This course will examine two basic questions – Why revolutions happen? And why to they have the outcomes that they do?

## COURSE REQUIREMENTS

### ***REQUIRED READING***

There are no textbooks to purchase for this class. All course readings delineated in the course schedule are available at the following online site to which all students will subscribe: <http://www.aatw.me/subscribe> This site (“American and the World”), provides both distribution and reference for this course, but also the copyright payment for the articles you will read. Access to this website will be purchased for \$49.95. Access will be explained in detail in class and on the site. The readings for this course are interdisciplinary, including works from political science, history, economics and geography. All of the readings are required. Other readings will be linked to this syllabus.



James DeFronzo (2011), *Revolutions and Revolutionary Movements*, 4<sup>th</sup> Ed., Boulder, Colorado, Westview Press

### ***READINGS AND CLASS PARTICIPATION***

It is essential that students attend every class and be on time. Regular attendance and active participation in any class discussion will enhance your understanding of the course material and almost certainly improve your performance on the midterm exam, the two papers and on your final exam, which are together worth 85% of the course grade. Attendance is also a large portion of your 7.5% participation grade. **More than six unexcused absences will result in a failing grade in the course.** Notifying your instructor by email prior to class will constitute an excused absence. Send email absence notifications to [gyoung@colorado.edu](mailto:gyoung@colorado.edu). In this fall term, the required readings are significant and range from 100 to 125 pages per week, as set out in the course schedule. Students should come to class having already completed (and thought carefully about) the assigned reading for each class period.

## ***MIDTERM EXAM AND FINAL EXAM***

The midterm exam will be held during normal class time on **Monday, October 21<sup>st</sup>**. The exam will consist of several terms and one essay question. Students will write the exam in a BlueBook provided to the instructor in advance of the exam. The final exam will be **Sunday, December 15<sup>th</sup> (from 7:30-10:00pm)**. The terms and potentially the essay question(s) for the final will be posted in the last week of class. The two exams are worth 50% of your final course grade.

## ***WRITING ASSIGNMENT & RESEARCH PAPER***

**Thought Paper One:** At the end of lecture on Friday, September 20<sup>th</sup>, a thought question will be posed to the class and posted on the course web site. The question will relate to the topics in the previous week's lectures. Students will write a two-page, single-spaced (Approximately 900-1000 words) response to the question to turn in the following **Wednesday (September 25<sup>th</sup>)** in class. An electronic copy in Word should also be posted to the course assignment page on Canvas. **Please include a word count on the first page.** This paper should be properly documented and footnoted using the course readings. Papers will be graded 50% on content and 50% on grammar, punctuation and spelling. Late essays will be docked one grade per class day after the due date (e.g., A- to B-, C to D, etc.) up to 50%, unless you provide a doctor's note explaining why it was impossible for you to meet the deadline. This paper accounts for 10% of your final course grade. This shorter paper will allow you to get some feedback on your writing prior to undertaking the research paper.

**Research Paper:** Each student in the course will be required to complete a research essay that examines the theoretical origins of a particular revolution. This is a relatively short paper, so students must be concise. The paper will undertake an analysis of one historical revolution or civil war. The student will give a brief overview of the details of the revolt and then discuss the origin through the lens of at least two of the theories that we have examined in this class and discuss which best applies or which applies least and why. The ultimate question that each paper will answer is **WHY** the revolution occurred and why it did or did not succeed. Each student will choose a revolution from the following list to profile. Additional subjects may be added at the approval of the instructor. **This research paper is due on Wednesday, December 4<sup>th</sup>**, either in class or in the instructor's mailbox in Ketchum 106 by 4:30pm. The essay should be between 2300 and 2700 words in length (approximately 9 to 11 pages). **Include a word count** on the first page. Papers should be in 10-12 pitch in either *Courier* or *Times Roman* font. Late essays will be docked one grade per class day after the due date (e.g., A- to B-, C to D, etc.) up to 50%, unless you provide a doctor's note explaining why it was impossible for you to meet the deadline. Computer malfunction is not an acceptable excuse for an essay being late. Re-read your essay for clarity, grammar, spelling and punctuation, since poor execution of these elements will also affect your grade. Append a bibliography of all sources and provide footnotes where appropriate. The essay will count 25% of your final grade. This paper will also be submitted in both paper and electronic formats (Again submitted to Canvas).

[List of Revolutions from which to choose](#)

## ***READING SUMMARY***

For each section of the reading, an assigned student(s) will summarize the readings due in class that day. In a 2-3 page synopsis of each assigned set of articles or chapters, the designated student will give an overview of the key points of the reading. The summary can either be in outline form or complete paragraphs. The summary should include an answer to the "so what?" question, in other words, why should one read it when studying about war and peace. By midnight on the night before the due date, the student(s) will submit an electronic copy to their instructor. A paper copy will be turned in in class. The instructor will post the summary on the web for the review of your classmates. These summaries will be 7.5% of your final grade and are graded pass/fail (100/0). Late Reading Summaries will be docked 10% per class day up to 50%.

## ***CURRENT EVENTS***

Students should also follow contemporary world events by reading a reputable international news source, such as the *New York Times*, *Wall Street Journal* or *The Economist* on a regular basis. One to two students will present a current event orally in class each day. The presentation should be no more than five minutes in length. The source should be from a respected news source, be less than one week old and pertain in some way to global issue about political

violence being discussed that week in the class. Each student should try to relate the article to some element of what we will be discussing in class. News reports on the Internet are acceptable sources. The current event presentation will be part of your 7.5% participation grade. Students should email the article to their instructor the night before they are scheduled to present.

## GRADING CRITERIA

Thought Paper	10%
Midterm Exam	25%
Research Paper	25%
Final Exam	25%
Reading Summaries	7.5%
<u>Attendance, Current Event &amp; Participation</u>	<u>7.5%</u>
Total	100%

Final Course Grades will be curved unless a straight 90/80/70/60 etc. proves more beneficial to the students (higher overall grade average). If curved, the mean overall average will become the highest C+ grade, and two standard deviations below the mean will be necessary to fail the course. One standard deviation about the mean becomes the criteria for an A grade. The grading policy will be explained in detail on the first day of class.

## COURSE SCHEDULE

PSCI 3062 Revolution and Political Violence, Fall 19 Schedule		
Day/Date	Topic	Assigned Reading
Mon 26 Aug	Course Introduction and Administration	None
Wed 28 Aug	Why did CU Rebel?	<ul style="list-style-type: none"> <li>Darnton, John (1972), "Antiwar Protests Erupt across U.S.", <i>New York Times</i>, May 10, 1972</li> <li>Danish, Paul (2018), "Boulder Beat: Riot of 71", <i>Coloradan</i>, Spring 2018</li> <li>Pettam, Sylvia (2009), "Anti-Vietnam War Activists Proposed Strike at CU", <i>Boulder Daily Camera</i>, August 14, 2009</li> </ul>
Fri 30 Aug	Theories of Revolution: Karl Marx Barrington Moore, Classical Modernization Theory	<ul style="list-style-type: none"> <li>Karl Marx, <i>The Communist Manifesto</i>, Ch. 1 pp. 57-79</li> <li>Weiner, "Review of Barrington Moore's "Social Origins of Dictatorship and Democracy", <i>History and Theory</i>, May 1976</li> </ul>
Mon 2 Sep	<b>Labor Day Holiday</b>	<b>No Class</b>
Wed 4 Sep	Theories of Revolution: Chalmers Johnson Crane Brinton	<ul style="list-style-type: none"> <li>Chalmers Johnson, <i>Revolutionary Change</i>, Ch. 10 "Theories of Revolution" pp. 169-194</li> <li>Crane Brinton <i>The Anatomy of Revolution</i>, excerpts.</li> </ul>
Fri 6 Sep	Theories of Revolution: Ted Gurr	<ul style="list-style-type: none"> <li>Ted Gurr, <i>Why Men Rebel</i>, Ch 2 &amp; 10, pp.22-58 &amp; 317-359</li> </ul>
Mon 9 Sep	Theories of Revolution James DeFronzo	<ul style="list-style-type: none"> <li>James DeFronzo, Ch. 1 pp.9-30</li> </ul>
Wed 11 Sep	Theories of Revolution Charles Tilly	<ul style="list-style-type: none"> <li>Charles Tilly, <i>Europe in Revolutions: 1492-1992</i>, Ch. 1 &amp; 2 pp. 1-51</li> </ul>
Fri 13 Sep	Theories of Revolution:	<ul style="list-style-type: none"> <li>Theda Skocpol, <i>States and Social</i></li> </ul>

	Theda Skocpol	<i>Revolutions</i> , Ch. 1 pp. 3-43
Mon 16 Sep	Library Research Day	• None
Wed 18 Sep	The French Revolution	• James Collins - The Ancient Regime & the French Revolution
Fri 20 Sep	The French Revolution (Part II) Thought Paper Assigned	• Peter McPhee - The French Revolution
Mon 23 Sep	The Russian Revolution(s) Movie: <i>The Russian Revolution</i>	• DeFronzo Ch.2 pp. 39-86
Wed 25 Sep	The Russian Revolution(s) (Part II) Thought Paper Due	• Trotsky The Art of Insurrection from <i>The History of the Russian Revolution</i>
Fri 27 Sep	The NAZI Uprising Movie: <i>The Rise of Adolf Hitler</i>	• Snell, <i>The Nazi Revolution: Germany's Guilt or Germany's Fate</i>
Mon 30 Sep	The NAZI Uprising (Part II)	• None
Wed 2 Oct	Counterinsurgency Theory & Strategy	• Bernard Fall, "Counterinsurgency: The French Experience"
Fri 4 Oct	Counterinsurgency Theory & Strategy (Part II)	• John Nagl, "The Hard Lessons of Insurgency" from <i>Learning to Eat Soup with a Knife</i> .
Mon 7 Oct	The Malay Insurgency	• Shaw, "British Counterinsurgency Methods: Their use in Malaya and the Possibility of their Successful Transfer to Vietnam."
Wed 9 Oct	The Malay Insurgency (Part II)	• None
Fri 11 Oct	The Vietnamese Revolution	• Defronzo Ch. 4 pp. 149-196
Mon 14 Oct	The Vietnamese Revolution (part II)	• Ed Palm "Tiger Papa Three"
Wed 16 Oct	The Algerian Revolution	• <i>Algeria: A country study</i> . Foreign Area Studies, American University
Fri 18 Oct	Catch Up and Review for Midterm	• None
Mon 21 Oct	Midterm Examination	Review
Wed 23 Oct	The Cuban Revolution Che Guevara and the Guerilla Foco theory	• Defronzo Ch. 5 pp. 203-241
Fri 25 Oct	The Cuban Revolution (Part II)	• None
Mon 28 Oct	The Bolivian Uprising	• Farthing & Kohl - Bolivia's New Wave of Protest • Saavedra - Bolivia: The Rise of Evo Morales • Shultz - Bolivia: The Water War Widens
Wed 30 Oct	The Bolivian Uprising (Part II)	• Webber - Left-Indigenous Struggles in Bolivia • <a href="#">Weinberg - In the Wake of "Black October"</a>
Fri 1 Nov	Go Over Midterm Exam	• None
Mon 4 Nov	The Velvet Revolution: Czechoslovakia	• Goodwin (1995), "Regimes and Revolutions in the 2 <sup>nd</sup> & 3 <sup>rd</sup> Worlds: A

		<p>comparative Perspective”, <i>Social Science History</i></p> <ul style="list-style-type: none"> <li>• Glenn (1999) “Competing Challenges and Contested Outcomes to State Breakdown: The Velvet Revolution in Czechoslovakia”, <i>Social Forces</i>.</li> </ul>
Wed 6 Nov	The Iranian Revolution <b>Marija Sajekaite Lectures</b>	<ul style="list-style-type: none"> <li>• Defronzo Ch. 7 pp. 291-340</li> </ul>
Fri 8 Nov	The Iranian Revolution (Part II)	<ul style="list-style-type: none"> <li>• None</li> </ul>
Mon 11 Nov	The Iranian Green Revolt	<ul style="list-style-type: none"> <li>• Dages, “Three years in, is Iran’s Green Revolution Still Going?”</li> <li>• Rouzbeh, “Remembering the Green Revolution.”</li> </ul>
Wed 13 Nov	Global Revolution: Islamic Jihad Terrorism in Revolution	<ul style="list-style-type: none"> <li>• Defronzo Ch. 8, pp. 343-375</li> <li>• Bergen &amp; Reynolds “Blowback Revisited” <i>Foreign Affairs</i>, November/December 2005</li> <li>• Christian Caryl “Why They Do It”, <i>The New York Times Review of Books</i>, Sept 22, 2005</li> <li>• Osama bin Laden, "Speech to the American People"</li> <li>• Robert Kaplan et al, Osama’s Dead, But How Much Does It Matter?” <i>Foreign Policy</i>, May 2, 2011</li> </ul>
Fri 15 Nov	Global Revolution: Islamic Jihad Terrorism in Revolution (Part II)	<ul style="list-style-type: none"> <li>• Bergen &amp; Reynolds “Blowback Revisited” <i>Foreign Affairs</i>, November/December 2005</li> <li>• Christian Caryl “Why They Do It”, <i>The New York Times Review of Books</i>, Sept 22, 2005</li> <li>• Osama bin Laden, "Speech to the American People"</li> <li>• Robert Kaplan et al, Osama’s Dead, But How Much Does It Matter?” <i>Foreign Policy</i>, May 2, 2011</li> </ul>
Mon 18 Nov	Global Revolution: Arab Spring: (Part I)	<ul style="list-style-type: none"> <li>• <i>The Telegraph</i>, “Arab Spring: TimeLine of the African and Middle East rebellions”, October 21, 2011</li> <li>• Lisa Anderson, “Demystifying the Arab Spring”, <i>Foreign Affairs</i>, May/June 2011</li> <li>• <i>The Economist</i>, “Everywhere on the rise, the success of Egypt’s Islamists marks a trend throughout the region.” December 10, 2010</li> <li>• Schrader &amp; Redissi, “Ben Ali’s Fall”, <i>Journal of Democracy</i>, July 2011</li> </ul>
Wed 20 Nov	Global Revolution: Arab Spring (Part II) Syrian Civil War	<ul style="list-style-type: none"> <li>• <i>Foreign Policy</i> - The Syrian Stalemate</li> <li>• <i>Washington Post</i> - A War Chest for Syria's Rebels</li> <li>• <i>Washington Post</i> - How Obama Bungled the Syrian Revolution</li> <li>• <i>The Economist</i>, “Gaining ground: Syria’s</li> </ul>

		<p>opposition, though fractious, is making headway against the regime.” December 17, 2011</p> <ul style="list-style-type: none"> <li>• <i>The New York Times</i> “Sudden Improvements in Egypt Suggest a Campaign to Undermine Morsi”</li> <li>• <i>The Economist</i> “The Arab Spring: Has It Failed?”</li> </ul>
Fri 22 Nov	Ukraine Revolution	<ul style="list-style-type: none"> <li>• <i>Foreign Affairs</i> - Drop Your Weapons</li> <li>• <i>Foreign Affairs</i> - Russia's Latest Land Grab</li> <li>• <i>Foreign Affairs</i> - Why the Ukraine Crisis Is the West's Fault</li> <li>• <i>Foreign Affairs</i> - Ukraine's Orange Revolution</li> </ul>
Mon 25 Nov	Fall Break	<ul style="list-style-type: none"> <li>• No Class</li> </ul>
Wed 27 Nov	Fall Break	<ul style="list-style-type: none"> <li>• No Class</li> </ul>
Fri 29 Nov	Fall Break	<ul style="list-style-type: none"> <li>• No Class</li> </ul>
Mon 2 Dec	Ukraine Revolution (Part II)	<ul style="list-style-type: none"> <li>• <i>Foreign Affairs</i> - The Trouble with Arming Ukraine</li> <li>• <i>Foreign Affairs</i> - How Ukraine Reined in Its Militias</li> <li>• <i>Foreign Affairs</i> - Ukraine's Stalled Revolution</li> </ul>
Wed 4 Dec	Erdogan and the “Turkish Spring” Research Paper Due	<ul style="list-style-type: none"> <li>• <i>The New York Times</i> - The Green Roots of Turkey's Urban Unrest</li> <li>• Associated Press - Former Military Chief Gets Life Sentence in Turkey</li> <li>• <i>The Huffington Post</i> - Turkey Protests</li> <li>• <a href="#">International Herald Tribune - The Children of Taksim</a></li> </ul>
Fri 6 Dec	Global Revolution/American Revolution: Occupy Movement and The Alt-right, Neo Nazi & the white supremacists	<ul style="list-style-type: none"> <li>• David Graeber, “Occupy Wall Street’s Anarchist Roots.” <i>Al Jazeera</i>, July 13, 2011</li> <li>• Roger Lowenstein, “Occupy Wall Street: It’s not a Hippie Thing.” <i>Bloomberg Business week</i>, October 27, 2011</li> <li>• Mike King, “The Vacancies of Capitalism.” <i>Counterpunch</i>, November 30, 2011</li> <li>• Maggie Astor, “Occupy Wall Street Protests: A Fordham University Professor Analyzes the Movement.” <i>International Business Times</i>, October 4, 2011</li> </ul>
Mon 9 Dec	American Revolution (Part II)	<ul style="list-style-type: none"> <li>• Khazan, “The Dark Minds of the Alt-Right”, <i>The Atlantic</i>, 17 Aug 2017</li> <li>• Carroll, “Alt-Right Groups will Revolt if Trump shuns White Supremacy”, <i>The Guardian</i>, 27 Dec 2017</li> <li>• Singal, “Undercover with the Alt-Right”, <i>New York Magazine</i>, 19 Sep 2017</li> </ul>

Wed 11 Dec	Make up Day and Review	• None
Fri 13 Dec	Reading Day - No Class	• None
Sun 15 Dec	Final Examination 7:30-10:00pm	• Study, Study, Study & Study

**ADMINISTRATIVE INFORMATION:**

**CELLULAR TELEPHONE/LAPTOP COMPUTER POLICY**

Needless to say, all cellular phones must be turned off and put away at the beginning of each class meeting. Classes failing to comply will be issued a stern warning on the first occasion of a phone ringing during class time. The entire class will have a pop quiz over the previous reading assignments/lectures on the second and subsequent occurrences. Phones will not be out on desks or used during any quiz or examination.

Laptop computers have been allowed in my classes for the 20 years that I have been teaching at CU, beginning this year however, they will not be allowed to be out or open in class. I still believe that they can assist learning in the classroom, but significant new research shows that taking notes by hand increases learning. Also, a new study shows that laptops open and displaying non-class materiel are distracting not only to the user, but the students in view of the laptop and inhibit learning. Students can apply for exceptions for reason of disability or a proven track record of in class note-taking on the computer. Here is a link to an article about laptop impact on education: [“Laptops Are Great. But Not During a Lecture or a Meeting” New York Times Op Ed, By SUSAN DYNARSKI NOV. 22, 2017](#)

**STUDENTS WITH DISABILITIES**

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, C4C N200, and [www.Colorado.EDU/disabilityservices](http://www.Colorado.EDU/disabilityservices) Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at the same website. If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

**CHEATING AND PLAGIARISM**

Cheating (using unauthorized materials or giving unauthorized assistance during an examination or other academic exercise) and plagiarism (using another's ideas or words without acknowledgment) are serious offenses in a university, and may result in a failing grade for a particular assignment, a failing grade for the course, and/or suspension for various lengths of time or permanent expulsion from the university. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and the paper will be assigned an 'F' as a result. Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an 'F' for the entire course. If the student is confused as to what



constitutes plagiarism, he/she should review the CU Honor Code on this topic. If you have any questions regarding proper documentation in your writing, please discuss it with your instructor.

### **RELIGIOUS OBSERVANCES**

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. In this class, any notification of absence by email constitutes and excused absence. See full details at:

[http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

A comprehensive calendar of the religious holidays most commonly observed by CU-Boulder students is at

<http://www.interfaithcalendar.org/>

### **SEXUAL HARASSMENT**

The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combinations of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at <http://www.colorado.edu/odh/>

### **BASIC COURTESY TO YOUR CLASSMATE AND YOUR INSTRUCTORS**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

Please arrive on time and do not leave early. If you absolutely must leave early, please let me know at the beginning of class and sit near a door so you do not cause too much disruption. Similarly, if arriving late, please take a seat as quickly and quietly as possible. **Take care of all your business before class begins; do not leave and return during class as this creates a disturbance to others.**

**Taking this course signifies acceptance of the terms and conditions stated in this syllabus.**

# The march of protest

