

## **PSCI 3062-581, Revolution and Political Violence**

January 17, 2022, to April 28, 2022

Online

### **Contact Information**

Email – [michael.kanner@colorado.edu](mailto:michael.kanner@colorado.edu)

### **Communication Policies**

Email is the best means of contacting me. I normally answer within 12 hours. If I have not answered in 24 hours, please call the Political Science office (303-492-7871) and have them contact me.

### **Instructor Biography**

I have been teaching political science and international affairs since 2001. My bachelor's degree was in science from the US Military Academy with a concentration in engineering. I also have a master's in managerial science from Troy State University, international relations from Salve Regina University, and a Ph.D. from the University of Colorado, Boulder, focusing on political psychology and its effect on foreign policy decision making.

Before joining academia, I served in the US Army, including assignments as operations officer and analyst from brigade to theater army level in the United States, Latin American and Europe. In addition, I was a contributor to the Low-Intensity Conflict Study Group and a counter-terrorism officer for JTF Bravo, Honduras. I also spent a short time as a contract employee for SAIC, a think tank working for the Defense Department.

My publications include studies on expert decision-making and preventive diplomacy for the Defense Department and academic articles on prospect theory. In addition, I have published several short stories dealing with World War 1.

### **Course Description**

#### From Course catalog

Studies and evaluates alternative theoretical frameworks for the analysis of revolution and political violence. Theoretical material is firmly couched in case situations, such as ethnic, class, colonial, urban, racial, and religious conflicts.

Recommended prerequisite: PSCI 1101 or PSCI 2012, or IAFS 1000.

#### Instructor's View of the Course.

As interstate warfare has waned, most conflicts are occurring within states. This has shifted the focus of conflict studies from war to political violence such as insurgencies, civil war,

and terrorism. The course examines previous research to develop a broad understanding of intrastate political violence.

### Course Objectives

1. Compare the causes of political violence.
2. Evaluate the extent that domestic and international contexts affect substate violence.
3. Summarize the reasons for intrastate conflicts.

### OVERVIEW OF CLASS

Understanding the University's course support software (*Canvas*) is necessary to take this course. During the course, you will be required to read or download lesson plans, post comments on discussion boards, and take exams using the *Quizzes* function in *Canvas*. If you are not familiar with or feel confident in your knowledge, visit the OIT website for Student Support Videos (<https://oit.colorado.edu/services/teaching-learning-tools/canvas/student-support/student-support-videos>).

*Canvas* runs on any platform (including your phone if you download the app), so there is no special requirement for technology outside of having a good internet connection, especially when taking exams.

You should take this course as seriously as you would a traditional course and plan on spending 45 to 60 minutes a day on this course. This time expenditure is in line with the class time and class readings in a traditional setting.

Each week's learning objective supports that module's learning objective. So, the schedule for each week consists of –

- The learning objective for that week.
- Reading assignments from the textbook.
- Study questions that, along with the week's learning objective, should guide your reading.
- A lecture that augments the readings, focusing on critical aspects and providing historical examples and context to the reading.
- An online discussion question that replaces classroom discussions. These include your postings, other students' comments, and my reactions and comments.

There is a quiz at the end of each module. The quizzes measure your fulfillment of the module and weekly objectives. These are discussed in the *Grading Criteria* section of the syllabus.

I recommend you have a mix of domestic and international news. Here are some of my suggestions. These are ones that I subscribe to and do not constitute an endorsement of any kind.

- The Hill - <https://thehill.com/> - The Hill focuses on what is going on in Washington, DC. It is free to subscribe to, and you can select specific newsletters (<http://www.email.thehill.com/thehillreg/thehillreg/pref.action>).
- The Economist Magazine. In my opinion, this is the best international news magazine. In addition, they have a discounted student subscription ([Special student rate - Subscribe to The Economist](#)).
- The Wall Street Journal. As University students, you also have free access to The Wall Street Journal. Go to <https://libguides.colorado.edu/databaseguide/wallstreetjournal/home> for information on how to access it.
- The New York Times. You also have access to the New York Times through the library. Information on how to activate this account is at <https://libguides.colorado.edu/databaseguide/newyorktimes/home>.

### Required Texts

There is one textbook for this course.

Stohl, Michael. 2017. *States and People in Conflict*. New York: Routledge.

The chapters are literature reviews designed for graduate students. While this provides a sound basis for understanding, it does not make for light reading. It would be best if you dedicated time each week to focus on that week's chapter.

It is available through the CU Bookstore in hard copy and the Bookstore's "Day 1 Digital Access" program. If you buy it somewhere else (*e.g.*, Amazon), ensure you have the correct edition.

### Day 1 Digital Access

To keep the cost of your course materials *as low as possible* and access to those materials *as convenient as possible*, we have collaborated with the CU Book Store and the publisher to deliver those materials through a program called "Day 1 Digital Access", which will appear on your tuition and fee bill as "Day 1 Digital Access".

What does this mean for you?

1. You will receive access to all your course materials digitally, on the first day of classes, through the course Canvas page.

2. You will see a "Day 1 Digital Access" charge on your tuition and fee bill for \$????<sup>1</sup>. This is a guaranteed lowest price, discounted by the publisher, and not available outside this course
3. **You have the option to opt out.** This means you won't pay for anything, but you lose all access to the course materials, including homework managers like Connect or Mindtap.
  - a. You can opt-out by using a link in a reminder email you will receive with the subject heading "Day 1 Digital Access".
  - b. **You must opt-out no later than** ????,<sup>2</sup> otherwise you will be charged for the materials.
4. Please keep in mind that "opting out" means that your access to these materials will be turned **OFF**, and you will have no way to complete assignments.

Troubleshooting tips from VitalSource:

VitalSource Support: <https://support.vitalsource.com/hc/en-us>

Email: [support@vitalsource.com](mailto:support@vitalsource.com)

Call: 1-855-200-4146

VitalSource Support is available 24/7 and can troubleshoot most issues

If you have questions about **BILLING**, email: [digital@cupbookstore.com](mailto:digital@cupbookstore.com)

**GRADING CRITERIA**

Your final grade is based on a 100-point scale with this breakdown.

Module 1 Quiz (5 questions)	25 points
Module 2 Quiz (5 questions)	25 points
Module 3 Quiz (6 questions)	30 points
Online discussions (10 sessions) 2 points each	20 points There are fourteen discussions. You only need to participate in ten. Participation in more than ten will count as extra credit.
<b>Total</b>	<b>100 points</b>

Your final grade will be based on how many points you accrue and this grading scale. I will post your Final Grade on Canvas before submitting it to the Registrar's office.

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-93	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

<sup>1</sup> Awaiting costs from Bookstore.

<sup>2</sup> Awaiting date from Bookstore.

### Module Quizzes

These should be taken at the end of each module. Module quizzes consist of several short paragraph essays related to the module's critical questions (look at the discussion and study questions for hints). These paragraphs should be between 150 to 200 words each.

Questions have a similar structure. A line sets up the context, a general question, specific aspects that need to be addressed (often listing reasons), and a request for examples. Here is a *generic* rubric for your use in preparing and writing your answer.

- Addresses the general question – 1 point.
- Mentions specific aspect – ½ points each.
- Defines/explains specific aspects – 1 point each.
- Example – ½ points each (if asked to provide one for each specific aspect); or 1 point (if only one example is asked for).

If you do not receive full credit (5 points) for any question, I will explain why you did not get those points using the 'Additional Comments' block under your reply.

These quizzes are available on *Canvas*. You will have 60 minutes for the Module 1 and 2 quizzes and 75 minutes for the Module 3 quiz. The time starts when you open the exam. You cannot pause the exam. The system will shut you out at the end of the allotted time. If you are authorized accommodation, this will be reflected in the system's time limits.

Make sure you have a good internet connection and will not be disturbed. Do NOT wait until the end of the semester.

**All quizzes must be done no later than 11:59 PM on April 28, 2022.**

### Online Participation

Discussions on *Canvas* are instead of classroom discussions. Your posts should be about 100 words and not be researched essays. Comments on other students' posts should be about 50 words. You should post your thoughts on the questions and the comments of other students and myself.

Just as you need to be on time for classes, you should participate in the discussions on time. After the due date<sup>3</sup>, discussions will be locked, so additional postings are not possible. At this point, they will be read-only.

Grades for each post will be allocated based on these criteria.

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<sup>3</sup> Except for the last week of the course, these will be Friday evening. The last week the deadline will be 11:59 PM on April 28, 2022.

- 1 point – Your post is relevant to the question and discusses key components of the question.
- ½ point – There is an example to support your posting.
- ½ point – You make a substantive comment on another student's posting referring to the other student's comments.

If your initial posting does not seem relevant, I will ask you to reconsider your argument and example in my reply.

If you notice, you can miss some of the discussions and still get 20 points for participation; however, since *Canvas* totals all the points, responding to more than the minimum number of discussions will count as extra credit.

## Course Schedule

### Module 1. Rationales.

Objective – compare the causes of political violence.

#### 1. Week 1. Revolution and Political Violence.

##### a. Learning Objective

- i. Identify course requirements and expectations
- ii. Recognize the complexity of studying political violence.

##### b. Reading Assignment

- i. Syllabus
- ii. *States and Peoples in Conflict*, Chapter 1

##### c. Study Questions.

(These questions will be examined in depth later in the course.)

- i. What analytic approaches can be used to study political violence?
- ii. What are some of the possible causes of political violence?
- iii. What are the different forms of political violence?
- iv. How does political ideology or religion influence the decision to commit political violence?
- v. Which state-level aspects influence the selection of political violence as a method?
- vi. How does international conflict lead to domestic violence?
- vii. How has globalization changed social movements and political violence?

##### d. Lecture – Week 1. Revolution and Political Violence

##### e. Discussion Question

- i. What do you think is the biggest problem in studying political violence? Why? How do you expect this course will help you understand the phenomena?

- ii. The question will be open until January 21, 2022.
- 2. Week 2. Grievances.
  - a. Learning Objective – analyze how the interaction of grievance, structure, and resources leads to violence.
  - b. Reading Assignment – *States and Peoples in Conflict*, Chapter 2.
  - c. Study Questions
    - i. What is meant by a grievance? Is it different from discrimination?
    - ii. How can you measure (classify) grievance?
    - iii. What is relative deprivation?
    - iv. Which regime types lead political violence? Which are less likely to experience political violence?
    - v. What opportunities (circumstances) are significant to understanding the initiation of political violence?
    - vi. How does intergroup competition cause internal armed conflicts?
    - vii. What criteria must be present to be considered a terrorist event?
  - d. Lecture – Week 2. Grievances
  - e. Discussion Question
    - i. Grievances include several causes. Based on the research presented in this chapter, what do you think is the most likely reason for intrastate political violence?
    - ii. The question will be open until January 28, 2022.
- 3. Week 3. Liberalism.
  - a. Learning Objective – recognize how liberalism affects religious violence.
  - b. Reading Assignment – *States and Peoples in Conflict*, Chapter 3.  
(Focus on the narrative accompanying the rational choice model if you do not understand the mathematics.)
  - c. Study Questions
    - i. What are the two views about the religion-violence connection? How do they differ?
    - ii. How has the failure of liberal states led to religious violence?
    - iii. How do you define the collective action problem?
    - iv. What is coercive bargaining?
    - v. How does do groups overcome the collective action problem?
  - d. Lecture – Week 3. Liberalism
  - e. Discussion Question
    - i. After September 11<sup>th</sup> and the rise of ISIS, it was popular to blame religion for terrorism and civil wars, including those associated with the Arab Spring. Lichbach argues that it is the failure of liberalism to overcome the collective action and bargaining problems. Do you agree that political violence is a result of liberalism's failure? How do you think this can be fixed?

- ii. The question will be open until February 4, 2022.
- 4. Week 4. Religion.
  - a. Learning Objective – recognize the connection between religion and violence.
  - b. Reading Assignment – *States and Peoples in Conflict*, Chapter 4.
  - c. Study Questions
    - i. How is religion defined?
    - ii. Why have we not seen the predicted decline in religion in modern times?
    - iii. What are the five ways the author thinks religion influences conflict?
    - iv. What is religious fundamentalism? How is it different from conventional views of religion?
    - v. Why did international relations theorists ignore religion as a factor until September 11?
  - d. Lecture – Week 4. Religion
  - e. Discussion Question
    - i. Which of the five ways religion influences conflict do you think is the most important? Why? Do you think this has increased religious conflicts in the face of globalization?
    - ii. The question will be open until February 11, 2022.
- 5. Week 5. Political Authority.
  - a. Learning Objective – evaluate how well state-centric theories explain violent collection action by groups.
  - b. Reading Assignment – *States and Peoples in Conflict*, Chapter 5.
  - c. Study Questions
    - i. What are the three dominant state-centered theories?
    - ii. What are the two dimensions of state power?
    - iii. What are the ways that states can reduce or eliminate grievances and threats? What are the dangers associated with these methods?
    - iv. What are the dimensions of political opportunity? How does it differ from capacity?
    - v. How does the type of regime affect the type and opportunity cost of political violence?
  - d. Lecture – Week 5. Political Authority
  - e. Discussion Question
    - i. What factors, besides democracy levels, influence the ability of states to combat political violence? Do they increase or decrease the possibility of violence?
    - ii. The question will be open until February 18, 2022.

**You should take the Module 1 Quiz at this point.**

Objective - evaluate the extent that domestic and international contexts affect substate violence.

6. Week 6. Internal and External Conflict.
  - a. Learning Objective – explain how international conflicts cause domestic group violence.
  - b. Reading Assignment – *States and Peoples in Conflict*, Chapter 6.  
(Focus on the narrative accompanying the rational choice model if you do not understand the mathematics.)
  - c. Study Questions
    - i. What are the similarities between external conflicts and domestic political violence?
    - ii. Are there relations between domestic and international conflicts? What are they?
    - iii. What is the two-level game? What are nested games?
    - iv. What is the 'ecological triad?' How does it relate to the opportunity-willingness model?
    - v. How does territory (spatial arrangements) influence conflict theories?
    - vi. What is meant by substitutability? How does it affect our understanding of conflicts?
  - d. Lecture – Week 6. Internal and External Conflict
  - e. Discussion Question
    - i. History includes several examples where an international conflict led to a civil war (*e.g.*, Germany and Russia after World War 1, Argentina after the Falkland Islands) or regime change (*e.g.*, Churchill at the end of World War 2. Why has this been true for some states and not for others?
    - ii. The question will be open until February 25, 2022.
7. Week 7. Climate Change and Conflict.
  - a. Learning Objective – summarize the connection between environmental change and domestic conflicts.
  - b. Reading Assignment – *States and Peoples in Conflict*, Chapter 7.
  - c. Study Questions
    - i. Which three physical effects of climate change are seen as causes of conditions that might lead to political violence?
    - ii. What is the role of resource scarcity in this relationship?
    - iii. What is the neo-Malthusian view of conflict?
    - iv. What is meant by 'environmental security?'
    - v. Why do you think there is little or no agreement on the link between climate and conflict?
    - vi. How does shifting analysis from the state level to substate level change conclusions about the climate conflict connection?

- vii. How do natural environmental disasters affect levels and types of political violence?
      - viii. Why does research not show a direct link between climate change and political violence?
    - d. Lecture – Week 7. Climate Change and Conflict.
    - e. Discussion Question
      - i. Politicians and pundits have cited climate change as a cause for recent increases in political violence. However, the research discussed in this chapter shows that it has minimal impact. Do you think that climate change will be a cause in the future? What factors along with the environmental changes do you think will need to be present?
      - ii. The question will be open until March 4, 2022.
- 8. Week 8. Crime and Conflict.
  - a. Learning Objective – outline the relationship between political violence and criminal activity.
  - b. Reading Assignment – *States and Peoples in Conflict*, Chapter 8.
  - c. Study Questions
    - i. What does the declining crime rate indicate about the attitudes toward violence?
    - ii. How has the growth of the state affected types of criminal activities?
    - iii. Is there a relationship between criminal activity and political violence?
    - iv. How significant is the relationship between income inequality and violence?
    - v. What do the falling crime rates suggest about political violence in the future?
    - vi. How does regime change affect crime and violence?
  - d. Lecture – Week 8. Crime and Conflict
  - e. Discussion Question
    - i. Interstate conflicts and criminal actions have declined for several years, with demographic and attitude change cited as reasons. Do you think this trend will continue, and how will it impact the future of political violence?
    - ii. The question will be open until March 11, 2022.
- 9. Week 9. Terrorism.
  - a. Learning Objective – identify the factors that influence the use of terrorism as a political tactic.
  - b. Reading Assignment – *States and Peoples in Conflict*, Chapter 9.
  - c. Study Questions
    - i. What have been the problems with terrorism research?
    - ii. Why do you think it is so hard to come up with theories of terrorism?

- iii. What are the situational variables, and how do they relate to choosing political violence?
- iv. How do societal traits cause terrorism to be chosen as a tactic? Which have the most influence?
- v. Which structural traits increase the possibility of terrorism? Which decrease it?
- vi. Is there a terrorist personality? If so, what are its traits?
- d. Lecture – Week 9. Terrorism
- e. Discussion Question
  - i. Since September 11<sup>th</sup>, there has been an explosion of research on terrorism. However, analysts have not been better at predicting terrorist activities. What causes, if any, do you think can be used to predict the rise of terrorist organizations? (Think beyond religious terrorism.)
  - ii. The question will be open until March 18, 2022.

**You should take the Module 2 Quiz at this point.**

**Spring Break – March 21 to 27**

### Module 3. Intrastate Violence

Objective – summarize the reasons for intrastate conflicts.

#### 10. Week 10. Revolutions

- a. Learning Objective – explain why revolutions occur.
- b. Reading Assignment – *States and Peoples in Conflict*, Chapter 10.
- c. Study Questions
  - i. What have been the contributions of each 'generation' of revolution research?
  - ii. How does regime type affect the possibility of revolutions?
  - iii. Which economic factors are likely to lead to a revolution?
  - iv. How does the international environment influence the possibility of a revolution in a state?
  - v. What makes for a successful coalition?
  - vi. Does political change as a result of peaceable movements count as a revolution?
  - vii. What is meant by micro-mobilization?
- d. Lecture – Week 10. Revolutions
- e. Discussion Question
  - i. The chapter starts by talking about the four generations of revolution scholarship. Each generation is the result of new events and new

methods. What do you think will be the focus for the next generation of research?

ii. The question will be open until April 1, 2022.

11. Week 11. Failed States.

- a. Learning Objective – analyze how globalization and change in the state system have affected a state's ability to oppose political violence.
- b. Reading Assignment – *States and Peoples in Conflict*, Chapter 11.
- c. Study Questions
  - i. What is the difference between a fragile, failing, and failed state? Why are there differences in the way they are defined?
  - ii. How does the concept of a failed state reflect western ideas of state functions?
  - iii. What are the sources of state failure?
  - iv. What does each dimension of state-society relations (political, economic, social, security) mean to state failure?
  - v. Why are fragile, failing, and failed states seen as security threats? Do you think this is valid?
  - vi. What are the elements of complex societal-systems analysis, and how does it differ from previous analytic methods?
  - vii. What are the risks associated with the fragile, failing, and failed states?
- d. Lecture – Week 11. Failed States
- e. Discussion Question
  - i. Globalization has not occurred evenly around the world, thereby creating zones of peace and zones of conflict. How have decolonization and globalization contributed to the problem of state failure and the increase in violence?
  - ii. The question will be open until April 8, 2022

12. Week 12. Genocide.

- a. Learning Objective – compare the reasons for genocide.
- b. Reading Assignment – *States and Peoples in Conflict*, Chapter 12.
- c. Study Questions
  - i. How do you define genocide?
  - ii. What is politicide?
  - iii. What are the problems with the definition? How does this relate to its study?
  - iv. Which conditions increase the probability that genocide will occur?
  - v. How does international context affect genocide?
  - vi. What is the connection between failing and failed states and genocide?
- d. Lecture – Week 12. Genocide
- e. Discussion Question

- i. After the Holocaust, the world said, 'Never Again.' However, since then, we have seen several cases of genocide or attempted genocide. Which factors do you think are the best explanations for genocide? Why do you think it has been so difficult to prevent?
- ii. The question will be open until April 15, 2022.

13. Week 13. Wars.

- a. Learning Objective – compare theories of causes of war.
- b. Reading Assignment – *States and Peoples in Conflict*, Chapter 14.  
(NOTE: We are not reading Chapter 13, a case study on the effect of globalization.)
- c. Study Questions
  - i. How has the end of the Cold War changed our view of intrastate conflicts?
  - ii. How has the shift to a humanitarian view changed reactions to conflicts?
  - iii. What is civil society, and how has its increase affected intrastate conflicts?
  - iv. How have increases in databases improved our understanding of conflicts?
  - v. How has the end of the Cold War changed the nature of conflicts?
  - vi. What is 'capitalist peace'?
- d. Lecture – Week 13. Civil Wars
- e. Discussion Question
  - i. Do you think we will see fewer civil (intrastate) wars as violence is no longer a norm (Pinker, 2011), or will we see more civil wars as the backlash against globalization increases? Why?
  - ii. The question will be open until April 22, 2022.

14. Week 14. The Future.

- a. Learning Objective – predict the future direction of studies of political violence.
- b. Reading Assignment – *States and Peoples in Conflict*, Chapter 15.
- c. Study Questions
  - i. What has changed in the study of political violence?
  - ii. What has this change meant for policy?
  - iii. What are the categories of grievances? What does each tell us about political violence?
  - iv. How have the emerging cleavages helped us understand political violence?
- d. Lecture – Week 14. The Future
- e. Discussion Question
  - i. What additional aspects of political violence do you think should be studied in the future? Why? Is there a new or emerging form of violence that you believe should be investigated?

- ii. The question will be open until April 28, 2022

**You should take the Module 3 Quiz at this point**  
**All quizzes must be done no later than 11:59 PM on April 28, 2022.**

## Course Policies

### Online Behavior

In addition to participating in the conversations, I will be monitoring all postings for ad hominem attacks and cyber-bullying. First-time violators will be warned about postings and online behavior. The second time by the same offender will result in the removal of posting access. You will still be required to take the exams but will be penalized for not earning a score for participation.

Any student who feels that online postings are offensive or think they are the victim of cyber-bullying through the course should contact me at [michael.kanner@colorado.edu](mailto:michael.kanner@colorado.edu).

Due to the nature of the online environment, there are some things to remember.

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you." There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are not to be used.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. However, in some cases, it empowers people to treat others in ways they would not in person. Remember, there is a person behind the name on your screen. Treat all with dignity and respect, and you can expect that in return.
6. Respect the time of others. This class is going to require you to work in groups. Learn to respect the time of others in your group, and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done. (Source: [The Core Rules of Netiquette](#))

### Late Work.

Discussions.

Postings for discussions must be done before the end of the availability dates (see each week in the schedule). These are closed to submission and become read-only after that. There are seven discussions. You only need five to earn the maximum number of points.

Quizzes.

Quizzes can be taken at any time during the semester. If you cannot take the quizzes during this time, your only option is to request an Incomplete. Requests for reconsideration will require supporting documents (*e.g.*, letters from a medical professional).

Illness.

If your health does not allow you to participate after the withdrawal date, you should consult your advisor about your options. The only option that I can provide is an Incomplete. You will need to request the Incomplete with supporting documentation (*e.g.*, letters from a medical professional).

Extra Credit.

As mentioned, the only extra credit is posting on more than five discussions.

Incompletes.

A grade of Incomplete is not a substitute for poor planning. They will only be granted based on a request on the student's part supported by documentation.

**Policies established by the Vice Provost for Undergraduate Education<sup>4</sup>**

**Syllabus Statements**

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 all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus.

As of August 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge to supplement CU Boulder's COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-

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<sup>4</sup> This section will be replaced with the new policies when they are published.

impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose. Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, email me at [michael.kanner@colorado.edu](mailto:michael.kanner@colorado.edu) that you are unable to attend classes and for how long you believe you will be absent.

#### Accommodation for Disabilities

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](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

#### 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.

#### Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: 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](mailto: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 on the [Honor Code website](#).

#### 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 or against

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 email [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about OIEC, university policies, [reporting options](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and graduate 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 their rights, support resources, and reporting options.

#### 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. In this class, email me at [michael.kanner@colorado.edu](mailto:michael.kanner@colorado.edu) and tell me what classes you will be missing.

See the [campus policy regarding religious observances](#) for full details.