

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>1-31-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Political Science  <b>College</b> Arts and Letters <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix</b> CPO  <b>Number</b> 4057	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b> <div style="border: 1px solid red; padding: 2px;">Lecture</div>	<b>Course Title</b> Political Violence and Revolutions
<b>Credits</b> <i>(Review Provost Memorandum)</i> 3	<b>Grading</b> <i>(Select One Option)</i> <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i> The purpose of this course is to give students some understanding of the forms, causes, and consequences of revolution, ethnic conflict, terrorism, and other types of civil violence in the Third World. We will begin with a brief overview of the patterns of civil conflict over the last several decades followed by the major theoretical schools that have emerged to explain the phenomenon of civil war. We will conclude by exploring how civil wars end and analyze the post-civil war era to understand the factors that influence the prospects for a sustainable peace.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Summer 22	<b>Prerequisites, with minimum grade*</b> None.		<b>Corequisites</b> None
		<b>Registration Controls</b> <i>(Major, College, Level)</i> None.	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i> None  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b> Ph.D. in Political Science or related field.			
<b>Faculty Contact/Email/Phone</b> gurses@fau.edu/561 297 3213		<b>List/Attach comments from departments affected by new course</b> See attached letter of support from History.	
<b>Approved by</b> Department Chair <u>Kevin Wagner</u> College Curriculum Chair <u>Philip Lewin</u> College Dean <u>[Signature]</u> UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Daniel Meeroff</u> UFS President _____ Provost _____			<b>Date</b> <u>1/18/21</u> 1/25/22 1-26-2022 <u>1-31-22</u> <u>1-31-22</u> _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**CPO 4057-001**  
**Political Violence and Revolutions**  
3 credits

Summer 2022

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TA name	N/A
Office	N/A
Office hours	N/A
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**Course Description**

Since the end of World War II, there has not been a single day in which there was not an armed conflict of some sort going on somewhere in the world. Of course, war has never been rare. What is different about the last half century or so is that the most common form of armed conflict since 1945 has not been interstate war between two sovereign nations but intra-state armed conflict (i.e., civil war) within nations. Second, these wars have occurred almost exclusively in the nations of the Third World.

We will begin with a brief overview of the patterns of civil conflict in the post-WW II era. This will give us some idea of just what it is we are trying to understand. We will then survey the major theoretical schools that have emerged to explain the phenomenon of civil war. We will then use these theories to make some sense of three especially common forms of civil war: peasant-based revolutionary insurgencies, ethnic conflict, and terrorism.

**Instructional Method**

This is a fully in-person class, with no remote option.

**Prerequisites/Corequisites: None**

**Course Objectives/Student Learning Outcomes**

The purpose of this course is to give students some understanding of the forms, causes, and consequences of revolution, ethnic conflict, terrorism, and other types of civil violence in the Third World.

*COVID-19 Statement*

*All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).*

## Course Evaluation Method

**Examinations:** We will have two examinations in class, a mid-term (35 % of your total grade) and a final (35% of your total grade). Both exams will consist of essay(s) question(s). Failure to complete an exam on time will result in an automatic zero.

**Participation:** Participation is worth 30% of your total grade. Students are expected to arrive for each class prepared to discuss the assigned reading material. You are expected to be attentive to class lectures, participate in class discussions and exercises, respect the views and work of classmates, and refrain from all disruptive behavior (including the use of cellular telephones and laptop computers for anything other than class notes). Lectures and other class materials are designed to clarify and expand on class readings, expecting you have read and developed a general understanding of the topics addressed in the readings. You will be rewarded for your constructive contribution to the discussion.

## Course Grading Scale

The student's final course grade is broken down as follows: Assignments 70%; Final Exam 30%.

**Grading Scale:** A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F 0-59.

**Special Course Requirements (if applicable):** N/A

## Classroom Etiquette Policy

**Netiquette:** Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the FAU statement on netiquette.

**Classroom Etiquette/Disruptive Behavior Policy Statement:** Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct. For more information, please see the FAU Office of Student Conduct.

The course promotes interactive class discussion. Toward this end, students are expected to read assignments and participate in the discussion of designated readings offered each session. The readings listed for each week should be read before that week in order to maximize discussion opportunities. Further, classes will not be recorded without prior notice to ensure an environment of open dialog. Students may not record lectures, discussions, or other meetings without the express consent of the instructor.

It is expected that students will treat each other with the utmost respect. In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.

**Electronic Communication Policy:** In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.

- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on Cyber Security Awareness.

### **Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

A student who misses a lecture is solely responsible to find out about all announcements made during that lecture, including but not limited to possible changes made to this syllabus.

### **Counseling and Psychological Services (CAPS) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

### **Disability Policy**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **Code of Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

## **Course Policy Changes and Amendments**

Amendments to assignments, grading policies, or any other course policy may be changed based upon the class performance. Any such changes will be announced in class and students are responsible for those changes.

## **Required Text**

DeRouen, Jr. Karl. 2015. *An Introduction to Civil Wars*. Washington D.C.: CQ Press.

## **Course Topical Outline**

The dates listed for each topic are approximate and will depend on how quickly we move through the material. *Note that this is not a contract*. It is subject to change at my discretion.

### **Week 1: Introduction to the study of violence and revolution**

Read chp 1

### **Week 2:**

Session 1: **Civil War Costs**

Read chp 2

Session 2: **Civil War Dynamics**

Read chp 3

### **Week 3: What Causes Civil War?**

Session 1: Read chp 4

Session 2: Mid Term Exam

### **Week 4: Natural Resources and Civil War**

Read chp 5

### **Week 5: The Termination of Civil War and Post-Conflict Issues**

Read chp 6

### **Week 6:**

Session 1: **International Intervention**

Session 2: Final Exam