CPO3057

Spring 2018 Syllabus

Instructor Contact

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Course Information

Course Name	Contemporary Revolutions and Political Conflicts
Course ID & Sections	CPO3057 0W59
Credit Hours	3
Semester/Year	Spring, 2019
Online Section:	**No Class Meetings**, BUT On-line students are **advised** to watch the class lecture videos

Course Description & Objectives

Revolutions are fundamental changes in power or organizational structures that takes place in a relatively short period of time. Aristotle described two types of political revolution:

1. Complete change from one constitution to another
2. Modification of an existing constitution.

Revolutions have occurred through human history and vary widely in terms of methods, duration, and motivating ideology. Their results include major changes in culture, economy, and sociopolitical institutions.

Scholarly debates about what does and does not constitute a revolution center around several issues. Early studies of revolutions primarily analyzed events in European history from a psychological perspective, but more modern examinations include global events and incorporate perspectives from several social sciences, including sociology and political science. Several generations of scholarly thought on revolutions have generated many competing theories and contributed much to the current understanding of this complex phenomenon.

In this course we summaries and overview the necessary components of the literature on revolutions. This interdisciplinary course provides a foundation for understanding the complex socio-political, cultural, and economic structure of the revolutions. This class covers the major approaches, concepts, and methods, which are the necessary tools for analyzing and comprehending this important phenomenon.

Another purpose of this course is to go beyond stereotypes, and to stimulate students' critical thinking by the analysis of events and issues from both comparative as well as cross-cultural perspectives. The next objective is to provide an accurate and unbiased recent picture of social, economic, legal, political, and security challenges of the revolutions and political conflicts in the post-Cold War period.

Another purpose of this class is to stimulate critical analyses of events and issues in global affairs. It is not my place to train students to be conservative or liberal people, but I use our readings and my lectures to stimulate your minds. However, I have no political agenda, especially since I am an independent, who does not even belong to any real political party. More importantly, this course will also assist students to improve their written and oral communication skills, to gain an ability to translate knowledge from one context to another, and to apply theory to practice. Gaining this knowledge is important not only for students, but also for government and business employees and those who realize that we live in an increasingly global village.

Format

Our **Web (or on-line**) course consists of only one section, which never meets in a regular classroom. However, you are **STRONGLY encouraged to watch the lecture videos**, during which I gave **hints** about quiz and exam questions. There is no required in-class attendance, but students should **think of our Web session like a Tuesday/Thursday course**, **which has required assignment deadlines on both Tuesdays and Thursdays.** The recorded sessions are available in an on-line digital format on the course website. These recorded video lectures make understanding our courses materials much easier. Our experience indicates that students who watch the videos do much better in our course than those who do not.

Every week, we start a new Reading Module (or lesson plan) on Tuesdays and we have assignments due on Tuesdays and Thursdays. The required weekly Reading and Current Events Postings are always **due on Tuesdays at 11:59pm** sharp. Our three Exam Modules also start on Tuesdays: their Review Sessions are online on Tuesdays and the Exams themselves are always online on Thursdays. The **three Exam Modules** are modules numbers 4 (First Midterm Exam or Exam 1), 8 (Second Midterm Exam or Exam 2), and 12 (Final Exam). **The exams are available for only one day on Thursdays from 6am to 11:59pm, because UCF computer servers go on backup between 12midnight and 6am, so they cut off students.** Also, every Thursday (with the exception of National Holidays), we have a quiz which is available only for one day from 6am to 11:59pm (for the same reason).

I prepared **powerpoint lectures** to make sense of a **great deal of readings** that students must complete in our **text and website articles**. Moreover, we heavily rely on our diverse readings (which provide us with a variety of views) and use them as additional lecture materials. I want my students to be exposed to many different ideas, not just one or two. In this course, we cover 12 Modules or lessons (consist of 9 Reading Modules and 3 Exam Modules). Each Reading Module covers at least one text chapter, and at least a few articles from our **website**. **Modules are organized as one-stop shop where related assignments, public discussions, postings, quizzes, exams, and surveys are linked inside modules for your convenience and efficiency.**

Each **reading module** is divided into seven parts:

1. Reading modules begin with **required readings**, all of which must be completed before Tuesdays required postings' deadlines at 11:59pm. Of course, you may begin reading ahead, since you have access to your text, website articles, schedule, and modules.
2. Students are required to discuss the content of readings in our **online required Weekly Discussion** (**due Tuesdays by 11:59pm**), which involves each student replying directly to instructor's analytical questions by using the Reply Button inside Instructor's Posting. This means that students **must read ALL** materials before the discussions begin; and they **must clearly document or cite ALL weekly readings in their posting**. For the complete list of requirements and format of the assignment, please see the **Discussion Posting Guidelines** linked inside the Module and see the Sample Posting in Module Zero. Remember that the Canvas System does not accept late postings. Moreover, we cannot accept any gradable assignment by e-mail or Course Mail.
3. Students should first complete **Required Readings** (including Book Chapters, Outlines, Summaries, Key Concepts, and Articles) for each module to better understand the subject before making their discussion posting. There are 11 discussion postings, but the first 3 are required. For earning full 30 points, however, you must complete 6 postings.
4. Moreover, there is an **Optional Question Forum** for **exchanges among students** who may have additional questions about the reading materials or current events. This optional forum is to facilitate communications among students, so they can exchange ideas and learn from one another. This is to create a **Community of Learner**, another UCF goal. The aim is to **empower students** by providing them the opportunity to act as teachers to help one another. Those students who act as teachers learn the materials better themselves, and those who listen to them tend to identify better with their own peers. This way, most reading questions are answered and vague points are clarified. And, we

can make sure that the materials are clear for all students. So this Forum should help students with their preparation for the quizzes and tests. Thus, we use the **Question Forum** for the question/answer period by students, for students, and via students themselves. Serving as a monitor, the instructor interjects in the Question Forum only when the students' answers to the questions are not correct (or complete) or he may play the role of the devil's advocate for providing students with different perspectives.

5. For each reading module, the next step is a **quiz** that **covers all reading materials** of that particular module in addition to including questions from our course syllabus folder. **There are 9 reading modules; and thus 9 quizzes**. You are required to take the first 3 of these 9 quizzes. However, I suggest that students take all 9 quizzes, so I can **drop their lowest 6 quizzes scores**. I add up their top 3 quizzes for their final total quiz score.
6. The final step in any module is the Weekly **Optional** (ungraded) **Survey**, which is available if you click on the Module Description Page. These surveys are setup to be fully **anonymous** to provide privacy to students who are too shy to ask a direct question from the instructor (via **Course Mail**) or have a criticism of the course or the instructor during a particular module. **These ungraded Surveys include two parts**: the first covers the material highlights, but you may just say **OK** here, and move to the more important second part, where you **place your criticism or praise**. Since the surveys are fully anonymous, students should feel free to express themselves, make any constructive criticism of the lectures, readings, and/or format. As the instructor will not know the identity of the students in survey, then he may address such criticism in the Question Forum. If you have no criticism, you are **NOT required to use these ungraded Optional Surveys**. Of course, you are also welcome to provide any positive input, if you like any aspect of the class to help us maintain the more effective and useful parts of this course. Your input is certainly appreciated, even though you remain anonymous.

As necessary, we may utilize audiovisual resources to further our understanding of the materials, if **our Course Website** technology allows us. Our course materials (except for our required text) are available on-line.

PowerPoint Information

Some of this course's content is displayed as PowerPoint files. If you do not have PowerPoint installed on your system, you can download a free PowerPoint Viewer from Microsoft for your Windows computer. If you have a Mac or Windows computer you can use OpenOffice.

Teaching Philosophy

Education is a tool for improving the quality of life. Education is not an end in itself but a process. My teaching philosophy is to encourage critical thinking, innovative problem-solving, practical application of theory, and tolerance of diverse ideas and cultures from an international

perspective. To achieve these goals, I employ an interactive teaching style, which empowers students by encouraging them to contribute to the ongoing discussion of both familiar and unfamiliar topics and materials. My teaching goals are both to share my academic knowledge and experience with my students and to inspire and help them to become life-long learners.

General Policies

Based on the UCF's rules and standards, the instructor will pursue the following general policies:

1. **The professor reserves all rights to modify the content of the syllabus, class schedule, and/or the course, as it becomes necessary. Student must pay attention.**
2. With no exception, **students MUST only use Course Mail**, when they need to contact the professor and/or the class Teaching Assistant (TA).
3. If you receive no reply from the instructor (and/or TA) within **48-hours** (during regular business days & hours, M-F 8am-5pm) after sending your message (when he is **not** out-of-town), it means that he did not receive your message. Please re-send the message.
4. Respecting students' **privacy**, the instructor provides student's record only to the student himself/herself on a one-to-one basis. He will not discuss one student's case in front of others in any **public forum**. Students are also not allowed to discuss their private cases in the public forums of our course. Thus, students must **directly contact the instructor via Course Mail (not in class public forums)**, if they have questions about their own records, grades, or particular situations.
5. Dr. Sadri encourages and **welcomes questions** as well as comments from all students. However, he will not allow any student to intimidate other students or dominate the class discussion. No student is allowed to impose his/her ideas on others or create an unhealthy class environment.
6. Students Participation Score is penalized for **repeated questions whose answers are in the syllabus folder (including syllabus and more) documents** and course forums.
7. With our generous drop policy, there is no need for changes in deadlines. However, please inform the professor, if you face special career situations (eg. military deployment to the front) or personal issues (e.g. hospitalization) not listed on the UCF calendar.
8. Since our course materials are on-line, all students MUST check **Course Mail**, class **Web Forums,** and their e-mails at **least twice a day** (once in the morning and once at nights) for new class announcements, news, messages and/or updates by professor or TA.
9. Without exceptions, ALL written **(gradable) assignments** (postings, quizzes, and exams) **MUST be submitted to our Course Website**. The format requirement is single-spaced format, black color font, New Times Roman font, and 10-point font size. You are responsible for grammar and spell checking your work.
10. In case of technical challenges with the Canvas, the Instructor may use students' e-mail addresses from the UCF e-Community. Update your e-mail address at the **Polaris** (UCF Registration) system otherwise you may not receive certain emergency messages.

11. If you have **an official name change** during the term, you must inform the instructor immediately, since UCF does not do that.
12. Students should regularly check our Website Assignments Deadline page and avoid submitting assignments to **our Course Website** at the last minute. The **Website clock** may be different from your own time, and that may lead students to miss a deadline. Late assignments are considered missed. **No gradable assignment, posting, quiz, or exam is accepted by e-mail or Course Mail.** It is your responsibility to submit assignments before the **Website** deadlines, Eastern Standard Time (**EST**).
13. **Any grade (or score) dispute** or participation discrepancy must be resolved within a week from the day (and time) when scores are posted or the discrepancy has occurred. No late (or last minute) appeals will be considered.
14. Students, who take a passive (or inactive) role in our class, especially during the first 4 weeks of the term, will be considered **"disengaged,"** based on UCF standards. They will be severely penalized on the case by case basis.

Make-Up Policy

Theoretically, **there are no make-ups for our quizzes, exams, or Weekly Required Discussion Postings**, since we have a very generous drop policy for each student throughout the term. Most students consider my "drop system" as a very generous make-up policy.

Remember that the **First Midterm Exam is required for all** without an exception. After taking the First Exam, it can be replaced by the Second Midterm Exam, which has a higher score. However, the First and/or the Second Midterm Exams are *NOT* a replacement for the Final Exam. Also, there is no make-up for the Final Exam or the optional Extra Credit Quiz.

Text

The following books and materials are **required** for our class:

James DeFronzo. ***Revolutions and Revolutionary Movements***. 5th ed. Boulder, CO: Westview Press, 2014 (ISBN: 978-0813349244).

Jack Goldstone, ***Revolutions: A Very Short Introduction***. Oxford, UK: Oxford Univ. Press, 2014 (ISBN: 978-0199858507).

Additional reading materials will be available at our Website. You may access them via our Class Website inside each Module.

Rules of Conduct

One of the University of Central Florida's most enduring academic traditions is its Rules of Conduct code. The instructor will carefully follow the code and expects all students to do the same. As The Golden Rule handbook clearly states, failure to comply with university rules may subject violator(s) to appropriate action by university authorities and/or appropriate civil authorities. Serious violations of university rules will be recorded in the record of the student(s).

UCF Disability Statement

The university if Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center, Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Course Requirements & Grading System

The final grades are on a Point System. I do not use letter grades on assignments, postings, quizzes, or tests to avoid misleading interpretations of final grades. I encourage students to avoid letter grade interpretation of their scores. All Modules 0, 1, 2, & 3 assignments and the Final Exam are required for all. Exam 2 is ONLY required for those with low Exam 1 score.

Our course is organized to create **equal opportunity** for students with different learning abilities and skills. If students are not doing well with a particular course requirement, they can still earn enough points to get a desirable final grade. Moreover, there is an opportunity to earn up to 5 Optional Extra Credit Points for the final grade.

Criteria	Points
3 (out of 9) online Quizzes, 10 points each	**30**
6 (out of 11) online Discussion Postings, 5 points each	**30**
Required First Exam (Second Exam is required for low scores)	**20**
Required Final Exam (online)	**20**
TOTAL	**100**
Extra Credit (online)	**5**

Students are expected to participate in our **online discussion** forums. Individuals who are active by their early postings, extensive contribution to Discussion Forums, participating in Optional Forums, and **helping other students** in our Optional (Question, Technical, From the Grapevine) Forums **are eligible for a higher participation score**. In addition, if their final grade is on the borderline between two grades (e.g., A- & B+), their participation record is the key factor in my decision for a higher grade.

NOTE: Please feel free to check only your raw scores on the Canvas Gradebook anytime. However, **the Canvas provides Inaccurate and Misleading Grade Statistics**, because it does not take into account our generous drop policy. Canvas simply adds all your scores regardless of their quality, ranking, and dropping the lowest figures. For students, Canvas grade statistics often show a very high performance percentage which is seriously wrong. For the accurate report of your grade standing, please simultaneously email the professor and Teaching Assistants (TAs).

Letter Grade	Points
A	93 - 100 points
A-	90 - 92 points
B+	87 - 89 points
B	83 - 86 points
B-	80 - 82 points
C+	77 - 79 points
C	73 - 76 points
C-	70 - 72 points
D+	67 - 69 points
D	63 - 66 points
D-	60 - 62 points
F	59 and below

Since the grading is based on a **simple point system**, at any time during the term you should be able to add your earned points together to recognize your projected grade. Please feel free to contact the instructor directly, if you have any questions about your grade. Moreover, the instructor will use the plus and minus grading system which allows for a more accurate and fair evaluation of student performance. The range for each grade is indicated in the table.

Quizzes

To learn about our course topic, one must understand diverse political issues at national, regional, and international levels. Based on schedule, students are required to read (free of any cost) **articles** linked inside each Module of our **Webcourses@UCF online course** in association with each text chapter. To confirm that module readings are understood, there are **NINE CLOSED-BOOK** multiple choice online quizzes--each related to one reading module. **Closed-Book means** that **one is not supposed to use the reading materials while one takes the quiz**. Out of the 9 quizzes, only the first three quizzes are required for each student. However, students are welcome to take all other quizzes as well to maximize their total quiz scores.

With only 10 questions, each quiz is worth 10 points. It covers **all readings in one particular module plus questions from the Syllabus Folder** to make sure that everyone knows the class rules for their own benefits, according to the recommendation of the UCF Course development office. Moreover, the same UCF office suggests that Quizzes (with 10 questions) should be set for only 5 minutes. However, I extended the time limit to 10-minutes for each quiz. For the quizzes, our records show that majority of students take only about 5.5 minutes—a record very close to what the UCF staff suggested for time limit.

Now the question is: What should be done about those who need more time? I can certainly identify with those who may need more time, simply because of my own learning disabilities. Please do not repeat my personal challenging school experience to ignore my learning disabilities for years; and get yourself tested for learning disabilities and report it to the UCF Office of Disability. This way, you can legally receive double-time for the quizzes and texts, based on Federal and UCF rules. If you do not have learning disability, please contact the professor to help you improve your Study Habits and Methods, so you would be more efficient and effective in taking the quizzes and earn higher scores.

About Canvas System timing, depending on your type of Internet Connection to UCF system, some students will get cut off at the 10-minute time limit for the quizzes. While others may be in time violation. To avoid any penalty points, I strongly suggest that you submit your answers before the 10th minute starts. **Time violations are penalized by 1 point for each extra minute.**

Moreover, UCF computer servers some nights go on backup (sometimes between 12 mid-night to 6am), so some students were cut off in the past. Thus, our quizzes cannot be open for more than a day. Each quiz is only open for one Thursday from 6:00am to 11:59pm, each quiz is linked inside its own module. As mentioned earlier, quizzes are designed for 5 minutes, but **you have up to 10-minutes to complete each**. The exceptions to this rule are the students registered with the **UCF Student Disability Services.** These students have double time (i.e., 20 minutes) for each quiz, based on UCF rules. **However, the Disability Students MUST ask the UCF Disability Services to provide the professor with confirmation of their status in the first week of the term**. These students cannot use the extra time until the instructor receives the notification from UCF Disability office.

UCF aims to prepare students for both objective and subjective tests. Quizzes are examples of objective tests. The quiz questions are multiple-choice and/or true-false in nature. Since **there is no make-up for the quizzes**, it is strongly **recommended** that students **take all 9 quizzes** and

maximize their chance of higher total quiz score and avoid possible computer and network technical problems, which may lead to losing the opportunity to submit their quiz. To calculate students' total quiz scores, however, the professor will **automatically drop their 6 lowest quiz scores** and use only the top 3 out of their 9 quiz scores for each student. Students may earn up to a total of 30 points for their total quiz score.

Note: It is normal that for some, quizzes would seem more challenging than for other students. The key issue for success on the quizzes is to **MASTER** the readings. This means that you must fully repeat the readings at least 3 times, which is what I also do while preparing for my lectures. **There is no shame in reading the materials 3 times, based on current educational standard.** For those students, who do not **master** the readings, the 10-minute time limit will seem too short. For those who do not master the readings, it is impossible to cheat on the quizzes, because Canvas System choose 10 random questions (from a large question pool) for each student. **No two quizzes are the same**, because the question pool is very large with at least a couple of hundred questions. Even if a few students take the same quiz together, they will certainly have different sets of quiz questions within their own 10-minute. Moreover, the quizzes get harder as the term moves on, so I made the first three easier quizzes required for all. There is no choice, but to **master** (or comprehend, not just memorize) the assigned readings. If you have questions, please ask us by direct emails.

Exams

Our class has 3 exams: First and Second Midterm Exams as well as Final Exam. First Exam and the Final Exam are required for all students without any exception. Second Exam is only required for those whose Exam 1 score is low (i.e., below 16 out of 20 points or what students say at “C” or less levels).

All 3 exams are **CLOSED-BOOK** online tests. In a **Closed-Book test**, one may mention our text or lecture materials (only from their memory), but one **does NOT directly "quote"** text or lectures **(with page numbers of the readings)**. Students should **NOT document their test writings**. Documenting is **citing the author along with page numbers.** In a **closed-book** test, quoting or documenting is considered **plagiarism**, which is a punishable act based on UCF rules.

Each exam covers about one-third of the course materials. All students are **required to take the First Midterm Exam without an exception**. Those who do not do well on the First Exam (or Exam 1) are then required to take the Second Midterm Exam (or Exam 2). For these two midterm exams, the instructor drops the lowest score for each student. If you miss an exam, it will automatically earn zero. The First or Second Midterm Exam is **NOT** a replacement for the

Final Exam. The Final Exam is **REQUIRED** for all students without an exception. **The Final Exam covers the last third of the term**. There is **NO make-up** for the Final Exam, so students must take it as scheduled, linked on Module 12. Please put our exam dates on your schedule.

After Final Exam, please take the **Post-Test**, as a sign of your learning level and engagement in our class. Post-Test has the same questions as Pre-Test which is linked in Module 1. Pre-Test is also required as a sign of initial learning and engagement in our class. The final grade of those who fail to take Pre-Test and Post-Test will be penalized.

Regarding format, each exam will provide **equal opportunity** to students with different learning abilities. In this regard, each **exam has 3 parts**: **In Part 1**, there are Objective Questions or multiple choice; in **Part 2**, Short-Answers Questions that are a combination of objective and subjective questions); and in **Part 3**, Essay Questions, which are considered more subjective. In the **First Part** of the exam, there will be 7 objective questions (consist of multiple and/or true-false questions), each worth 1 point. There are no choices in this part and all questions must be answered. The **Second Part** of the exam consists of short-answer questions, each of which can be answered briefly in one sentence. In this part, students have options, and are required to **answer only 2** questions, not more and not less. There will be a penalty for answering more or less than 2 questions in this part. Each short-answer question is worth 3 points for a total of 6 points. The **Third Part** of the exam is made of essay questions, which are considered subjective questions. Students have options and are required to **answer only one essay** question, which is worth 7 points, including 2 points for the essay outline (see sample outline and essay format in Modules 4, 8, and 12). Organize your thoughts and write down an **outline** with at least 5 Roman Numerals (subdivided into at least a couple of points) before starting the essay. For this outline, the **First** and **Last** Roman Numerals refer to the Introduction and Conclusion sections. The **other three** Roman Numerals must relate to the other three mini questions inside your essay question. The **outline is worth only 2 points**, so take it seriously.

The essay must be an extensive answer (**at least 500 words in length**), which will be evaluated based on following **criteria**: **clarity**, **content**, **organization**, **comprehensiveness**, **argument quality**, and **supporting evidence** (facts and examples). Before submitting exam, essay answer must be single-spaced format, New Times Roman font, black color font, and 10-point font size. You are responsible for **grammar and spell checking** your work. There is penalty for violation of these rules. **Hint**: Use at least a separate paragraph for each of your Roman Numerals.

Since UCF servers some nights go on backup (sometimes between 12 midnight to 6am) and some students were cut off in the past, our exams cannot be open for more than a day. Each required exam is only open for one Thursday from 6:00am to 11:59pm. Based on UCF Course

Development staff recommendations, our exams are designed for 45 minutes, but **you have up to 60-minutes to complete each**. The exceptions to this rule are the students registered with the UCF Student Disability Services. These students have double time for each exam, based on UCF rules. However, the Disability Students MUST ask the UCF Disability Services to provide the instructor with documentations of their status in the VERY first week of the term. These students cannot use the extra time until the instructor receives the formal notification from UCF Disability Services.

The UCF Canvas System **does not save your answers**, if you violate the time even by a micro second. Depending on your Internet Connection to UCF, some students will get cut off at the 60-minute time limit, while others will be in time violation. I strongly suggest that you save and submit your answers before the 60th minute starts. **Time violations are penalized by 1 point for each extra minute.**

Extra Credit

There is one **Optional Extra Credit** opportunity worth 5 points throughout the term. This Extra Credit is a Quiz that covers a number of **Optional Reading Assignments** in Module 12 at the end of the term. This quiz has the same format and requirements as a regular quiz, so read the Quiz section. The Extra Credit Quiz is linked in the Module 12 and it is listed in our Class Schedule. The difference between the Extra Credit Quiz and other quizzes is that you have only 5 questions and have only 5 minutes for Extra Credit Quiz.

Since UCF servers some nights go on backup (sometimes between 12 midnight to 6am) and some students were cut off in the past, this extra credit quiz cannot be open for more than a day. It is only open for one day from 6:00am to 11:59pm. Extra Credit Quiz is designed for 2.5 minutes, based on UCF Course Development staff. However, **you have up to 5-minutes to complete it**. The exceptions to this rule are the students registered with the **UCF Student Disability Services.** These students have double time for the Extra Credit Quiz, based on UCF rules. However, the Disability Students MUST ask the UCF Disability Services to provide the instructor with documentations of their status in the VERY first week of the term. These students cannot use the extra time until the instructor receives the notification from UCF Disability office.

Again, the Canvas System may either cut you off or keep you in time violation (depending on your Internet Connection to UCF). I suggest that you save and submit this quiz before the 5th minute. There is penalty point for time violations. One point is subtracted for each extra minute beyond 5 minutes. Disability Students have double time for Extra Credit Quiz, based on UCF rules.

Attendance, Engagement, & Participation

Attendance:

For the online students (in W or V courses**)**, students' **attendance** level is partly based on their active (or passive) record in our Optional Forums. There are 3 Optional forums: Questions, Tech Help, and "From the Grapevine:" For the complete description of each forum, please check the first one listed by the Dr. Sadri. Students who want recognition for their activities should help their peers in these Optional Forums. Those who have a strong record will get my help for a higher final grade in our class. Thus, to encourage good academic behavior, individuals who are active by **helping other students** in our **Question & Technical Help Forums**, and participating in other Optional Forum: **From the Grapevine** are eligible for my assistance to their final grade, when their total scores fall on the borderline between two grades (such as A- & B+). Their active participation record will be the key factor influencing my decision for a higher grade. If you feel that you do not have a strong attendance record and have taken a very passive role in our class, please complete the Extra Credit assignment (worth 5 points), linked in Module 12.

Engagement:

Inspired by the UCF educational mission, full **engagement** in class is essential in our online course. 1) In part, students' **engagement** is measured by observing how carefully each student follows all class instructions and rules (listed in the Syllabus Folder), Announcements, and emails from the Professor and the Teaching Assistants (TAs). Students who ask questions whose answers are already in the above mentioned documents are obviously showing "**disengagement**" in our course. To encourage students to take the class rules seriously, each quiz has questions from the Syllabus Folder. 2) Class **engagement** is also measured by students' completing the Pre-Test in Module 1 and Post-Test in Module 12. 3) Finally, students' **engagement** is measured by meeting the UCF Financial Aid Requirement Report (in Module 0), by completing 3 simple assignments, based on Module Zero description. The final grade of those who show any "**disengagement**" is penalized by their level of passivity in this class, based on UCF rules.

Participation:

Obviously, students' **participation** is vital in our class. What do we mean by participation? **Participation means students actively completing the weekly course discussion postings**. Students may present explanation, opinion, or relevant comments about an issue, based on my instructions in our Reading Discussion Forum linked within each module. However, simply asking questions or bombarding the instructor with emails (whose answers are already in the syllabus) is not considered active participation. Of course, I expect my students to participate in our **Weekly Discussion Forums**.

Are there any weekly participation grades? Your weekly posting is evaluated on a **point system based on a rubric** which evaluates each posting from zero to 5 points. More specific posting instructions are linked in each module under the title: **Discussion Posting Guidelines**. If you are not sure about the acceptability of your work, then please make your postings by Sunday night. On Monday mornings, the instructor (or TAs) will send messages to students whose works are unacceptable or incomplete. Such students will have time before Tuesday night deadlines to revise their postings (in the Discussion Forum) and make them acceptable or complete. **If you make your posting after Sunday night, there is no time for instructor/TA comments, so you take a chance**. Thus, you may earn no points at all, despite your initial attempts. This term, there are 11 opportunities for Discussion Postings: **the first three (Modules 1-3) are required**. You have the option for the remaining postings to complete or not. There is also an Optional Posting in Module 12. Since the Discussion questions become much harder as the term goes by, you are strongly recommended to complete the earlier ones.

How do you calculate your participation score? It is easy to calculate your participation score. Please simply add the scores that you received for each posting. You may earn up to 30 points in total for 6 fully-completed Posting, based on our rubric and instructions. For detailed posting instructions, see the Discussion Posting Guidelines, linked in the module description page. There are 11 weekly Discussions. I drop the 5 lowest Postings for each student, and add their totals.

There is also an Optional Posting based on the Extra Credit Readings in Module 12 at the end of the term. Those who miss a week of Required Discussion Posting are strongly encouraged to use this optional opportunity to neutralize 1 missed posting that is graded based on the same rubric.

Note: The instructor may subtract points from the final participation score of those students who repeatedly violate syllabus rules throughout the term. Such violations include: not using Course Mail, asking questions whose answers are already in the syllabus, and repeating errors for which they had received my comments.

Other Assignments

If the students take a laid back attitude towards the readings or the class discussion, the instructor may assign additional oral and/or written assignments in form of reports or research projects to stimulate participation.

Make-Up Policy

Theoretically, **there are no make-ups for our quizzes, exams, or Weekly Required Discussion Postings**. However, I drop 6 (out of 9) required quizzes, one (out of 2) required midterm exams, and 5 Weekly Discussion Posting for each student throughout the term. Thus, many students consider my "drop system" as a very generous make-up policy. Remember that the First and Second Midterm Exams can be a replacement for each other only. However, the First and/or the Second Midterm Exams are NOT a replacement for the Final Exam. Also, there is no make-up for the Final Exam or the optional Extra Credit Quiz.

Technical Challenges

Unless there is a well-documented UCF computer, server, or network crash at one of the UCF locations, the responsibility of the technical problem is fully with the students.

It is partially **due to Tech Problems** that we have such a **generous drop policy** in our course to minimize the impact Tech Problems. **To avoid Tech Problems**, I encourage the students to use UCF computers and Internet Network located at any of 10 different area campuses located in Central Florida region, if they can. This is especially **important for Exams and Quizzes**, which are open only for one day (**Thursday 6:00am till 11:59pm**). You have a full week for each set of weekly required postings, so if you cannot connect to our Website one day, you can try it later.

In fact, one reason that our quizzes and exam are **available only from 6am till 11:59pm** is that many of the UCF computers, servers, and network go to a backup (or repair) process between 12 (midnight) and 6am. Thus, I decreased the chance of my students being cut off from the UCF during an exam or a quiz. Moreover, there is statistically less chance of computer crashes on Thursdays, so all our Exam and Quizzes are available ONLY on Thursdays.

Since different students use different equipment, software, and networks, it is the students' responsibility to make sure that their system is compatible with UCF and Canvas' server to avoid Technical Problems. For this information, please check the **Technical Support** button on the first menu of our Course Website, especially please do the "**Browser Check**."

Based on our recent experience, here are some useful suggestions:

1. **If you can**, use UCF computers and network, instead of less secure home (or office) service.

2. **If you have the option**, use wired instead of wireless services that tend to cut off occasionally.

3. **Use reliable updated Internet Browsers** that have no problems with UCF network.

4. **Avoid internet pick time** to take your quizzes and exams.

5. Temporarily, **suspend your computer Fire Walls**, when you connect with UCF to take a test.

6. **Do NOT give to other students your PID & NID** numbers or username & passwords.

7. **If you can**, use UCF labs, to have an authorized witness, if a local crash occurs.

8. If you use your peer's computer to take our quizzes (or exams), then you must login to **MyUCF** or **Canvas** after your peer **computer has been off (for at least 3 minutes). Violators may experience Tech Problem, and their scores automatically go to ZERO.**

9. If you have any Technical Problem, please contact UCF Online Support about Webcourses@UCF tech issues at: http://learn.ucf.edu/support/

Class Schedule & Assignments

Spring 2019

Date	Topic	Reading & Assignments
Mon 1/7/19	**UCF Semester Begins**	UCF Spring Term officially begins
Tues 1/8	**Module 0**: **Course Orientation**	**Read:** • Instructor's Welcome & Orientation Postings • Syllabus, Class Schedule, & All Instructor's Postings on All Forums in Discussion Section • **NOTE**: Reading class rules is important, since all quizzes cover them. Any violation of class rules leads to participation penalty points for the lack of FULL **engagement** in our class. **Assignments:** • Read lecture on **Political Science/IR**. • **NOTE**: You must **always** use our Course Mail for e-mailing Dr. Sadri.
Thurs 1/10	**Module 0**: **Course Orientation**	**Required UCF Financial Aid Assignments:** • 1. Reply to instructor's **"I am" Message** • 2. Finish **Student Background Survey**. • 3. Take the **Orientation Quiz** • Weekly Optional Survey Opens today
Thurs 1/10	**Module 0**: **Course Orientation**	• UCF Late Registration: Last Day to Drop
Friday 1/11	**Module 0**: **Course Orientation**	• UCF Late Registration: Last Day to Add

Tues 1/15	**Module 1: Introduction**	**Read:** • **ALL linked readings in our module** **Assignments:** • Finish **ALL** readings before your posting • Your **Required Discussion Posting** is due by 11:59pm.
Thurs 1/17	**Module 1: Introduction**	**Assignments:** • **Quiz 1:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder) • **Take Pre-Test: Taking it is required.** • Weekly Optional Survey Opens today
Tues 1/22	**Module 2: Causes, Processes, & Outcomes**	**Read:** • Listed readings in our module **Assignments:** • Finish **ALL** readings before your posting • Your **Required Discussion Posting** is due by 11:59pm.
Thurs 1/24	**Module 2: Causes, Processes, & Outcomes**	**Assignments:** • **Quiz 2:** available **only** today 6:00am-11:59pm (covering All Module 1 Readings & Syllabus Folder) • Weekly Optional Survey Opens today
Tues 1/29	**Module 3: Ancient & Renaissance Revolutions**	**Read:** • Listed readings in our module **Assignments:** • Finish **ALL** readings before your posting • Your **Required Discussion Posting** is

		due by 11:59pm.
Thurs 1/31	**Module 3: Ancient & Renaissance Revolutions**	**Assignments:** • **Quiz 3:** available **only** today 6:00am-11:59pm (covering All Module 3 Readings & Syllabus Folder) • Weekly Optional Survey Opens today
Tues 2/5	**Module 4**: **First Midterm Review**	**Review Assignments:** • Finish **ALL** readings before you send an email or post any questions • Online exam review session.
Thurs 2/7	**Module 4**: **First Midterm Day**	**Assignment:** • **First Midterm Exam Day.** • **No Class: Exam 1 Required** for all and is available on-line **ONLY today** from 6:00am to 11:59pm at our website (covering Modules 1-3).
Tues 2/12	**Module 5: Constitutional Revolutions**	**Read:** • Listed readings in our module **Assignments:** • Finish **ALL** readings before your posting • Your **Discussion Posting** is due by 11:59pm.
Thurs 2/14	**Module 5: Constitutional Revolutions**	**Assignments:** • **Quiz 4:** available **only** today 6:00am-11:59pm (covering All Module 5 Readings & Syllabus Folder) • Weekly Optional Survey Opens today
Tues 2/19	**Module 6: Communist**	**Read:**

	Revolutions	• Listed readings in our module **Assignments:** • Finish **ALL** readings before your posting • Your **Discussion Posting** is due by 11:59pm.
Thurs 2/21	**Module 6: Communist Revolutions**	**Assignments:** • **Quiz 5:** available **only** today 6:00am-11:59pm (covering All Module 6 Readings & Syllabus Folder) • Weekly Optional Survey Opens today
Tues 2/26	**Module 7: Dictators & Revolutions**	**Read:** • Listed readings in our module **Assignments:** • Finish **ALL** readings before your posting • Your **Discussion Posting** is due by 11:59pm.
Thurs 2/28	**Module 7: Dictators & Revolutions**	**Assignments:** • **Quiz 6:** available **only** today 6:00am-11:59pm (covering All Module 7 Readings & Syllabus Folder) • Weekly Optional Survey Opens today
Tues 3/5	**Module 8**: **Second Midterm Review**	**Review Assignments:** • Finish **ALL** readings before you send an email or post any questions • Online exam review session.
Thurs 3/7	**Module 8**: **Second Midterm Exam**	**Assignments:** • **Second Midterm Exam Day.**

		• **No Class:** Our Exam is Only Required for those who earned less that 16 points on Exam 1. It is available on-line **ONLY today** from 6:00am to 11:59pm at our website (covering Modules 5-7).
3/11-16/2019	**Spring Break**	**No Classes**
Tues 3/19	**Module 9: Modern Islamic Revolutions** **Part 1: Iranian Revolution**	**Read:** • Listed readings in our module **Assignments:** • Finish **ALL** readings before your posting • Your **Discussion Posting** is due by 11:59pm.
Thurs 3/21	**Module 9: Modern Islamic Revolutions** **Part 1: Iranian Revolution**	**Assignments:** • Weekly Optional Survey Opens today
Tues 3/26	**Module 9: Modern Islamic Revolutions** **Part 2: Islamic Revolutionary Movements**	**Read:** • Listed readings in our module **Assignments:** • Finish **ALL** readings before your posting • Your **Discussion Posting** is due by 11:59pm.
Thurs 3/28	**Module 9: Modern Islamic Revolutions** **Part 2: Islamic Revolutionary Movements**	**Assignments:** • **Quiz 7:** available **only** today 6:00am-11:59pm (covering All Module 9 Readings & Syllabus Folder) • Weekly Optional Survey Opens today
Tues 4/2	**Module 10:** **Color Revolutions &**	**Read:**

	Revolutions Via Democracy	• Listed readings in our module **Assignments:** • Finish **ALL** readings before your posting • Your **Discussion Posting** is due by 11:59pm.
Thurs 4/4	**Module 10:** **Color Revolutions & Revolutions Via Democracy**	**Assignments:** • **Quiz 8:** available **only** today 6:00am-11:59pm (covering Module 10 Readings & Syllabus Folder) • Weekly Optional Survey Opens today
Tues 4/9	**Module 11: Revolutions Now & Future** **Part 1: Arab Revolutions**	**Read:** • Listed readings in our module **Assignments:** • Finish **ALL** readings before your posting • Your **Discussion Posting** is due by 11:59pm.
Thurs 4/11	**Module 11: Revolutions Now & Future** **Part 1: Arab Revolutions**	**Assignments:** • Weekly Optional Survey Opens
Tues 4/16	**Module 11: Revolutions Now & Future** **Part 2: Future Revolutions**	**Read:** • Listed readings in our module **Assignments:** • Finish **ALL** readings before your posting • Your **Discussion Posting** is due by 11:59pm.
Thurs 4/18	**Module 11: Revolutions Now & Future** **Part 2: Future**	**Assignments:** • **Quiz 9:** available **only** today 6:00am-11:59pm (covering Module 11 Readings

	Revolutions	& Syllabus Folder) • Weekly Optional Survey Opens today
Tues 4/23	**Module 12:** **Extra Credit & Review Session**	**No Class, but Online Assignments:** **Online Review Session:** • Review your required readings & notes. • Email your questions about the materials and exam to the Instructor and TA. • Read questions by your peers on the Question Forum, and try to answer their questions. They may do the same for you. • Instructor is available during his Office Hours in (Orlando Campus) Phillips Hall, Room 302 for assistance **Optional Extra Credit Readings:** **Read:** • If interested, complete OPTIONAL readings based on the module list. **Optional Assignments:** • If interested, make the Optional Discussion Posting, if you do not have enough required ones. • Optional Extra Credit Quiz available for all students only today 6:00am-11:59pm (covering only Optional Extra Credit Readings listed in the module)
Thurs 4/25	**Module 12:** **Final Exam Day**	**Assignments: No Class** • **Final Exam Day is on-line.** • **No Class**: Our Final Exam is available **ONLY today** from 6:00am to 23:59 at course website (covering Modules 9-11). • **Post-Test is also available today and is due by 11:59pm. Taking it is required.**