

# Revolutions and Political Violence

PSCI 3062

Summer A Term 2012

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M-F 12:45-2:20  
Room: ENVD 122  
Office: Ketchum 5  
Hours: M, W, R 2:30-3:30

## COURSE DESCRIPTION

Violence and revolution shape the modern world. Political violence in the form of repression, rebellion, mass killings, forced disappearance, and terrorism take place every day. The goal of this course is to understand when, where, and why these violent events take place, to understand who perpetrates violent events and who are the victims, and be able to explain the results of political violence.

This term, we will evaluate the major explanations of political violence in an effort to understand the world around us. In particular, we will look at scholarly work and past violent events in an effort to understand the events of the Arab Spring. The course is organized into 3 parts.

### 1. REBELLION AND REBEL ORGANIZATION:

What is rebellion? What is revolution? Who participates in armed resistance and civil war? When do rebellions and revolutions occur? When do non-state organizations use violence against civilians?

Cases: Algeria & Sierra Leone

### 2. STATE REACTIONS: VIOLENCE AGAINST CIVILIANS

How do states fight insurgency? Why is there variation in patterns of violence against civilians? How does violence relate to state formation? When do strong states commit violence against civilians? What are the patterns of violence in strong states? Where do strong states commit violent acts?

Cases: Serbia & Chechnya

### 3. OUTCOMES: REGIME CHANGE

When do we see revolution succeed? When do we see democratization? What is the Arab Spring? How is it the same or different from other forms and instances of revolution, rebellion, protest, and violence?

Cases: Egypt & Syria

You will contribute to the class by monitoring ongoing events related to revolution and political violence and by presenting original analysis of a case to the class.

## ASSESSMENT

**READING NOTES.** To help you process and remember information, you will be required to take notes on each article and book chapter. These should provide sufficient detail for you to reconstruct the argument and case in each paper. You should also include your reaction to the paper and any questions that the paper raises for you (e.g. "this makes no sense in this case..." or "how does this theory apply to X case?"). The goal here is to encourage active learning, make you an active thinker, and help you prepare to participate in class discussions.

Your notes are your admission ticket to class each day. If you don't have notes, you will be asked to miss class. If you take notes on the computer, please email me your notes by **10AM** on the day of class. If you take notes by hand, you can show me your notes at the beginning of class and turn them in at the end. These are graded on a +/√/- scale. I will drop your worst grade, including a missed assignment.

If you miss class, you can still write and receive credit for the reading notes. Notes must be in before class, even if you miss class. I will not accept late notes.

**ATTENDANCE.** You earn points of attendance each day. You can miss two days without penalty, but after that you will lose points. I do not need to see doctor's notes or other forms of excuse for absences. If you miss class, you miss the content for the day, which cannot be made up. The two absences are designed to cover illness, religious holidays, doctor's appointments, and other legitimate reasons to miss class. Use them wisely. **REMEMBER: NO NOTES, NO ATTENDANCE FOR THE DAY.**

**PARTICIPATION.** Class will be more interesting if you are engaged and share questions and opinions. I expect you to participate every day.

**PRESENTATION.** During the course of the semester, you will complete additional research and present your findings to the class. You will work with a group to present and analyze a case and guide the class with questions.

Each individual will present for 7-10 minutes. While grades are assessed individually, I expect you to coordinate with the other presenters so that there is no overlap. 50% of your grade is based on delivery and preparation, including your ability to handle questions. 50% of your grade is based on research. You will turn in an annotated bibliography at the beginning of class on the day you present. Slides must be emailed to me at least an hour before class.

Be creative in your presentation and get the class involved. I strongly encourage you to discuss your presentation with me and your co-presenters before the presentation date. I will provide further details and a demonstration during the first week of class.

**GRADING:**

<b>SOURCE</b>		<b>PERCENT OF GRADE</b>
<b>READING NOTES</b>	20 days	<b>30%</b>
<b>ATTENDANCE</b>	24 days	<b>20%</b>
<b>PARTICIPATION</b>	23 days	<b>20%</b>
<b>PRESENTATION</b>	delivery & research	<b>30%</b>

**PRESENTATION SCHEDULE**

Wednesday, June 13: Algeria and Sierra Leone

Thursday, June 21: Serbia

Monday, June 25: Chechnya

Friday, June 29: Egypt

Tuesday, July 3: Syria

**COURSE SCHEDULE**

Date	Topic	Reading
June 4	<b>Introduction:</b> What is political violence and why should we study it?	---
<b>Rebellion: Participation &amp; Organization</b>		
June 5	<b>Rebellion:</b> How is rebellion organized? Why is there rebellion?	Weinstein 2007. <i>Inside Rebellion</i> [1 - 20]
June 6	<b>Collective Action:</b> Why don't we see more rebellion and resistance?	Lichbach 1995 <i>The Rebel's Dilemma</i> [3-7 & 15-28]
June 7	<b>Recruitment:</b> Who participates in resistance?	Humphreys & Weinstein 2008. "Who Fights? The Determinants of Participation in Civil War." <i>AJPS</i>
June 8	<b>Timing:</b> When and where do we expect rebellion? What happened in Tunisia? Should we have anticipated revolution in Tunisia?	Timur Kuran. 1989. "Sparks and prairie fires: A Theory of Unanticipated Political Revolution." <i>Public Choice</i> [pages 41-45 & 60-71] Angrist, Michel Penner. 2011. "Morning in Tunisia: The Frustrations of the Arab World Boil Over." In <i>The New Arab Revolt</i> .
Week 2		
June 11	<b>Violence against civilians:</b> Why is there variance in patterns of violence against civilians?	Humphreys & Weinstein. 2006. "Handling and Manhandling Civilians in Civil War." <i>APSR</i>
June 12	<b>Violence against civilians:</b> How does the type or structure of a political group affect their use of violence?	Kalyvas, Stathis. 1998. "Wanton and Senseless? The Logic of Massacres in Algeria." <i>Rationality and Society</i> 11(3): 243-285.
June 13	<b>Discussion:</b> <i>Algeria &amp; Sierra Leone:</i> Why were there mass killings in Algeria? Why do we see these patterns of violence in Sierra Leone? Why do we see different patterns in these two conflicts?	Davies, Victor. 2000. "Sierra Leone: Ironic Tragedy." <i>Journal of African Economies</i> . [find through Google Scholar or Norlin]
<b>State response</b>		
June 14	<b>State violence:</b> Film: "State of Fear"	Manwaring. 1995. "Peru's Sendero Luminoso: The Shining Path Beckons." <i>The Annals of the American Academy of Political Science</i> .
June 15	<b>Counter-insurgency:</b> Violence by states: How do states fight insurgency?	Valentino et al. 2004. "'Draining the Sea': Mass Killing and Guerrilla Warfare." IO

Week 3:		
June 18	<b>No class</b>	
June 19	<b>State Formation &amp; Violence:</b> What states commit violence? Why?	Cohen, Brown, and Organski. "The Paradoxical Nature of State Making: The Violent Creation of Order." <i>APSR</i> .
June 20	<b>State Violence:</b> When do states commit violence against civilians? What kind of violence?	Ron, James. 2003. <i>Frontiers and Ghettos: State Violence in Serbia and Israel</i> . [Chapter 1&2]
June 21	<b>Discussion: Serbia:</b> Why do states commit violence against civilians? When do states sponsor ethnic conflict?	Hagan. 1999. "The Balkans' Lethal Nationalisms." <i>Foreign Affairs</i> . Gagnon. 1994-1995. "Ethnic Nationalism and International Conflict: The Case of Serbia." <i>International Security</i> .
June 22	<b>State Formation:</b> Russia: What is an empire? Is violence inevitable in diverse & evolving states?	Pomeranz. 2005. "Empire and Civilizing Missions, Past & Present." Lapidus 1998. "Contested Sovereignty: The Tragedy of Chechnya."
Week 4:		
June 25	<b>Discussion: Chechnya:</b> Is Chechnya a special case? Can this conflict end?	King and Menon. July/August 2010. "Prisoners of the Caucasus: Russia's Invisible Civil War." <i>Foreign Affairs</i> . Menon & Fuller 2000. "Russia's Ruinous Chechen War." <i>Foreign Affairs</i> .
Outcomes		
June 26	<b>Revolution:</b> What conditions are necessary and sufficient for regime change?	Skocpol, T. 1976. "France, Russia, China: a structural analysis of social revolutions." <i>Comparative Studies in Society and History</i> 18(2): 175-210.
June 27	<b>Democratization:</b> When does democracy develop?	Huntington, S. P. 1991. "Democracy's third wave." <i>Journal of Democracy</i> 2(2): 12-34.
June 28	<b>Arab Spring:</b> What is the Arab Spring? Where are there protests and why? What are the government responses?	The New Arab Revolt [Selections TBA]
June 29	<b>Discussion: Egypt:</b> Was there a revolution in Egypt? Why did we see these patterns of violence?	The New Arab Revolt [Selections TBA]
Week 5:		
July 2	<b>Arab Spring:</b> Syria	The New Arab Revolt [Selections TBA]
July 3	<b>Discussion: Syria:</b>	TBA
July 4	-- No Class --	---
July 5	<b>Wrap-up:</b> Future revolutions & political violence	TBA

## COURSE POLICIES

### ELECTRONICS POLICY

While electronics (computers, phones, ipads, etc) can be useful in the classroom, too often they provide a distraction. Therefore, please only use a computer if you need it for learning purposes. Other electronics are not to be used in class. If you text/email/facebook/etc. in class, I will ask you to leave and you will not get attendance or participation credit for the day.

**READINGS:** The required text for this class is *The New Arab Revolt*. It is available from Foreign Affairs:  
<http://www.foreignaffairs.com/books/fabooks/the-new-arab-revolt>  
Other readings will be posted on Desire2Learn or are easily accessible by searching Google Scholar.

\*Readings and assignments are subject to change. I will email the class and update the online syllabus with any changes made during the semester.

### COMMUNICATION:

I will communicate with you outside of class primarily through email. Please make sure to check your Colorado.edu email regularly as I will send reminders and recitation assignments over email. You will be responsible for the information sent out over email.

If you have any questions, PLEASE DO NOT HESITATE TO ASK!!! If you encounter difficulties with the course material or have any personal issues that may impact your studies, please come to me sooner rather than later so that I can do whatever is possible to help.

## UNIVERSITY POLICIES:

### Academic Integrity:

You are expected to know and adhere to the Honor Code and academic integrity policies of the University of Colorado. Any kind of violation including cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, or threatening behavior will not be tolerated. All work submitted in this course should be original and not submitted to other courses. Term papers will be submitted to turnitin.com to check for plagiarism. If you have any doubt about whether to cite a source, always give credit! Wikipedia and other web-based sources are no exception. Suspected incidents of academic misconduct will be reported to the Honor Code Council. More information on the Honor Code and policy of academic integrity can be found at:  
<http://www.colorado.edu/policies/honor.html> and <http://www.colorado.edu/academics/honorcode/>

### Disabilities Accommodation:

The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodations with me and Professor Chan during the first two weeks of the semester. If you qualify for accommodation because of a disability, please submit a letter from the Disability Services so that we may address your needs. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and [www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices)

### Religious Observation:

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please speak to Professor Chan about such accommodations during the first two weeks of the semester. If you will miss recitation or turn in assignments late, please also let me know that your absence is excused. Details of the university's policy are at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

### Sexual Harassment:

The University of Colorado at Boulder policy on Discrimination and Harassment can be found at (<http://www.colorado.edu/policies/discrimination.html>). The University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based on race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>