

REVOLUTIONS AND POLITICAL VIOLENCE

POLI 2416

Fall 2016

T/TH 3:30-4:45PM

Room: SH40

Office: Schaeffer 321

Office hours: T 10:45-11:45, Th 1:30-3:30, and
by appointment

Instructor: Elise Pizzi

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COURSE DESCRIPTION

Violence and revolutionary action shape the modern world. Political violence in the form of repression, rebellion, mass killings, forced disappearance, and terrorism take place every day. Revolutionary movements and demands are common, but not always accompanied by violence and not always leading to real change. The goal of this course is to understand when, where, and why revolutionary movements and political violence take place, to understand who perpetrates violent events and who are the victims, and be able to explain the outcomes of revolution and 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 current events. The course is organized into 3 parts.

1. REVOLUTIONARY MOVEMENTS: CAUSES, ORGANIZATION, & MOBILIZATION

What is rebellion? What is revolution? When do rebellions and revolutions occur? Who participates in armed resistance and civil war? Who participates in non-violent political movements? How are revolutionary movements organized? What are the differences between violent and non-violent revolutionary movements?

2. STATE RESPONSE TO REVOLUTIONARY MOVEMENTS & STATE VIOLENCE

When do states use violence against civilians? What kinds of tactics can states use to prevent revolution? How do states respond to non-violent revolutionary movements? How do states respond to violent movements and insurgencies?

3. OUTCOMES

What is “success” for a revolutionary movement? When do we see revolution succeed? When do we see democratization? What can we expect to see from current instances of revolution, rebellion, protest, and violence?

DATES TO REMEMBER:

Quiz #1 Due: Oct 11, 12PM
Quiz #2 Due: Nov 13, 12PM
Quiz #3 Due: TBA (Finals week)

Paper Topic Due: 12PM, Oct 13
Paper Draft Due: In class, Nov 10
Final Paper Due: In class, Dec 6 & 8
Presentations: In class, Dec 6& 8

ASSESSMENT

Grades will be posted at least weekly on ICON. Please check regularly. I will not curve or scale course or assignment grades. Late assignments will not be accepted.

Attendance & Participation: 20%

Quizzes (3): 30%

Research Paper: 30%

Peer Review: 10%

Presentation: 10%

ATTENDANCE & PARTICIPATION (20%): Class will be more interesting if you are engaged and share questions and opinions. Especially on days when there are activities, I expect you to be fully engaged and active in your participation.

You earn points of attendance each day. You can miss three 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 three absences are designed to cover illness, religious holidays, doctor's appointments, and other legitimate reasons to miss class. Use them wisely. On days when reading notes or other assignments are due, if you don't have the assignment, you won't get participation points.

QUIZZES (3 X 10%): There will be three online quizzes during the course of the semester. These are based on both the readings and the lecture. They are cumulative. The quizzes will be multiple choice, fill in the blank, and true/false.

Quizzes will be posted on ICON, and you will take the quizzes on your own time. Quizzes must be completed by 5PM on the following days: (1) Oct 11th, (2) Nov 13th, and (3) the date of our final exam (we will not have an in-class final exam).

RESEARCH PAPERS (30%): Use our course material to explain a revolutionary movement or violent political event. Our class is only 15 weeks, so we do not have time to cover every country and instance of political violence or revolution. To supplement cases we discuss and practice applying what we learn in class, you will conduct an analysis of an instance of political violence or revolutionary movement of your choosing.

You will select a revolutionary movement or instance of state violence. Topics can take place anywhere in the world, but must have occurred during your lifetime.

If you select a violent or non-violent revolutionary movement, explain why the movement exists, what the goals are, how it is organized, who participates, and what the tactics are, why the participants choose the tactics they did, and what the consequences are. If the outcome is still uncertain, make an educated prediction.

For the paper, argue what the most important aspect(s) of the event is, whether it fits historical patterns, and whether the outcome was surprising. Include enough *historical background* for your audience to understand the socio-economic and political context. This should include an

explanations of the background of the country, the group or groups involved, motivation for conflict or violence, main actors, and time frame for events. Include citations and a works cited list of at least 10 works.

To help motivate you to start early, there are a series of deadlines throughout the semester.

- (1) *Topic selection* (5%): Write a short paragraph explaining your topic selection. This should be 300-500 words describing the event or campaign, the context in which it took place, and the outcome.
- (2) *Polished Draft* (5%): Provide a complete draft of your paper, including works cited, for peer review. **Bring a hard copy of your draft paper to class on November 10th.** You will receive comments and feedback from another student in the class. At this point, the paper should be well researched and organized.
- (3) *Final Paper* (90%): The final paper should be thoroughly researched, well argued, and well written. The final papers are limited to a maximum 8 pages, and should be clearly organized.

Note on paper grading: You must turn in all parts of the assignment. If any part is late, I will take of 10% per day. If you do not turn in one part, you will receive a 0 for the paper. You will have a whole semester to work on this and plenty of opportunity for feedback. I expect the final papers to be of very high quality.

Papers are due on the day you present in class – either December 8th or 10th. On that day, turn in a hard copy in class. You must also upload your paper to turnitin.com through our class page on ICON. Papers that are not submitted to ICON by the end of the week (Friday 5PM) will receive a 0.

PEER REVIEW (10%): You will each have the opportunity to help other students improve their writing and arguments. You will provide comments and feedback on the first draft of another student's work and receive input from other students on your draft. You will be graded on the thoroughness and helpfulness of your comments. I will provide a worksheet for your review some class time to complete this review. If you do not wish to have peer feedback on your work, please contact me.

PRESENTATION (10%): At the end of the semester, you will provide a brief explanation of your research paper. I will provide more details on the topics to be covered and grading rubrics in plenty of time to prepare the presentations. Each person will have 3-5 minutes to present. While short, these presentations should be very thoroughly researched and carefully prepared. By the time you are presenting in class, I expect you to be the expert on the topic you present and able to answer questions from me or from the class. Analysis should draw on discussions we have had in class, course readings, and lectures. Your presentation should also be polished and engaging. Feel free to get creative and incorporate techniques that will encourage the attention and participation of your audience.

COURSE SCHEDULE

Date	Topic	Readings
23-Aug	Introduction: types of revolutions	
CAUSES OF REVOLUTION & REBELLION		
25-Aug	Cause of Revolution & Rebellion: When do we see rebellion? What causes and opportunities are important?	Gurr, Ted Robert. 2015. <i>Why Men Rebel</i> . Pp3-15 [ICON]
30-Aug	Collective Violence	Tilly, Charles. 2003. <i>The Politics of Collective Violence</i> . [ICON]
1-Sep	No class (Pizzi to APSA)	
6-Sep	Violence in Civil War: What is the relationship between revolution and violence? Why?	Kalyvas, Stathis N. 2003. "The Ontology of 'political Violence': Action and Identity in Civil Wars." <i>Perspectives on Politics</i> 1(3): 475-94.
8-Sep	When and where do we expect rebellion? Why does revolution surprise us?	Timur Kuran. 1989. "Sparks and prairie fires: A Theory of Unanticipated Political Revolution." <i>Public Choice</i> [pages 41-45 & 60-71 only]
13-Sep	Collective Action: Why is rebellion rare? Why is it difficult to get CA for change, even if we all want change?	Lichbach 1995 The Rebel's Dilemma [3-7 & 15-28] [ICON]
15-Sep	Collective Action: What conditions make CA more likely? What conditions make participation more appealing than non-participation?	Kalyvas, Stathis N., and Matthew Adam Kocher. 2007. "How 'Free' Is Free Riding in Civil Wars?: Violence, Insurgency, and the Collective Action Problem." <i>World Politics</i> 59(02): 177-216.
VIOLENT REVOLUTIONARY MOVEMENTS		
20-Sep	Organizing Rebellions: How is rebellion organized? How does the organization & recruitment affect the level & type of violence?	Weinstein 2007. <i>Inside Rebellion</i> [1 - 20] [ICON]
22-Sep	Organizations & Participation: What governance activities attract participants?	"Here's why so many people join Boko Haram, despite its notorious violence." [Monkey Cage]
27-Sep	Individual Participation: Who participates? Why?	Humphreys & Weinstein 2008. "Who Fights? The Determinants of Participation in Civil War." <i>AJPS</i>
29-Sep	Individual Participation & Terrorism: Who participates? Why?	Alexander Lee, "Who Becomes a Terrorist? Poverty, Education, and the Origins of Political Violence," <i>World Politics</i> , Vol. 63, No. 2 (April 2011), pp. 203-245.
4-Oct	Violence against civilians: When do non-state actors target civilians?	Wood, R. M. 2010. "Rebel Capability and Strategic Violence against Civilians." <i>Journal of Peace Research</i> 47(5): 601-14.
6-Oct	Catch up & Admin Day: Quiz # 1 Review	
11-Oct	No Class (Pizzi to ACPS) Quiz # 1 Due 12PM	

NONVIOLENT REVOLUTIONARY MOVEMENTS

13-Oct	Nonviolent protests & campaigns: Why choose non-violence? How different are non-violent and violent revolutionary movements? Paper Topic Due 12PM	Chenoweth & Stephan. "Drop Your Weapons: When and Why Civil Resistance Works" <i>Foreign Affairs</i>
18-Oct	Nonviolent protests & campaigns: When do we see nonviolent uprisings?	Chenoweth, Erica, and Jay Ulfelder. 2015. "Can Structural Conditions Explain the Onset of Nonviolent Uprisings?" <i>Journal of Conflict Resolution</i> . [pp1-15 & 21-22]
20-Oct	Nonviolent protests & campaigns: When is nonviolence most effective/successful?	Stephan & Chenoweth 2008 "Why Civil Resistance Works" (pages 7-15 & 25-44)
25-Oct	Non violent techniques: How do non-violent movements happen? What kind of planning, preparation, and organization is needed?	Srdja Popovic, Slobodan DjinoVIC, Andrej Miliojevic, Hardy Merriman, and Ivan Marovic. 2007. Fear and overcoming the effects of fear, in <i>CANVAS Core Curriculum: A guide to effective nonviolent struggle</i> . Belgrade: Centre for Applied Nonviolent Action and Strategies. pp. 152-161. Egypt Activists' Action Plan: Translated Heather McCuen. 2012. No heroes in Montreal: Why endless protest does not a movement make. [American Raksha] (July 6)
27-Oct	Media & technology: What is the role of media & technology in peaceful protest?	Malcolm Gladwell. 2010. Small change: Why the revolution will not be tweeted. [The New Yorker] (October 4). Malcolm Gladwell and Clay Shirky. 2011. From innovation to revolution: Do social media make protests possible? <i>Foreign Affairs</i> (March/April): 153-154.

STATE RESPONSE & STATE VIOLENCE

1-Nov	State Response: Why do states tolerate protest?	Lorentzen, Peter. 2013. "Regularizing Rioting: Permitting Public Protest in an Authoritarian Regime." <i>Quarterly Journal of Political Science</i> 8(2):127-158. [127-131 & 142-153] "Kazakhstan Had Big Protests Without a Violent crackdown. Here's Why." [Monkey Cage]
3-Nov	Repression: Is state violence a sign of state building? Is it a sign of state failure?	<i>TBA</i>
8-Nov	Repression: Why do state repress dissent?	Sabine C. Carey. 2010. The use of repression as a response to domestic dissent. <i>Political Studies</i> 58(1): 167-186. "Western ideals of democracy constrain/condition reactions to mass protest" [Monkey Cage]
10-Nov	Peer Review & Quiz #2 Review	Polished Draft Due 10 Nov, in class.
	Quiz # 2 Due Nov 13, 12PM	
15-Nov	Violence against civilians: How does the interaction between non-state actors and states affect violence against civilians?	Raleigh, Clionadh. 2012. "Violence against Civilians: A Disaggregated Analysis." <i>International Interactions</i> 38(4): 462-81.
17-Nov	Counter-insurgency & Mass killings: When does the state engage in mass killings?	Valentino, B., P. Huth, and D. Balch-Lindsay. 2004. "Draining the Sea": Mass Killing and Guerrilla Warfare." <i>International Organization</i> 58(2): 375-407.

THANKSGIVING BREAK

OUTCOMES

29-Nov	Regime resilience: What characteristics make regimes resilient in the face of revolutionary movements?	Bellin, Eva. 2012. "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring." <i>Comparative Politics</i> 44 (2): 127-49.
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1-Dec	Legacies & consequences: long-term effects of (types of) revolutions: What are the long-term consequences of mass protest, violence against civilians, and violence against the state?	Chenoweth and Stephan. "After the Campaign: The Consequences of Violent and Nonviolent Political Campaigns." P201-219. [ICON]
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6-Dec	Presentations
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8-Dec	Presentations
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Quiz # 3 Due Finals Week (exact date 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/tweet/etc. in class, I will ask you to leave and you will not get attendance or participation credit for the day.

READINGS: There is no required textbook for this class. I will post links to articles and selections from books on ICON. Most are also 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 UIowa.edu email regularly. 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.

NOTES ON GRADING AND COURSE POLICIES

- **Collaboration:** While you are expected to discuss with other students in class and have the option to coordinate with other students on your first presentation, none of the written work is collaborative.
- Final grades will be determined using the following percentage scale: A=94-100, A-=90-94, B+=87-90, B=84-87, B-=80-84, C+=77-80, C=74-77, C-=70-74, D+=67-70, D=64-67, D-=60-64, F=<60.
- I do not accept late assignments. Missed presentations with valid, documented excuses will be made up the next day in class and with an extra written assignment.

Resources for Students

Students will find the Writing Center and the Speaking Center very useful for this course.

Writing Center: <http://writingcenter.uiowa.edu/>

Speaking Center: <http://speakingcenter.uiowa.edu/>

CLAS Teaching Policies & Resources

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences ([Operations Manual, III.15.2, k.11](#)).

Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <http://sds.studentlife.uiowa.edu/> for information.

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

CLAS Final Examination Policies

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. **(Sara Mitchell, 335-2358)** Complaints must be made within six months of the incident (CLAS [Academic Policies Handbook](#)).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](#).