

PSCI 3062-001, Revolution and Political Violence

HLMS 201

MWF – 11:15 AM to 12:05 PM

Contact Information

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Office hours - TBD

Communication Policies

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

Instructor Biography

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

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

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

Course Description

From Course catalog

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

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

Instructor's View of the Course.

Conflict exists along a continuum with nuclear and interstate on one end with civil wars and terrorism on the other. With the exception of Russia and former Soviet states, interstate warfare has waned, conflict studies have shifted to the intrastate wars. Events such as the Yugoslav Civil War, the Rwandan Genocide, September 11th and terrorist attacks in Europe have increased the prominence of these conflicts in the public and policy maker's mind.

Unfortunately, public discussions of these phenomena are often based on emotional, atheoretical and ahistorical arguments. This course tries to correct this by examining previous research to develop a broad understanding of intrastate political violence.

Course Objectives

1. Describe the causes of political violence.
2. Summarize the causes and termination of civil wars.
3. Explain the issues related to terrorism and counterterrorism.

OVERVIEW OF CLASS

There are readings assigned for each day except when there is an exam. These should be read in advance of the class.

Classes will start with any administrative announcements and course related news (if applicable). After that, there will be a short presentation on the topic for that day. These are not summaries of the readings. They focus on portions of the reading and add historical and theoretical aspects. I will often interrupt presentations to ask your opinion and to start discussions. You will be expected to participate in these discussions.

Student Responsibilities

Your first responsibility is to show up.

Readings and course notes are only part of the course. Additional material will be presented in the lectures. Therefore, the most benefit will come from participating in the class discussions.

Be prepared to participate.

Discussion and the exchange of ideas are part of an intellectual journey. You will be asked to offer and defend positions about the topics we discuss. I believe that the only way to sharpen an argument is to grind away at it; you can expect me to criticize your position. I am offering these warnings because this is not typical in many classes.

- Your defense should be based on theory or history. Arguments built on beliefs or a moral argument are subjective and assume a universality of views that may only result from cultural hegemony.
- If you are not prepared to question your fundamental beliefs about the world and people, this is not the class for you.
- Do NOT take it personally. I have been known to criticize positions with which I agreed.
- *Ad Hominem* attacks will not be tolerated. That means criticisms should be based on counterarguments or counterfactuals and not the status of the individual making the argument. Violators will be warned. Persistent violators will be asked not to attend class. These will count as unexcused, missed classes.

Be on time.

Late arrivals disrupt the class. I also consider lateness a sign of disrespect to other students because it says that your convenience is more important than their desire to learn.

Keep up with the news.

To paraphrase Shakespeare, 'There are more things in heaven and earth than show up in your newsfeed.' There are new threats and changes to the security world every day. You should be familiar with these changes.

There are several sources for news. I recommend a mix of domestic and international news. Here are some of my recommendations.

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

Required Texts

There are three textbooks for this course. There are also two articles that are available for download on Canvas.

Mason, T. David and Sara McLaughlin Mitchell, Editors. 2016. *What Do We Know About Civil Wars?* Boulder, CO.: Rowman & Littlefield

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

Stohl, Michael, Richard Burchill and Scott Englund. 2017. *Constructions of Terrorism: An Interdisciplinary Approach to Research and Policy*. Oakland, CA.: University of California Press.

The chapters are literature reviews designed for graduate students. While this provides a sound basis for understanding, it does not make for light reading. I have also organized the readings in a different order than the editors, so pay attention to which chapter is assigned for each day.

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

Day 1 Digital Access

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

What does this mean for you?

1. You will receive access to all your course materials digitally, on the first day of classes, through the course Canvas page.
2. You will see a "Day 1 Digital Access" charge on your tuition and fee bill for \$32.33. This is a guaranteed lowest price, discounted by the publisher, and not available outside this course
3. **You have the option to opt out.** This means you won't pay for anything, but you lose all access to the course materials, including homework managers like Connect or Mindtap.
 - a. You can opt-out by using a link in a reminder email you will receive with the subject heading "Day 1 Digital Access".
 - b. **You must opt-out no later than February 2, 2022**, otherwise you will be charged for the materials.
4. Please keep in mind that "opting out" means that your access to these materials will be turned **OFF**, and you will have no way to complete assignments.

Troubleshooting tips from VitalSource:

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

Email: support@vitalsource.com

Call: 1-855-200-4146

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

If you have questions about **BILLING**, email: digital@cupbookstore.com

GRADING CRITERIA

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

Midterm 1	25 points
Midterm 2	25 points
Final Exam	35 points
Attendance	15 points
Total	100 points

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

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

Midterm Exams.

There will be three exams (this includes the final). The first two will consist of seven questions (one paragraph questions) from which students will select five. The final will consist of nine questions from which students will select seven.

Attendance.

Absences will only be excused based on illness, incarceration, religious observation, work/sports/ROTC commitments, or family emergencies. Documentation for the absence may be requested. Attendance will not be taken until we start in-person classes.

Course Schedule

1. August 22
 - a. Objective – Identify course requirements and expectations.
 - b. Reading Assignment – Read Syllabus
2. August 24
 - a. Objective – Recognize the complexity of studying political violence.
 - b. Reading Assignment – *States and People in Conflict*, Chapter 1
3. August 26

- a. Objective – Discuss the shift from interstate to intrastate conflicts.
- b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 1
- 4. August 29
 - a. Objective – Analyze how the interaction of grievance, structure, and resources lead to violence.
 - b. Reading Assignment – *States and People in Conflict*, Chapter 2
- 5. August 31
 - a. Objective – Summarize the reasons for civil wars.
 - b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 2
- 6. September 2
 - a. Objective – Recognize how liberalism affects political violence.
 - b. Reading Assignment – *States and People in Conflict*, Chapter 3

September 5 – Labor Day

- 7. September 7
 - a. Objective – Recognize the connection between religion and violence.
 - b. Reading Assignment – *States and People in Conflict*, Chapter 4
- 8. September 9
 - a. Objective – Relate identity concerns with civil wars.
 - b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 3
- 9. September 12
 - a. Objective – Evaluate how well state-centric theories explain violent collection action by groups.
 - b. Reading Assignment – *States and People in Conflict*, Chapter 5
- 10. September 14
 - a. Objective – Relate state type and power to the start and size of civil wars.
 - b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 4
- 11. September 16
 - a. Objective – Recognize how failed states support political violence.
 - b. Reading Assignment – Canvas: Piazza
- 12. September 19
 - a. Objective– Explain how international conflicts cause domestic group violence
 - b. Reading Assignment – *States and People in Conflict*, Chapter 6
- 13. September 21
 - a. Objective – Evaluate the interconnections of state level violence.
 - b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 5
- 14. September 23
 - a. Objective – Compare how outside interventions affect the length of civil wars.
 - b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 6
- 15. September 26

- a. Objective – Evaluate the ability of outside mediation on settling civil wars.
- b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 7

16. September 28

- a. Objective – Assess the impact of settlement type and post-conflict stability.
- b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 8

September 30 – Midterm 1 (Review sheet – TBP)

17. October 3

- a. Objective – Summarize the connection between environmental change and domestic conflicts.
- b. Reading Assignment – *States and People in Conflict*, Chapter 7

18. October 5

- a. Objective – Examine the resource curse and conflict.
- b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 13

19. October 7

- a. Objective – Explain the affect of environmental conditions on conflicts.
- b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 14

20. October 10

- a. Objective – Explain why revolutions occur.
- b. Reading Assignment – *States and People in Conflict*, Chapter 10

21. October 12

- a. Objective – Analyze how globalization and change in the state system have affected a state's ability to oppose political violence.
- b. Reading Assignment – *States and People in Conflict*, Chapter 11

22. October 14

- a. Objective – Compare the reasons for genocide.
- b. Reading Assignment – *States and People in Conflict*, Chapter 12

23. October 17

- a. Objective – Explain how the settlement of civil wars affects human rights in conflict states.
- b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 11

24. October 19

- a. Objective – Identify gender roles and the conduct of conflicts.
- b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 12

25. October 21

- a. Objective – Compare theories of causes of war.
- b. Reading Assignment – *States and People in Conflict*, Chapter 14

26. October 24

- a. Objective – Question how peacekeeping operations affects post-conflict conditions.
- b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 9

27. October 26

- a. Objective – Summarize the long term effects of civil wars on development.
- b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 10

28. October 28

- a. Objective – Summarize how civil wars end.
- b. Reading Assignment – Canvas: Howard & Stark

October 31 – Midterm 2 (Review sheet – TBP)

29. November 2

- a. Objective – Identify the factors that influence the use of terrorism as a political tactic.
- b. Reading Assignment – *States and People in Conflict*, Chapter 9

30. November 4

- a. Objective – Discuss the problems in defining terrorism.
- b. Reading Assignment – *Constructions of Terrorism*, Chapter 1

31. November 7

- a. Objective – Recognize the problems with identifying terrorist events.
- b. Reading Assignment – *Constructions of Terrorism*, Chapter 2

32. November 9

- a. Objective – Explain the connection between politics and terrorism.
- b. Reading Assignment – *Constructions of Terrorism*, Chapter 3

33. November 11

- a. Objective – Examine terrorism as a form of propaganda.
- b. Reading Assignment – *Constructions of Terrorism*, Chapter 5

34. November 14

- a. Objective – Describe legal aspects of counterterrorism.
- b. Reading Assignment – *Constructions of Terrorism*, Chapter 10

35. November 16

- a. Objective – Compare definitions and identification of terrorist incidents.
- b. Reading Assignment – *Constructions of Terrorism*, Chapter 11

36. November 18

- a. Objective – Analyze lone wolf terrorists.
- b. Reading Assignment – *Constructions of Terrorism*, Chapter 12

November 21-25 Fall Break/Thanksgiving

37. November 28

- a. Objective – Examine martyrdom as a motivation.
- b. Reading Assignment – *Constructions of Terrorism*, Chapter 13

38. November 30

- a. Objective – Assess the nature of ISIS.
 - b. Reading Assignment – *Constructions of Terrorism*, Chapter 15
39. December 2
- a. Objective – Predict the future direction of studies of political violence.
 - b. Reading Assignment – *States and People in Conflict*, Chapter 15
40. December 5
- a. Objective – Predict future trends in civil conflicts.
 - b. Reading Assignment – *What do We Know About Civil Wars?*, Chapter 15
41. December 7
- a. Objective – Summarize our understanding of terrorism.
 - b. Reading Assignment – *Constructions of Terrorism*, Conclusion

Final Exam - TBA (Review sheet – TBP)

Policies (as established by the Vice Provost for Undergraduate Education)