

## **PSCI 3062-581, Revolution and Political Violence**

August 29 to December 8, 2022

Online

### **Contact Information**

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### **Communication Policies**

Email is the best means of contacting me. I usually answer within 12 hours. If I have not responded 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 an operations officer and analyst from brigade to theater army level in the United States, Latin America 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 intrastate violence or conflicts (civil wars and terrorism) on the other. Except for Russia and former Soviet states, interstate warfare has waned, and conflict studies have shifted to intrastate wars.

However, events such as the Yugoslav Civil War, the Rwandan Genocide, September 11 and terrorist attacks in Europe have increased the prominence of these conflicts in the public and policy makers' minds.

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 types of intrastate conflicts.
3. Evaluate international interventions in internal conflicts.

### OVERVIEW OF CLASS

Understanding the University's course support software (*Canvas*) is necessary to take this course. During the course, you will be required to read or download lesson plans, post comments on discussion boards, and take exams using the *Quizzes* function in *Canvas*. If you are unfamiliar with or feel confident in your knowledge, visit the OIT website for Student Support Videos (<https://oit.colorado.edu/services/teaching-learninghttps://oit.colorado.edu/services/teaching-learning-tools/canvas/student-support/student-support-videostools/canvas/student-support/student-support-videos>).

*Canvas* runs on any platform (including your phone if you download the app), so there is no special requirement for technology outside of having a good internet connection, especially when taking exams.

You should take this course as seriously as you would a traditional course and plan on spending 45 to 60 minutes a day on this course. This time expenditure is in line with the class time and class readings in a traditional setting.

Each week's learning objective supports that module's learning objective. So, the schedule for each week consists of –

- The learning objective for that week.
- Reading assignments from the textbook.
- Study questions that, along with the week's learning objective, should guide your reading.
- A lecture that augments the readings, focusing on critical aspects and providing historical examples and context to the reading.
- An online discussion question that replaces classroom discussions. These include your postings, other students' comments, and my reactions and comments.

There is a quiz at the end of each module. The quizzes measure your fulfillment of the module and weekly objectives. These are discussed in the *Grading Criteria* section of the syllabus.

I recommend you have a mix of domestic and international news. Here are some of my suggestions. These are ones that I subscribe to and do not constitute any endorsement.

- The Hill - <https://thehill.com/> - The Hill focuses on what is going on in Washington, DC. 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 ([Special student rate - Subscribe to The Economist](#)).
- The Wall Street Journal. As University students, you also have free access to The Wall Street Journal. 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

Readings come from these two textbooks and recent articles from journals.

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.

The chapters in the texts are literature reviews designed for graduate students. While this provides a sound basis for understanding, it does not make for light reading. In addition, readings are not in the order of the text, so pay attention to the assigned readings.

Articles are available on Canvas and linked to the Course Schedule.

The textbooks 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 **\$??.**. 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 ????**; otherwise, you will be charged for the materials.
4. Please remember 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](mailto: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](mailto:digital@cupbookstore.com)

## GRADING CRITERIA

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

Module 1	30 points – (6 questions)
Module 2	25 points – (5 questions)
Module 3	25 points – (5 questions)
Discussion questions	20 points <i>There are thirteen discussions, so you only need to have an original post or comment on ten (10) discussions for full credit. Additional posts or comments will count as extra credit.</i>
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		

### Module Quizzes

These should be taken at the end of each module. Module quizzes consist of several short paragraph essays related to the module's critical questions (look at the discussion and study questions for hints). These paragraphs should be between 150 to 200 words each.

Questions have a similar structure. A line sets up the context, a general question, specific aspects that need to be addressed (often listing reasons), and a request for examples. Here is a *generic* rubric for your use in preparing and writing your answer.

- Addresses the general question – 1 point.
- Mentions specific aspect – ½ points each.
- Defines/explains specific aspects – 1 point each.
- Example – ½ points each (if asked to provide one for each specific aspect); or 1 point (if only one example is asked for).

If you do not receive full credit (5 points) for any question, I will explain why you did not get those points using the 'Additional Comments' block under your reply.

These quizzes are available on *Canvas*. You will have 75 minutes for the Module Quiz 1 and 60 minutes for the Module Quizzes 2 and 3 quiz. The time starts when you open the exam. You cannot pause the exam. The system will shut you out at the end of the allotted time. If you are authorized accommodation, this will be reflected in the system's time limits.

Make sure you have a good internet connection and will not be disturbed. Do NOT wait until the end of the semester.

**All quizzes must be done no later than 11:59 PM on December 8, 2022.**

### Online Participation

Discussions on *Canvas* are instead of classroom discussions. Your posts should be about 100 words and not be researched essays. Comments on other students' posts should be about 50 words. You should post your thoughts on the questions and the comments of other students and myself.

Just as you need to be on time for classes, you should participate in the discussions on time. After the due date, discussions will be locked, so additional postings are not possible. At this point, they will be read-only.

Grades for each post will be allocated based on these criteria.

- 1 point – Your post is relevant to the question and discusses key components of the question.
- ½ point – There is an example to support your posting.
- ½ point – You make a substantive comment on another student's posting referring to the other student's comments.

If your initial posting does not seem relevant, I will ask you to reconsider your argument and example in my reply.

If you notice, you can miss some of the discussions and still get 20 points for participation; however, since *Canvas* totals all the points, responding to more than the minimum number of discussions will count as extra credit.

## **Course Schedule**

The readings and discussions each week support the module objectives and allow you to achieve the module objective. They are organized differently than the text so pay attention to the assigned readings.

### **Module 1. Causes**

**Objective – Describe the causes of political violence.**

#### **1. Lesson 1. Introduction**

##### **a. Learning Objective**

- i. Identify course requirements and expectations.
- ii. Recognize the complexity of studying political violence.

##### **b. Reading Assignment**

- i. Syllabus
- ii. *States and Peoples in Conflict*, Chapter 1
- iii. *What Do We Know About Civil Wars*, Introduction and Chapter 1

##### **c. Study Questions**

(These questions will be examined throughout the course.)

- i. What analytic approaches can be used to study political violence?
- ii. What are the possible causes of political violence?
- iii. Has globalization changed social movements and political violence?
- iv. What are the phases of civil conflicts?

- v. What are some reasons for the increase in civil wars?
- vi. What factors influence the duration and intensity of intrastate conflicts?

**d. Lecture – Lesson 1. Introduction**

**e. Discussion Question**

- i. What do you think is the biggest problem in studying intrastate political violence?
- ii. The discussion will be open until September 6, 2022. (*This is one day later than usual because of the Labor Day holiday on Monday.*)

**2. Lesson 2. Grievances**

**a. Learning Objective –** Analyze how grievance, structure, and resources interact with violence.

**b. Reading Assignment**

- i. *States and Peoples in Conflict*, Chapter 2
- ii. *What Do We Know About Civil Wars*, Chapter 2

**c. Study Questions**

- i. What is meant by a grievance? Is it different from discrimination?
- ii. What is relative deprivation?
- iii. How does intergroup competition lead to internal armed conflicts?
- iv. How do you define a civil war?
- v. What is meant by opportunity? Willingness? What is their significance in studying political violence?
- vi. How do repression and dissent influence the outbreak of civil wars?

**d. Lecture – Lesson 2. Grievances**

**e. Discussion Question**

- i. Based on the research presented in this chapter, what do you think is the most likely grievance that leads to intrastate violence?
- ii. The discussion will be open until September 12, 2022.

**3. Lesson 3. Identity**

**a. Learning Objective –** Examine the influence of identity and religion on intrastate conflicts.

**b. Reading Assignment –** *What Do We Know About Civil Wars*, Chapters 3 and 12

**c. Study Questions**

- i. Why have ethnicity and identity become an issue?
- ii. Since identity is "riddled with ambiguity" (46), why are some identities more critical than others?
- iii. What mechanisms link ethnic identity to civil wars?
- iv. How does the security dilemma apply to intrastate conflicts?
- v. What is the role of gender in civil conflicts?
- vi. How is the role of gender affected by ethnic culture and socioeconomic status?
- vii. How is gender inequality an indicator of intrastate conflict?

**d. Lecture – Lesson 3. Identity**

**e. Discussion Question**

- i. Conflicts during the Cold War were discussed in ideological terms. So why do we now talk about them as ethnic or identity issues?
- ii. The discussion will be open until September 19, 2022.

**4. Lesson 4. Political Authority**

**a. Learning Objective** – Analyze how globalization and change in the state system have affected a state's ability to oppose political violence.

**b. Reading Assignment**

- i. *States and Peoples in Conflict*, Chapter 11
- ii. *What Do We Know About Civil Wars*, Chapter 4

**c. Study Questions**

- i. What is the difference between fragile, failing, and failed states?
  - 1. Why are there differences in the way they are defined?
  - 2. Why are they seen as a security threat?
  - 3. What are the risks associated with these states?
- ii. How does the concept of a failed state reflect western ideas of state functions?
- iii. What is the difference between state capacity and state power?
- iv. What are the indicators of state capacity?
- v. Why does regime type matter when analyzing intrastate violence?

**d. Lecture** – Lesson 4. Political Authority

**e. Discussion Question**

- i. The uneven effects of globalization have created zones of peace and zones of conflict/ How have decolonization and globalization contributed to the problem of state failure and the increase in violence?
- ii. The discussion will be open until September 26, 2022.

**5. Lesson 5. Climate and Environment**

**a. Learning Objective** – Summarize the connection between environmental change and domestic conflicts.

**b. Reading Assignment**

- i. *States and Peoples in Conflict*, Chapter 7
- ii. *What Do We Know About Civil Wars*, Chapters 13 and 14

**c. Study Questions**

- i. Which three physical effects of climate change are seen as causes of conditions that might lead to political violence?
- ii. What is the role of resource scarcity in this relationship?
- iii. What is meant by 'environmental security?'
- iv. How does the level of analysis affect the conclusions about the climate conflict connection?
- v. What is the 'resource curse?'
- vi. How does the type of resource affect the level of intrastate violence?



- vii. What is the Malthusian view of conflict?
- viii. Besides destruction, how do conflicts affect the environment?
- d. Lecture** – Lesson 5. Climate and Environment
- e. Discussion Question**
  - i. Politicians like to talk about climate change as a cause of conflict. However, the research in these chapters shows that it has a minimal impact. Do you think the causal relationship between climate change and conflicts is real, or is it a matter of rhetoric?
  - ii. The discussion will be open until October 3, 2022.

**You should take the Module 1 Quiz at this point.**

## **Module 2. Types of Conflicts**

**Objective – Summarize the types of intrastate conflicts.**

### **6. Lesson 6. Civil Wars**

- a. Learning Objective** – Compare theories of causes of war.
- b. Reading Assignment**
  - i. *States and Peoples in Conflict*, Chapter 14
  - ii. Reading on Canvas – Walters
- c. Study Questions**
  - i. How has the end of the Cold War changed our view of intrastate conflicts?
  - ii. What is civil society, and how has its increase affected intrastate conflicts?
  - iii. What is the 'capitalist peace'?
  - iv. What are the advantages of extremist groups during civil wars?
  - v. How does extremist ideology help overcome the three organizational challenges?
  - vi. What advantages does extreme ideology give rebel elites?
  - vii. How does extreme ideology overcome the potential-agent problem?
- d. Lecture** – Lesson 6. Civil Wars
- e. Discussion Question**
  - i. Do you think shifting norms about violence will reduce intrastate violence, or will backlashes against globalization cause an increase?
  - ii. The discussion will be open until October 10, 2022.

### **7. Lesson 7. Revolution**

- a. Learning Objective** – Explain why revolutions occur.
- b. Reading Assignment**
  - i. *States and Peoples in Conflict*, Chapter 10
- c. Study Questions**
  - i. How does regime type affect the possibility of revolutions?
  - ii. Which economic factors are likely to lead to a revolution?

- iii. Does political change because of peaceful movements count as a revolution?
- iv. What is meant by micro-mobilization?

**d. Lecture – Lesson 7. Revolutions**

**e. Discussion Question**

- i. For theories of revolutions to exist, there have to be common elements. What do you think will be the significant factors in future theories? Why?
- ii. The discussion will be open until October 17, 2022.

**8. Lesson 8. Genocide**

**a. Learning Objective – Compare the reasons for genocide.**

**b. Reading Assignment**

- i. *States and Peoples in Conflict*, Chapter 12
- ii. Reading on Canvas – Thompson

**c. Study Questions**

- i. How do you define genocide?
- ii. What is politicide?
- iii. Which conditions increase the probability that genocide will occur?
- iv. How does international context affect genocide?
- v. What makes genocide different from other forms of violence, such as mass murder?
- vi. How are groups defined when determining if genocide has occurred?
- vii. What is the connection between failing and failed states and genocide?

**d. Lecture – Lesson 8. Genocide**

**e. Discussion Question**

- i. After the Holocaust, the world said, 'Never Again.' However, since then, we have seen several cases of genocide or attempted genocide. Which factors do you think are the best explanations for genocide? Why do you think it has been so difficult to prevent?
- ii. The discussion will be open until October 24, 2022.

**9. Lesson 9. Terrorism**

**a. Learning Objective – Identify the factors that influence the use of terrorism as a political tactic.**

**b. Reading Assignment**

- i. *States and Peoples in Conflict*, Chapter 9
- ii. Readings on Canvas – Abrahams

**c. Study Questions**

- i. What have been the problems with terrorism research?
- ii. What are the difficulties in developing theories to explain terrorism?
- iii. What are the situational variables that relate to choosing terrorism?
- iv. How do societal traits cause terrorism to be chosen as a tactic?
- v. Is there a terrorist personality? If so, what is it?

- vi. Are terrorists rational actors? What does this mean for counter-terrorism strategy?
- d. **Lecture** – Lesson 9. Terrorism
- e. **Discussion Question**
  - i. Since September 11, there has been an explosion of research on terrorism. However, analysts have not been better at predicting terrorist activities. What causes, if any, do you think can be used to predict the rise of terrorist organizations? (Think beyond religious terrorism.)
  - ii. The discussion will be open until October 31, 2022.

**You should take the Module 2 Quiz at this point.**

### **Module 3. International Aspects**

**Objective – Evaluate international interventions in internal conflicts**

#### **10. Lesson 10. International Connections**

- a. **Learning Objective** – Explain the connection between domestic and international conflicts.
- b. **Reading Assignment**
  - i. *States and Peoples in Conflict*, Chapter 6
  - ii. *What Do We Know About Civil Wars*, Chapter 5
- c. **Study Questions**
  - i. Are there relations between domestic and international conflicts? What are they?
  - ii. What is the two-level game? What are nested games?
  - iii. What is meant by substitutability? How does it affect our understanding of conflict?
  - iv. How does territory (spatial arrangements influence conflict theories?
  - v. What are the transnational dimensions of intrastate violence?
  - vi. What is a contagion, and how is it connected to the spread of intrastate conflicts?
  - vii. What is a proxy war?
- d. **Lecture** – Lesson 10. International Connections
- e. **Discussion Question**
  - i. History includes several examples where an international conflict led to a civil war (e.g., Germany and Russia after World War 1, Argentina after the Falkland Islands) or regime change (e.g., Churchill at the end of World War 2. Why has this been true for some states and not for others?
  - ii. The discussion will be open until November 7, 2022.

#### **11. Lesson 11. Third-Party**

- a. **Learning Objective** – Evaluate outside mediations and civil wars.
- b. **Reading Assignment**
  - i. *What Do We Know About Civil Wars*, Chapter 6 and 7
- c. **Study Questions**

- i. What are the three ways a conflict can end? How does third-party intervention influence this?
- ii. What are the forms of third-party intervention?
- iii. What is the 'responsibility to protect'?
- iv. Besides humanitarian arguments, why should third parties intervene?
- v. What is the impact of interventions on the intervening states?
- vi. What is mediation? Why is it so difficult?
- vii. What are the obstacles to negotiated (mediated) settlements?
- d. **Lecture** – Lesson 11. Third-Party
- e. **Discussion Question**
  - i. Calls for third-party intervention in civil wars violate state sovereignty as defined in international law and the UN Charter. However, the argument is that the suffering associated with these conflicts mandates actions to end them. Do you think that powerful states have a moral obligation to intervene? How is this not moral imperialism?
  - ii. The discussion will be open until November 14, 2022.

**Fall Break/Thanksgiving – No assignments this week**

**12. Lesson 12. Peace**

- a. **Learning Objective** – Assess conflict settlement and post-conflict conditions.
- b. **Reading Assignment**
  - i. *What Do We Know About Civil Wars*, Chapter 8 and 9
- c. **Study Questions**
  - i. How does settlement type affect post-conflict stability (durable peace)?
  - ii. How does the duration of the original conflict affect the post-conflict settlement?
  - iii. What is a power-sharing settlement?
  - iv. How does the type of power-sharing institution affect post-conflict stability?
  - v. What is more critical – sharing political power or sharing economic power?
- d. **Lecture** – Lesson 12. Peace.
- e. **Discussion Question**
  - i. Short of the armed occupation by peacekeeping forces (e.g., Cyprus, Bosnia), what do you think is the best type of settlement? What are the obstacles to achieving these agreements?
  - ii. The discussion will be open until November 28, 2022.

**13. Lesson 13. Conclusion**

- a. **Learning Objective** – Identify the future direction of the study of political violence.
- b. **Reading Assignment**
  - i. *States and Peoples in Conflict*, Chapter 15
  - ii. *What Do We Know About Civil Wars*, Chapter 15

**c. Study Questions**

- i. What has changed in the study of political violence? What has this meant for policy?
- ii. What are the categories of grievance, and what is their impact on political violence types and duration?
- iii. How have emerging cleavages helped us understand political violence?
- iv. Why are some states and regions trapped in conflict cycles?
- v. What practical lessons can political science offer to solve conflicts?

**d. Lecture – Lesson 13. Conclusion**

**e. Discussion Question**

- i. What aspects of political violence do you think should be studied in the future? Why? Is there a new or emerging form of violence that you believe should be investigated?
- ii. The discussion will be open until December 8, 2022.

**You should take the Module 3 Quiz at this point.**  
**All quizzes must be done no later than 11:59 PM on December 8, 2022.**

**Course Policies**

Online Behavior

In addition to participating in the conversations, I will be monitoring all postings for ad hominem attacks and cyber-bullying. First-time violators will be warned about postings and online behavior. The second time by the same offender will result in the removal of posting access. You will still be required to take the exams but will be penalized for not earning participation scores.

Any student who feels that online postings are offensive or think they are the victim of cyberbullying through the course should contact me at [michael.kanner@colorado.edu](mailto:michael.kanner@colorado.edu).

Due to the nature of the online environment, there are some things to remember.

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.

4. Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing "R U" instead of "are you." Some people in the class may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are not to be used.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. However, in some cases, it empowers people to treat others in ways they would not in person. Remember, there is a person behind the name on your screen. Treat all with dignity and respect, and you can expect that in return.
6. Respect the time of others. This class is going to require you to work in groups. Learn to respect the time of others in your group, and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may work best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done. (Source: [The Core Rules of Netiquette](#))

#### Late Work.

#### *Discussions.*

Postings for discussions must be done before the end of the availability dates (see each week in the schedule). These are closed to submission and become read-only after that. There are seven discussions. You only need five to earn the maximum number of points.

#### *Quizzes.*

Quizzes can be taken at any time during the semester. If you cannot take the quizzes during this time, your only option is to request an Incomplete. Requests for reconsideration will require supporting documents (*e.g.*, letters from a medical professional).

#### Illness.

You should consult your advisor about your options if your health does not allow you to participate after the withdrawal date. Unfortunately, the only option that I can provide is an Incomplete. You will need to request the Incomplete with supporting documentation (*e.g.*, letters from a medical professional).

#### Extra Credit.

As mentioned, the only extra credit is posting on more than five discussions.

#### Incompletes.

A grade of Incomplete is not a substitute for poor planning. They will only be granted based on a request on the student's part supported by documentation.

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