**PSCI 3062: CONTENTIOUS POLITICS, REVOLUTIONS, AND POLITICAL VIOLENCE**

Summer 2020, B term

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Class: M-F 12:45-2:20pm

Zoom Office Hours: Wed 11:30-12:30 and Thursday 2:30-3:30 or by appointment

Hello and welcome to the course! You may already be familiar with the traditional and

“orderly” political processes, such as elections and referenda. These institutions exist to provide

citizens the means of influencing the political processes. However, what happens when the

traditional political process cannot adequately translate citizens’ demands into policy, or when

conflict arises between the political elites and their challengers that cannot easily be solved

through orderly and/or peaceful means?

This course will provide a broad overview of the why, who, and how of contentious politics

by relying on political science theories and real-world case studies. In Section I, we investigate

the theoretical foundations of social movements and contentious politics. In Section II, we study

theories of political revolutions and link them to cases from world history. Finally, in Section III,

we dive into specific instances of intrastate and political violence.

REQUIRED TEXT

Tarrow, S. G. 2011. Power in Movement: Social Movements and Contentious Politics. 3rd ed.

New York, NY: Cambridge University Press.

This text is available in full from the university library online, so there is no need to buy it, but you can get a physical copy from online book sellers as well if you prefer. Just make sure that the book you get is the third edition! All remaining readings will be available on our Canvas page and will constitute a mix

of academic journal articles, book excerpts, and articles from popular journals such as The

Economist.

REMOTE CLASS POLICY

This course is intended to give you as similar of an experience as possible to if we were all meeting in person on campus, while also accommodating the bizarre circumstances in which we find ourselves. To that end we are having a semi-synchronous class. This means I will host Zoom sessions during our scheduled class time for all who are able to “attend” so that we can have a discussion about the material together. The readings in this course are often quite dense, which means I want to help you work through them and teach the skills necessary to engage with this type of scholarly work. I want you to engage with each other and share your ideas, questions, and experiences because it’s important for your learning but also because it’s more enjoyable that way. The sheer amount of material we are covering would also make a purely self-paced course extremely difficult, and the deadlines synchronous class sessions create will help you learn the material much more fully and prevent last minute struggles.

 At the same time, I recognize that you are not all in Boulder and on Mountain Standard Time, and that for many unpreventable issues have come up as a result of COVID19 and its mitigation that may preclude some of you participating in the discussion each class. I will record and post our class Zoom sessions on Canvas for everyone. If your situation makes “attending” impossible, please let me know and I’m going to offer some alternatives for participation credit which will help you get the same information and experience as the discussion. This option is going to be given on a case by case basis and is not by default available for everyone, because your (virtual) presence for class is still the preferred mode of teaching for this type of material.

CANVAS

We will be using Canvas as the virtual platform for this course. You will find the entire

syllabus, class schedule, readings, assignments, quizzes, grades, etc., there. You will also

submit your written assignments and view your feedback on Canvas. Get to the habit of checking

the Canvas site regularly!

If you are completing or submitting an assignment on Canvas and are worried about it being uploaded or internet not working 1) take screen shots of your work if possible, and 2) email me ASAP for support and potentially an alternative form of quiz/exam/upload. As long as you communicate and make a good faith effort to do everything on time I’ll be accommodating regarding occasional internet issues.

COURSE REQUIREMENTS

All major components of the grade (each part below) must be completed in order to pass the

class.

20% quizzes

15% Exam 1

15% Exam 2

25% Final Paper

5% Class reading presentation and quiz questions

20% Class Participation

Your success in this class is heavily dependent on your engagement. At the very least,

you should be doing all readings, watching the video class posts, participating in discussions (on Zoom or in the online discussion forum on canvas) and completing the other class assignments.

Moreover, it is imperative that you finish the required readings

ahead of class and come to (Zoom) class (or the discussion forums if necessary) prepared to discuss them constructively and respectfully. Your

informed engagement in the class will make the course more rewarding and interactive for

everyone. **If a student misses more than 8 days of class discussion in both formats they will automatically receive an F for the entire course.** I do understand that holidays, illness, school sponsored absences, and other COVID-19 relates circumstances comeup, so I will erase your first two “absences” in your final grade. These “absences” are freebies andyou do not need to explain to me why they have occurred, just get yourself caught up.

Students are expected to speak in all our discussions, ask questions, and engage with

lectures and activities. This is one of the smaller classes you will ever have here at CU Boulder,

so even if you often feel nervous to speak, this is a small group and I expect you to speak up.

Please speak to me if you need help working toward this goal, I’m happy to help!

Note on the reading load: This is an upper-division course, so you should expect roughly

40 pages of reading per class. I recognize that the fast nature of summer course makes this

even harder, but it is necessary in order to cover the same material you would during a

semester. If you are having difficulty with the amount of reading, I’m happy to talk about strategies for efficiency and effective reading!

20% Online Reading Quizzes

I will utilize the Canvas platform to administer quizzes on the material and

readings that we covered in the course. The quizzes will feature only the material that we covered

since the last quiz. There will be 8 quiz opportunities throughout the semester. Only the **6 highest**

quiz grades will count towards your final course grade. The quizzes will not have a time limit and

are open-book/note/etc. However, you will only have one attempt at each quiz. Check the course schedule

for the quiz due dates, they are due at 11:59pm MST on the day they are listed.

**Note that the syllabus quiz is mandatory for all students taking this class. Not taking it**

**will result in receiving automatic 0 for your entire quiz grade.**

15% Exam #1

15% Exam #2

You will take two online open book and note exams in this course. The exams will be a combination of fill in the blank and essay questions. The second exam is not cumulative and will cover only the material since Exam 1. Exams are due 11:59pm MST on the day they are listed

25% Term Paper

You will be required to complete a research paper in which you analyze a real instance of political activism, more information will be provided in the first week of class.

5% Discussion leadership

You will partner with one other student to lead discussion for 30-45 minutes on one of the available days. Students should a) Ask me any questions they have about the reading via zoom or email, and b) email me their discussion questions, slides, etc. 24hrs. ahead of the class so I can fill in any missing pieces or ask you to add a topic.

This class will not include any extra credit opportunities. Do not expect to slack the whole

term and then make up for the missed assignments, exams, or quizzes with extra credit.

Your final grade will be determined based on the following standard scale. Note that these are

hard cut-offs and I do not round up.

B+ 87-89.99 C+ 77-79.99 D+ 67-69.99 A 94-100 B 83-86.99 C 73-

76.99 D 63-66.99 F 59.99-0 A- 90-93.99 B- 80-82.99 C- 70-72.99 D- 60-

62.99

Note on Assignment Re-evaluation: Students may request their instructor to re-read exam

answers or papers that they feel have been unfairly evaluated. Requests for re-evaluation must

be submitted in typewritten form, along with the assignment within a week after it has been

returned to the class or the final grade posted. The written statement must explain specifically

why the student thinks that the grade should be reconsidered and what grade the assignment

deserves. Re-evaluation will be conducted de novo, and any grade resulting from re- evaluation

is final and non-negotiable, be it higher, the same, or lower.

Other course polices:

I will post all of my slides after the relevant quiz is

due for reviewing purposes, so you don’t need to worry if you miss something.

I do not accept late assignments. If you are worried that you cannot make a deadline for any reason, let me know at least 48 hours before the deadline and we can work something out. Your computer dying is not an excuse for late work either, since you should be saving papers to a cloud or other back up every 30 minutes.

Course Readings and Assignment Deadlines

Date

7/7 Course Intro & Overview

Framing the Course: Contentious Politics, Political Violence, and Revolutions

Syllabus

Critical inquiry/ Political Science

7/8 Why do revolutions happen?

Brinton, C. (1965) The Anatomy of Revolution. Excerpts.

• Syllabus quiz

7/9 Marxism

Marx, K., & Engels, F. (1848). Manifesto of the Communist Party. Excerpts.

7/10 Relative Deprivation and Mass Frustration

Gurr, T. (1968). A Causal Model of Civil Strife: A comparative Analysis Using New Indices. American Political Science Review, 62(4), 523-545.

• Quiz 1

7/13 Structural Theories

Skocpol, T. (1976). France, Russia, China: A structural analysis of social revolutions. Comparative Studies in Society and History, 18(2), 175-210.

7/14 New Theories of Revolution

Goldstone, J. A. (2001). Toward a fourth generation of revolutionary theory. Annual Review of Political Science, 4(1), 139-187.

7/15 Contentious Politics and Social Movements

Tarrow Ch. 1

Comparing and Contrasting authors so far

• Quiz 2

7/16 The Role of Print and Association

Tarrow, Ch. 3

Networks and Organizations

Tarrow, Ch. 6

7/17 Identity and Emotions

Tarrow, Ch. 7

Political Opportunity Structure

Tarrow, Ch. 8

Acting Contentiously

Tarrow, Ch.

7/20 Mechanisms and Processes of Contention

Tarrow, Ch. 9

Transnational Activism

Tarrow, Ch. 10

• Quiz 3

**7/21 Exam 1**

7/22 New Communication Technology, pt. 1: The Positives

Tufekci, Z., & Wilson, C. (2012). Social media and the decision to participate in political protest: Observations from Tahrir Square. Journal of Communication, 62(2), 363-379.

Boulianne, S. (2009). Does Internet use affect engagement? A meta-analysis of

research. Political Communication, 26(2), 193-211.

7/23 New Communication Technology, pt. 2: The Negatives?

Breuer, A., & Farooq, B. (2012, May 1). Online Political Participation: Slacktivism or Efficiency Increased Activism? Evidence from the Brazilian Ficha Limpa Campaign. Available at SSRN: https://ssrn.com/abstract=2179035 or

http://dx.doi.org/10.2139/ssrn.2179035

Christensen, H. S. (2011). Political activities on the Internet: Slacktivism or political

participation by other means?. First Monday, 16(2).

Farrell, H. (2012). The consequences of the Internet for politics. Annual Review of Political Science, 15, 35-52.

• Quiz 4

7/24 Civil War

Kalyvas, S. N. (2010). Civil wars. In The Oxford Handbook of Comparative Politics.

7/27 Terrorism

Tilly, C. (2004). Terror, terrorism, terrorists. Sociological Theory, 22(1), 5-13. Violent Jihad

Bergen, P., & Reynolds, A. (2005). Blowback revisited: today's insurgents in Iraq are tomorrow's terrorists. Foreign Affairs, 2-6.

7/28 Violence Against Civilians: Rational or Irrational?

Kalyvas, S. N. (1999). Wanton and senseless? The logic of massacres in Algeria. Rationality

and Society, 11(3), 243-285.

• Quiz 5

7/29 Why do some rebel groups receive foreign support while others do not?

Salehyan, I., Gleditsch, K. S., & Cunningham, D. E. (2011). Explaining external supportfor insurgent groups. International Organization, 65(4), 709-744.

7/30 Violence and Non-violence in Revolutions, pt. 1

Chenoweth, E., & Stephan, M. J. (2011) Why Civil Resistance Works. Chapter 1.

Chenoweth, E., & Stephan, M. J. (2011) Why Civil Resistance Works. Case Study Summary.

7/31 Final Paper Rough Draft Due

8/3 Violence and Non-violence in Revolutions, pt. 2

Chenoweth, E., & Stephan, M. J. (2011) Why Civil Resistance Works. Chapter 8.

Optional: Chenoweth, E., & Stephan, M. J. (2011) Why Civil Resistance Works. Chapter 9.

• Quiz 6

8/4 Authoritarian Resilience, pt. 1: Authoritarian institutions

Gandhi, J., & Przeworski, A. (2007). Authoritarian institutions and the survival of

autocrats. Comparative Political Studies, 40(11), 1279-1301.

8/5 Authoritarian Resilience, pt. 2: Buying off the population

Blaydes, L. (2006, April). Electoral budget cycles under authoritarianism: economic

opportunism in Mubarak’s Egypt. In Annual Meeting of the Midwest Political ScienceAssociation.

**Final Paper Due 8/5 11:59pm**

8/6 Authoritarian Resilience, pt. 3: Oil and the Monarchy

Brownlee, J., Masoud, T., & Reynolds, A. (2013). Why the modest harvest?. Journal of

Democracy, 24(4), 29-44.

• Quiz 7

8/7 Government Response to Insurgency

Hack, K. (2009). The Malayan Emergency as counter-insurgency paradigm. Journal of Strategic Studies, 32(3), 383-414.

**Exam 2**

GENERAL COURSE AND UNIVERSITY POLICIES

In this class, we may occasionally discuss contentious topics about which you or others

may have strong feelings. As such, for this section to be successful, there must always be a civil

and open discourse on the topics at hand. This requires that each student shares their opinion,

but does so in a respectful and informed way. Everyone should feel that their opinion is welcome

in this class. Any personal attack against a fellow student or the instructor will not be tolerated.

Accommodation for

Disabilities

If you qualify for accommodations because of a disability, please submit your

accommodation letter from Disability Services to your faculty member promptly (within the first

week of the course) so that your needs can be addressed. Disability Services determines

accommodations based on documented disabilities in the academic environment. Information on

requesting accommodations is located on the Disability Services website. Contact Disability

Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary

medical condition or injury, see Temporary Medical Conditions under the Students tab on the

Disability Services website.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning

environment. Those who fail to adhere to such behavioral standards may be subject to discipline.

Professional courtesy and sensitivity are especially important concerning individuals and topics

dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual

orientation, gender identity, gender expression, veteran status, political affiliation or political

philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly

honor your request to address you by an alternate name or gender pronoun. Please advise me

of this preference early in the semester so that I may make appropriate changes to my records.

For more information, see the policies on classroom behavior and the Student Code of Conduct.

Thanks for reading this syllabus thoroughly! The answer to question 5 is option b.

Honor

Code

All students enrolled in a University of Colorado Boulder course are responsible for

knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism,

cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker

fraud, submitting the same or similar work in more than one course without permission from all

course instructors involved, and aiding academic dishonesty. All incidents of academic

misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students

who are found responsible for violating the academic integrity policy will be subject to

nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty

member. Additional information regarding the Honor Code academic integrity policy can be found

at the Honor Code Office website.

Sexual Misconduct, Discrimination, Harassment and/or Related

Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering positive and

welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual

misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and

stalking), discrimination, and harassment by members of our community. Individuals who believe

they have been subject to misconduct or retaliatory actions for reporting a concern should contact

the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or

cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting,

and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made

aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to

ensure that individuals impacted receive information about options for reporting and support

resources.

Religious

Holidays

Campus policy regarding religious observances requires that faculty make every effort to

deal reasonably and fairly with all students who, because of religious obligations, have conflicts

with scheduled exams, assignments or required attendance. In this class, please inform me well

in advance of your absence so we can devise a mutually agreeable accommodation. See the

campus policy regarding religious observances for full details.

NORMS TO ADOPT TO BE SUCCESSFUL IN THIS COURSE (AND IN COLLEGE)

1) Read the syllabus closely; it is required reading after all. Almost everything you need to

know about every class is in the syllabus. If you have a question about assignments and

deadlines, consult the syllabus and do not email the instructor until you have checked to see if

the answer is in there. You are responsible for keeping track of the syllabus.

2) Related to #1, do not ask the instructor when they hold office hours. Instructor office

hours are listed on the syllabus. For this class, if you cannot make my office hours, feel free

to set up an individual appointment by emailing me three times you can meet. I will pick one

of those three.

3) Check your email and Canvas regularly. Important information about coursework is often

conveyed over email or via Canvas. It is important that you check your email every day, and

Canvas at least once every two days. Not having seen a message about an assignment or an

important deadline is not an acceptable excuse for missing that assignment or deadline.

4) Ask classmates about work missed if you are absent from class. Do not ask the

instructor first. It is a common pet peeve among instructors when students ask them about

missed work. I’m always happy to clarify my slides or your notes once you have gotten them

from a classmate.

5) With the few exceptions outlined in the syllabus – i.e., documented illness, university

activities cleared by me in advance, and religious holidays – I do not allow make-ups for

missed assignments. Don’t ask.

6) Be proactive. This pertains especially to your final paper and discussion

leadership. I will give you some guidelines about the pacing you should take for the

final paper and I expect you to keep up with these to your best ability. This is also

true with regards to questions, concerns, or challenges, I can’t really help you at the

end of our course if you have missed assignments or concepts, so let me know as

soon as problems arise, I’m happy to help.

7) MOST IMPORTANTLY: Always come to class with assigned reading materials and a

notebook for taking notes. It’s a good habit to get into, and it shows the instructor that you

are taking the material seriously.