

POLI 4040: Political Violence

Fall 2015
Thursdays and Thursdays, 10:30-11:50am
209 Coates Hall

Instructor

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Teaching Assistant

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Office Hours: 1:00-2:00 pm, or by appointment.

A note on office hours – please email me ahead of time to let me know what you would like to discuss during office hours so that I can prepare to assist in the best way possible.

Course Description:

This course is designed to explore the ways in which violence and politics intersect. We will begin by clarifying what we mean by violence and what aspects are necessary for violence to be political. Throughout the course, we will devote attention to the analysis of a wide variety of forms that political violence can take, including terrorism, riots, political repression, civil war, and genocide. Specific attention will be paid to understanding (1) how different types of political violence emerge, (2) how violence by terrorists, insurgents, or governments contributes to violence by other groups competing for power, and (3) how violence shapes (and is shaped by) formal political institutions, such as elections, courts, elections, and political parties.

Required Books:

(note - We will be reading large portions of the following books. They are available at the campus book store and at online retailers. The books will also be made available on library reserve.)

Della Porta, Donatella. 2015. *Clandestine Political Violence*. Cambridge. Cambridge University Press. 978-0521146166

Davenport, Christian. 2014. *How Social Movements Die*. Cambridge. Cambridge University Press. 978-1107613874

Kalyvas, Stathis. 2006. *The Logic of Violence in Civil War*. Cambridge. Cambridge University Press. 978-0521670043

Tilly, Charles. 2010. *Regimes and repertoires*. Chicago. University of Chicago Press. 978-0226803500

Suggested Books:

(note – We will be reading shorter selections from the following books. Readings from these texts will be made available online or in Middleton library. Academic articles may be accessed through scholar.google.com or the library's website.)

Arendt, Hannah. 1970. *On violence*. Houghton Mifflin Harcour. 978-0156695008

Tilly, Charles. 2003. *The politics of collective violence*. Cambridge University Press 978-0521531450

Straus, Scott. 2015. *Making and Unmaking Nations: The Origins and Dynamics of Genocide in Contemporary Africa*. Cornell University Press. 978-0801479687

Krueger, Alan B. 2008. *What makes a terrorist: Economics and the roots of terrorism*. Princeton University Press. 978-0691138756

Davenport, Christian 2007. *State repression and the domestic democratic peace*. Cambridge University Press. 978-0521168717

Tolnay, Stewart and Beck, E.M. 1995. *A Festival of Violence: An Analysis of Southern Lynchings: 1882-1930*. University of Illinois Press. 978-0252064135

Wilkinson, Steven I. 2006. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. Cambridge University Press. 978-0521536059

Course Requirements:

The structure of the class will be a mix of lecture as well as group discussion. To help facilitate the class discussion, it is imperative that students come prepared to each class having read that week's material and having familiarized themselves with current events. Students will be expected to complete weekly reading responses and come prepared to discuss them in class.

This is a research seminar. Students will be evaluated on the following:

(1) Attendance, Participation, and Response Memos (30%) - Students are expected to actively participate in discussion each week. Emphasis will be placed on quality of participation, including discussion of the readings and responses to other students' comments. In addition, at the start of each class, students will be asked to write a short response memo that includes comments and questions related to the assigned readings for that date. What did you think was the most significant or interesting point of the reading? More importantly, if you didn't understand something, make note of it and we will discuss the material in greater detail during the class. Lastly, it will be important to comment on the relevance of the work. How does a particular reading make you think about earlier readings or current events? The response memo should be signed and will be a signal of attendance.

(2) Paper Proposal (10%) and Paper Outline (10%) – A one-page paper proposal will be due in class on **October 1st** and a one page outline will be due in class on **November 5th**. The professor will provide feedback on each of these, which students are encouraged to incorporate into their final paper.

(4) Research Presentation (15%) – During the final two course periods, students each will be asked to provide a 5-10 minute presentation of their final paper. During the presentation, it will be important to identify (1) how the project relates to the texts we read during the semester, (2) what the final paper is arguing about how we should understand political violence, and (3) what types of evidence will be used in the paper to evaluate the argument. You will also be asked to provide feedback on one another's projects through class discussion.

(4) Final Paper (35%) - Final papers will be due during via email by noon on **December 10th**.

The main requirement for the seminar is to write a 10-15 page paper that addresses one of the course's primary themes. The topic is left largely to the direction of each student, though I encourage you to discuss the research with me. The task requires the student to clearly state an argument that either supports or challenges one of the texts we read over the semester, and then support that argument with evidence. The empirical focus can be the history of an entire country, the evolution of a particular challenging organization or government, or an isolated act of violence (or non-violence). The challenge is to clearly identify how the empirical material discussed in the paper assists in validating (or disproving) the paper's argument.

Cell / Internet Policy – Put your cell phones on vibrate and refrain from using them during class. Laptops can be used for note taking. But your attention should be directed exclusively to the subject matter being discussed in class. (This means no facebook, no email, no google, etc.) Most of us are wired most of the time—and being wired has amazing advantages. However, being unwired also has major advantages. Your engagement in the course and opportunities for collective learning will be enhanced by maintaining focus on the classroom here and now.

Late Papers – Late papers will not be accepted except in instances of medical necessity (with a doctor's note) or death of an immediate relative (with an obituary or other official notice).

A few notes on participation: (generously shared by Prof. Dan Tirone).

1. All students are expected to participate in class discussions. Students uncomfortable speaking in front of the class are encouraged to come to office hours to discuss the material. Participation in office hours as well as the Course Forum (on Moodle) will count towards the class participation grade.
2. Many of the issues and approaches utilized in the study of political violence are subject to debate. Students are therefore encouraged to question the material in a thoughtful and respectful manner. No student will be penalized for presenting an argument which questions the material presented; all perspectives are welcome, although they are also fair game for class discussion and debate.
3. In order to facilitate class discussion and preserve an environment in which all students are encouraged to participate, please keep your class contributions directed at the material and arguments presented and not at fellow class members. Comments of a personal nature directed against fellow students will not be tolerated.

A few notes on academic reading: When you read an article or chapter, you should consider the following questions: What is the main claim or argument? Is it internally consistent? Is it convincing? What are the strengths and limitations of the evidence offered? Does the evidence support or refute the expectations of the argument?

Grading Policy: The grading breakdown is as follows:

A+ = 97-100%
A = 94-96%
A- = 90-93%
B+ = 87-89%
B = 84-86%
B- = 80-83%
C+ = 77-79%
C = 74-76%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 59% or below

- The letter grade A, including A+ and A-, denotes distinguished mastery of the course material.
- The letter grade B, including B+ and B-, denotes good mastery of the course material.
- The letter grade C, including C+ and C-, denotes acceptable mastery of the course material.
- The letter grade D, including D+ and D-, denotes minimally acceptable achievement.
- F denotes failure.

For the course grade, the calculated final percentage will be rounded up to the nearest integer. If you feel that an error has been made in the grading of your assignment, a written submission specifying the contested question(s) and/or issue(s) as well as the detailed reason why you feel an error has been made, including supporting documentation, should be given to the course instructor prior to scheduling a meeting to discuss the issue. Only grading issues pertaining to the substance or format of an argument or factual error on the part of the instructor will be considered eligible for review.

General Statement on Academic Integrity:

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Plagiarism and Citation Method:

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. The most frequently used citation method in political science is internal citation (e.g., Sullivan 2015). I would encourage you to follow this format and include footnotes where relevant; leaving full citations for a ‘Works

Referenced' page that follows the main text.¹ Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively. If you have questions regarding what is appropriate, please consult with the library's tutorials on avoiding plagiarism and proper citation formats (links are also provided on the course *Moodle* page).

Group work and unauthorized assistance:

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faculty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Students requiring special accommodation: Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability needing academic adjustments is requested to speak with the Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Disability Services, 115 Johnston Hall, (225) 578-5919.

Week 1 –

- August 25th
 - o Introduction and Discussion – What is Political Violence? And how should we go about studying it?

- August 27th
 - o What makes violence political? Or politics violent?
 - Arendt, *On Violence*
 - pp 35-56 (provided).
 - Tilly, *Politics of Collective Violence*
 - pp 26-54 (provided)

Week 2 –

- September 1st
 - o How should we think about the organization and production of political violence?
 - Davenport, Christian. "States versus Challengers" Unpublished Manuscript.
 - Kalyvas, Stathis N. "The ontology of "political violence": action and identity in civil wars." *Perspectives on Politics* 1.03 (2003): 475-494.

¹ <http://www.lib.umd.edu/tl/guides/citing-chicago-ad>

- September 3rd -
 - o A short aside on methods for studying political violence
 - McMahon, John – Critical Reading and Note Taking
<http://johnmcmahon.ws.gc.cuny.edu/files/2013/10/critical-reading-workshop-handout.pdf>
 - Geddes, Barbara. "How the cases you choose affect the answers you get: Selection bias in comparative politics." *Political analysis* (1990): 131-150.
 - Fearon, James, "Counterfactuals and Hypothesis Testing in Political Science," *World Politics* 43 (January 1991): 169-195

Week 3

- September 8th
 - o Non-state challengers
 - Tilly, Charles. "Terror, terrorism, terrorists." *Sociological Theory* 22.1 (2004): 5-13.
 - Della Porta, Ch. 1 (pp 1-31)
- September 10th
 - o Non-state challengers
 - Della Porta, Ch 2-3 (pp 32-113)

Week 4

- September 15th
 - o Non-state challengers
 - Della Porta, Ch 4 (pp 114-145)
 - Krueger, *What Makes a Terrorist?*
 - Chapter 1 (pp 11-52) provided
- September 17th
 - o Non-state challengers
 - Della Porta
 - chapter 5 (pp 146-173)
 - Shapiro, *The Terrorist's Dilemma*
 - Chapter 2 (26-62) Provided

Week 5 –

- September 22nd
 - o Non-state challengers
 - Della Porta
 - Ch 6-8 (pp 173-262)
- September 24th
 - o States and Government Repression/Human Rights Violations
 - Tilly, Charles. 1985. "War making and state making as organized crime"

- In: Evans P, Rueschemeyer D, and Skocpol T (eds) *Bringing the State Back In*. Cambridge University Press (provided)
- Davenport 2014 – Intro and Chapter 3 (pp 61-64)

Week 6 –

September 29th

- States and Government Repression/Human Rights Violations
 - Earl, Jennifer. "Tanks, tear gas, and taxes: Toward a theory of movement repression." *Sociological Theory* 21.1 (2003): 44-68.
 - Davenport 2014 - Chapter 3 (pp 64-79)

October 1st

- States and Government Repression/Human Rights Violations
 - Davenport 2014 - Chapters 1-2

Week 7 –

October 6th

- States and Government Repression/Human Rights Violations
 - Davenport 2014 - Chapters 4, 9

October 8th

- States and Government Repression/Human Rights Violations
 - Davenport 2014 - 10-11, Conclusion

Week 8 –

October 13th–

- Genocide
 - Benjamin Valentino, 2000. "Final Solutions: The Causes of Mass Killing and Genocide," *Security Studies* 9 (3), 1- 59
 - Straus, Scott. 2015. *Making and Unmaking Nations*.
 - selected chapters (provided)

October 15th

- Civil War
 - Kalyvas Ch. 1 (pp 17-23)
 - Fearon, James and David Laitin. 2003. Ethnicity, Insurgency, and Civil War, *American Political Science Review* 97, 75-90.

Week 9 –

October 20th

- Civil War
 - Kalyvas Ch 3-5 (pp 52-145)

October 22nd

- Civil War
 - Kalyvas ch 8 (p 211-245)

- Kalyvas, Stathis N. "Wanton and senseless? The logic of massacres in Algeria." *Rationality and Society* 11.3 (1999): 243-285.

Week 10 –

- October 27th
 - Ethnic Violence
 - Tolnay, Stewart and Beck, E.M. *A Festival of Violence: An Analysis of Southern Lynchings: 1882-1930* (University of Illinois Press, 1995): Chapters 2 and 3. (provided)
 - Kalyvas, Stathis N. "Ethnic defection in civil war." *Comparative Political Studies* 41.8 (2008): 1043-1068.
- October 29th
 - Fall Break

Week 11 –

- November 3rd
 - Research Field Trip – Hill Memorial Library
 - We will meet with the political science section librarian
 - There will be opportunities for group discussion of your research plans and methods for project development
- November 5th
 - Political Institutions and Violence
 - Tilly Chapters 1-2 (pp 1-29)
 - Wilkinson, Steven I. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. (Cambridge University Press, 2006): Chapter 1. (provided)

Week 12 –

- November 10th
 - Political Institutions and Violence
 - Tilly Chapters 3-4 (pp 30-89)
- November 12th
 - Election Violence
 - Hafner-Burton, Emilie M., Susan D. Hyde, and Ryan S. Jablonski. "When do governments resort to election violence?." *British Journal of Political Science* 44.01 (2014): 149-179.
 - Höglund, Kristine. 2009. "Electoral Violence in Conflict- Ridden Societies: Concepts, Causes, and Consequences" *Terrorism and Political Violence* 21 (3), 412- 427.

Week 13 –

- November 17th
 - o Democracy and Repression
 - Collier, Paul, and Dominic Rohner. "Democracy, development, and conflict." *Journal of the European Economic Association* 6.2- 3 (2008): 531-540.
 - Davenport, Christian 2007. *State repression and the domestic democratic peace*. Cambridge University Press.
 - Selected Chapters (provided)

- November 19th
 - o Democratization and Conflict
 - Tilly Chapter 5 (pp 90-117)
 - Tilly Chapter 7 (pp151-178)

Week 14 –

- November 23th
 - o Is there such a thing as non-violent politics?
 - Tilly Chapter 8 (pp179-208)
 - Chenoweth, Erica. 2013. "Terrorism and Democracy," *Annual Review of Political Science*, Vol. 16 (May 2013), pp. 355-378.

- November 26th
 - o Thanksgiving

Week 15 –

- December 1 – 3
 - o Research Presentations

Week 16 – Final Exams – No Class

****Monday, December 7th. Final papers are due via before the scheduled final exam.****