

## Welcome to Political Violence and Revolution - CPO4057 - RVC

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### Course Description and Purpose

Is violence an inevitable component of politics? Why do individuals ever take risks to join a protest or take up arms in support of a cause? Conversely, why do we not see even more rebellion and revolution, more radical change, or more social movements? In this course, we will critically rethink the politics of repression, mass protest, armed insurrection, and revolution. Students will develop critical analytical skills as we explore the social science theories and the political and historical realities of political violence and revolution. We will examine and discuss cutting edge social science research, documentary films, and other sources. Students will also improve their awareness of, perspective on, and engagement with global issues, with the goal of enhancing preparedness for grappling with shared problems and fulfilling civic responsibilities in an increasingly diverse and interconnected world. This course provides us with a particularly urgent set of global issues with which to engage.

This is a discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.

### Global Learning Course Outcomes

- Students will demonstrate understanding of the connections between ideas/theories of collective action and examples of social movements and political violence observed in different parts of the world.
- Students will be able to analyze episodes of revolution and political violence from the perspectives of different local, national, international and global actors/groups involved.
- Students will demonstrate the willingness and ability to work together in teams to actively engage with the policy implications of political violence.

### Global Learning Assessment Activities

The following assessment activities align with Global Learning outcomes listed above:

- Weekly discussions related to assigned readings and films will focus on questions posed by the professor. Each of these questions will a) ask students to briefly show that, by doing the assigned reading/viewing, they have familiarized themselves with the details of a particular movement or episode; and b) prompt students to begin to view these through different theoretical lenses (a process which we will then continue in class).
- A timed essay question during two midterms and one final exam. The question will ask students to rewrite/retell a narrative of revolution/political violence from the perspectives

of multiple protagonists. (For example: “Write three (3) brief histories of the 2010-11 Arab Spring uprising in the Middle East, each one as if it were written by one of the following: a military officer; a peasant farmer; a Muslim Brotherhood follower; a Kefaya movement follower; a Wafd Party mayor; an NDP member of parliament; a Mubarak supporter; the CEO of an oil and natural gas company; a US State Dept. official; a human rights group leader; a student in a public university. Then discuss the similarities and differences among the three.”). Before each exam, a study guide and review session will be provided.

- Teams of students will produce policy briefs (8-10 pages) that analyze the causes and consequences of an episode of political violence. Mock briefs can be written for any international organization, foreign policy agency, etc., relevant to the analysis, though students must clarify their “target audience” for this brief with the professor early in the semester. Writing the brief will require students to a) learn to work in teams to discuss/negotiate the contents of the brief, and b) think through not only the causes of a particular episode of political violence but its tangible political, economic, social, and cultural consequences too. Each brief must conclude with a series of plausible policy recommendations for their target organization to deal with the consequences of political violence, demonstrating engagement with global issues and perhaps encouraging future engagement as well.

Before starting this course, please review the following pages:

- [Policies](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Academic Misconduct Statement](#)
- [Weather and Other Emergencies](#)
- [Student Evaluation of Instructors](#)

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#) ([Links to an external site.](#))

" page to find out more information on this subject.

This course utilizes the following tools.

- Turnitin ([Privacy Policy](#)) ([Links to an external site.](#))

#### **Course Prerequisites**

This course has no prerequisite.

#### **Textbook and Course Materials**

All readings can be found in the weekly outlines.

#### **Expectations of this Course**

Throughout the semester, readings, announcements, notes of clarification, and grades will be posted on the FIU Canvas course site. To access these, students will need to enter the site

regularly. It is recommended that students do a browser check-up to ensure that all features in the FIU Canvas course site and live classroom work properly. This is an online course, which means that all of the course work will be conducted online. However, expectations for performance in an online course are the same for a traditional course.

**Students are expected to:**

- **Review the how to get started information** located in the course content.
- **Introduce themselves to the class** during the first week by posting a self-introduction in the appropriate discussion forum.
- **Take the practice quiz** to ensure that your computer is compatible with Canvas.
- Log into the course each week **on a regular basis**.
- View the recorded lectures and discussions on a weekly basis before Sunday at 11:59 pm.
- Take exams on Canvas using Respondus Lockdown Browser during the allotted timeframe.

**The instructor will:**

- Record participation and/or attendance grades from the previous week.
- Submit grades within seven to fourteen days of the deadline.
- Respond to emails within between twenty-four and forty-eight hours.
- Be available each week during the posted office hours.

**Course Communication**

Communication in this course will take place on Canvas. See the [Canvas Guide](#) ([Links to an external site.](#))

on communicating with course users for more information.

If students have a question or concern, they are welcome to email the professor and teaching assistant. Emails to the professor and teaching assistant should contain a salutation and subject line indicating the content of the message and be professionally written, grammatically correct, concise, and to-the-point. After sending an email, please allow between twenty-four and forty-eight hours for the professor and teaching assistant to respond.

Throughout the semester, the professor and teaching assistant will work hard to ensure that grades are fair and accurately reflect the quality of each student's work. If students would like to discuss a grade, they must submit a request in writing and briefly explain why they believe the grade should be re-examined. Grades that receive extra scrutiny from the professor and teaching assistant have the potential to go up or down.

**Participation and Course Guidelines**

- 1 You will receive credit for attendance by viewing the weekly lectures and discussions before **Sundays at 11:59 pm**.
- 2 Consistent and timely reading is the key to success in this course. Student should watch the weekly lectures and discussions, and prepare outlines and/or notes of the week's readings.
- 3 Participation is worth a total of 5 percent of your final grade. I do not expect you to fully comprehend every nuanced argument of a reading. I do, however, expect you to make a sincere effort at reviewing the readings. Watching the weekly lectures and discussions will reward you for such effort and strengthen your performance on the exams.

- 4 Our exam dates are set at the start of the semester. Therefore, I am unlikely to allow you to take a make-up exam if you miss one, regardless of the circumstances. In rare cases of severe and verifiable emergency or illness, I may, at my discretion: a) allow you to take a make-up exam on a date of my choosing or b) calculate your course grade without this exam. In the majority of cases, however, if you miss an exam you will simply receive a zero.
- 5 The FIU Code of Academic Integrity and all related University policies will be rigorously and strictly enforced at all times. Any violations of this code, such as cheating and plagiarizing on an exam, will automatically result in a failing grade and disciplinary action. Please refer to the “Academic Misconduct” section in the annual Student Handbook for more details.
- 6 If you wish to visit me during my office hours or communicate with me outside of those times, please send an email message. Your email message should a) contain a subject line that indicates the content of the message, and b) be professional in tone and composition, with a salutation and proper grammar and punctuation. I will reply to you within 24-48 hours.
- 7 Throughout the semester, the teaching assistant and I will work hard to ensure that grades are fair and accurately reflect the quality of each student’s work. If you would like to discuss a grade, you must submit a request in writing and briefly explain why you believe the grade should be re-examined. Grades that receive extra scrutiny from the teaching assistant and me have the potential to go up or down.
- 8 Kindly show the respect that is due to your classmates and, of course, your professor and teaching assistant. We are all here to learn and have something valuable to contribute.

## Exams

### Midterm Exam 1

- Tuesday, September 22 between 9 am – 11:59 pm, 2 hours

### Midterm Exam 2

- Tuesday, October 27 between 9 am – 11:59 pm, 2 hours

### Final Exam

- Wednesday, December 8 between 9 am – 11:59 pm, 2 hours

Exam dates are set at the start of the semester. Therefore, I am unlikely to allow you to take a make-up exam if you miss one, regardless of the circumstances. In rare cases of severe and verifiable emergency or illness, I may, at my discretion: a) allow you to take a make-up exam on a date of my choosing or b) calculate your course grade without this exam. In the majority of cases, however, if you miss an exam you will simply receive a zero.

Exams will be based on the assigned readings and the class lectures and discussions from the second half of the course. In the first section of the exams, students will briefly describe and explain the relevance and importance of key concepts, personalities, organizations, dates, and events. In the second section, students will write one essay that presents and supports arguments

on different concepts, comparisons, developments, and trends. A study guide and review session will be provided to help students prepare for the exam.

### Respondus Lockdown Browser:

This course requires you to take assessments that will have Respondus Lockdown Browser.

- Read [How to take a Quiz or Exam with the Respondus Lockdown Browser](#).
- Review the [Respondus LockDown Browser Instructions](#) on how to install, update, access your assessments, and view your grades.
- Make sure your Respondus LockDown Browser is updated to the latest version before starting an assessment.
- After installing or updating the browser, please take the Practice Quiz to familiarize yourself with the testing environment and to ensure that you have downloaded the Respondus Lockdown Browser correctly.

### Grading

COURSE REQUIREMENTS	Weight
Attendance and Participation	5%
Midterm Exams (2)	60%
Final Exam	35%
<b>Total</b>	<b>100%</b>

### Course Grading Scale

Letter	Range%	Letter	Range%	Letter	Range%
A	94-100	B	83-86	C	70-76
A-	90-93	B-	80-82	D	60-69
B+	87-89	B+	77-79	F	<59

### Semester Schedule

Date	Topic	Assignments
<b>Week 1</b> August 24 - 28	<b>Introduction, Political Violence, Revolution, and Civil War</b> <b>Read</b> <ul style="list-style-type: none"> <li>• James D. Fearon and David D. Laitin, "Ethnicity, Insurgency and Civil War," American Political Science Review 97.1 (2003): Excerpt.</li> <li>• Stathis Kalyvas, "Old and New Civil Wars," World Politics 54.1 (2001): Excerpt.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce yourself discussion due <b>Friday, 11:59 PM.</b></li> <li>• <b>Question:</b> What are the definition, categories, causes, outcomes, and policies of civil war?</li> </ul>
<b>Week 2</b> August 31 - September 4	<b>Terrorism</b> <b>Read</b> <ul style="list-style-type: none"> <li>• Brigitte Nacos, Terrorism and Counterterrorism (London and New York: Routledge, 2006), Chs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Question:</b> What are the definition, causes, outcomes, and policies of terrorism?</li> </ul>

	<p>2, 3, 6.</p> <ul style="list-style-type: none"> <li>Brian Burgoon, "On Welfare and Terror," <i>Journal of Conflict Resolution</i> 50 (2006): Excerpt.</li> </ul>	
<p><b>Week 3</b> Sept. 7 - 11</p>	<p><b>Torture Read</b></p> <ul style="list-style-type: none"> <li>Paul Kenny, "The Meaning of Torture," <i>Polity</i> 42.2 (2010): 131-155.</li> <li>Darius Rejali, <i>Torture and Democracy</i> (Princeton, NJ: Princeton University Press, 2007), Introduction.</li> </ul>	<ul style="list-style-type: none"> <li><b>Question:</b> What are the definition, ethics, utility, and consequences of torture?</li> </ul>
<p><b>Week 4</b> Sept. 14 - 18</p>	<p><b>Social Movements Read</b></p> <ul style="list-style-type: none"> <li>Doug McAdam, John D. McCarthy, and Mayer N. Zald, <i>Comparative Perspectives on Social Movements</i> (Cambridge: Cambridge University Press, 1996), Introduction.</li> <li>Jeff Goodwin and James M. Jasper, <i>Rethinking Social Movements</i> (Lanham, MD: Rowman and Littlefield, 2003), Ch. 1.</li> <li>Dennis Cheng, <i>Collective Action and the Civil Rights Movement</i> (Chicago: The University of Chicago Press, 1991), Excerpt.</li> </ul>	<ul style="list-style-type: none"> <li><b>Questions:</b> What are the definition and causes of social movements? What is the collective action problem and free riding, and how do social movements and activists avoid them?</li> </ul>
<p><b>Week 5</b> Sept. 21 - 25</p>	<p><b>Midterm Week</b></p>	<ul style="list-style-type: none"> <li>Midterm #1 Live Review (Optional): <b>Monday, September 21 at 11:30 AM.</b></li> <li>Midterm #1: <b>Tuesday, September 22, 9 am – 11:59 PM.</b></li> </ul>
<p><b>Week 6</b> September 28 - October 2</p>	<p><b>Revolution Read</b></p> <ul style="list-style-type: none"> <li>Mark Katz, <i>Reflections on Revolution</i> (New York: St. Martin's Press, 1999), Introduction, pp. 1-14.</li> <li>Mark Katz (ed.), <i>Revolution: International Dimensions</i> (Washington, DC: CQ Press, 2001), Chs. 11-12.</li> </ul>	<ul style="list-style-type: none"> <li><b>Question:</b> What are the definition, causes, and outcomes of revolution?</li> </ul>
<p><b>Week 7</b> October 5 - 9</p>	<p><b>France and Russia (and China) Read</b></p>	<ul style="list-style-type: none"> <li><b>Questions:</b> What were the causes and outcomes of the</li> </ul>

	<ul style="list-style-type: none"> <li>William Doyle, <i>The French Revolution: A Very Short Introduction</i> (Oxford: Oxford University Press, 2002), Chs. 2-3.</li> <li>John Dunn, <i>Modern Revolutions: An Introduction to the Analysis of a Political Phenomenon</i> (Cambridge: Cambridge University Press, 1989), Ch. 1 (Russia).</li> </ul>	<p>great revolutions in France, Russia, and China? What were the similarities and differences of these revolutions?</p>
<p><b>Week 8</b> October 12 - 16</p>	<p><b>Comparative Revolution</b></p> <ul style="list-style-type: none"> <li>Theda Skocpol, "France, Russia, China: A Structural Analysis of Social Revolutions," <i>Comparative Studies in Society and History</i> 18:2 (1976): 175-210.</li> </ul>	<ul style="list-style-type: none"> <li><b>Questions:</b> According to Skocpol, what were the similarities and outcomes of the revolutions in France, Russia, and China? What was the agrarian bureaucracy and how did it factor into revolution?</li> </ul>
<p><b>Week 9</b> October 19 - 23</p>	<p><b>Revolution and Social Media</b></p> <ul style="list-style-type: none"> <li>Malcolm Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted," <i>The New Yorker</i>, October 4, 2010.</li> <li>Jonah Lerner, "Weak Ties, Twitter and Revolution," <i>WIRED</i>, September 29, 2010.</li> </ul>	<ul style="list-style-type: none"> <li><b>Questions:</b> What role does social media play in revolution and activism? What other tactics can be used to complement social media?</li> </ul>
<p><b>Week 10</b> October 26 - 30</p>	<p><b>Midterm Week</b></p>	<ul style="list-style-type: none"> <li>Midterm #2 Live Review (Optional): <b>Monday, October 26 at 11:30 AM.</b></li> <li>Midterm #2: <b>Tuesday, October 27, 9 am – 11:59 PM.</b></li> </ul>
<p><b>Week 11</b> November 2 - 6</p>	<p><b>Al Qaeda</b> <b>Read</b></p> <ul style="list-style-type: none"> <li>Fawaz Gerges, <i>The Far Enemy: Why Jihad Went Global</i> (Cambridge: Cambridge University Press, 2005), Chs. 1-3.</li> </ul>	<ul style="list-style-type: none"> <li><b>Questions:</b> What is Al Qaeda and its objectives? What were the causes, outcomes, and policies surrounding the organization?</li> </ul>
<p><b>Week 12</b> Nov. 9 - 13</p>	<p><b>ISIS</b> <b>Read</b></p> <ul style="list-style-type: none"> <li>Stephen M. Walt, "ISIS as Revolutionary State," <i>Foreign Affairs</i>, November/ December 2015</li> <li>Scott Atran, "ISIS is a revolution," <i>Aeon</i>, December 15, 2015</li> </ul>	<ul style="list-style-type: none"> <li><b>Questions:</b> What is ISIS and its objectives? What were the causes, outcomes, and policies surrounding the organization?</li> </ul>
<p><b>Week 13</b> Nov. 16 - 20</p>	<p><b>The Arab Spring</b> <b>Read</b></p> <ul style="list-style-type: none"> <li>Diane Singerman, "Youth, Gender, and Dignity in the Egyptian</li> </ul>	<ul style="list-style-type: none"> <li><b>Questions:</b> What is the Arab Spring and its objectives? What were the causes, outcomes, and policies surrounding this</li> </ul>

	<p>Uprising,” Journal of Middle East Women’s Studies 9.3 (Fall 2013): 1-27.</p> <ul style="list-style-type: none"> <li>• Eva Bellin, “Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring,” Comparative Politics 44.2 (2012): 127-149.</li> </ul>	phenomenon?
<p><b>Week 14</b> Nov. 23 - 27</p>	<p><b>The Syrian Civil War</b> <b>Read</b></p> <ul style="list-style-type: none"> <li>• Thomas Pierret, “Syrian Arab Republic,” in Mark Gasiorowski and Sean L. Yom (eds.), The Government and Politics of the Middle East and North Africa (Boulder, CO: Westview, 2017), Excerpt.</li> <li>• Thomas Friedman, "Hanna Rules" in From Beirut to Jerusalem (New York: Farrar, Straus, Giroux, 1989), 76-75.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Question:</b> What are the cause, outcomes, and policies surrounding the Syrian civil war?</li> </ul>
<p><b>Week 15</b> December 7 - 11</p>	<p><b>Final Week</b></p>	<ul style="list-style-type: none"> <li>• Final Live Review (Optional) <b>Monday, December 7 at 11: AM.</b></li> <li>• Final Exam: <b>Tuesday, December 8, 9 AM – 11:59 PM.</b></li> </ul>

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