



**Political Violence and Revolution**

Professor: Dr. Eric Lob  
Class Schedule: T, Th 12:30-1:45  
Class Location: SIPA 220  
Prof.'s Office: SIPA 401  
Office Hrs: T 3:30-4:30 (by appointment)  
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*Teaching Assistant:*  
Mr. Flavio Bienvenu

Is violence an inevitable component of politics? Why do individuals 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, more social movements? In this course we will critically rethink the politics of repression, 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 revolution and political violence. 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.

By the completing this course, students will achieve the following “Global Learning” outcomes:

1. Students will demonstrate an understanding of the connections between the concepts and theories of collective action and examples of political violence and social movements observed in different parts of the world.
2. Students will analyze major episodes of revolution from the perspectives of different local, national, and global actors and groups that are involved.
3. Students will exhibit a willingness and ability to work together in teams to actively engage with the causes, outcomes, and policy implications of political violence.

We will accomplish this through a variety of learning methods:

- Assigned readings
- Interactive discussions

- Group activities
- Exams that require, among other tasks, that you analyze a problem from multiple theoretical and empirical perspectives
- A group project in which you will work in teams of 5-7 students to produce a 10-15 page paper and a 15-20 minute PowerPoint presentation—analyzing the causes, outcomes, and policy implications of an episode of political violence and/or revolution.

<u>Assignments</u>	<u>% of grade</u>	<u>Dates</u>
Participation	20%	1/12-4/28
Midterm exam	25%	2/18
Group paper project	10%	1/12 - 4/28
Presentation	5%	1/12 - 4/28
Final exam	40%	5/3

**Grading Scale:**

For all assignments and exams, the course will use the following grading scale: 94-100 (A), 90-93 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 73-76 (C), 70-72 (C-), 67-69 (D+), 63-66 (D), 60-62 (D-), 0-59 (F).

**Guidelines for Participation, Academic Integrity and Classroom Civility**

1. Class starts at 12:30 precisely. Once class has started, please do not leave until we finish. Attendance is mandatory and will be taken at the beginning of each class.
2. Consistent and timely reading is the key to success in this course. Every student must arrive to our class prepared (with outlines or notes) to discuss the day's readings.
3. Participation is worth a total of 20% of your final grade. I do not expect you to fully comprehend every nuanced argument of a reading before coming to class. I do, however, expect you to make a sincere effort at reviewing the readings. In-class participation will reward you for such effort.
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 serious and verifiable emergency or illness, I may, at my discretion: a) allow you to write 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 (same for your group project).
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 on an exam or plagiarizing a paper, 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. Students will not talk in class except to ask and respond to questions or participate in group activities and discussions. Students must turn off cell phones and mute all other electronic devices during class.
7. 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 have a) a subject line that indicates the content of the message, and b) be professional in tone and composition, with a salutation, proper grammar and punctuation. I will reply to you within 24-48 hours.
8. 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.
9. 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.

**Response Papers (To be submitted on Blackboard at the end of each unit)**

At the end of each week and as part of the participation grade, students will be required to summarize and respond to a reading in half a page or a page. In the first few sentences, students should summarize the reading's main argument. In the last few sentences, students should offer their opinions on the reading by answering one or more of the following questions: How significant is the question? How convincing or persuasive is the argument? How logical are the causal linkages and outcomes behind the argument? Is the empirical evidence and methodology sound, why or why not? Are there alternative explanations the author could have considered? Is there a different methodology the author could have used? What solutions does the reading propose to solve a specific issue and do you agree with them and have others to propose? In addition to improving students' critical thinking and analytical writing, the response papers will strengthen students' performance on in-class discussions and exams.

**Readings**

All readings are available online at our course's web site. Login at <http://online.fiu.edu/login>, find our course and look for the files named "Course Readings".

**Thinking About Civil War, Terrorism, and Torture**

Tues., Jan. 12 COURSE INTRODUCTION: What are "political violence" and "revolution"?

- Stathis Kalyvas, "Old and New Civil Wars," *World Politics*, 54, 1 (2001), excerpt

Thurs., Jan. 14

- Fearon and Laitin, "Ethnicity, Insurgency and Civil War," *American Political Science Review*, 97, 1 (2003), excerpt

Tues., Jan. 19

- Brigitte Nacos, *Terrorism and Counterterrorism*, Chs. 2, 3 & 6

Thurs., Jan. 21

- Brian Burgoon, "On Welfare and Terror," *Journal of Conflict Resolution* 50 (2006), excerpt
- **Optional:** Robert Pape, "Strategic Logic of Suicide Terrorism," *American Political Science Review*, 97, 3 (2003), excerpt
- In-class discussion and debate on the causes and policy implications of terrorism

Tues., Jan. 26

- Paul Kenny, "The Meaning of Torture" *Polity* 42, 3 (2010)

Thurs., Jan. 28

- Darius Rejali, *Torture and Democracy*, "Introduction" (Princeton: 2007)
- Carl Hulse, "For Dianne Feinstein, Torture Report's Release Is a Signal Moment," *NY Times* Dec. 9, 2014 ([http://www.nytimes.com/2014/12/10/us/politics/for-dianne-feinstein-cia-torture-reports-release-is-a-signal-moment.html?\\_r=0](http://www.nytimes.com/2014/12/10/us/politics/for-dianne-feinstein-cia-torture-reports-release-is-a-signal-moment.html?_r=0))
- In-class discussion and debate on the definition, ethics and utility of torture

### Thinking About Social Movements, Rebellion, Resistance, and Revolution

Tues., Feb. 2

- McAdam, McCarthy, and Zald, *Comparative Perspectives on Social Movements*, Introduction (Cambridge: 1996)
- Goodwin and Jasper, *Rethinking Social Movements*, Ch. 1 (Rowman & Littlefield: 2009)

Thurs., Feb. 4

- Dennis Austin, *Collective Action & the Civil Rights Movement*, excerpt (Chicago: 1991)
- **Optional:** James Scott, "Everyday Forms of Resistance," in Colburn, ed., *Everyday Forms of Peasant Resistance* (M.E. Sharpe: 1989)
- **Optional:** Mark Lichbach, *The Rebel's Dilemma*, Preface and Part 1 (Michigan: 1995)

Tues., Feb. 9

- Malcolm Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted."
- Jonah Lehrer, "Weak Ties, Twitter, and Revolution"

- **Optional:** Richard A. Lindsey, “What the Arab Spring Tells Us About the Future of Social Media in Revolutionary Movements”

Thurs., Feb. 11

- Mark Katz, *Reflections on Revolution*, Introduction, pp. 1-14 (St. Martin’s: 1999)
- **Optional:** Mark Katz, ed., *Revolution: International Dimensions*, Ch. 11-12 (CQ: 2001)

Tues., Feb. 16 Midterm Review Session

Thurs., Feb. 18 **MIDTERM EXAMINATION – Please Bring Blue Book to Class**

Overview of Major Revolutions: France, Russia, and China

Tues., Feb. 23

- William Doyle, *The French Revolution: A Very Short Introduction* (Oxford: 2002), excerpts
- **Optional:** Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte* (1851-1852), excerpts

Thurs., Feb. 25

- John Dunn, *Modern Revolutions: An Introduction to the Analysis of a Political Phenomenon* (Cambridge: 1989), Ch. 1 (Russia)
- Film excerpt: “October” (in class)

Tues., March 1

- John Dunn, *Modern Revolutions: An Introduction to the Analysis of a Political Phenomenon* (Cambridge: 1989), Ch. 3 (China)
- Recommended film: “China’s Revolution (1911-1949)”

Thurs., March 3

- Theda Skocpol, “France, Russia, China: A Structural Analysis of Social Revolutions,” *Comparative Studies in Society and History*, 18, 2 (1976)
- **Optional:** Farukh Moshiri, Ch. 2 in Goldstone, Gurr and Moshiri (eds.), *Revolutions of the Late Twentieth Century* (Westview: 1991)

Rwanda

Tues., March 8

- Scott Straus, *The Order of Genocide* (Cornell University Press: 2008), pp. 23-31, 41-64, 87-94, 103-100

Thurs., March 10

- William B. Wood, “Geographic Aspects of Genocide: A Comparison of Bosnia and Rwanda,” *Transactions of the Institute of British Geographers* 26.1 (2001)

- Recommended Film: "Ghosts of Rwanda: Frontline Documentary" (April 1, 2004) (<https://www.youtube.com/watch?v=VJAuyIRfYIM>)
- Recommended Film: "Sixty Minutes: The Butcher of Bosnia" (October 3, 2011) (<http://www.9jumpin.com.au/show/60minutes/videos/1196156040001/>)

### MARCH 14-18      SPRING BREAK

#### Al Qaeda & ISIS

Tues., March 22

- Fawaz Gerges, *The Far Enemy: Why Jihad Went Global*, Chs. 1-3
- **Optional:** Usama Bin Ladin, Usama, *Letter to King Fahd of Saudi Arabia*
- **Optional:** Ayman al-Zawahiri, *Knights Under the Prophet's Banner*

Thurs., March 24

- Scott Atran, "ISIS is a revolution," *Aeon*, December 15, 2015, (<https://aeon.co/essays/why-isis-has-the-potential-to-be-a-world-altering-revolution>)
- **Optional:** Stephen M. Walt, "ISIS as Revolutionary State," *Foreign Affairs*, November/December 2015 (<https://www.foreignaffairs.com/articles/middle-east/isis-revolutionary-state>)
- Recommended Film: "PBS Frontline: The Rise of ISIS" (October 28, 2014) (<http://www.pbs.org/wgbh/frontline/film/rise-of-isis/>)

#### Arab Spring

Tues., March 29

- Diane Singerman, "Youth, Gender, and Dignity in the Egyptian Uprising," *Journal of Middle East Women's Studies* 9.3 (Fall 2013), 1-27
- **Optional:** Haas and Mesch, *The Arab Spring: Change and Resistance in the Middle East* (Westview: 2012), excerpts
- Recommended Film: "Egypt in Crisis: Frontline Documentary" (September 16, 2013) (<http://video.pbs.org/video/2365080516/>)
- Recommended Film: "The Square" (2013)

Thurs., March 31

- Jason Brownlee, Tarek Masoud, and Andrew Reynolds. "Why the Modest Harvest?" *Journal of Democracy* 24.4 (2013), 29-44
- **Optional:** Eva Bellin, "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring," *Comparative Politics* 44.2 (2012), 127-149
- **Optional:** The Project on Middle East Political Science, "Arab Uprisings: New Opportunities for Political Science" (POMEPS: 2012), excerpts

Syrian Civil War

Tues., April 5

- Raymond Hinnebusch and David W. Lesch, "Syrian Arab Republic," in David Long et al. (eds.) *Government and Politics of the Middle East and North Africa* (Westview, 2013), 255-272
- **Optional:** Thomas Friedman, "Hama Rules" in *From Beirut to Jerusalem* (Farrar Straus, Giroux, 1989), 76-105

Thurs., April 7

- International Crisis Group, "Rigged Cars and Barrel Bombs: Aleppo and the State of the Syrian War," *Middle East Report* 155 (September 9, 2014)
- Recommended Film: "Syria: The Regime: Frontline Documentary" (November 8, 2011) (<http://video.pbs.org/video/2165728968/>)
- Recommended Film: "Syria: Behind the Lines: Frontline Documentary" (April 9, 2013) (<http://www.pbs.org/wgbh/pages/frontline/syria-behind-the-lines/>)

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Tues., April 12

- **Presentations of Team-Based Papers (in class)**

Thurs., April 14

- **Presentations of Team-Based Papers (in class)**

Tues., April 19

- **Presentations of Team-Based Papers (in class)**

Thurs., April 21

- **Presentations of Team-Based Papers (in class)**

Tues., April 26

- **Presentations of Team-Based Papers (in class)**

Thurs., April 28 Final Exam Review Session

**FINAL EXAM: Tuesday, May 3, 12:00-2:00 pm, SIPA 220 – Please Bring Blue Books**