

Political Violence and Revolution, PLSC 308, CRN 26496

Winter 2016

Eastern Michigan University

Tues./Thurs. 12:30-1:45 pm, 419 Pray Harrold

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Off. Hrs.: T/Th 8:00-9:30 am & 11:00 am–12:00 noon

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Course content and objectives: Political violence and revolution may seem remote from many people's immediate experience. The mass media's episodic focus on dramatic events ("If it bleeds, it leads"), such as the September 11, 2001 attacks on the World Trade Center and the Pentagon, will not necessarily provide a useful interpretive framework. By taking a close look at some of these phenomena, with readings that offer first-hand perspectives of participants and insiders, we will go beyond stereotypes about the "extremism" of those "other" people. Students will gain insight into the dynamics of political violence and revolution, and also develop tools for critical and comparative political analysis.

This course focuses on theories and comparative analysis of political violence and revolution. We will pay special attention to 20th /21st century rebellions and revolutions, which occurred mainly in the Third World or periphery of the global system. The course contemplates not only the dynamics of contesting state power, but also the transformation of social relations and new dynamics of political participation that accompany these processes. We will examine specific cases including the **United States** (exploring themes such as the violence of racism and the criminal justice system); the 1949 revolution in **China** (with particular focus on the Cultural Revolution period of the 1960s and '70s); the 1910 revolution in **Mexico** and the continuing history of revolt, including the 1994 Zapatista rebellion and the 2006 Oaxaca insurrection; the **Guatemalan genocide**; and structures of violence in the **international system** (colonialism/national liberation, Cold War, terrorism, "ethnic cleansing"/genocide, collapsed states and "humanitarian intervention").

Part I of the course explores the concept of political violence, looking critically at the institutionalized forms of violence that are built into the structures of states and societies (including the U.S.) and the international system; as well as the politics of nonviolent action. **Part II** considers the comparative and international context of political violence, including the dynamics of colonialism and national liberation, and phenomena such as genocide and terrorism. **Part III** examines theories of revolution, including various frameworks for explaining why, where, and when revolutions occur, and how societies respond to the organization of political violence. This part of the course will also focus on the dilemmas involved in revolutionary change in selected country cases. Drawing on these cases, **Part IV** takes a comparative approach to several recurring themes, the outcomes and aftereffects of political violence, and the implications of violent and non-violent alternatives in the international order.

Requirements, grading, and other policies

1) Be prepared and participate: Students are required to do the assigned reading **before** each class, and come prepared to participate in discussion. **There is a lot of reading in this course!** It's interesting material, but **if you don't have time to read, you should not take this course.**

Students are also expected to follow current political developments in the world. Some sources of news and analysis are listed below. You are encouraged to explore alternatives to the mainstream and U.S.-centric media, for a variety of perspectives on issues relevant to political violence and revolution. Some web sites that may be of interest include:

New York Times

<http://www.nytimes.com>

National Public Radio (broadcast on WEMU, 89.1 FM, news on the hour)

<http://news.npr.org>

BBC news (broadcast on WUOM, 91.7 FM, 9:00-10:00 am and 11:00 pm-5:00 am Mon.-Fri.)

<http://news.bbc.co.uk/hi/english/world>.

Al Jazeera America

<http://america.aljazeera.com/>

Democracy Now!

<http://www.democracynow.org/>

Independent Media Center

<http://www.indymedia.org>

Free Speech Radio News

<http://www.fsrn.org>

Global Post

<http://www.globalpost.com/>

One World

<http://www.oneworld.net>

Center for International Policy

<http://www.ciponline.org>

United for Peace & Justice

<http://www.unitedforpeace.org>

American Political Science Association, bibliography on political violence and terrorism

<http://www.apsanet.org/politicalviolence>

Terrorism and Political Violence Association (United Kingdom), resources/links

<http://tapva.leeds.ac.uk/links-and-resources/>

Minorities At Risk project (“hotspots” for ethnic violence around the world)

<http://www.cidcm.umd.edu/mar/hotspots.asp#persecution>

Correlates of War (COW) datasets

<http://www.correlatesofwar.org/>

Global Peace Index

<http://www.visionofhumanity.org>

Stockholm International Peace Research Institute (SIPRI)

<http://www.sipri.org/>

Peace Research Institute Oslo (PRIO)

<http://www.prio.no/>

Gandhian Institute (links)

<http://www.mkgandhi.org/nonviolence/related.htm>

International Center on Nonviolent Conflict

<http://www.nonviolent-conflict.org>

Nonviolence International
<http://www.nonviolenceinternational.net>

Albert Einstein Institution
<http://www.aeinstein.org>

Nonviolence Lab, resources and links
<http://www.nonviolencelab.org/nonviolence-reading-room/#>

Center for Systemic Peace
<http://www.systemicpeace.org>

Metta Center for Nonviolence, links to resources
<http://mettacenter.org/>

Share the World's Resources (STWR), global conflicts and militarization
<http://www.stwr.org/global-conflicts-militarization/>

The International Centre for the Study of Radicalisation and Political Violence
<http://icsr.info/index.php>

International Peace Institute
<http://www.ipinst.org>

Global Partnership for the Prevention of Armed Conflict (GPPAC)
<http://www.gppac.net>

Stop Violence (Dr. Paul Leighton, EMU/Sociology)
<http://www.stopviolence.com>

Structural Violence website
<http://www.structuralviolence.org>

Institute for Policy Studies, Inequality.org (statistics and resources on global inequality)
<http://www.inequality.org>

Z Magazine
<http://zcomm.org/znet/>

War Resisters League
<http://www.warresisters.org>

Voices for Creative Nonviolence
<http://www.vcnv.org>

Nonviolent Peaceforce
<http://www.nonviolentpeaceforce.org>

Meta Peace Team (formerly Michigan Peace Team, committed to active nonviolence)
<http://www.metapeaceteam.org/>

Occupy Together
<http://occupytogether.org>

Genocide Watch
<http://www.genocidewatch.org/>

Genocide Resource Collection
<https://www.facinghistory.org/for-educators/educator-resources/resource-collections/genocide-resource-collection>

Review of political science research on roots of violence
<http://journalistsresource.org/studies/international/conflicts/why-we-kill-reviewing-political-science-research-violence>

2) Exams and grading:

There will be **two exams** during the semester (a midterm and a final). Exams will cover material from the readings **and** class. **One paper (10-12 pp.)**, toward the end of the semester, will apply some of the theoretical and comparative frameworks developed in the course to a case or issue of political violence or revolution. Occasional class assignments may include presentations, quizzes, or short written assignments. Late work will be reduced one letter grade per day, and missed exams or quizzes will receive a zero, unless there is a legitimate documented excuse.

Grades will be calculated as follows:

| | |
|---|--------------|
| Midterm Exam | = 25% |
| Final Exam | = 25% |
| Outline/preliminary bibliography for paper | = 10% |
| Paper (10-12 pp.) | = 20% |
| Class participation, including attendance, class assignments, surprise quizzes & presentations | <u>= 20%</u> |
| | 100% |

3) Other class requirements & policies:

a) Occasional class assignments may include presentations, quizzes, or short written assignments (which may count as part of your class participation grade).

b) Late work will be reduced one letter grade per day, and missed exams or quizzes will receive a zero, unless there is a legitimate documented excuse.

c) Communications:

You are responsible for regularly **checking your email** account at <http://my.emich.edu>, where you may occasionally receive announcements and materials relevant to the class. (If you prefer to use another email address, you should set up your “my.emich” account to automatically forward to the other address.) Announcements and other materials may also be posted to the **course shell**, which you can access through your my.emich page.

d) Electronics:

Please turn off cell phones and pagers during class. **Sending or receiving text messages during class is rude and distracting, and you may be asked to leave the classroom.** You may use laptops for taking notes, however other uses (such as games, email or Facebook) are inappropriate during class.

4) Other campus resources you should be aware of:

*University Writing Center, 115 Halle, <http://www.emich.edu/english/writing-center/>
Available to help you with your academic writing needs

*Academic Projects Center, 116 Halle, <http://www.emich.edu/apc/>
One-on-one writing, research, and technology assistance

*Holman Success Center, G04 Halle Library, <http://www.emich.edu/hsc>
Peer tutoring and other study skills support

*Counseling and Psychological Services, 313 Snow Health Center, <http://www.emich.edu/caps/>
Confidential help with personal difficulties and life coping skills

*Department of Public Safety, 1200 Oakwood St. (former Hoyt Conference Center),
<http://www.emich.edu/publicsafety/>

5) **University policies** (The stuff their lawyers wrote):

a) **Special Needs Accommodations**

“If you wish to be accommodated for your disability, EMU Board of Regents Policy 8.3 requires that you first register with the Students with Disabilities Office (SDO) in 240 EMU Student Center. You may contact SDO by telephone (734.487.2470). Students with disabilities are encouraged to register with the SDO promptly as you will only be accommodated from the date you register with them forward. No retroactive accommodations are possible. The Students with Disability Resource Center, 240 EMU Student Center, or at www.emich.edu/disabilities can provide you with detailed guidance.”

b) **Student and Exchange VISitor Statement (SEVIS)**

“The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the Office of International Students 244 EMU Student Center within ten (10) days of the event:

- *Changes in your name, local address, major field of study, or source of funding;*
- *Changes in your degree-completion date;*
- *Changes in your degree-level (ex Bachelors to Masters)*
- *Intent to transfer to another school.*

Prior permission from OIS is needed for the following:

- *Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours;*
- *Employment on or off-campus;*
- *Registering for more than one ONLINE course per term (F visa only)*
- *Endorsing I-20 or DS-2019 for re-entry into the USA.*

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the Office of International Students at 734.487.3116, not the course instructor.”

c) Academic dishonesty

“Academic dishonesty, including all forms of cheating, falsification, and/or plagiarism, will not be tolerated in this course. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the Office of Student Conduct and Community Standards for discipline that can result in either a suspension or permanent dismissal. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty but if you are not sure about whether something you are doing would be considered academic dishonesty, consult with the course instructor.” You may access the Code online at: <http://www.emich.edu/policies/policy.php?id=124>

For more detailed information on what is **plagiarism and how to avoid it**, see:

<http://www.emich.edu/library/help/integratingsources.php>

d) Religious holidays

University Policy 6.2.5: *“Current University policy recognizes the rights of students to observe religious holidays without penalty to the student. Students will provide advance notice to the instructor in order to make up work, including examinations, they miss as a result of their absence from class due to observance of religious holidays. If satisfactory arrangements cannot be made with the instructor, the student may appeal to the school director or head(s) of department(s) in which the course(s) is / are offered.”*

e) Classroom Management Issues

“Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the University Community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the Office of Student Conduct and Community Standards (SJS) for discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a mobile/cellular phone while in the class session, or talking while others are speaking.”

You may access the Code online at: <http://www.emich.edu/policies/policy.php?id=124>

In addition to the articulated course specific policies and expectations, students are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to all University policies, support resources, and students' rights and responsibilities. Changes may be made to the EMU Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or on the date specified in the amendment. **Please note:** Electing not to access the link provided below does not absolve a student of responsibility. For questions about any university policy, procedure, practice, or resource, please contact the Office of the Ombuds: 248 Student Center, [734.487.0074](tel:734.487.0074), emu_ombuds@emich.edu, or visit the website: www.emich.edu/ombuds

To access the University Course Policies, click this link:

<http://www.emich.edu/studenthandbook/policies/academic.php#univ>

6) **Readings/Course materials** are contained in the online Canvas course shell (canvas.emich.edu) for those materials marked with *asterisk, which you can download for free and print; and in the following required **books**, available at any of the bookstores that serve the EMU campus or through online booksellers:

Alexander, Michelle. The New Jim Crow: Mass Incarceration in the Age of Colorblindness. N.Y.: The New Press, 2012. ISBN 978-1-59558-643-8

Heng, Liang, & Judith **Shapiro**. Son of the Revolution. N.Y.: Random House/Vintage, 1984. ISBN 978-0394722740.

Sanford, Victoria. Buried Secrets: Truth and Human Rights in Guatemala. N.Y.: Palgrave Macmillan, 2003. ISBN 978-1403965592

Updates: The schedule, readings and other course material, and assignments are subject to change. Please check your emich.edu email regularly for updates.

PART I: CONCEPTS OF POLITICAL VIOLENCE

INTRODUCTION

Th Jan. 7

MICRO & MACRO PERSPECTIVES

T Jan.12 - Alexander, "Foreward" by Cornel West and pp. 1-19

Th Jan. 14 - *Farmer, Paul, "On Suffering and Structural Violence: Social and Economic Rights in the Global Era," Ch. 1 in Pathologies of Power: Health, Human Rights, and the New War on the Poor (Berkeley: University of California Press, 2005), pp. 29-50
- Sanford, pp. 1-29

STRUCTURAL VIOLENCE

T Jan. 19 - *Arendt, Hannah, "From *On Violence*," in Nancy Scheper-Hughes and Philippe Bourgois, eds., Violence in War and Peace (Malden, MA: Blackwell, 2004), pp. 236-43
- Sanford, pp. 30-75

Th Jan. 21 - *King, Jr., Martin Luther, "Letter from Birmingham Jail," in William F. Grover & Joseph G. Peschek, eds., Voices of Dissent: Critical Readings in American Politics, 3rd ed. (N.Y.: Addison-Wesley Longman, 1999), pp. 268-75
- *Malcolm X, "The Ballot or the Bullet" [excerpt from Malcolm X Speaks, 1965], in Manfred B. Steger & Nancy S. Lind, eds., Violence and its Alternatives (N.Y.: St. Martin's Press, 1999), pp. 169-71
- Alexander, pp. 20-58

THE STATE AND VIOLENCE

- T Jan. 26 - Alexander, pp. 59-96
 - *Tilly, Charles, "War Making and State Making as Organized Crime," in Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (eds.), Bringing the State Back In (Cambridge: Cambridge University Press, 1985), pp. 169-87
- optional:
 - *Zinn, Howard, "Just and Unjust Wars," Ch. 21 in Howard Zinn on War (New York: Seven Stories Press, 2001), pp. 163-207.
- Th Jan 28 - Alexander, pp. 97-139
 - Sanford, pp. 76-120

CYCLES OF VIOLENCE AND NONVIOLENT ACTION

- T Feb. 2 - Alexander, pp. 140-177
 - *Martin, Brian, "How Nonviolence Works," in Charles P. Webel & Jørgen Johansen (eds.), Peace and Conflict Studies: A Reader (London & N.Y.: Routledge, 2012), pp. 289-98
 - *Sharp, Gene, "From Dictatorship to Democracy," in Charles P. Webel & Jørgen Johansen (eds.), Peace and Conflict Studies: A Reader (London & N.Y.: Routledge, 2012), pp. 299-311
 - Sanford, pp. 121-46
- optional:
 - *Seidman, Gay W., "Blurred Lines: Nonviolence in South Africa," PS: Political Science & Politics, Vol. 33, No. 2 (June 2000), pp. 161-7
 - *Schock, Kurt, "Nonviolent Action and Its Misconceptions: Insights for Social Scientists," PS: Political Science & Politics, Vol. 36, No. 4 (Oct. 2003), p. 705-12
 - *Hallinan, Conn, "How the Irish Can Save the Middle East," Foreign Policy In Focus, FPIF Commentary, 8 Aug. 2006, pp. 1-4
- Th Feb. 4 - *Thich Nhat Hanh, "We Have the Compassion and Understanding Necessary to Heal the World" and "Compassion is Our Best Protection," in Melvin McLeod, ed., Mindful Politics: A Buddhist Guide to Making the World a Better Place (Boston: Wisdom Publications, 2006), pp. 130-8 and 273-83
 - *King, Jr., Martin Luther (with introduction by George McGovern), "Beyond Vietnam," in Clayborn Carson and Kris Shepard, eds., A Call to Conscience: The Landmark Speeches of Dr. Martin Luther King, Jr. (N.Y.: Warner Books, 2001), pp. 133-64
 - Alexander, pp. 178-220

PART II: COMPARATIVE & INTERNATIONAL CONTEXT OF POLITICAL VIOLENCE

EMPIRES, COLONIES, AND NATIONAL LIBERATION

- T Feb. 9 - *Fanon, Frantz, The Wretched of the Earth, excerpts [1961], In Omar Dahbour & Micheline R. Ishay, eds., The Nationalism Reader (Atlantic Highlands, NJ: Humanities Press International, 1995), pp. 274-83.
 - *Gandhi, Mohandas K. (Mahatma), various excerpts [1909-47], in Micheline R. Ishay, ed., The Human Rights Reader (N.Y.: Routledge, 1997), pp. 349-59
 - *Handelman, Howard, “Revolutionary Change,” The Challenge of Third World Development, 7th ed. (Boston: Pearson, 2013), pp. 218-44
- Th Feb. 11 - *Johnson, Chalmers, The Sorrows of Empire: Militarism, Secrecy, and the End of the Republic (N.Y.: Henry Holt & Co., 2004), pp. 1-65
 - Tolan, pp. 192-222

ETHNIC CLEANSING, GENOCIDE, AND HUMANITARIAN INTERVENTION

- T Feb. 16 - *Goldhagen, Daniel Jonah, “Eliminationism, Not Genocide” and “Why they Begin,” in Worse than War: Genocide, Eliminationism, and the Ongoing Assault on Humanity (N.Y.: Public Affairs, 2009), pp. 3-32 and 59-84.
 - Sanford, pp. 147-79
 optional:
 - *Robinson, Geoffrey, “If You Leave Us Here, We Will Die,” in Nicolaus Mills and Kira Brunner (eds.), The New Killing Fields: Massacre and the Politics of Intervention (N.Y.: Basic Books, 2002), pp. 159-83
- Th Feb. 18 - Sanford, pp. 180-231
 - *Goldhagen, “Why they End,” pp. 233-61
 - *Power, Samantha, “Raising the Cost of Genocide,” in Nicolaus Mills and Kira Brunner (eds.), The New Killing Fields: Massacre and the Politics of Intervention (N.Y.: Basic Books, 2002), pp. 245-64
 optional:
 - *Nordstrom Carolyn, “Making Things Invisible,” in Shadows of War: Violence, Power, and International Profiteering in the Twenty-First Century (Berkeley: University of California Press, 2004), pp. 25-39.

[winter recess]

WORLD ORDER AND ITS CHALLENGERS: A WAR ON TERROR?

- T Mar. 1 - *Bush, George W., “Address to a Joint Session of Congress and the American People” (Washington, DC: White House Office of the Press Secretary, 20 Sept. 2001)
 - *bin Ladin, Osama, “Full Transcript of bin Ladin’s Speech,” Aljazeera.net, 30 Oct. 2004
 - *Chomsky, Noam, “The Evil Scourge of Terrorism,” in Charles P. Webel & Jørgen Johansen (eds.), Peace and Conflict Studies: A Reader (London & N.Y.: Routledge, 2012), pp. 190-9.

optional:

- *Zunes, Stephen, "The United States and Pro-Democracy Revolutions in the Middle East," in Charles P. Webel & Jørgen Johansen (eds.), Peace and Conflict Studies: A Reader (London & N.Y.: Routledge, 2012), pp. 227-33
- *Feffer, John, and John Gershman, "Just Counter-Terrorism," Foreign Policy in Focus, 5 July 2007.
- *Wright, Robin, "Iran," in Dreams and Shadows: The Future of the Middle East (N.Y.: Penguin Press, 2008), pp. 263-339.

Th Mar. 3 **** Midterm Exam (in class, Th., Mar. 3) ****

PART III: REVOLUTIONS IN THEORY AND PRACTICE

WHY REVOLUTION? STRUCTURE AND AGENCY

- T Mar. 8 - *Marx, Karl, & Friedrich Engels, "Manifesto of the Communist Party" [1848], in Goldstone, Jack A., ed., Revolutions: Theoretical, Comparative, and Historical Studies, 3rd ed. (Belmont, CA: Thomson Wadsworth, 2003), pp. 23-31
- *Stahler-Sholk, Richard, "Revolution," in James D. Wright, ed., International Encyclopedia of the Social and Behavioral Sciences, 2nd ed. (Oxford: Elsevier, 2013), pp. 1-21
- *Skocpol, Theda, & Ellen Kay Trimberger, "Revolutions: A Structural Analysis," in Goldstone, ed. Revolutions, pp. 63-9
- Th Mar. 10 - *DeFronzo, James, "Social Movements and Revolutions," in Revolutions & Revolutionary Movements, 3rd ed. (Boulder, CO: Westview, 2007), pp. 7- 31
- *Collins, Joseph, "Imagine You Were a Nicaraguan," in Nicaragua: What Difference Could a Revolution Make?, 3rd ed. (N.Y.: Grove Press, 1986), pp. 13-19
- *Castro, Fidel, "History Will Absolve Me," in Philip Brenner et al., eds., The Cuba Reader: The Making of a Revolutionary Society (N.Y.: Grove Press, 1989), pp. 31-5
- *Guevara, Ernesto ("Che"), "Man and Socialism in Cuba," in Philip Brenner et al., eds., The Cuba Reader: The Making of a Revolutionary Society (N.Y.: Grove Press, 1989), pp. 83-8

MAO AND THE CHINESE REVOLUTION

- T Mar. 15 - *Dietrich, Craig, People's China: A Brief History, 2nd ed. (N.Y.: Oxford Univ. Press, 1994), pp. 10-32
- Heng & Shapiro, pp. vii-29
- Th Mar. 17 - Heng & Shapiro, pp. 30-60

paper outline and preliminary bibliography due in class – Th Mar. 17

CULTURAL REVOLUTION IN CHINA: VIOLENCE WITHOUT END?

- T Mar. 22 - Heng & Shapiro, pp. 61-160
 Th Mar. 24 - Heng & Shapiro, pp. 161-216

MEXICO'S UNFINISHED REVOLUTION

- T Mar. 29 - *LaBotz, Dan, "From Mexican Revolution to One-Party State," Democracy in Mexico: Peasant Rebellion and Political Reform (Boston: South End Press, 1995), pp. 43-63
 - *Gibler, John, "The Oaxaca Uprising," Mexico Unconquered: Chronicles of Power and Revolt (San Francisco: City Lights Books, 2009), pp. 139-87
 Th Mar. 31 - *Gibler, "Reclaiming Indigenous Autonomy," pp. 189-230
 - *Marcos, Sub-Commander, "A Tourist Guide to Chiapas," Monthly Review, Vol. 46, No. 1 (May 1994), pp. 8-18
 - *Stahler-Sholk, Richard, "The Zapatista Social Movement: Innovation and Sustainability," Alternatives, Vol. 35, No. 3 (Jul.-Sept. 2010), pp. 269-90

UNFULFILLED PROMISES OF REVOLUTION: CHINA, THE MIDDLE EAST, & BEYOND

- T Apr. 5 - Heng & Shapiro, pp. 217-92
 Th Apr. 7 - Sanford, pp. 232-47
 - Haas, Mark L., and David W. Lesch, "Introduction," in Mark L. Haas and David W. Lesch (eds.), The Arab Spring: Change and Resistance in the Middle East (Boulder: Westview, 2013), pp. 1-10
 - Gelvin, James L., "Conclusion: The Arab World at the Intersection of the National and Transnational," in Haas & Lesch, eds., The Arab Spring, pp. 238-55

**** Paper due Thursday, Apr. 7, at beginning of class ****

PART IV: RETHINKING REVOLUTION AND POLITICAL VIOLENCE

OUTCOMES AND AFTEREFFECTS OF POLITICAL VIOLENCE

- T Apr. 12 - Alexander, pp. 221-261
 - Sanford, pp. 248-71
 - *Rigby, Andrew, "How Do Post-Conflict Societies Deal with a Traumatic Past and Promote National Unity and Reconciliation?," in Charles P. Webel & Jørgen Johansen (eds.), Peace and Conflict Studies: A Reader (London & N.Y.: Routledge, 2012), pp. 234-46.
 - *Mamdani, Mahmood, "From When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda," in Nancy Scheper-Hughes and Philippe Bourgois, eds., Violence in War and Peace (Malden, MA: Blackwell, 2004), pp. 468-74.
 - *Soyinka, Wole, "From The Burden of Memory: The Muse of

Forgiveness,” in Scheper-Hughes and Bourgois, eds., Violence in War and Peace, pp. 475-77

VIOLENCE AND ITS ALTERNATIVES IN GLOBAL PERSPECTIVE

- Th Apr. 14 - *Ignatieff, Michael, “The American Empire; The Burden,” The New York Times Magazine, 5 Jan. 2003
- *Falk, Richard, “Nonviolent Geopolitics,” in Charles P. Webel & Jørgen Johansen (eds.), Peace and Conflict Studies: A Reader (London & N.Y.: Routledge, 2012), pp. 221-6
- T Apr. 19 - *Ackerman, Peter, and Jack DuVall, “The Mythology of Violence” and “The New World of Power,” in A Force More Powerful: A Century of Nonviolent Conflict (N.Y.: St. Martin’s Press, 2000), pp. 457-91
- optional:
- *Roy, Arundhati, “Instant-Mix Imperial Democracy (Buy One, Get One Free),” address at The Riverside Church, NY (Center for Economic and Social Rights, 13 May 2003)
 - *Starhawk, “How We Really Shut Down the WTO,” in Mike Prokosch and Laura Raymond, eds., The Global Activist’s Manual: Local Ways to Change the World (N.Y.: Thunder’s Mouth Press/Nation Books, 2002), pp. 134-9
 - *Obama, Barack, “Obama’s Nobel Remarks,” New York Times, 11 Dec. 2009
 - *Stoner, Eric, “A Lesson on Nonviolence for the President,” Foreign Policy in Focus, 17 Dec. 2009

**** FINAL EXAM: Thursday, Apr. 21, 11:30 a.m. - 1:00 p.m.**