

**PLSC 308 (CRN 14826)**  
**Political Violence & Revolution**  
**Eastern Michigan University, Fall 2013**  
**M&W 12:30-1:45, Sciences 143**

**Professor Laverty ([LLaverty@emich.edu](mailto:LLaverty@emich.edu))**

**Office Hours (in 601P Pray-Harrold):**

Mondays & Wednesdays: 11:00-12:00

Tuesdays & Thursdays: 2:00-3:00

And by appointment at other times

**COURSE DESCRIPTION**

Almost every day there are fresh reports in the news of political protests, riots, and violence occurring in various locations around the world. In this class we will examine the circumstances under which groups of people choose violence as a political strategy, as well as the consequences of such choices. We will explore political violence as a continuous phenomenon, including protest movements, ethnic conflict and genocides, and terrorism. Additionally we will consider the role of the state in either limiting, or sometimes fomenting, political violence, and the responsibilities of the international community to respond to such violence. We will combine theoretical perspectives on political violence with case studies in order to gain a better understanding of why violence remains such a pervasive political phenomenon.

**COURSE COMMUNICATION**

**Using EMU-Online and Emich email:**

I use EMU-Online to post various documents, assignments, discussion questions, and to provide you with other course-related information throughout the semester. I will also be sending out occasional emails to the entire class using the Emich email system. You are expected to check the class EMU-Online page and your Emich email on a daily basis. If you are not familiar with the Emich and EMU-Online systems, please ask for help. Please note that I do not accept assignments via email.

*Email is a better way to reach me than by phone. If you do call and I'm not there, you can leave a message with our office staff and I will receive it the next time I am in the office. Please do NOT leave me a voice mail.*

**TEXTBOOKS**

The following required textbooks are available for purchase at the EMU bookstore, as well as Campus Book and Supply, Ned's Bookstore, Mike's Bookstore, and a variety of on-line bookstores.

- Hehir, Aidan. (2013) *Humanitarian Intervention*, 2<sup>nd</sup> edition. New York, NY. Palgrave Macmillan. ISBN: 978-1-137-30155-0
- Martin, Gus. (2013) *Understanding Terrorism*, 4<sup>th</sup> edition. Los Angeles, CA. Sage. ISBN: 978-1-4522-0582-3
- Tolan, Sandy. (2007) *The Lemon Tree: An Arab, A Jew, and the heart of the Middle East*. New York, NY. Bloomsbury Press. ISBN: 978-1-5969-1343-1

- Wolff, Stefan. (2010). Ethnic Conflict. New York, NY. Oxford University Press. ISBN: 978-0-1928-0588-1
- This course also has additional readings, available via EMU-Online. **Articles on EMU-Online are required reading**, and are listed in the course schedule at the end of this syllabus.

## **GRADES**

**As a professional student, you are ultimately responsible for your own success. If you are having difficulty, or think that you might have difficulty, it is your responsibility to contact me as soon as possible.** I am here to help you, but I can't read your mind. Grades do not come from out of the blue, and I do not just "give" them out; you must earn your grade. I will be very pleased to help you by talking about the material, answering your questions, and providing study suggestions, among other things.

### **Components of your Grade:**

3 Exams (20% each)

Research Paper (30%, including component assignments)

Participation & Attendance (10%)

### **Grading Scale:**

Final grades in this course will be assigned according to the scale given below.

A = 93% or higher	A- = 90%-92%	
B+ = 87%-89%	B = 83%-86%	B- = 80%-82%
C+ = 77%-79%	C = 73%-76%	C- = 70%-72%
D+ = 67%-69%	D = 63%-66%	D- = 60%-62%
F = below 60%		

### **Attendance and Participation**

Attendance matters. Students who attend class regularly, who prepare for class by doing the assigned readings, and who participate in class discussions and exercises generally perform much better on exams. What's more, active students tend to enjoy class a lot more than those who only show up occasionally, arrive unprepared, and rarely participate.

Participation counts for 10% of your final grade. I will be taking attendance frequently during the semester, and exceptionally poor attendance (which I define as more than 3 absences) may count against your participation grade.

Showing up is an important part of the game, but it isn't the only thing that matters. When you come to class, be prepared to participate. **I reserve the right to count as absent and/or dismiss anyone who arrives late or leaves early, sleeps during class, is not prepared for class, engages in non-course-related work or discussion, or disrupts the classroom environment.** This includes texting, surfing the web, playing online games, reading your email, etc. These types of activities are a distraction to you, to me, and to your fellow students.

### **RESEARCH PAPER**

Throughout the semester you will conduct research on an issue related to one of the main themes of the course (terrorism, ethnic conflict, humanitarian intervention), culminating in a major research paper, approximately 10-12 pages in length. To aid students, this paper will be broken into several smaller assignments along the way. Extensive detail about paper assignments, including acceptable topics,

starting points for research, and expectations, will be provided in class during the early part of the semester. Taken together, these assignments and the final research paper will be worth 30% of your final grade.

### QUIZZES & OCCASIONAL IN-CLASS ASSIGNMENTS

From time to time I will assign in-class activities designed to help you grasp and analyze the course material. For this reason, it is helpful if you bring your reading assignments with you to class. I also reserve the right to give quizzes (announced or pop quizzes). This happens more frequently when it appears that students are not keeping up with the assigned reading material. The best way to avoid this is to stay on top of your reading!

Any such quizzes and assignments will count toward your participation grade. In-class assignments and quizzes will not be accepted late and cannot be made up if you miss class.

### EXAMS

There will be three exams in this course, each worth 20% of your grade. The final exam may include a cumulative section. The dates for the exams are listed in the reading schedule at the end of this syllabus.

### MAKE-UP EXAM POLICY

**Students who must miss an exam for any reason and who wish to take a make-up are required to inform me BEFORE the exam is given.** Students who do not make arrangements with me BEFORE the exam is given may be expected to have proof that they were immobilized in a body cast, with no friends or family nearby who could have called or emailed me. Except in such truly extraordinary circumstances, you will not be able to take a make-up if you do not let me know ahead of time. I reserve the right to ask different questions and different types of questions on make-up exams.

If you arrive late to an exam, you will only be admitted if none of your classmates have already turned in their exams. Students who begin an exam late will not be granted additional time beyond the end of the regular exam period.

### LATE WORK POLICY

Late work will not be accepted without prior arrangement. Emailed assignments will not be accepted at all. It is your responsibility to print, staple, and turn in hard copies of your assignments on time.

### QUALITY EXPECTATIONS

I expect college-level work. Among other things this means you need to type, proof-read, and spell check your work, and turn it in on time in an appropriate format. Assignments that fail to meet these criteria will be returned to you ungraded, and will be considered late until these problems are rectified and the assignment is turned in again. ***It is your responsibility to turn in computer-printed, stapled, hard copies of all assignments on time. Hand-written or emailed assignments will not be accepted. Assignments handed in after I collect them in class may be considered late.***

### COURSE EXPECTATIONS

**In general, here is what I expect of you.**

- **Plan to participate.** Take an active role in your own education. That's the point of being here, right?
- **When you are in class, focus on this class.** There is no point in you physically going to class if you do not intend to be there mentally, too.
- **Ask for help.** If you have questions or need help, ask! In addition to your professors, there are many free support services available on campus.

- **Get to know your classmates.** Help each other when possible and appropriate. This is a valuable part of the college experience.
- **Turn in college-level work.** See the statement about “QUALITY EXPECTATIONS” in this syllabus. Turn in your final draft, not your first draft!
- **Take academic integrity seriously.** In a nutshell, don’t cheat. You’ll probably get caught. See section on “ACADEMIC INTEGRITY” in this syllabus. Even if you don’t get caught, you will be short-changing yourself. I take this very seriously and I hope you do, too.
- **Be courteous.** Especially in the realm of politics, people often hold very different opinions. You do not have to agree, but you must treat others with respect. Collegiality is expected and incivility will not be tolerated.
- **If you use a laptop or mobile device during class,** it is expected that you will be using it for purposes directly related to the class period (like taking lecture notes). Students who choose to use laptops or mobile devices for other reasons during class time may be asked to turn them off and/or to cease bringing them to class. Failure to abide by any such request may result in a referral to the Office of Student Conduct and Community Standards.
- **Students who persistently disrupt class** will be asked to leave and may be referred to the Office of Student Conduct and Community Standards for disciplinary action.

**In general, here is what you can expect of me and of this class.**

- **Expect me to be even-handed.** Of course I have my own political views, which I will share from time to time. I may also play devil’s advocate and espouse other points of view. I will provide you with a wide range of readings, including some that challenge conventional wisdom and some with which you may strongly disagree. However, ***I do not grade or otherwise evaluate students on the basis of ideology.*** It is not my job to teach you to mimic my ideas, views, and values; it is my job to help you acquire the tools and background knowledge with which you can develop your own political identity and understand other people’s views.
- **Expect me to answer your emails promptly.** I check email on a regular basis and will answer you as soon as possible. Please include your first and last name, and the course, in your email so that I can identify you and answer more quickly. Please also keep in mind that I teach other classes, have meetings, eat, sleep, commute, etc., too. (Just like you!) If you don’t get an immediate answer, it is probably for one of those reasons. I don’t usually check email between 9pm and 8am, or on weekends.
- **Expect courteous and professional treatment from me and from your classmates.** If there are any issues that you are concerned about, or anything that makes learning difficult for you in this class, I strongly encourage you to talk with me privately, either during office hours or via email.
- **Expect me to work with you in a reasonable manner regarding learning disabilities, religious observation, extended illnesses, and other true emergency situations..** If these issues impact you, please let me know as soon as possible. I may require documentation such as a letter from the EMU Students with Disabilities Office or the EMU Office of the Ombudsman, but in general, I will make every effort to work with you to construct a positive and effective learning experience in this class.
- **If you have questions about course material,** please contact me directly at [LLaverty@emich.edu](mailto:LLaverty@emich.edu)

**ACADEMIC INTEGRITY**

Cheating and plagiarism are unacceptable breaches of the trust that is crucial to the creation of a learning environment. At a minimum, any student found to have committed an act of academic dishonesty will receive a grade of zero on the assignment or exam in question. Students may also receive a failing grade for the entire course, as well as possible disciplinary action from the University. Please consult the [EMU Student Conduct Code](#) for definitions of academic dishonesty, as well as procedures and punishments. You are also welcome to talk to me if you are in doubt about what constitutes academic dishonesty.

## **REGRADE POLICY**

It is natural that two people may have occasional differences of opinion about assignment grades. In the case that this occurs in this course, I will be happy to discuss the assignment in question. The following guidelines for discussing grades have been developed to ensure that such a discussion is productive for the student and the instructor.

- I am always happy to explain any comments that I have written on a student's paper or exam. I am also happy to help students understand why they earned the grade they did, and how they might do better on similar assignments in the future.
- Students who feel that the grade recorded on their assignment is incorrect should contact me to discuss their concerns. I might ask the student to provide the assignment in question *AND* a written summary of exactly what they think they did not receive credit for, as well as why they think they should have. Students should include a reference to any material (textbook pages, lecture notes, etc.) that supports their argument.
- If students have concerns about their grades or comments on their assignments, they are expected to bring this to my attention promptly. I will not entertain requests for re-grades more than one month after the assignment was returned.
- A federal law called "Family Education Rights and Privacy Act" (FERPA) prohibits me from sharing information about any student's grades with other students or with friends and family members, without the written consent of the student in question. In other words, please don't have mom & dad email me about your grade!

## **HELPFUL EMU OFFICES AND LINKS**

Here are several useful links to campus resources. Most of these are available to you both on the physical campus and on our virtual (online) campus. Please take advantage of them.

### **Help with course material, class projects, and assignments:**

- **Professor Laverty's email address:** [LLaverty@emich.edu](mailto:LLaverty@emich.edu)
- The **Halle Library** website: <http://www.emich.edu/halle/>
- The **Holman Success Center** (tutoring and other study help) website: <http://www.emich.edu/hsc/>
- The website for the **Academic Projects Center** (helpful for writing papers and working on assignments): <http://www.emich.edu/apc/> *They are open for DROP-IN visits from 11am-5pm on Mondays-Thursdays, in Halle Library Room 116.*
- The website for the **University Writing Center** (help with writing papers): <http://www.emich.edu/uwc/> *Check out their new satellite location in Pray-Harrold Room 211, as well as Halle Library Room 115*

### **Help with student conduct expectations, health and disability issues, or EMU policy:**

- Eastern Michigan University's **Office of Student Conduct and Community Standards** and **Student Conduct Code:** <http://www.emich.edu/studentconduct/index.html>
- Information about **University Health Services**, including **Snow Health Center and Counseling and Psychological Services (CAPS):** <http://www.emich.edu/uhs/>
- Eastern Michigan University's **Disability Resource Center:** <http://www.emich.edu/drc/>
- Eastern Michigan University's **Office of the Ombudsman:** <http://www.emich.edu/ombuds/>

## COURSE SCHEDULE

Please consult this schedule regularly for reading and other assignments. We will follow this schedule as closely as possible, but some changes may occur. Any changes will be announced in class, or via EMU-Online.

### Reading Schedule for PLSC 308 – Fall 2013

<b>Dates</b>	<b>Topics</b>	<b>Reading Assignments</b>	<b>What's Due</b>
Week One 9/4	Introduction		
Week Two 9/9 & 9/11	What is "political violence?"  Is violence ever justified? Exploring the "Just War" tradition and other moral justifications for political violence	For Monday: <ul style="list-style-type: none"><li>• Charny, Which genocide matters more?</li><li>• Farmer, Pathologies of power (ch. 1)</li></ul> For Wednesday: <ul style="list-style-type: none"><li>• World Bank, The shape of violence today</li><li>• Hehir, ch. 2</li></ul>	
Week Three 9/16 & 9/18	Micro and Macro/structural approaches to studying political violence	For Monday: <ul style="list-style-type: none"><li>• Marx, The communist manifesto</li><li>• Skocpol &amp; Trimberger, Revolutions: A structural analysis</li></ul> For Wednesday: <ul style="list-style-type: none"><li>• Sederberg, Deprivation and decision</li><li>• and TBA</li></ul>	
Week Four 9/23 & 9/25	Ethnic Conflict  The Rwandan Genocide	For Monday: <ul style="list-style-type: none"><li>• Wolff, ch. 1 &amp; 2</li></ul> For Wednesday: <ul style="list-style-type: none"><li>• Wolff, ch. 3-4</li><li>• Des Forges, Leave none to tell the story</li><li>• Hehir, ch. 10</li></ul>	Paper topic statement due at the start of class on 9/23
Week Five 9/30 & 10/2	The Israeli-Palestinian Conflict	For Monday: <ul style="list-style-type: none"><li>• Tolan, ch. 1-4</li></ul> For Wednesday: <ul style="list-style-type: none"><li>• Tolan, ch. 5-9</li></ul>	
Week Six 10/7 & 10/9	The Israeli-Palestinian Conflict  Exam #1 on Wednesday	For Monday: <ul style="list-style-type: none"><li>• Tolan, ch. 10-14</li><li>• Wolff, ch. 5 &amp; 6</li></ul>	Exam #1 on 10/9

Week Seven 10/14 & 10/16	Humanitarian Intervention and the state  Historical use of humanitarian intervention	For Monday: <ul style="list-style-type: none"> <li>• Hehir, ch. 1</li> <li>• Hehir, ch. 3 &amp; 5 (skim)</li> </ul> For Wednesday: <ul style="list-style-type: none"> <li>• Hehir, ch. 9</li> </ul>	Annotated Bibliography due at the start of class on 10/14
Week Eight 10/21 & 10/23	Responsibility to Protect  From Rwanda to Darfur	For Monday: <ul style="list-style-type: none"> <li>• Hehir, ch. 7 &amp; 8</li> </ul> For Wednesday: <ul style="list-style-type: none"> <li>• Hehir, ch. 13</li> <li>• De Waal, Darfur and the failure of R2P</li> </ul>	
Week Nine 10/28 & 10/30	Libya, Syria, and the 'Arab Spring'	For Monday: <ul style="list-style-type: none"> <li>• Dalacoura, Uprisings in the Arab Middle East</li> <li>• Lynch, The Arab Uprisings</li> <li>• Ibish, Was the Arab Spring Worth It?</li> </ul> For Wednesday: <ul style="list-style-type: none"> <li>• Hehir, ch. 14</li> <li>• Williams &amp; Bellamy, Libya and R2P</li> <li>• Guiora, Intervention in Libya, yes, Syria, no</li> <li>• And TBA</li> </ul>	Paper Progress #1 due at the start of class on 10/28
Week Ten 11/4 & 11/6	Exam #2 on Monday  Defining Terrorism	For Wednesday: <ul style="list-style-type: none"> <li>• Martin, ch. 1, 2, &amp; 10 (pp311-324 &amp; 337-349)</li> <li>• Hoffman, What is Terrorism?</li> </ul>	Exam #2 on 11/4
Week Eleven 11/11 & 11/13  <b>11/12 is the last day to withdraw from an individual class</b>	Causes of Terrorism  Suicide Terrorism	For Monday: <ul style="list-style-type: none"> <li>• Martin, ch. 3</li> <li>• Bin Laden, Fatwah urging jihad against Americans</li> <li>• McVeigh, The McVeigh letters</li> </ul> For Wednesday: <ul style="list-style-type: none"> <li>• Bloom, Death becomes her</li> <li>• Pape, Strategic Logic of Suicide Terrorism</li> <li>• Martin, ch. 10 (pp. 331-336)</li> </ul>	Paper Progress #2 due at the start of class on 11/11
Week Twelve 11/18 & 11/20	Terrorism from Below  Religious &	For Monday: <ul style="list-style-type: none"> <li>• Martin, ch. 5</li> </ul>	

	Ideologically-rooted terrorism	For Wednesday: <ul style="list-style-type: none"> <li>• Martin, ch. 6 &amp; 7</li> </ul>	
Week Thirteen 11/25 <b>No class on Wednesday – Thanksgiving Break</b>	Terrorism in the United States	For Monday: <ul style="list-style-type: none"> <li>• Martin, ch. 12</li> <li>• and TBA</li> </ul>	Full Research Papers due at the start of class on 11/25
Week Fourteen 12/2 & 12/4	International Terrorism  State Terrorism and Argentina's 'Dirty War'	For Monday: <ul style="list-style-type: none"> <li>• Martin, ch. 8</li> <li>• and TBA</li> </ul> For Wednesday: <ul style="list-style-type: none"> <li>• Martin, ch. 4</li> <li>• Fisher, The kidnappings</li> <li>• Guzman, Taking space</li> </ul>	
Week Fifteen 12/9 & 12/11	Responses to Terrorism	For Monday: <ul style="list-style-type: none"> <li>• Martin, ch. 13 &amp; 14</li> </ul> For Wednesday: <ul style="list-style-type: none"> <li>• Cronin, Ending Terrorism</li> <li>• Smith, The US Response to Terrorism</li> <li>• Alghanim &amp; Salhi, The War on Terror from the perspectives of Indonesia &amp; Saudi Arabia</li> </ul>	
<b>FINAL EXAM</b>	<b>Final Exam Monday 12/16 at 11:30am</b>		