



**Violence in Politics
Summer 2019
Distance Learning**

“The piled-up dead of political violence are a generic staple of our information diet these days, and according to the generic report all massacres are created equal: the dead are innocent, the killers monstrous, the surrounding politics insane or nonexistent...The anonymous dead and their anonymous killers become their own context. The horror becomes absurd.” — Philip Gourevitch

Professor:

Prof. M. Joel Voss, PhD

Snyder Memorial 3064

419.530.2314 (office)

Michael.Voss@UToledo.edu

@mjoelvoss(twitter)

Department of Political Science and Public Administration on Facebook

Office Hours:

Online, via Blackboard questions discussion board or via email.

Course Description:

(3 hours) An examination of intersections of politics and violence including state repression, terrorism, and violent dissent.

Course Overview:

This course is designed to help students understand the role that violence plays in politics from theoretical, historical, and empirical perspectives. The course will cover a wide range of topics including theories of political violence and state oppression, terrorism, and theories of social movements and revolution. The course will use a number of historical case studies that cover every region of the world.

Learning Objectives:

- The student will analyze the causes of violence in politics.
- The student will be able to summarize and appraise relevant existing research on violence and politics.
- The student will analyze assumptions, evaluate connecting explanations and establish the relevance of the positions taken on key issues within political violence.
- The student will create an original social sciences thesis on political violence using appropriate theoretical, historical, and empirical concepts.

Prerequisites:

There are no prerequisites

Textbooks:

1. Erica Chenoweth and Adria Lawrence (eds). *Rethinking Violence: States and Non-State Actors in Conflict*, 1st edition, 2010. MIT Press.

University Policies

The University is an equal opportunity educational institution. Please read *The University's Policy Statement on Nondiscrimination on the Basis of the Americans with Disability Act Compliance*.

Academic Accommodations The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the *Student Disability Services Office*.

Grade Policy:

Unexcused, late assignments will be assessed a penalty of 1/3 a letter grade per 24 hours late.

Grading Scale:

| Numerical Grade | Letter Grade | Performance |
|-----------------|--------------|--|
| 93 - 100 | A | Achievement of Exceptional or Outstanding quality. |
| 90 - 92 | A- | Achievement of slightly less than outstanding quality. |
| 87 - 89 | B+ | Achievement of slightly more than high quality. |
| 83 - 86 | B | Achievement of high quality. |
| 80 - 82 | B- | Achievement of slightly less than high quality. |
| 77 - 79 | C+ | Work of slightly more than acceptable quality. |
| 73 - 76 | C | Work of acceptable quality. |
| 70 - 72 | C- | Work of slightly less than acceptable quality. |
| 67 - 69 | D+ | Work slightly below the quality expected. |
| 63 - 66 | D | Below the quality expected. |
| 60 - 62 | D- | Barely above failing. |
| 59 or less | F | Failure |

Grading:

- Memos 30%
 - Students are required to write three memos. Memos should be two to three pages in length. The point of memos are to use readings from the class to discuss a current news event.
- Final Paper 30%
 - Students are required to complete a paper of original research on a specific topic related to violence and politics. The paper should include an introduction, literature review, brief methods section, findings, and a section on conclusions and implications. The paper should be 15 double-spaced pages.
- Annotated Bibliography 10%
 - Students are required to complete an annotated bibliography for their paper. The annotated bibliography will explore previous research on their paper topic and should include a brief summary of each contribution (150-200 words) and include 7-10 sources.
- Rough Draft 10%
 - Students should produce a rough draft of their final paper. The rough draft should be nearly complete with citations. Prior to completing the rough draft, students should submit a research question, proposed methods section, and a brief outline of their paper.
- Participation 20%
 - Students are required to lead one (1) discussion on a specific reading and respond to the three (3) discussion posts of their peers. Discussion posts should be roughly 250 words. Responses should be 150-250 words. Both should use core concepts and examples from class. Your discussion presentation should correspond to the week in which you signed up for your presentation. Your responses can occur at any point but I suggest once per week. This is also a minimum number of responses. Please feel free to respond as many times as you wish.

Academic Honesty:

“The free exchange of ideas depends on the participants’ trust that others’ work is their own and that it was done and is being reported honestly. Intellectual progress in all the disciplines demands the truthfulness of all participants. Plagiarism and cheating are attacks on the very foundation of academic life, and cannot be tolerated within universities.”

If you cheat, you will receive a zero on the assignment.

Extra Help and Office Hours:

Please feel free to come by my office hours if you need help understanding assignments or readings. It is best to come see me as soon as possible if you need any additional help.

Course Topics:

All non-textbook readings are available on Blackboard. The course is reading-heavy. You do not need to read every word but should instead read for the big picture.

Week 1: Understanding politics and violence

1. [Suggested topics due](#)

2. Rethinking Violence, chapter 1.
3. Galtung, J., "Cultural Violence." *Journal of Peace Research*, 1990 (Blackboard).
4. McGoey, L., and Thiel, D., "Charismatic Violence and the Sanctification of the Super-Rich." *Economy and Society*, 2018 (Blackboard).

Week 2: State repression

1. [Preliminary outlines due](#)
2. Rethinking Violence, chapters 4-5.
3. Carey, S., "The Dynamic Relationship between Protest and Repression." *Political Research Quarterly*, 2006 (Blackboard).
4. Josua, M., and Edel, M., "To Repress or Not to Repress - Regime Survival Strategies in the Arab Spring." *Terrorism and Political Violence*, 2014 (Blackboard).
5. White, R., and White, T., "Repression and the Liberal State: The Case of Northern Ireland, 1969-1972." *Journal of Conflict Resolution*, 1995 (Blackboard).

Week 3: Responses to state violence I: Non-violent resistance

1. [Annotated bibliographies due](#)
2. Rethinking Violence, chapter 10.
3. Ransby, B., "The Class Politics of Black Lives Matter." *Dissent*, 2015 (Blackboard).
4. Miceli, M., "Morality Politics vs. Identity Politics: Framing Processes and Competition Among Christian Right and Gay Social Movement Organizations." *Sociological Forum*, 2005 (Blackboard).
5. Nicolini, K., and Hansen, S., "Framing the Women's March on Washington: Media Coverage and Organizational Messaging Alignment." *Public Relations Review*, 2018 (Blackboard).
6. Alimi, E., "Mobilizing under the Gun: Theorizing Political Opportunity Structure in a Highly Repressive Setting." *Mobilization*, 2009 (Blackboard).

Week 4: Responses to state violence II: Violent resistance

1. Rethinking Violence, chapters 6-7.
2. Araj, B., "Harsh State Repression as a Cause of Suicide Bombing: The Case of the Palestinian-Israeli Conflict." *Studies in Conflict & Terrorism*, 2008 (Blackboard).
3. Nepstad, S., "Mutiny and Nonviolence in the Arab Spring: Exploring Military Defections and Loyalty in Egypt, Bahrain, and Syria." *Journal of Peace Research*, 2013 (Blackboard).
4. Merari, A., Diamant, I., et al., "Personality Characteristics of "Self Martyrs" / "Suicide Bombers" and Organizers of Suicide Attacks." *Terrorism and Political Violence*, 2009 (Blackboard).

Week 5: Interstate War

1. [Rough drafts due](#)

2. Rethinking Violence, chapters 2-3.
3. Haukkala, H., "From Cooperative to Contested Europe? The Conflict in Ukraine as a Culmination of a Long-Term Crisis in EU-Russia Relations." *Journal of Contemporary European Studies*, 2015 (Blackboard).
4. Fearon, J., "Rationalist Explanations for War." *International Organization*, 1995 (Blackboard).

Week 6: The future of violence and politics

1. [Final papers due](#)
2. Singer, P., "The Future of War." *Popular Science*, 2015 (Blackboard).
3. "The Future of War: The New Battlegrounds." *The Economist*, January 25, 2018 (Blackboard).
4. Murray, W., "Technology and the Future of War." *The Hoover Institutional Journal*, 2017 (Blackboard).
5. Singer, P., and Brookings, E., "The Future of War will be 'Liked.'" *Foreign Policy*, October 2, 2018 (Blackboard).
6. Barrett, D., "Hate Crimes Rose 17 percent Last Year, According to New FBI Data." *Washington Post*, November 13, 2018 (Blackboard).
7. Sydnor, E., "Platforms for Incivility: Examining Perceptions Across Different Media Formats." *Political Communication*, 2018 (Blackboard).