

# POLITICAL VIOLENCE

POLS-2998W-005

M/W/F 1:25pm – 2:15pm

Gentry 425

**Professor:** Dr. David L. Richards

**Office:** Oak Hall 448

**Office Hours:** Mon/Wed/Fri 2:30pm-3:30pm

Appointments are available in 15-minute increments and are to be made in advance via ADVAPP (<http://www.advapp.uconn.edu/>), where I am listed under Political Science.

**Email:** [david.richards@uconn.edu](mailto:david.richards@uconn.edu)

**TA:** Ms. Alyssa Webb [alyssa.webb@uconn.edu](mailto:alyssa.webb@uconn.edu)

Office Hours in Oak 407: Mon: 3:00pm-4:00pm, Wed: 12:30pm - 2:30pm or by appt



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This course explores the timeless question, “Why does political violence occur?” To properly consider this specific type of violence, we will begin our inquiry with a multidisciplinary consideration of the root question, “Why are people aggressive/violent?” We then examine the types and prevalence of political violence in the world, followed by a study of the Iranian revolution of 1979. Finally, we use the principal-agent framework to examine political violence in democracies, with a case study of Abu Ghraib.

As a “W” section, this class serves as workshop with the intent of professionalizing your writing. This will be done through a process designed to have you produce a research paper via structured feedback and rewriting. This process will force you to work consistently on the paper throughout the semester instead of doing it in a rush at semester’s end.

**REQUIRED BOOKS:**

William Golding's *Lord Of The Flies* (Casebook Edition: Text, Notes, and Criticism)

Baker, James R. and Arthur P. Ziegler, Jr., eds.

Perigee.

978-0399506437

*The Unthinkable Revolution in Iran.*

Charles Kurzman

Harvard University Press.

978-0674018433

*Democracy's Blameless Leaders: From Dresden to Abu Ghraib, How Leaders Evade Accountability for Abuse, Atrocity, and Killing*

Neil Mitchell

New York University Press

978-0814761441

*The Better Angels of Our Nature: Why Violence Has Declined.*

Steven Pinker

Penguin Books.

978-0143122012

*The Roots of Evil: The Origins of Genocide and Other Group Violence.*

Ervin Staub

Cambridge University Press.

978-0521422147

**OTHER REQUIRED READINGS:**

A selection of required internet-accessible readings are noted on the Course Schedule in this syllabus.

## RESEARCH PAPER (60%)

Because this is a “W” (writing-intensive) course, UConn mandates that you produce at least 15 pages of “revised and edited writing” resulting from a “deliberative process”. To satisfy this requirement, you will write a research paper that is 15 pages in length of body-text which I will have reviewed and you will have revised before final submission for a grade.

UConn’s W-Course Grading Policy: You cannot pass this course unless you receive a passing grade for its writing components.

You will pick an episode of political violence that interests you –any country, any type, any time period – and this will serve as the topic for your paper. Your paper’s body of text will be organized into the ten subsections listed below.

### Part A

1. Short description of event (who, what, when, where)
2. Background to the event that provides some context
3. Why was violence used?
4. What drew people to participate in the violence?
5. Was the violence organized? If so, how?
6. What arguments by violent parties were offered to justify the violence?

### Part B

7. Could the violence have been prevented and, if so, how?
8. Did this violent incident spark further violence?
9. Did the violence achieve its purpose?
10. How does understanding this even affect our understanding of political violence?

### Topic Proposal

You will submit a one-page, typed, topic proposal. In this proposal, you will answer the questions, “About what episode of political violence do you wish to write a paper?” and “Why do you think this particular episode will be a good fit for a paper that has to address the 10 things required of your paper?”

### Sources

You are required to use at least 15 sources that are a combination of books, peer-reviewed journal articles, and/or original government documents. You may sprinkle in website-based materials, magazine articles, news reports, etc, as necessary, into your paper, but these do not count towards the 15-source minimum.

### Style

You are required to use the **APSA** (American Political Science Association) system of in-text (parenthetical) citation and bibliography entries. This style manual is available at:

<http://www.apsanet.org/files/APSASStyleManual2006.pdf>

### Paper Meetings:

Rather than handing you back your drafts with red ink spilled judgmentally all over them, you and I will meet to constructively discuss how to improve your work for the final version of your paper. The exception is the draft bibliography, which the TA will mark up and then meet with you about style points.

### Calendar of Paper-Related Due Dates:

1. **One-Page Topic Proposal: 1/30**
  - a. One paper copy is to be turned in at the start of class
2. **Draft Bibliography: 2/20**
  - a. One paper copy is to be turned in at the start of class, and a pdf copy is to be emailed to both the instructor and TA by the start of class.<sup>1</sup>
3. **Draft, Part A: 3/13**
  - a. This is the day before spring break, and you are expected to be here to hand in your paper copy in person; so if that's going to be a problem for you, you probably want to find another class.
  - b. One paper copy is to be turned in at the start of class, and a pdf copy is to be emailed to both the instructor and TA by the start of class.
4. **Draft, Part B: 4/13**
  - a. One paper copy is to be turned in at the start of class, and a pdf copy is to be emailed to both the instructor and TA by the start of class.
5. **Final Paper: 5/1**
  - a. One paper copy is to be turned in at the start of class, and a pdf copy is to be emailed to both the instructor and TA by the start of class.

### How the Final Paper Grade is Calculated

- One-Page Topic Proposal (0%)
  - Your topic must be approved by the instructor before you can continue on to any of the other parts or receive credit for the final version.
  - You'll receive a rating of "Approved", "Revise Slightly & Resubmit", or "Start Over & Resubmit".
- Draft Bibliography (10%)
  - You will be graded from 0-100 based on how well you adhered to APSA style and how well you met the content requirements (15 sources that are a combination of books, peer-reviewed journal articles, and/or original government documents).
- Draft, Part A (15%)
  - This must be a full draft of this part in conformity with both content and style requirements. You will be graded from 0-100.
- Draft, Part B (15%)
  - This must be a full draft of this part in conformity with both content and style requirements. You will be graded from 0-100.
- Final Version of Paper (60%)

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<sup>1</sup> If you do not already know how to make a pdf file, make an appointment with the TA to learn how to do so before it is too late. "I didn't know how to make a pdf" is not an acceptable excuse for a late submission, and submissions in formats other than pdf will not be accepted.

**PARTICIPATION (20%)**

The purpose of the assigned readings is not only to inform, but to pique and provoke.

1. I like to play devil's advocate and I may push you to be clear about your arguments to a degree you may not have heretofore experienced. Sometimes, people's defensive reaction to this is that they are having their views discounted and/or others' views thrust upon them. So, let me be clear: I have no interest in you either agreeing or disagreeing with the reading materials *or* with me. *My goal is that you leave this course with informed views about political violence --whatever those views might be—and that you are able to effectively articulate these views both verbally and in writing.*
  
2. Excellent participation is more than talking all the time. Talking too much can actually be a negative. Excellence in participation means a high quality of participation, which includes being able to:
  - Ask penetrating and thought-provoking questions to evaluate ideas
  - Be a logical thinker
  - Be diligent in seeking out the truth
  - Be a seeker of alternative views on a topic
  - Base judgments on ideas and evidence
  - Evaluate and solve problems rather than merely compile a set of facts to be memorized
  - Identify arguments and issues
  - Reassess views when new or discordant evidence is introduced and evaluated
  - Recognize errors in thought and persuasion as well as to recognize good arguments
  - See connections between topics and use knowledge from other disciplines to enhance reading and learning experiences
  - Take a critical stance on issues
  
1. At the start of the semester, I'll be using the class roster to call on people randomly in order to generate discussion. I use the Socratic Method ([http://en.wikipedia.org/wiki/Socratic\\_method](http://en.wikipedia.org/wiki/Socratic_method)) in all my classes and, therefore, I do not accept "I don't know" or "I didn't do the reading" as legitimate answers. These responses will not get you off the hook for participating. If that is not a situation that works for you, then this class is likely not for you.
  
2. To participate, you have to be in class. Therefore, for each unexcused absence above three, your participation grade will be lowered by three points. Lateness is disruptive. Therefore, every three late arrivals to class (defined as showing up after roll has been taken) counts as an unexcused absence.

**Final Exam (20%)**

You will take a final exam where you will answer a single essay question wrapping together themes and materials from throughout the semester.

## **FAQ**

**1. Q: May I ask you a question?**

A: Yes.

**2. Q: Where do I find the non-book readings?**

A: They are available at <http://tinyurl.com/polviol> and at the URLs listed in the course schedule

**3. Q: Is there a HuskyCT section for this class?**

A: No. Husky CT is a terrible piece of technology.

**4. Q: Why are small chocolate bars marked "fun-sized" -- isn't it more fun to eat a big chocolate bar?**

A: Good question, as it is definitely more fun to eat a big chocolate bar.

**5. Q: There is a \*#@&!\*# LOT of reading! How am I supposed to do all of this?**

A: Part of the professionalization aspect of the course is learning the skill of efficiently filtering large amounts of material for what's truly important. My best advice is probably not what you want to hear: don't save readings for the last minute. Read a few minutes whenever you get a chance -- those minutes add up.

**6. Q: Are the readings in the course schedule listed in the order we'll be addressing them this semester?**

A: Yes.

**7. Q: I'm not sure how to read you and, often, I don't know whether you are kidding. Are you kidding?**

A: Nope.

**8. Q: Wait ... were you just kidding right there?**

A: Yes.

**9. Q: If the paper is supposed to be 15 pages of text, should Part A and part B both be 7.5 pages?**

A: Part A and Part B are to be as long as it takes to tell the stories you need to tell.

**10. Q: Not helpful, so, can the body of my paper be longer than 15 pages?**

A: Sure.

**11. Q: 20 pages?**

A: I reckon.

**12. Q: 25 pages?**

A: Not a chance.

**13. Q: If there are no dates on the course schedule for readings, how do I know what I should be reading?**

A: See #6.

**14. Q: But #6 only helps if I know what we are reading right now.**

A: Welcome to a great reason to come to class.

**CLASS SCHEDULE:**

Below is a list of topics, each with its assigned readings. The topics and readings are in the order they will be covered throughout the semester, but no date is attached to any of them. For a small class like this that focuses on discussion and writing, this grants us a great deal of desired flexibility within a topic to explore some matters in more depth than we do others. You will clearly know where we are in the readings by what we are talking about in class. *Fair Warning: If that sounds scary because you are the type of person who very much needs a date-specific schedule, this is not the class for you.*

**ORIGINS OF VIOLENCE**Philosophical Views on Human Nature

- Thomas Hobbes, 1651, *Leviathan*, Chpts. XIII – XIV, XVII-XIX, XXI  
<http://www.gutenberg.org/files/3207/3207-h/3207-h.htm>
- John Locke, 1690, *Second Treatise on Government*, Chpts. 2-4, 9-13, 16, 18, 19  
<http://www.gutenberg.org/files/7370/7370-h/7370-h.htm>
- Golding, William. *Lord of the Flies*, pp. 5 – 208.

Anthropological, Biological, Psychological & Sociological Views

- Gorman, James. 2014. "To Study Aggression, A Fight Club for Flies." *New York Times* February 3. [OD]
- Staub: Chpts: 2, 3, 5
- Bushman, B., and Baumeister, R. 1998. "Threatened egotism, narcissism, self-esteem, and direct and displaced aggression: Does self-love or self-hate lead to violence?" *Journal of Personality and Social Psychology*. 75.1: 219–229. [OD]
- Feltman, Rachel. 2014. "You Only Need A One-Question Test to Identify a Nacissist" *The Washington Post* August 5. [OD]
- Baumeister, Roy F., Brad Bushman, and W. Keith Campbell. 2000. "Self-Esteem, Narcissism, and Aggression: Does Violence Result from Low Self-Esteem or from Threatened Egotism?" *Current Directions in Psychological Science* 9.1: 26-29. [OD]
- Pinker: Chpts: 2, 8, 9
- Dawes, John, Patricia Murphy, Lu Farber, Colin Murray Parkes, Stuart Farber, Patrice O'Connor, Kjell Kallenberg, Robert Weiss, Herman Meijburg, Jean Quint Benoliel, Herman J de Monnink, and Betty Snyder. 2005. "Breaking Cycles of Violence." *Death Studies* 29.7: 585-600. [OD]
- Fabbro, David. 1978. "Peaceful Societies: An Introduction" *Journal of Peace Research* 15.1: 67 – 83. [OD]
- Bonta, Bruce D. 1996. "Conflict Resolution among Peaceful Societies: The Culture of Peacefulness." *Journal of Peace Research* 33.4: 403-420. [OD]
- Lumsden, Malvern. 1997. "Breaking the Cycle of Violence." *Journal of Peace Research* 34.4: 377-383. [OD]
- Pinker: Chpts: 1 & 3
- Staub: Chpts: 4, 6, 8, 12

**WRITING**

- Downes, Alexander B. 2012. "Research Papers in Political Science: 14 Points." <http://tinyurl.com/m97retq>
- Farrell, Henry. 2010. "Good Writing in Political Science." The Monkey Cage Blog. [http://themonkeycage.org/2010/02/16/good\\_writing\\_in\\_political\\_scie](http://themonkeycage.org/2010/02/16/good_writing_in_political_scie)

**LEVELS AND TYPES OF VIOLENCE**

- Harrison, Mark and Nikolaus Wolf. 2012. "The Frequency of Wars." *The Economic History Review* 65.3: 1055-1076. [OD]
- Geneva Declaration on Armed Violence and Development. 2011. *The Global Burden of Armed Violence 2011*. <http://www.genevadeclaration.org/measurability/global-burden-of-armed-violence/global-burden-of-armed-violence-2011.html>
- Pinker: Chpts. 5 & 6
- Small Arms Survey. 2012. "Political Conflict and Vulnerabilities: Firearms and Electoral Violence in Kenya." *Issue Brief* Number 2. December. [OD]

**REVOLUTION, DOMESTIC TURMOIL, & TERRORISM**

- Kurzman: Complete Book
- Weinberg, Leonard and William Eubank. 2011. "Women's Involvement in Terrorism." *Gender Issues* 28: 22-49. [OD]
- In-Class Film: *The Battle of Algiers* (1966) <http://www.imdb.com/title/tt0058946>

**PRINCIPAL-AGENT ANALYSIS OF POLITICAL VIOLENCE**

- Mitchell: Complete book
- In-Class Film: *Standard Operating Procedure* (2008) <http://www.imdb.com/title/tt0896866/>



## **CLASS RULES:**

You neither have permission to record any sounds or images from or during class, nor to make publicly available class notes or materials – complete, partial, or summarized -- for paid or unpaid access by any other persons via any forum and/or via any medium.

### **Attendance**

Per the foregoing section on “Participation”, attendance will be regularly recorded. For every unexcused absence greater than three, three points will be deducted from your participation grade. Attendance is also a good idea because, for a variety of reasons<sup>2</sup>, I do not post PowerPoint slides online and I do not allow office hours to be a session for copying notes from slides.

### **Lateness**

Habitual lateness to class is *tremendously rude*; it is unprofessional and disrespectful of other students and of the professor. Habitual lateness to class is disruptive and will be handled as such.

### **Phones / Other Electronic Devices:**

- Turn off the ringer of your phone/electronic devices BEFORE class begins. You will not be in trouble for a single accident of forgetting to turn off your phone and having it ring in class -- once in a while, everyone (*including the professor*) forgets to turn off his/her phone. So, if your phone rings in class, *please have the decency to turn it off and not let it ring* and ring until the caller hangs up or voicemail kicks in.
- Chronic cases of disruption via electronic devices will be referred to the Office of Student Services & Advocacy.
- You MAY use a laptop/tablet, etc. during lectures (but not during the movie)
  - If the professor feels too much laptop activity is being devoted to non-course activities (e.g., texting, Facebook, Youtube, etc.), permission to use laptops will be revoked.
- Use of earbuds/earphones is prohibited.
- NO electronic devices of any kind are to be powered up or on during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- NO electronic devices of any kind are to be visible during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- If you are caught using *any* kind of electronic device during an exam, you will automatically receive a zero on the exam.

### **E-Mail:**

You are responsible for checking your UCONN e-mail every day, especially before classes and exams. Notices, important dates, reading changes, and the like will be announced via e-mail.

### **Communicating & Making Appointments With Me**

E-mail is the single-best way to reach me. Also, because of my schedule’s complexity, if something doesn’t exist on my Outlook calendar, it doesn’t exist. *Be sure to use ADVAPP to make appointments.*

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<sup>2</sup> For example, see: Hill, A., Arford, T., Lubitow, A., and Smollin, L. 2012. “I’m ambivalent about it’: The dilemmas of PowerPoint.” *Teaching Sociology* 40.3: 242-256. A copy of this article is on HuskyCT.

**Makeup Exams:**

Makeup exams present severe equity problems for everyone involved in the course. Makeup exams will ONLY be scheduled for those with DOCUMENTED medical, University-sanctioned activity, or direct family member's death- associated excuses. **There are NO exceptions to the makeup exam rule.** For example, exams missed because of vacation, weddings, oversleeping, sickness not bad enough to get a doctor's excuse, etc., cannot be made up.

**Assignment Lateness and Incompletes:**

Assignments are due at the beginning of the assigned class period. The ONLY exception is for those with a documented medical excuse or documented direct family member's death. University-sanctioned events and activities are planned in advance and, accordingly, do not qualify as valid justifications for late work. For example, excuses such as "I couldn't get my file off the library computer", "I overslept," "The printer broke," "I ran out of toner," "The computer crashed", or any other, will not be accepted. Late penalties begin accruing immediately after I have collected papers from all those in attendance at the beginning of class, rounded up to the hour, at a penalty of 1 point per hour. Assignments more than 24 hours late will not be accepted for credit.

**University Writing Center**

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu).

**Academic Integrity**

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

**Students With Disabilities**

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884> .

**Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/> .

**GRADE CALCULATION:**

Your final grade will be calculated using the following formula:

$$\text{FINAL GRADE} = [.60 (\text{Paper}) + .20 (\text{Participation}) + .20 (\text{Final Exam})]$$

Final class grades will be assigned as such:

A	93-100
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	60-66
F	59 or below

**WHAT DOES AN "A," "B," "C," etc., REALLY MEAN?****"A" Excellent Student**

- Provides points for discussion/debate which no one had thought of before
- Adds significant new insights into the topic at hand
- Asks pointed and challenging questions that stimulate other questions
- Stimulates critical thinking imaginative and realistic enthusiasm, interest and curiosity
- Brings in relevant outside experience related directly to discussions/material
- Persuasively argues a point and changes the opinions of classmates
- Displays logical outside-the-box thinking
- Solves problems from multiple perspectives
- Professional communication skills
- Intuitively understands and shares insights from "between the lines"

**"B" Good to Very Good Student**

- Presents useful knowledge in depth clearly and concisely
- Will defend & debate a position when appropriate; respectfully challenges ideas when disagrees
- A good team player in small groups; constructive leader or facilitator
- Actively and consistently contributes information to a discussion
- States a point from the material, then develops its meaning in more detail
- Willing to ask questions when a point is unclear; comes up with supporting ideas
- Thinks between the lines; sees implications
- Logical, well documented recommendations
- Applies outside knowledge
- Plays "devil's advocate" in a useful manner

**"C" Average Student**

- Pays attention and offers supporting data to discussions
- Participates in small group discussions at the same level as others in the group
- Offers some thoughts, ideas, questions each class period
- Attentive listener and responds in a professional manner
- Has read the material for the day and is generally prepared for class
- Answers questions correctly when called upon

**“D” Below Average Student**

- Repeats what has already been said in class
- Obviously not well prepared for the class
- Comments do not move analysis forward; doesn't ask for help when needed
- Weak or incomplete notes; generally negative attitude
- Misses obvious points
- Limited participation in small group discussions
- Packs up to leave before the end of class
- Demonstrates a lack of understanding of material

**“F” Poor Student**

- Does not participate in classroom discussion or small group discussion
- Talking to neighbors during presentations by classmates or teacher; passing notes
- Very weak or no notes
- Being late or disruptive in class and/or other such unprofessional behavior
- Works on homework for another class during class time
- Not listening to others; sleeping or dozing off; disrespectful to colleagues
- Unreceptive to the consideration of alternative approaches; dogmatic and close minded
- Asks questions for which he/she already knows the answer
- Acts as a free-rider in small group activities