



# Politics of Conflict & Revolution

**Political Science 429, Spring 2016**

**Instructor:** Dr. Jess Morrisette

**Office Hours:** W 9-12, Th 9-11, or by appointment

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**Meetings:** Tu/Th 2:00-3:15, Smith 435

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## Course Description

Study of major theories of conflict and revolution with emphasis on cross-national explanations and outcomes (International, 3 credit hours).

## Student Learning Outcomes

By semester's end, students will be able to...	How we will practice this outcome...	How we will assess this outcome...
Identify the political, economic, and cultural origins of revolution.	Lectures, discussions, ungraded in-class writing, problem-based group exercises.	Term paper, essay questions.
Apply interdisciplinary theories of revolution to historical and contemporary cases.	Lectures, discussions, ungraded in-class writing, problem-based group exercises.	Term paper, essay questions.
Untangle competing economic, religious, social, or geographical interests of groups in conflict.	Lectures, discussions, ungraded in-class writing, problem-based group exercises.	Term paper, essay questions.
Evaluate how specific approaches to global issues will affect multiple communities.	Lectures, discussions, ungraded in-class writing, problem-based group exercises.	Term paper, essay questions.

## Requirements and Grading Policy

Your grade is based on your performance on two exams, a term paper, and class participation. Your final grade is calculated as follows:

5%	Participation	A = 90-100%
30%	Midterm Exam	B = 80-89%
5%	Term Paper Topic	C = 70-79%
30%	Term Paper	D = 60-60%
30%	Final Exam	F ≤ 59%

## Required Readings

- DeFronzo, *Revolutions and Revolutionary Movements*, 5th Edition (Westview, 2014)
- Jesse and Williams, *Ethnic Conflict: A Systematic Approach to Cases of Conflict* (CQ Press, 2011)
- Jones, *Genocide: A Comprehensive Introduction*, 2nd Edition (Routledge, 2011)

In addition, I will place the documentary *Ghosts of Rwanda* on reserve at the library.

## Attendance and Participation

Attendance is required in this class, and students are expected to have read and be ready to discuss all assigned readings prior to class. Students will also be graded based on their class participation—engaging in discussion of the readings and current political events, asking questions, and so forth.

### “How will you calculate my participation grade?”

Your participation grade will be calculated as follows: 5 points will be awarded to students who attend class consistently and make valuable contributions to class discussion on a regular basis; 4 points will be awarded to students who consistently attend and contribute occasionally; 3 points will be awarded to students who attend consistently, but seldom participate. Attendance grades of 2, 1, and 0 points are reserved for those students who fail to attend class regularly and therefore cannot participate meaningfully in class discussions.

If you feel that you are having trouble getting your voice heard in our discussions, please contact me as soon as possible and we will work together to get you more involved.

## Academic Honesty

Students are expected to adhere to the University's policies concerning academic honesty (please see pages 71-73 of the 2015/2016 undergraduate catalog). Cheating or plagiarism on any exam, quiz, or assignment will not be tolerated and will be prosecuted to the fullest extent under University policies. **The penalty for cheating or plagiarism is a failing grade for the course.**

Cheating is defined by the University as “[a]ny action which if known to the instructor in the course of study would be prohibited” (Undergraduate Catalog, p. 71). This includes, but is not limited to, the use of any unauthorized materials or assistance during an academic exercise.

The University defines plagiarism as “[s]ubmitting as one’s own work or creation any material or an idea wholly or in part created by another” (Undergraduate Catalog, p. 72). Furthermore, it is “the student’s responsibility to clearly distinguish his/her own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism” (p. 72).

## Personal Electronic Devices

Please turn off your cell phone prior to class. Students who text during class will be asked to leave. Students should also refrain from using PKE Meters, boom boxes, Xboxes, Pandora’s Boxes, Crock-Pots, seismographs, lightsabers, jetpacks, laser tag guns, Moog synthesizers, old-timey collodion process cameras, electromagnetic pulse emitters, tanning lamps, sonic screwdrivers, Segways, Easy-Bake Ovens, baseball pitching machines, Nintendo Power Gloves, laser epilators, leaf blowers, PoulonPRO PP3516AVX chainsaws, Dance Dance Revolution arcade machines, welding torches, night vision goggles, Margaritaville™ frozen drink machines, shiatsu massage chairs, theremins, remote-controlled helicopters, or similar electronic devices during class time.

Finally, I discourage you from using a laptop during class. A growing body of research suggests that taking notes on a laptop or tablet hinders classroom learning by not only distracting both the user and other nearby students (Sana, Weston, and Wiseheart 2013), but also by promoting shallower processing of information (Mueller and Oppenheimer 2014).

## Email Policy

Please check your Marshall email account regularly. Important announcements may be sent to your “@marshall.edu” e-mail address during the course of the semester. If you prefer to use a different e-mail service, please contact Computing Services for assistance with forwarding your Marshall e-mail to your preferred address.

## Make-Up Policy and Late Assignments

There will be no make-up exams administered for students without an excused absence from the University (e.g. family emergency, illness, athletic commitment). Students who need to miss an exam should contact me prior to the scheduled exam period if at all possible.

Late assignments will be assessed a 10% penalty per day after the missed deadline (including weekends), with a maximum penalty of 50%. Late exams will not be accepted without a University-excused absence. Please keep in mind that you must complete all assignments in order to receive a passing grade in the course, regardless of the point values of those assignments.

## Other University Policies

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to [www.marshall.edu/academic-affairs/policies/](http://www.marshall.edu/academic-affairs/policies/).

- Academic Dishonesty, Excused Absence Policy for Undergraduates, Computing Services Acceptable Use, Inclement Weather, Dead Week, Students with Disabilities, Academic Forgiveness, Academic Probation and Suspension, Academic Rights and Responsibilities of Students, Affirmative Action, Sexual Harassment



## 7 Tips for Success

**1. Complete readings prior to class.** You'll understand the material better and be ready to participate in discussions.

**2. Keep notes on the readings.** It's easy to get the readings mixed up in class. Take notes and bring them along with you to help keep everything straight.

**3. Aren't familiar with a term or historical event you stumble across in the readings? Look it up!** This is where Wikipedia is your friend.

**4. Participate in class discussions.** It's five percent of your grade! Even asking a question counts.

**5. Work on papers ahead of time.** I'm happy to provide feedback on rough drafts.

**6. Proofread, proofread, proofread.** Seriously, proofread.

**7. Come see me.** I'm always willing to offer help, brainstorm ideas, or provide feedback.

## Assignments

**Term Paper:** Choose a contemporary or historical conflict and write a research paper (approximately 12 pages long) explaining its origins. You can approach this assignment by examining the conflict from multiple levels of analysis, applying the theories we've discussed in class, focusing on a particularly interesting variable, comparing your conflict to another case, or any number of additional strategies. The key is to make sure that you **approach the topic analytically**, and not just descriptively. Also, I encourage you to avoid "obvious" topics where possible. An analysis of the American Revolution that argues the war was the result of taxation without representation—while technically correct—doesn't make for a particularly engaging term paper.

Term papers will be graded on quality of research, depth of analysis, application of course concepts, and writing style. Additional details will be provided as the deadline approaches.

Please submit your proposed topic on MUOnline by March 1.

**Midterm and Final Exam:** Students will complete take-home midterm and final exams. Additional details about the content and format of this exam will be provided as the deadline approaches.

## Writing Tips

- You will submit all assignments electronically via MUOnline.
- Always cite your sources! For this class, please use the Chicago author/date style (guidelines available on MUOnline). In turn, be sure to make it clear where you found any "outside" information in your essay. This includes not only citing direct quotations, **but also any paraphrased material or statistics**. As a rule of thumb, any information those you decide to include in the paper and didn't know before you began working on the project merits a citation. Also, include a "works cited" page at the end of your essays and exams. Failure to properly cite your sources constitutes **PLAGIARISM**.
- Be judicious in choosing your online sources, and **do not cite Wikipedia or other online encyclopedias**. Articles from major media outlets and official organizational websites are always safe bets. On the other hand, if it's a website you've never heard of prior to it popping up in a Google search, that's probably a good sign that it's not an appropriate academic source.
- Papers should conform to the suggested lengths provided above (title pages and works cited pages do not count toward the suggested length). Papers should be double-spaced with 1" margins and typed using the standard 12-point Times/Times New Roman font (or the Macintosh equivalent). Please include page numbers in the upper right-hand corner of your pages.

# Course Schedule

## **Week of January 11: Political Violence**

- DeFronzo, Introduction and Chapter 1

## **Week of January 18: Social Revolutions in France, China, and Russia**

- DeFronzo, Chapters 2 and 3
- Sanderson, "The Great Historical Revolutions" (PDF)

## **Week of January 25: Revolutions in Cuba and Iran**

- DeFronzo, Chapters 5 and 7

## **Week of February 1: Explaining Revolutions, Part I**

- Sanderson, "The Causes of Revolutions: I" (PDF)

## **Week of February 8: Explaining Revolutions, Part II**

- Sanderson, "The Causes of Revolutions: II" (PDF)

## **Week of February 15: The Arab Spring**

- DeFronzo, Chapters 11 and 12

## **Week of February 22: Defining and Understanding Ethnic Conflict**

- Jesse and Williams, Chapters 1 and 2

**Midterm Exam Due**

**Tuesday, February 23**

## **Week of February 29: Ethnic Conflict in Northern Ireland and Bosnia**

- Jesse and Williams, Chapters 3 and 4

**Term Paper Topics Due**

**Tuesday, March 1**

### **Week of March 7: The Israeli-Palestinian Conflict**

- Jesse and Williams, Chapters 7 and 8

### **Week of March 14: The Origins of Genocide**

- Jones, Chapters 1 and 2

### **Week of March 21: Class cancelled for Spring Break!**

### **Week of March 28: Case Studies in Genocide**

- Jones, Chapters 3-5 and 7

**Term Paper Due**  
**Thursday, March 31**

### **Week of April 4: The Jewish Holocaust and the Rwandan Genocide**

- Jones, Chapters 6 and 9
- *Ghosts of Rwanda* (film)

### **Week of April 11: Perspectives from the Social Sciences**

- Jones, Chapters 10-13

### **Week of April 18: Memory and Justice**

- Jones, Chapters 14 and 15

### **Week of April 25: Intervention and Prevention**

- Jones, Chapter 16

**Final Exam Due**  
**Thursday, May 5 by 5:00PM**

*This course schedule is subject to change. Readings may be removed, added, or moved to a different day based on our progress in the semester.*