Syllabus: RPOS 787 & RPOS 787R 2014: Teaching About Political Violence

Instructor: Victor Asal
Office Hours Milne 300b after class or by appointment vasal@albany.edu or 518 591 8729
Graduate Class time: 10 am-1 pm (but class will not meet every week)
Undergraduate class time (see Undergraduate Class Syllabus for readings and assignments)
Classroom: Milne 300b (depending on the number of students in the class this may change)

This class is a graduate version adds on to the class TPOS 260, and it is designed for graduate students who are interested in learning more about political violence and most importantly about how to teach these topics to undergraduates as well as how to use interactive teaching methods to teach students. It is offered as a two-credit or four-credit option. We will focus on how to teach about political violence and how to use these methods in different courses and for different subject matters.

Objectives of the Course: By the end of the course students should have:

1. An understanding of some of the key literature in the area
2. Knowledge of the teaching process and how different teaching approaches can communicate material.
3. Knowledge of the educational production process
4. The opportunity to contribute through original work to research in this area.

Course Requirements

Assignments

- 50% Participation

Participation is more than attendance, it includes **active and thoughtful participation in discussions in class as well as in all the exercises** that are part of the course. Active and thoughtful participation is dependent on a **thorough reading** of the material as well as preparation for exercises and games to be conducted in class as well as debriefing or analysis reports. I try very hard not to assign reading for the sake of reading. **There are classes with NO READING. For you to perform well in these classes you need to do the reading when it is assigned.**

NOTE: Each class will have question you need to be prepared to answer (QTBPA). In addition to the questions listed, for every class you need to be prepared to answer the following questions:

- Does the author make a compelling argument?
- What are its strong points?
- What are its weaknesses?
- What is missing?

For some classes you will need to prep material beyond the reading which may or may not need to be turned in. For some classes I may ask students to present overviews of particular readings. Except for the narrative assignments I expect you to do all the quizzes and final exam for the undergraduate course and this material will be graded by myself- as well as by your classmates at different points in the class.

- 50%- Final project (can be more than one person)
  - **The final project will be**
    - A draft Syllabus on a subject of interest
    - An interactive exercise created to be used related to this subject matter

Questions. Education is about learning. This class is about material you have probably not covered before in this context. If you have questions or things are unclear – ask questions. Ask them in lecture and feel free to call (if I am in my office at
10pm I will answer the phone) or email the instructor whenever to ask for further clarification. This includes any problems you might have about with technical aspects of the course.

**Accommodations:** “Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations ([http://www.albany.edu/studentlife/dss/Accommodation.html](http://www.albany.edu/studentlife/dss/Accommodation.html)).” If you wish to discuss academic accommodations for this course please also inform the instructor as soon as possible. In addition, the instructor will make every effort to accommodate difficulties arising from religious observance. You are asked to bring any possible conflicts to the instructor's attention as soon as possible. Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.

**Plagiarism** Please familiarize yourself with the description in the undergraduate bulletin [http://www.albany.edu/undergraduate_bulletin/2003-2004/regulations.html](http://www.albany.edu/undergraduate_bulletin/2003-2004/regulations.html) if you are involved in plagiarism the penalty will be failure in the course and you will be reported to judicial affairs. **In this one regard there are no second chances.** If you are not sure if something violates standards – ask. If you are not sure whether to cite or not to cite – cite. Every Student is expected to go through the following tutorial [http://library.albany.edu/usered/plagiarism/index.html](http://library.albany.edu/usered/plagiarism/index.html).

**Office hours** Office hours are your opportunity to get personalized guidance for assignments as well as help better understanding the course material. Take advantage of it. If office hours are not at a good time for you then please email me your phone number and we will call you to set up a time that works in order to meet.

**Ombudsperson** “A government official, especially in Scandinavian countries, who investigates citizens' complaints against the government or its functionaries ([www.answers.com](http://www.answers.com)).” One student will be asked to volunteer to act as an ombudsperson and will meet with me on a regular basis to offer feedback from students in terms of the direction the course is going and bring to my attention any problems with reading, assignments or other material.

**Reading In addition to the reading of the undergraduate class**

In addition to the reading listed for each class as the class develops and we work on the simulation there will be additional readings. **ALSO UNLIKE MOST CLASSES I TEACH THERE IS A POSSIBILITY OF THE READING CHANGING DUE TO CIRCUMSTANCE OR THE DIRECTION THE COURSE GOES.**

In addition please plan to follow the following website [https://activelearningps.wordpress.com/](https://activelearningps.wordpress.com/)

- Please make sure right after class is free on Tuesday and Thursday (if this is a problem let me know) so that we can debrief when necessary
- Please note that class scheduling may change depending on in class developments in the undergraduate class.

<table>
<thead>
<tr>
<th>date</th>
<th>Monday 10 am-1 pm</th>
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<tbody>
<tr>
<td>1.</td>
<td>8-Sep</td>
<td>Diplomacy long rules</td>
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<td></td>
<td></td>
<td>Play Diplomacy and discuss possible utility</td>
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<td>2.</td>
<td>29-Sep BROWN, S. W., AND F. B. KING (2000)</td>
<td>Raymond, Chad,</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Resource/Link</td>
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<td>3. 6-Oct</td>
<td>Asal and Blake</td>
<td><a href="https://sites.google.com/site/howtodosimulationgames/">https://sites.google.com/site/howtodosimulationgames/</a></td>
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<td></td>
<td>Dalig and Vadan</td>
<td>Resource Guide</td>
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<tr>
<td>4. 20-Oct</td>
<td>Playing games</td>
<td>Teaching about the end of the world</td>
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<tr>
<td>5. 27-Oct</td>
<td><a href="http://activelearningps.wordpress.com/">http://activelearningps.wordpress.com/</a></td>
<td>Pick out two simulations you think are useful- share your choices with everyone and come prepared to explain what you see as the advantages or disadvantages fo those simulations</td>
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<tr>
<td>6. 3-Nov</td>
<td>how to create course syllabus</td>
<td>Designing a Great Syllabus</td>
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<td></td>
<td>Find an example of two syllabi you think are good and share with everyone in the class</td>
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<td>7. 24-Nov</td>
<td>Everyone’s outlines for syllabi</td>
<td>Come to class prepared to present on your idea for a simulation</td>
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<td>8. 8-Dec</td>
<td>Share before your class an outline of a simulation OR come prepared to run your simulation in class or discuss it in class</td>
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**TPOS 260 Honors Course on Political Violence**

**Fall 2014**

**TTH 10:15 AM-11:35 AM LC3A**

Victor Asal       vasal@albany.edu
Casey Schur       cschur@albany.edu
Sue Weedon        sweedon@albany.edu

**Office Hours**

  - Uptown: Humanities basement 16, Tuesday 1140 to 140 or by appointment (ph)442-3112
  - Downtown Campus: Milne 300b by appointment (ph) 591-8729

**Course Description**

This course is designed to introduce students to the study of violent political conflict. We will examine the how, why and when of violent political conflict both domestic and international. What are the key empirical and normative questions raised by violent political conflict and what answers do the literature offer? In this course, in addition to studying the theories that have been developed to explain the politics and history of violent political conflict, students will have an opportunity to participate in simulation exercises designed to sharpen their analytic skills in the subject area. Students will take on the roles of policy makers in several simulations. These simulations and their analysis are critical to the course and your participation will play a large part in how well you do in the course. Because so much time will be devoted to simulations reading is fairly light some weeks with some weeks having no reading at all and some weeks will have very heavy reading. The reading that is assigned is required and **you need to read it and read it carefully in order to do well in the class and on quizzes and the final. If you do not want to put in this effort:-**
DO NOT TAKE THIS CLASS. – REALLY

On the other hand if you are willing to put in the effort for a challenging class we will put in the effort to make sure that it is worth your time.

Objectives of the Course By the end of the course students should have:
5. An understanding of political science theories of violent political conflict
6. An understanding and an ability to apply theories of violent political conflict analytically to various cases that will be discussed in class.
7. An in-depth knowledge of several cases of violent political conflict.
8. Students will learn to use the resources of the library efficiently and effectively,
9. Students will learn to summarize literature effectively for a coding project,

FOR A DETAILED LIST OF COURSE LEARNING OBJECTIVES SEE THE END OF THE SYLLABUS

The course will meet the following General Education Requirements

General Education Social Sciences http://www.albany.edu/gened/dp_sossci.shtml
1. an understanding that human conduct and behavior more generally are subject to scientific inquiry
2. an understanding of the difference between rigorous and systematic thinking and uncritical thinking about social phenomena
3. an understanding of the kinds of questions social scientists ask and the ways they go about answering these questions
4. knowledge of the major concepts, models and issues of at least one discipline in the social sciences
5. an understanding of the methods social scientists use to explore social phenomena, such as observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, employment of mathematical analysis, employment of interpretive analysis

Ground Rules of the Course This class is challenging and it is important that it remain fair for all the students and that everyone plays on an even playing field. In order to insure that the policies of the class are clear they are spelled out below. If you have any questions about what the policy means please ask before it becomes personally relevant.

Evaluation of Students Each student will be evaluated using four criteria.
1) Participation in class discussions and attendance will be worth 20% of your grade.

Participation is more than attendance, it includes active and thoughtful participation in discussions in class as well as in all the exercises, games and simulations and home assignments that are part of the course. Home assignments will be one to 2 page reaction or preparation papers (that could be up to 5 pages) for simulations that will count as part of your participation grade. Active and thoughtful participation is dependent on a thorough reading of the material as well as preparation for exercises and games to be conducted in class as well as debriefing or analysis reports. I try very hard not to assign reading for the sake of reading. There are classes with NO READING. For you to perform well in these classes you need to do the reading when it is assigned.

NOTE: Each class will have question you need to be prepared to answer (QTBPA). In addition to the questions listed, for every class you need to be prepared to answer the following questions:

• Does the author make a compelling argument?
• What are its strong points?
• What are its weaknesses?
• What is missing?

For some classes you will need to prep material beyond the reading which may or may not need to be turned in. If it needs to be turned in I will tell you. This will be marked on the syllabus as homework (HW)

More than one unexcused absence will affect this portion of the grade. Additionally, if you miss class three times or more without an approved excuse you will automatically have your grade reduced to a C+ at best. Consistent lateness will also affect your grade.
Given the importance of the participation grade I will give you feedback on your participation level throughout the semester. If you are unsure of what your participation grade is at any point in the semester please come and talk to me. **If you are sick** in order to make up an exam or to remove an absence please bring in a note from the dean of undergraduate studies who is responsible for excused absence certification. Without such a note any absence from class or missed exams will count against you.

2) **Participation in exercises** 20% – We will factor in peer review into this component of the grade.

3) **pop quizzes (6+ with bottom 20% of quizzes (rounding up) dropped) will be worth a total of 20% of your grade.** All Quizzes will be unannounced and will focus on readings and past analysis. Quizzes will vary from short answer to short essay style. Some of these quizzes may be take home.

4) **A data collection assignment (worth 20% of your grade)** where you will be asked to find out information about two violent nonstate actors organizations.

5) **A final, which will cover all the material in the class will be worth 20% of your grade.**

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<thead>
<tr>
<th>Grades summary</th>
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<tbody>
<tr>
<td>Assignment</td>
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<tr>
<td>Participation in Lectures</td>
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<td>Participation in simulations</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Data Collection</td>
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<tr>
<td>Final</td>
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</table>

**Grades** Grades will be given according to effort and accomplishments. There is no curve and if you deserve an A, you will get one. A level work means exceptional effort and results. Similarly, average work will receive a C and so on.

**One caution - anyone caught cheating will fail. On this particular issue, there will be no second chances.**

**It is assumed that all students understand the requirements of Academic Integrity. If you are unclear on what this entails you should read the following web page:**
http://www.albany.edu/undergraduate_bulletin/regulations.html

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<tr>
<th>Grading Rubric</th>
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<tr>
<td>Start of grade range</td>
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<td>Letter</td>
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**Questions** Education is about learning. This class is about material you have probably not covered before in this context. If you have questions or things are unclear – ask questions. Ask them in lecture and feel free to email the TA’s or call (if I am in my office at 10pm I will answer the phone) or email the instructor whenever to ask for further clarification. This includes any problems you might have about material on Dropbox or any other technical aspect of the course.

**Email**
- Please include your name – I don’t know who sr46723@albany.edu is
- Please send me your phone number – I will call you back and whatever question you have will probably be resolved more quickly
- When you turn in assignments use tpos260@gmail.com When you want to contact me use vasal@albany.edu or call me at 591 8729

**Accommodations:** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please go here http://www.albany.edu/disability/current.shtml and arrange for an academic accommodation letter to be sent to me. If you wish to discuss academic accommodations for this course please also inform me as soon as possible. I will also make every effort to accommodate difficulties arising from religious observance or sickness. You are asked to bring any possible conflicts to my attention as soon as possible. Students should not expect that, if they do poorly on an exam or other assignment, to claim, at that time, the need of an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.
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Late Assignments. Unless you have gotten prior approval from me through email or have a note from the undergraduate dean, all late work will be penalized. All grade appeals should be made in email and should explain exactly why you think the grading was mistaken.

Office hours. Office hours are your opportunity to get personalized guidance for assignments as well as help better understanding the course material. Take advantage of it. If office hour times are not good then please email me your phone number and we will call you to set up a time that works in order to meet.

Ombudsperson “A government official, especially in Scandinavian countries, who investigates citizens' complaints against the government or its functionaries (www.answers.com).” One student will be asked to volunteer to act as an ombudsperson and will meet with me on a regular basis to offer feedback from students in terms of the direction the course is going and bring to my attention any problems with reading, assignments or other material.

In order for us to get to know you better and be able to interact with you quicker (we really do try to learn all your names and having a picture of you very much helps us do this), Before class starts please send an email to tpos260@gmail.com with a word document to that includes the following:

1) your first and last name as you would like to be used in class
2) a picture of you where we can actually see your face
3) an email that you would prefer we use to contact you
4) what year you are
5) what your major (or intended major) is
6) your favorite movie
7) your least favorite movie
8) your favorite song
9) your least favorite song

Reading
Books:
All readings are going to be in a Shared folder

•

Turning in assignments
All written assignments should be turned in paper format in class and should be emailed (with your name and the assignment name in the subject heading) to tpos260@gmail.com

NOTE: (I know this is listed above but I wanted to make sure you do not miss it) Each class will have question you need to be prepared to answer (QTBPA). In addition to the questions listed, for every class you need to be prepared to answer the following questions:

• Does the author make a compelling argument?
• What are its strong points?
• What are its weaknesses?
• What is missing?

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<table>
<thead>
<tr>
<th>date</th>
<th>topic</th>
<th>Activities</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1. 26-Aug Tuesday</td>
<td>Introduction</td>
<td>Hobbes</td>
<td>How to Read</td>
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<tr>
<td>2. 28-Aug Thursday</td>
<td>Coding</td>
<td></td>
<td>Narrative Codebook</td>
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<td>3. 2-Sep Tuesday</td>
<td>Why of conflict: Human Nature or civilization</td>
<td></td>
<td>eo wilson Science 829.full Science 832.full Homework for Tuesday – take this test <a href="http://www.riskliteracy.org/">http://www.riskliteracy.org/</a> QTBPA-Is conflict genetic or is it more related to culture or the development of civilization? Why?</td>
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<tr>
<td>4. 4-Sep Thursday</td>
<td>Why of Conflict: Psychology</td>
<td>Stroop DISEASE EXPERIMENT</td>
<td>Cashman 36-71 Jahar's World QTBPA-how has human psychology impact conflict? Why? Why is risk assessment hard?</td>
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<td>5. 9-Sep Tuesday</td>
<td>What is Contention- and Why conflict?</td>
<td>Hobbes plus</td>
<td>Pruitt contentious politics chapter The SCHOOL QTBPA-Does Pruitt’s theory relate to the school? Why or why not? Is Pruitt’s model a good one?</td>
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<tr>
<td>6. 11-Sep Thursday</td>
<td>Contention without violence- negotiation</td>
<td>Negotiation games</td>
<td>Positive and zero sum situations Interest based approach Position based approach BATNA Conversational Terrorism</td>
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<tr>
<td>7. 16-Sep Tuesday</td>
<td>When negotiation fails- Tactics</td>
<td>Strikeforce 1 (bring laptops)</td>
<td>fm 3-90 chapter one art of tactics (You can read more here if you want). Strikeforce 1 rules QTBPA- how does FM 3-90 help explain Strike force one</td>
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<tr>
<td>8. 18-Sep Thursday</td>
<td>Coding day</td>
<td></td>
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<tr>
<td>9. 23-Sep Tuesday</td>
<td>When negotiation fails- Tactics</td>
<td>Dalig and Vadan</td>
<td>Dalig and vadan rules Clausewitz Chapters 1 &amp; 7</td>
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<td>5-Sept Thursday</td>
<td>NO CLASS</td>
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<tr>
<td>10. 30-Sep Tuesday</td>
<td>Dalig and Vadan</td>
<td>Dalig and Vadan</td>
<td>Why Are Military Boot Camps Are So intense Watch RESTREPO Segment 1 Segment 2 QTBPA What is conflict? Why is it challenging to explain? Why are simulations so fundamentally different then real conflict? Which more closely resembles the war experience of leaders – games or real combat? How does grant strategy differ? What was different about Strike Force One and Dalig and Vadan War and the stories of real combat? Why would anyone do this?</td>
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<tr>
<td>11. 2-Oct Thursday</td>
<td>Dalig and Vadan discussion</td>
<td>Dalig and Vadan &amp; Diplomacy</td>
<td>Diplomacy rules short Sacks, Operation Anaconda Recommended Diplomacy long rules recommended QTBPA- how does Clausewitz &amp; FM 3-90 help explain Strike force one and Dalig and Vadan? How does Strike force one relate to Operation Anaconda and Restrepo?</td>
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<td>12. 7-Oct Tuesday</td>
<td>Diplomacy</td>
<td>Diplomacy</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Readings and Resources</td>
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<tr>
<td>13. 9-Oct</td>
<td>Thursday</td>
<td>Diplomacy</td>
<td>Use this time to read ahead</td>
</tr>
<tr>
<td>14. 14-Oct</td>
<td>Tuesday</td>
<td>IR Theory &amp; Diplomacy midterm point</td>
<td>Selections from Thucydides and Kant&lt;br&gt;Is there an enduring logic 1-21&lt;br&gt;&lt;strong&gt;QTBPA&lt;/strong&gt;- What theory do you think best explains international political violence like wars? How does Diplomacy relate to these theories? What relationship might there be between these theories &amp; Diplomacy? Why? If we want to understand political violence do we need to understand both theories of violence and tactics and strategies of violence?</td>
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<td>15. 16-Oct</td>
<td>Thursday</td>
<td>Diplomacy and Nuclear Diplomacy</td>
<td>IS WAR STILL BECOMING OBSOLETE? 1-13&lt;br&gt;Long Peace 120-123&lt;br&gt;Reading to be discussed next class</td>
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<tr>
<td>16. 21-Oct</td>
<td>Tuesday</td>
<td>Nuclear Diplomacy</td>
<td>&quot;Thank God for the Atom Bomb&quot;&lt;br&gt;Mattern-JulyAug06&lt;br&gt;The Great Debate&lt;br&gt;&lt;strong&gt;Recommended&lt;/strong&gt;&lt;br&gt;&lt;strong&gt;Sagan Waltz Debate&lt;/strong&gt;&lt;br&gt;&lt;strong&gt;QTBPA&lt;/strong&gt;- Why would anyone be thankful for nuclear bombs? Is this rational? How dangerous are nuclear weapons really? Do you think such weapons impact how violence is used?</td>
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<td>18. 28-Oct</td>
<td>Tuesday</td>
<td>The Why of Conflict: Comparative Perspectives</td>
<td>&lt;strong&gt;Lim&lt;/strong&gt;, Chp. 3&lt;br&gt;&lt;strong&gt;QTBPA&lt;/strong&gt;- What theory do you think best explains internal political violence like civil wars, terrorism or state violence?</td>
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<tr>
<td>19. 30-Oct</td>
<td>Thursday</td>
<td>Simulation TBA</td>
<td>Starpower rulebook&lt;br&gt;Starpower rulebook</td>
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<tr>
<td>20. 4-Nov</td>
<td>Tuesday</td>
<td>Why - Rational Actor</td>
<td>review of Inside Rebellion rational peasants&lt;br&gt;&lt;a href=&quot;https://www.youtube.com/watch?v=3qWd0dIpZlg&quot;&gt;watch goldilocks&lt;/a&gt;&lt;br&gt;&lt;strong&gt;QTBPA&lt;/strong&gt;- Which theory helps explain conflict beginning and behavior better – RA or structure? If RA is right should nationalism matter?</td>
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| 21. 6-Nov  | Thursday  | Why (not) Civil Conflict: Structure | Skocpol, Theda.:175-210<br>BBC News - How the secret police tracked my childhood<br><strong>QTBPA</strong> How could Skocpol model apply to conflicts that are not social revolutions? Where is the individual in the structural picture? Which of these theories does a better job?<br><a href="https://www.youtube.com/watch?v=3qWd0dIpZlg">HW- NOTE THIS IS PREPARATION FOR Nov. 13th</a>
### 22. 11-Nov Tuesday

**Why:** Economic Inequality Structure  
**TBA**

Find a religious text about violence that means something to you (and have a quote ready to share with others) and have it accessible for class. How do your religious beliefs (or lack thereof) relate to when you think violence should be used?

First do these  
**What Percent are you?**  
**Play game spent here**  
Then read Manifesto 14-34  
Occupiers Law  
**Recommended**  
Marx at 193  
[16 charts on economic inequality](https://example.com)

**QTBPA** Why might economic inequality lead to conflict? Why might occupation lead to violence? If inequality causes revolution why have we not had such a revolution in the United States?

### 23. 13-Nov Thursday

**Why:** Culture  
**Discussion of Religious texts**

Why: Economic Inequality Structure  
**TBA**

What Percent are you?  
Play game spent here  
Then read Manifesto 14-34  
Occupiers Law  
**Recommended**  
Marx at 193  
[16 charts on economic inequality](https://example.com)

**QTBPA** Why might economic inequality lead to conflict? Why might occupation lead to violence? If inequality causes revolution why have we not had such a revolution in the United States?

### 24. 18-Nov Tuesday

**Why:** Identity & Grievance  
Last day for UNDERGRADUATE students to drop semester length course

**Why:** Identity & Grievance  
Identity game

Find a religious text about violence that means something to you (and have a quote ready to share with others) and have it accessible for class. How do your religious beliefs (or lack thereof) relate to when you think violence should be used?

First do these  
**What Percent are you?**  
**Play game spent here**  
Then read Manifesto 14-34  
Occupiers Law  
**Recommended**  
Marx at 193  
[16 charts on economic inequality](https://example.com)

**QTBPA** Why might economic inequality lead to conflict? Why might occupation lead to violence? If inequality causes revolution why have we not had such a revolution in the United States?

### 25. 20-Nov Thursday

**Ethnicity and Nationalism**  
Nationalist poetry discussion

Find a religious text about violence that means something to you (and have a quote ready to share with others) and have it accessible for class. How do your religious beliefs (or lack thereof) relate to when you think violence should be used?

First do these  
**What Percent are you?**  
**Play game spent here**  
Then read Manifesto 14-34  
Occupiers Law  
**Recommended**  
Marx at 193  
[16 charts on economic inequality](https://example.com)

**QTBPA** Why might economic inequality lead to conflict? Why might occupation lead to violence? If inequality causes revolution why have we not had such a revolution in the United States?

### 26. 25-Nov Tuesday

**What is Terrorism**  
John Brown to the Warsaw Ghetto

Find a religious text about violence that means something to you (and have a quote ready to share with others) and have it accessible for class. How do your religious beliefs (or lack thereof) relate to when you think violence should be used?

First do these  
**What Percent are you?**  
**Play game spent here**  
Then read Manifesto 14-34  
Occupiers Law  
**Recommended**  
Marx at 193  
[16 charts on economic inequality](https://example.com)

**QTBPA** Why might economic inequality lead to conflict? Why might occupation lead to violence? If inequality causes revolution why have we not had such a revolution in the United States?
27. 2-Dec Tuesday
To be announced

28. 4-Dec Thursday
**The How of Conflict: Ethics**
Either Take a Shot Or Take a Chance exercise
coercive measures  Baltimore Sun
Are Suicide Bombings Morally Defensible
A Reply to Richard Wolin on Suicide
**Recommended**
Breaking Bad's Moral Lesson to Civilians
U.S. Engaged in Torture After 9/11, Review Concludes
Is there an enduring logic 21 -30
**QTBPA**-What should be allowable in conflict? Does the idea of moral injury make sense? Who is right Wolin or Honderich? Why?

29. 9-Dec Tuesday
**Gender & Why the choice of violence & summary**
Asal et al. MAROB contentious choice paper
Science 839.full
**QTBPA**- What role does gender play in conflict? What are the primary reasons for why gender should have an impact?

**Detailed Key Learning Objectives and Applications (and Study Guide)**

1. **Meta-Theoretical Thinking**
   a. Major meta-theories of Comparative and International Relations
   b. Social Conflict theories of contention
   c. Ethics of political violence

2. **Strategic thinking**
   a. Zero sum strategic interaction
   b. Mixed sum strategic interaction
   e. Crisis interaction
   Clausewitz – issue of friction & fog
   f. Insurgency and counterinsurgency & settlements
   c. Deterrence

3. **Theories of conflict**
   a. Human Nature
   f. Realism vs. Liberalism
   b. Psychology
   g. Grievance vs. Greed
   c. Rational Actor
   f. Identity and conflict
   d. Structure
   e. Culture

4. **Understanding different Types of Violent conflict**
   a. Interstate
   c. violence against civilians
   b. Intrastate
   d. conflict with nuclear potential

5. **Understanding how research is done on violent conflict**
a. Coding and collecting data
b. comparative case studies
c. quantitative analysis