Nonviolent Conflict and Revolutions

Spring 2017

Instructor: John J. Chin
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Office: Porter Hall 223H

Meeting Time: T/Th 1:30-2:50 pm
Meeting Place: Porter Hall 226C
Office Hours: W 10-12, or by appointment

Course Description

Conflict and revolution are usually associated with armed struggle and violence. But over the course of the last century, nonviolent conflict has become an increasingly prominent source of institutional change and political revolution around the world, from Gandhi’s salt march to Filipino “people power” to the post-Soviet “color revolutions” to the Arab Spring. What are the causes, strategies, tactics, dynamics, and consequences of nonviolent conflict, and how do these differ from violent or armed conflict? When and how do unarmed “people power” campaigns topple repressive authoritarian regimes? This course addresses these questions and in the process engages contending theories of power, revolution, and insurgency. The course introduces students to key concepts, theories, strategies, and historical patterns of nonviolent conflict. The class probes the success and failure of nonviolence by analyzing landmark nonviolent campaigns.

Course Objectives

By the end of the course, students should be able to:

• Explain the history, theory, practice, and current debates surrounding nonviolent conflict
• Compare and contrast the strengths and weaknesses of violent and nonviolent conflict
• Understand when and why nonviolence does or does not promote peace and democracy
• Analyze the causes, dynamics, and outcome of past nonviolent conflicts and revolutions
• Assess the prospects for the onset or outcome of nonviolent conflict in a specific country

Required Books

Course Requirements

1. **Quizzes (40%).** There will be a total of thirteen in-class quizzes throughout the semester, approximately one quiz every 2-3 classes. Each quiz will take up part of a class session (typically 15-20 minutes) and will include short answer, quick response, and/or ID terms. The quizzes assess whether students have adequately engaged the required reading and other course material (whether it be lecture, discussion, or documentary). There will be no “surprises” for students who attend class and read studiously. Students can drop their three lowest quiz scores. The other ten quizzes will be worth 4% of the final grade each.

2. **Participation (10%):** Active attendance and participation will count for 10% of the grade.

3. **Case Studies (36%):** Each student will write a total of four short case studies of 3-5 pages (standard format: Times New Roman, 12-point font, double spaced, one-inch margins).
   
   a. **National Liberation Campaign (9%).** Each student will choose (or be assigned) a chapter on a different non-violent independence campaign in *Recovering Nonviolent History* edited by Bartkowski (2013). The case study must (a) provide a historical analysis of the campaign (including the tactics, regime responses, and other factor affecting outcome), (b) include a timeline of major events (no more than a page), and (c) consult a minimum of two other historical sources.
   
   b. **Security Force Defection (9%):** Each student will select (or be assigned) two nonviolent campaigns since 1945 from the same region and time period, one in which the security forces defected from the regime and one in which they did not. The paper must compare and contrast the reasons for the presence or absence of defection, including (a) the campaign tactics and size, (b) the size and organization of security forces, and (c) the domestic and (d) international context.
   
   c. **Coup Defense (9%):** Each student will select (or be assigned) a different country that has experienced one or more coup d’êats in recent history. The paper must (a) provide a brief historical narrative of each coup, (b) explain the presence or absence of popular mobilization in support or opposition to the coup, and (c) explain how nonviolent mobilization affected the outcome of the coups, if at all.
   
   d. **Conflict Transformation (9%).** Each student will choose (or be assigned) a chapter on a different conflict that has transformed from violent to non-violent (or vice versa) in *Civil resistance and conflict transformation* edited by Véronique Dudouet (2015a). The case study must (a) provide a historical analysis of the campaign and reasons for transformation, (b) include a timeline of major events (no more than a page), and (c) consult a minimum of two other historical sources.

4. **Final Paper (14%).** In lieu of a final exam, students will write a 6-10 page paper that seeks to (a) answer a substantive theoretical question about non-violent conflict, (b) present an original analysis of a historical nonviolent conflict, or (c) analyze the potential
for the onset and success of a major non-violent campaign in a contemporary country. In order to incentivize students to start final papers early, we will have a three-part deadline:

a. *Submit Research Question / Topic for Approval* (1%). The proposal cannot be to simply write on a case that was covered already in the course. Due March 30.

b. *Research Design and Bibliography* (1%). In 1 page, answer how you will answer your question and what outside sources you plan to consult. Due April 19.

c. *Final Paper* (12%). Due Thursday, May 11 (one week after the last class date).

**Grading Scale**

The final course grades will follow the following standard grading scale:

- A (90-100), B (80-90), C (70-80), D (60-70), and R (failing, < 60)

**Policy on Late Work**

*Quizzes.* There will be no make-up dates for quizzes for students who miss class. Students who know they cannot attend class on the day of a quiz [with cause] may be allowed to arrange to take the quiz early, but only if a mutually agreeable time for both student and instructor is found.

*Written assignments.* All papers are due at 1:30 pm (or the start of class) on the relevant date. Any paper that is turned in late will be penalized at a rate of a 0.5% deduction per hour, so that papers late by a day can earn no higher than a B (88), after 2 days a C (76), after 3 days a D (64), and after 4 days F (52). Papers submitted over four days late will not be read or graded.

**Classroom Technology Policies**

Research on learning suggests that noises and images from electronic devices (e.g., laptops, tablets, smart phones, etc.) can not only distract the user, but also students sitting nearby, resulting in lower student performance. Therefore, you are affecting everyone’s learning experience if your electronic device makes noise or is visually distracting during class.

For this reason, I ask that all mobile devices be turned off (or put on silent) and put away during class (no texting, checking e-mail, etc.). All movie theaters ask cell phones to be turned off. If cell phones distract viewers during a movie, imagine how distracting they are to active learning! For those who take notes on a tablet or “2-in-1” laptop, please have the device flat on your desk.

**Academic Integrity Policies**

Students must conform to the [University’s Policy on Academic Integrity](https://www.university.com/policy) (revised in April 2013). Students will be required to submit written assignments using Turnitin via Blackboard. Any student caught plagiarizing or cheating will fail the relevant assignment, and may be subject to additional disciplinary action, including failing the entire course. All infractions of academic
integrity will also be reported to the Dean of Student Affairs and other relevant University authorities, in accordance with the University’s Procedures on Academic Disciplinary Actions.

University Resources

Academic Development (AD): Academic Development is the place to go for help with your academic work. They offer everything from academic counseling in study skills to peer tutoring. Services are designed to help both students who are having academic difficulties and those who just want to improve their performance. For more information, see http://www.cmu.edu/acaddev.

Global Communications Center (GCC): GCC tutors can help you improve your papers. The GCC is a free service, open to all students, and located in Hunt library. You can make tutoring appointments directly on the GCC website: http://www.cmu.edu/gcc.

Accommodations for Disabilities: If you have learning needs that require some adaptations for you to succeed in this course, please inform me and contact Equal Opportunity Services and Disability Resources as soon as possible (http://www.cmu.edu/hr/eos/disability/students). I am happy to arrange to accommodate your learning needs based on their recommendations. Please do not wait until right before the mid-term exam or a due date to arrange an accommodation.

Take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings of anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help. Call 412-268-2922 and visit their website at http://www.cmu.edu/counseling/. Consider reaching out to a friend, faculty, or a family member you trust for help in getting connected to support services.

Key Deadlines and Dates

T February 14  Case Study 1 (National Liberation) Due
T March 7  Case Study 2 (Security Force Defection) Due
Th March 30  Topics for Final Papers Must be Submitted for Approval
Th April 6  Case Study 3 (Coup Defense) Due
W April 19  Research Design / Bibliography for Final Papers Due
Th April 27  Case Study 4 (Conflict Transformation) Due
Th May 11  Final Paper Due
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<td>The Iron Cage of Liberalism</td>
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<td>Transnational Relations and Nonviolence: INGOs &amp; TSMOs</td>
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<td>After Regimes Fall: Democracy and Nonviolence</td>
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<td>Transforming Violent Conflict</td>
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<td>Challenging Personalist Regimes: From Iran to the Philippines</td>
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<td>Challenging Communism: Cold War vs. 1989 Revolutions</td>
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Weekly Topics and Readings

Note: For each class session, the page total for required readings is listed in parentheses.

Week 1: Nonviolent Conflict: An Introduction


Required Reading: 1) Pinker (2011a, 3 pp.)
2) Pinker (2011b, pp. 309-311)

Th 1/19: The Types of Nonviolent Conflict: Satyagraha and Beyond [27 pp.]

Required Reading: 1) Nepstad (2015, chapter 3, pp. 50-57 and 64-65 only)
2) Roberts and Garton Ash (2009, chapter 3, pp. 43-57)
3) Chabot (2013, pp. 1145-1146)

Week 2: Women, Power, and Nonviolence

T 1/24: Women and Nonviolence: Suffrage Movements to Today [Quiz 1, 37 pp.]

Required Reading: 1) Lakey (1968, pp. 37-42)
2) McAllister (1999, pp. 18-35)
3) Kowal (2000, pp. 240-252)

Th 1/26: Power and Nonviolence [34 pp.]

Required Reading: 1) Nepstad (2015, chapter 3, pp. 45-49 and 57-59 only)
2) Gene Sharp (1990, pp. 1-19)

Week 3: The Onset and Diffusion of Nonviolent Conflict

T 1/31: The Onset of Nonviolent Conflict [Quiz 2, 47 pp.]

Required Reading: 1) Nepstad (2015, chapter 5, pp. 90-92 only)
2) Chenoweth and Ulfelder (2015, pp. 1-23)
3) Butcher and Svensson (2016, pp. 311-332)

Th 2/2: The Diffusion of Nonviolent Conflict [31 pp.]

Required Reading: 1) Nepstad (2015, Chapter 8, pp. 149-163)
2) Beissinger (2007, pp. 259-274)
Course Syllabus, *Nonviolent Conflict and Revolutions*

**Week 4: The Strategy of Nonviolent Conflict**

**T 2/7:** *Rules for Radicals, or How to Start a Revolution* [35 pp.]

*Required Reading:* 1) Nepstad (2015, chapter 5, pp. 92-99 only)  
2) Engler and Engler (2016, chapter 2, pp. 31-57)

**Th 2/9:** *Blueprint for Revolution* [27 pp.]

*Required Reading:* 1) Nepstad (2015, Chapter 3, pp. 60-64)  
2) Roberts and Garton Ash (2009, chapter 18, pp. 295-316)

**Week 5: The Outcome of Nonviolent Conflict**

**T 2/14:** *Mass Participation and the Outcomes of Nonviolent Conflict* [44 pp.]

*Required Reading:* 1) Nepstad (2015, Chapter 6, pp. 109-123 only)  
2) Chenoweth and Stephan (2011, Chapter 2, pp. 31-59 only)

**Th 2/16:** *Promoting Military Defection* [40 pp.]

*Required Reading:* 1) Nepstad (2015, Chapter 7, pp. 127-134 only)  

**Week 6: The Dynamics of Nonviolent Conflict**

**T 2/21:** *Repression, Political Jiu-Jitsu, and Backfire* [41 pp.]

*Required Reading:* 1) Nepstad (2015, Chapter 5, pp. 99-108 only)  
2) Popović and Joksic (2014) [~8 pp.]  

**Th 2/23:** *Radical Flank Effects* [29 pp.]

*Required Reading:* 1) Nepstad (2015, chapter 6, pp. 113-115 only)  
2) Haines (2013, pp. 1048-1049)  
3) Chenoweth and Schock (2015, pp. 427-448)  
4) John Sides (2015), Have Black Protests helped or hurt the Democratic Party?, [~2 pp.]
Course Syllabus, *Nonviolent Conflict and Revolutions*

**Week 7: Before Black Lives Matter**

T 2/28: Nonviolence and Violence in the U.S. Civil Rights Movement [39 pp.]

*Required Reading:* 1) Roberts and Garton Ash (2009, chapter 4, pp. 58-74)
2) Engler and Engler (2016, pp. 8-13 and 17-24 only)
3) Martin Luther King (1963), Letter from Birmingham Jail [selections, ~6 pp.]

Th 3/2: Ending Apartheid in South Africa [49 pp.]

*Required Reading:* 1) Roberts and Garton Ash (2009, chapter 13, pp. 213-230)
2) Seidman (2000, pp. 161-166)
3) Braithwaite (2014, pp. 4-28)

**Week 8: Internal Discipline and External Assistance Nonviolent Conflict**

T 3/7: Maintaining Non-Violent Discipline [43 pp.]

*Required Reading:* 1) Pinckney (2015, chapters 1-2, pp. 9-44, and conclusion, pp. 69-75),

Th 3/9: External Assistance in Nonviolent Conflict [41 pp.]

*Required Reading:* 1) Dudouet (2015b, pp. 168-194)
2) Stephan (2015, pp. 207-220)

**Week 9: Coups and the Iron Cage of Liberalism**

T 3/21: Challenging Military Coups [31 pp.]

*Required Reading:* 1) Roberts (1975, pp. 19-34)
2) Varney and Martin (2000, pp. 52-66)

Th 3/23: The Iron Cage of Liberalism [50 pp.]

*Required Reading:* 1) Ritter (2015, chapter 1, pp. 3-27, and chapter 7, pp. 212-226)

**Week 10: Transnational Relations, Democracy, and Non-Violence**

T 3/28: Transnational Relations & Nonviolence: INGOs and TSMOs [41 pp.]

*Required Reading:* 1) Murdie and Bhasin (2011, pp. 163-187)
2) Schock (2015, chapter 6, pp. 140-157)
Course Syllabus, Nonviolent Conflict and Revolutions

Th 3/30: After Regimes Fall: Democratization and Non-Violence [39 pp.]

Required Reading: 1) Nepstad (2015, Chapter 6 pp. 123-126 only)
2) Chenoweth and Stephan (2011, Chapter 8, pp. 201-219)
3) Rivera and Gleditsch (2016) [4 pp.]
4) Bayer, Bethke, and Lambach (2016, pp. 758-769)

Week 11: Non-Violence and Territorial Conflict

T 4/4: Non-Violence and Foreign Occupation [36 pp.]

Required Reading: 1) Roberts and Garton Ash (2009, chapter 6, pp. 91-96 only)
2) Ackerman and DuVall (2000, chapter 4, pp. 177-206)

Th 4/6: Non-Violence and Self-Determination Campaigns [31 pp.]

Required Reading: 1) Cunningham, Dahl, and Fruge (2016) [4 pp.]
2) Cunningham (2016, pp. 1-27)

Week 12: Conflict Transformation and Toppling Personalist Regimes

T 4/11: Transforming Violent Conflict [27 pp.]

Required Reading: 1) Dudouet (2013, pp. 401-411)
2) Svensson and Lindgren (2011, pp. 219-234)


Required Reading: 1) Iran: Roberts and Garton Ash (2009, chapter 10, pp. 162-178)
2) Philipp.: Roberts and Garton Ash (2009, chapter 11, pp. 179-196)

Week 13: The Nonviolent Revolutions of 1989


Required Reading: 1) China: Roberts and Garton Ash (2009, chapter 15, pp. 247-261)
2) GDR: Roberts and Garton Ash (2009, chapter 16, pp. 262-276)
3) Poland: Roberts and Garton Ash (2009, chapter 8, pp. 127-143)

Th 4/20: N/A (Spring Carnival’s Eve: No Class and No Reading)
Course Syllabus, *Nonviolent Conflict and Revolutions*

**Week 14: Challenging Military Regimes and Electoral Autocracies**

T 4/25: Challenging Military Regimes: From Chile to Burma [33 pp.]

*Required Reading:* 1) Chile: Roberts and Garton Ash (2009, chapter 12, pp. 197-212)  
2) Burma: Roberts and Garton Ash (2009, chapter 21, pp. 354-370)

Th 4/27: Electoral Protests & Color Revolutions [39 pp.]

*Required Reading:* 1) Kalandadze and Orenstein (2009, pp. 1403-1422)  
2) Pop-Eleches and Robertson (2014, pp. 3-21)

**Week 15: The Arab Spring and Beyond**

T 5/2: The Origins and Dynamics of the Arab Spring [32 pp.]

2) Lawson (2015, pp. 453-469)

Th 5/4: The Fate of the Arab Spring & Future of Nonviolent Conflict (57 pp.)

*Required Reading:* 1) Roberts (2016, pp. 270-326)

**Reading List:**


geographical perspective (pp. 18-35).
Malden, Mass: Blackwell.
doi:10.1177/0022002710374715