

# STATES VS. CHALLENGERS



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*Days/times: Tuesday 2 to 4*

*Location: 3333 Mason Hall*

*Office Hours: Tuesday 11:30-1:30*

*Location: Institute for Social Research, 4246*

### ***Expectations***

This class is dedicated to understanding the battle between governments and those that challenge them. We will discuss what each actor does but also why as well as what might/could be done to prevent escalation. As many of the questions in the class have not been asked – systematically – we will be working with real data in an effort to advance understanding as much as possible.

### ***Attendance***

Students are required to attend and participate actively in class and complete the assigned readings before the class meeting for which they are listed. Students should endeavor to always be considerate of your instructor(s) and fellow-students by arriving to class on time. Repeated tardiness will be counted against class participation (3 instances of tardiness = 1 absence); Repeated absences will also be counted against participation (3 unexcused absences = 50% reduction in individual class participation).

### ***Accommodations for Students with Disabilities***

If you think you need an accommodation for a disability, please let me know at least two weeks prior to the time when the accommodation will be needed. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://www.umich.edu/sswd>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

### ***Communication***

There are three ways to communicate with the instructor and I wanted to provide expected response times so that you can make the selection that best meets the students needs.

In-Person meeting during office hours: Immediate response  
Telephone: 3-5 days  
Email: 7-10 days

### ***Requirements & Grading***

Participating in discussions/activities – 20%  
Contributing to classroom discussion through informed commentary/ reflection about reading and/or prior discussion as individual

Midterm Examination – 20%  
An assessment of what you have grasped thus far about the material and theories used to inform them  
Assessed by degree of clarity, creativity and thoroughness with which material is covered

Midterm Exercise – 25% (10% individual, 15% group)

Final Project – 35%

## ***Class Schedule & Readings***

### ***January***

14 – Introduction: What we are going to do and how

*What is repression?*

*What is dissent?*

*What is the class about?*

21 – Introducing the Violence Matrix

*Reading:*

“States vs. Challengers”

“Violence, Terror and State Crisis”

28 – Placement in the Violence Matrix: Dissent with Synonyms

*Reading:*

“Riots”

“Revolution”

“Large Scale Violence as Contentious Politics”

“Everyday Resistance”

### ***February***

4 – Placement in the Violence Matrix: Repression with Synonyms

*Reading:*

“State Repression and Political Order”.

“Identifying Genocide and Related Forms of Atrocity”

“Tanks, Tear Gas and Taxes”

11 – Comparing & Contrasting, Part 1

*Reading:*

“Is a General Theory of Violence Possible?”

“Relative Resources: Inequality in Ethnic Wars, Revolutions, and Genocides”

“The Logic of Political Violence”

“Situating the Study of Genocide Within Political Violence”

18 – Moving Around the Matrix

*Reading (choose 5):*

“Under the Thumb: Does Repression Cause Civil War?”

“Conflict Escalation to Violence and Escalation of Violent Conflicts”

“From Mountains to Movements”

“Violence Breeds Violence: How Violent Crime Affects Repression in Democratic Regimes” (crime and hrv)

“Rethinking Counterterrorism: Evidence from Israel”

“Repression Hurts: Coercive Government Responses and the Demise of Terrorist Campaigns”

“Repression, Micro-mobilization, and Political Protest”

“Tactical Innovation and the Pace of Insurgency”

“Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from a Natural Experiment”

“Deterrence or Escalation? The Puzzle of Aggregate Studies of Repression and Dissent”

25 – Data Discussion

*Government Behavior*

[Political Terror Scale](#)

[Cingranelli and Richards Human Rights Database](#)

Physical Integrity

Freedom of...

[Political Instability Task Force/State Failure Task Force](#)

[Human Rights Data Analysis Group \(HRDAG\)](#)

[Ill Treatment & Torture](#)

*Challenging Behavior*

[Global Terrorism Database](#)

Riots

*State-Challenger Behavior*

[Social Conflict in Africa Database](#)

[Dynamics of Collective Action](#)

[UCDP](#)

- UCDP Georeferenced Event Dataset (UCDP GED) version 1.5-2011, 1989-2010
- UCDP/PRIO Armed Conflict Dataset v.4-2013, 1946 – 2012
- Onset of Intrastate Armed Conflict, 1946-2011
- UCDP Dyadic Dataset v. 1-2013, 1946 - 2012
- UCDP Conflict Termination dataset v.2010-1, 1946 - 2009
- Uppsala Conflict Database Categorical Variables 1989-2008
- UCDP Non-State Conflict Dataset v. 2.5-2013, 1989-2012
- UCDP One-sided Violence Dataset v 1.4-2013, 1989-2012
- UCDP Battle-Related Deaths Dataset v.5-2013, 1989-2012

[European Dissent and Repression](#)

[Minorities at Risk \(MAR\)](#)

### ***March***

11 – Mapping and Understanding Trajectories, Part 1

18 – Mapping and Understanding Trajectories, Part 2

25 – Mapping and Understanding Trajectories, Part 3

### ***April***

1 – Exercises in Termination and Pre-Emption

*Reading:*

Melander, Kathman and Wood, Krain, Davenport and Appel

8 – Exercises in Termination and Pre-Emption

*Reading:*

Regan, Doyle and Sambanis

15 – Exercises in Termination and Pre-Emption

*Reading:*

TBA

**22 – Presentations of Project Draft**

**28 – Submission of Project**