Course Outline

The battle between governments and those subject to their rule is as old as the nation-state. **Government vs. People** is directed towards filling the gap within existing literature regarding the complex and often deadly relationship between state coercive activity (i.e., state repression, counter-insurgency, protest policing and social control) and challenging coercive activity (i.e., protest, rebellion, insurgency and revolution). We will rigorously go through the available research and then attempt to develop it further - pushing the discipline as far as possible.

The student taking this class will be at the forefront of social science research regarding conflict. Moving across theories, methodologies and cases, they will come to understand how government activity influences political challengers, how the activities of challengers influences governments as well as how these two relationships influence each other. Knowledge of diverse theoretical orientations, methodological approaches and substantive interests are not required but will be useful as well as cultivated within the class.

Course Requirements

The course is run on six principles:

1) careful reading of the assigned material  
2) active participation in class (15% of the grade)  
3) clear and concise oral presentations (30% of the grade)  
4) several brief (5 page) and well constructed review essays of specific readings (20% of the grade)  
5) a 3-5 page outline of the final paper (5%)  
6) 1 final paper (30% of the grade)

Number 3, 4 and 6 are discussed in more detail below.

**Oral Presentations** – These will utilize a computer program called Stella II which will be used to illustrate the theoretical argument under discussion. On assigned days (the number to be determined by the number of students in the class), each student will be required to present to the rest of the class the Stella II characterization of what they read, guiding us through it step by step.

**Review essays** – each class different individuals will be selected to prepare and submit written assignments (the assignments will rotate between students). The
paper is due at the beginning of the class. Late assignments will not be eligible for an A. The assignments themselves will be 5 pages in length and will address the criteria provided on the first day. Students will be evaluated on how well they meet these criteria.

**Final paper** – At the end of class, a paper will be submitted concerning a topic of the students choice (discussed ahead of time with the Professor). Primarily the student should seek to extend the already existing literature reviewed in the course or take the area in a new direction. The paper should not exceed 20 pages in text (not including notes, tables, references and so forth). This work will not represent a complete piece of scholarship. Rather, it represents an article length paper up until the actual empirical analysis is undertaken: i.e., the puzzle, research question, literature review, theoretical contribution, hypotheses and research design.

As the area that we are addressing is relatively underdeveloped this task should not be that difficult. The paper is open to geographic location, time period, and methodological technique (i.e., econometrics, computer simulation, experiments, historical analyses, in-depth interviews or some combination [recall that you will not actually be undertaking the research but merely discussing how it would be done as well as why you have selected the method that you have]). Throughout the course we shall be going over all of these differences in some detail, so if you do not feel comfortable with one, you will be.

Group Readings:

There are 6 books required for the course that all individuals will read. Other readings will be given to individual students to read. Only three books need to be purchased for the class (noted with an “*”). Three will be available in electronic form.

1) Robert J. Goldstein (2001) – *Political Repression in Modern America* (University of Illinois).*


3) Christian Davenport – *To Kill a Movement: Repression, Dissent and Demobilization* (Manuscript) – an electronic copy will be provided by the instructor.


All articles are available via the internet (JSTOR, Ebscohost and so forth)

Software:

There is one software program that is required for the course as well: Stella II (http://www.iseesystems.com/softwares/Education/StellaSoftware.aspx). Now, before you purchase the software, there are a few things to discuss (which will take place during the first class). Stella II is very easy to use and you should not be intimidated by it. The software simply provides a clear way of communicating our ideas and experimenting with them. Think less formalization than form.

Schedule and Readings

From Challengers to Governments

January 13

General Introduction: to the topic, to the format, to each other

General Background Reading (not mandatory; all other reading is mandatory):


General discussion of format & Stella II

January 20


January 27


Related Reading:


February 3

Robert J. Goldstein (2001) – Political Repression in Modern America (University of Illinois)

February 10


From Governments to Challengers

February 17


Dipak Gupta, Harinder Singh & Tom Sprague (1993) – "Government Coercion of


General Background Reading:


Charles Tilly (1978) – *From Mobilization to Revolution* (Addison Wesley: Selected chapters)


February 24


Annette Linden & Bert Klandermans (2006) – “Stigmatization and Repression of


March 3

Christian Davenport – *To Kill a Movement: Repression, Dissent and Demobilization* (Manuscript: Selected chapters).

March 17

Governments vs. Challengers

March 24


Charles Tilly (1978) – *From Mobilization to Revolution* (Addison Wesley: Selected chapters)


Background Reading:

Douglass Hibbs (1973) – *Mass Political Violence* (John Wiley & Sons: Selected Chapters)


March 31


Emily Ritter (manuscript) – “Expecting the Worst: A Strategic Model of Repression and Dissent.”

Christian Davenport, David Armstrong & Mark Lichbach (manuscript) – “From Mountains to Movements: Understanding Repression, Dissent and the Escalation to Civil War.”

Related Reading:


Mark Lichbach (1998) – The Rebels Dilemma (University of Michigan)


April 7

April 14


Innovations in the Conflict-Repression Nexus

April 21 – Open Discussion
April 28 – Open Discussion

May 3 (by 3:00pm or earlier) – Submission of final paper