

## **POLS 376 POLITICAL VIOLENCE (Honors)**

Fall 2019  
Department of Political Science  
Northern Illinois University

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### Course Overview:

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Why do some people and groups turn to violence while others do not under similar conditions? This course surveys the various sources and forms of political violence across the world. We will focus on political violence, conflict, and political mobilization primarily related to identity politics, ethnicity, religion, and culture. The course is organized along thematic questions that are pertinent to the developing world, including Asian, African, and Middle Eastern nations. The specific issues dealt with in the course include: contentious politics, nationalism, ethnic and religious violence, political Islam, revolutions, ethnic minorities and separatist movements, and terrorism and radicalism.

### *What is identity politics?*

Ethnic and religious identities manifest themselves in various forms of political mobilization and conflict. For example, in some ethnically/religiously divided societies such as Malaysia, political parties are primarily based on ethnicity. In Muslim-dominant societies such as Turkey or Egypt, political parties based on a majority religion (i.e., Islam) have come to power. In recent years, radical forms of religious mobilization and terrorist activities such as Al-Qaeda and ISIS grow more conspicuous, arousing concern both within majority and minority communities across the world. Why are ethnic/religious cleavages so salient in political mobilization in some nations but not in others? Why are people willing to die for their faith or ethnicity? How can we explain the electoral triumph of Islamist parties in some countries? Why do some multi-ethnic nations experience large-scale inter-ethnic violence while others do not? Are these variations in outcomes across countries due to culture, institutions, or other structural factors? These are some of the central questions related to the politics of identity that this course will address.

The course is largely divided into three sections. The first is on various sources and forms of political violence and identity politics. This section introduces students to various theoretical approaches and analytical tools/perspectives to study the origins and manifestations of ethnic, religious, and cultural identity in politics. The second section focuses on varying patterns of identity politics and their relations to violence. It explores how ethnic and religious identities shape political mobilization and political change in general, as well as the behaviors of state and societal actors in particular. We also closely examine issues related to religious violence, including terrorism. In the third and final section, we will examine issues that broadly pertain to ethnic conflicts. Such issues as religious and ethnic conflicts, religious radicalism, terrorism, and management of—and solutions to—conflicts will be discussed here.

*Course Schedule:*

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Week 1 (Aug 26/28)	Introduction
Week 2 (Sep 2/4)	<b>Labor Day (NO CLASS)</b> /Causes of Political Violence
Week 3 (Sep 9/11)	Identity Formation <b>**9/11 NO CLASS**</b>
Week 4 (Sep 16/18)	Nationalism
Week 5 (Sep 23/25)	Culture, Identity and Conflict
Week 6 (Sep 30/Oct 2)	Religious Movement and Political Violence
Week 7 (Oct 7/9)	Religion and Political Violence: Terrorism
Week 8 (Oct 14/16)	<b>Mid-term review/Mid-term exam ** 10/18 CSEAS Lecture</b>
Week 9 (Oct 21/23)	Ethnic Conflict: Theories and Debates
Week 10 (Oct 28/30)	Ethnic Conflict: Case Study <b>** 10/28 Paper proposal due**</b>
Week 11 (Nov 4/6)	Regime Transition and Ethnic Minorities
Week 12 (Nov 11/13)	Ethnic Cleansing and Genocide
Week 13 (Nov 18/20)	Revolution: Arab Spring
Week 14 (Nov 25/27)	Thanksgiving Holidays (Consultation only)
Week 15 (Dec 2/4)	Review and Catch-up <b>** 12/2 Final paper due**</b>
December 9 (2-3.50pm)	<b>Final Exam</b>

*Course Textbooks:*

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The following textbooks have been ordered at the university bookstore and are available for

purchase. The rest of the required readings (except the textbooks) will be available in library e-reserve (the link is found in Blackboard). Students may either download the articles or read them on line.

**Required books to purchase:**

Juergensmeyer, Mark. 2017. 4<sup>th</sup> edition *Terror in the Mind of God: The Global Rise of Religious Violence*. Berkeley University of California Press.

Toft, Monica Duffy, Daniel Philpott, and Timothy Samuel Shah. 2011. *God's Century: Resurgent Religion and Global Politics*. New York: WW Norton & Company.

**Recommended book (no need to purchase):**

Stern, Jessica. 2003. *Terror in the Name of God: Why Religious Militants Kill*. New York: Harper Collins Publishers.

Wiktorowicz, Quintan, ed. 2004. *Islamic Activism: A Social Movement Theory Approach*. Bloomington: Indiana University Press.

Course Requirements:

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**1. Class Attendance and participation (10%)**

- a. Students are *required* to attend all the classes. More than three consecutive unexcused absences will jeopardize your entire Class Attendance grade. The instructor reserves full discretion to decide students' final grade. Please notify and provide credible supporting document to your TA in advance if you must miss a class.
- b. Class attendance is evaluated as follow (# of missed classes without an excuse): 10% (0-2); 9% (3-4); 8% (5-6); 7% (7-8); 0% (9 and more).
- c. You are expected to participate actively in class discussions. If you make a significant point to contribute to class discussion, you will be given a point equivalent of a class attendance added to your Class Attendance grade.
- d. If you are deemed to be causing a disturbance to class and the instructor, and/or your behaviors are deemed inappropriate according to the Basic Classroom

Rules (see *Course Rules and Penalties* below), you will lose a point equivalent of a class attendance from your Class Attendance grade.

**2. Readings:**

- a. All the sections are assigned with required readings and recommended readings. Students are expected to **come to class having read all the required readings.**
- b. Recommended readings are to help students to write an essay assignment (see 4 in *Course Requirements* below).
- c. Students are expected to do all the required readings and actively participate in class discussion. It is important to approach the readings with the following questions in mind: (a) what is the central issue/debate? (b) what is the main argument/point? (c) what is the evidence for the argument? (d) what are the problems with the argument? (e) can you think of counterarguments or alternative perspective? Students should also address these questions in writing as well as in assignments.
- d. Both required and recommended readings (excluding textbook chapters) are available (in alphabetical order) in the E-reserve on Blackboard. Please make sure to refer to the required reading list in *Class Outline* below before reading them.

**3. Two in-class Exams (20% + 40%)**

- a. **The Mid-term Exam:** consists of a short-answer section and essay questions. The exam will cover the first half of the course. Students will be expected to write clear and coherent essays.
- b. **The Final Exam:** consists of a short-answer section and essay questions. The exam will primarily cover materials from the second half of the course, but will test your overall understanding of the materials covered in the course.
- c. **A study guide with sample questions** will be provided in advance of each exam.

**4. One Term Paper (Paper proposal 10%+Final paper20%=30%)**

- a. Students will be required to write a short term paper (7-8pp). The paper topic and guideline is provided in class and attached below in Appendix B.
- a. Students are required to submit a one-page paper proposal no later than **Week 10-1 (October 28)** to gain feedback from the instructor/TA and subsequently develop the proposal before completing a final draft. The proposal should include the

topic, question, bibliography/reference, and potential arguments (hypotheses) you have chosen to explore.

- b. Class presentation session will be held in Week 10. Students are asked to prepare a brief (no more than 5 min) presentation of their paper proposal.
- c. **The final paper due is Week 15 (December 2) in class.** A hard copy must be submitted to the instructor in class **after posted in the Safe Assign section on Blackboard.**
- d. The paper must be typewritten in Times New Roman font, 12 font size, double-spaced, and properly cited.
- e. Your paper is evaluated according to the assessment rubric attached below in Appendix C.

*Grade Distribution:*

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1. Class attendance and participation (10%)
2. Exams (20%+40%)
3. Term paper (30%) = paper proposal 10%+final paper 20%

Final course grades will be translated into the letter grades as follows:

A: 93-100%    A-: 90-92.9%    B+: 87-89.9%    B: 83-86.9%    B-: 80-82.9%  
C+: 77-79.9%    C: 73-76.9%    C-: 70-72.9%    D+: 67-69.9%    D: 63-66.9%  
D-: 60-62.9%    F: 0-59.9%

*Course Rules and Penalties:*

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- 1) **Late submission** will result in grade reduction for a 1/3 the letter grade per day (e.g., “A” will be lowered to “A-” if submission is a day late). No paper will be accepted that is more than one week late.
- 2) **Plagiarism Policy:** According to the NIU Undergraduate Catalogue “Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.” In short, all ideas that are not your own or are well-known must be footnoted. A general rule is that if the information cannot be found in three or more

commonly available sources it should be footnoted. All direct quotations must be placed in quotation marks. If you are unsure as to what should be footnoted either play it safe and footnote, or ask for assistance. Failure to adhere to the University's plagiarism policy will result in punishments ranging from a failed course grade to suspension and even expulsion, depending on the egregiousness of the infraction.

3) **Make-up assignments (e.g., exams):**

- a) A make-up exam is permitted only under a justifiable circumstance. If you have to miss an exam on a given due date, you will have to request permission from the instructor to make up the missed exam on an alternative date at the department. Submit a supporting document to seek permission in order to make an arrangement with the instructor. You have to make an arrangement no later than one week after a due date.
- b) In case of you have to miss a quiz, students should contact TA (or the instructor) to seek permission to make up the missed quiz no late than one week after a missed date. Otherwise, the same rule with the exams applies.

4) **Basic Classroom Rules:**

- a) TURN OFF all your electronic devices unnecessary to participate in class (e.g, smartphones, iPad, cell phones, laptops). If you need to take an urgent call or message, please excuse yourself from the classroom.
- b) NO Facebook/crossword/sudoku, or any other game or activity is permitted.
- c) Students are NOT permitted to leave the classroom without prior permission.
- d) RESPECT the instructor and other people: NO chatting is permitted when other people are talking. Students are expected to express their views in a civil manner and respect other people's views.
- e) Students are asked to leave the class if their behaviors are deemed inappropriate and/or destructive to other people. You will also lose an attendance point (see *Course Requirement 1.c*).
- f) Under any reasonable circumstances, the instructor retains full discretion to advise whether students could stay in the course in consultation with the department.
- g) See Appendix A "Classroom Decorum" for further information.

Useful Resources and Links:

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If you wish to know more about countries and events relevant to the course and your

assignments, the following sources are useful:

*CIA The World FactBook* <https://www.cia.gov/library/publications/the-world-factbook/>

*The Economist* <http://www.economist.com/>

*The New York Times* <http://www.nytimes.com/>

*BBC News – World* <http://www.bbc.com/news/world/>

*Class Outline*

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## **SECTION I: THE ORIGINS OF IDENTITIES AND VARIOUS FORMS OF POLITICAL VIOLENCE**

### **WEEK 1 (Aug 26/28) Introduction**

- What is political violence?
- Why and how does identity matter in production and reduction of collective violence?

#### **Required readings:**

God's Century, chap.1 ("The Twenty-First Century as God's Century")

#### **Recommended readings:**

O'Neil, Patrick. 2010. *Essentials of Comparative Politics*. Third ed. New York: W. W. Norton & Company: chap.10 (Political Violence).

Stern, Introduction

### **WEEK 2 (Sep 2/4) Forms and Causes of Political Violence**

- Why do men (and women) resort to violence?
- Various approaches

#### **Required readings:**

Tilly, Charles, and Sidney Tarrow. 2007. *Contentious Politics*. Boulder: Paradigm Publishers: chap.1 ("Making Claims").

Juergensmeyer, chap.1.

#### **Recommended Readings:**

Charles Tilly, *The Politics of Collective Violence* (Cambridge: Cambridge University Press, 2003), chap.1 (“Varieties of Violence”).

Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. New York: Cambridge University Press: chap.1 (“Concepts”) and chap.2 (“Pathologies”).

Stern, chaps.1-2.

### **WEEK 3 (Sep 9/11) Identity Formation**

**\*\* 09/11 NO CLASS -- Instructor attending a conference\*\***

- Where does ethnic identity come from? Is identity given, made, chosen or imagined?
- How will a given identity gain political salience and lead to collective violence?

#### **Required readings:**

God’s Century, chap.2 (“Behind the Politics of Religion”).

Adida, Claire L, David D Laitin, and Marie-Anne Valfort. 2016. *Why Muslim Integration Fails in Christian-Heritage Societies*. Cambridge, MA: Harvard University Press: chap.1 (3-14).

#### **Recommended readings:**

Geertz, Clifford. 1963. The integrative revolution: primordial sentiments and civil politics in the new states. In *Old Societies and New States: the Quest for Modernity in Asia and Africa* edited by C. Geertz. New York The Free Press of Glencoe.

Posner, Daniel N. "The Colonial Origins of Ethnic Cleavages: The Case of Linguistic Divisions in Zambia." *Comparative Politics* 35, no. 2 (2003): 127-46.

### **WEEK 4 (Sep 16/18) Nationalism: Making a “Nation” and “Race”**

- Where does nationalism come from and why do men and women die for a nation?

#### **Required readings:**

Marx, Anthony W. 2002. The Nation-State and Its Exclusion. *Political Science Quarterly*, 117 (1):103-26.

Varshney, Ashutosh. 1993. Contested Meanings: India's National Identity, Hindu Nationalism, and the Politics of Anxiety *Daedalus* 122 (3):227-61.

**Recommended readings:**

- Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised ed. London and New York: Verso. Original edition, 1983.
- Breuilly, John. 1994. *Nationalism and the State*. Second ed. Chicago: The University of Chicago Press.
- Gellner, Ernest. 2008. *Nations and Nationalism*. Ithaca: Cornell University Press.
- Marx, Anthony W. 1998. *Making Race and Nation: A Comparison of South Africa, The United States, and Brazil* Cambridge Cambridge University Press.
- Marx, Anthony W. 2003. *Faith in Nation: Exclusionary Origins of Nationalism*. Oxford: Oxford University Press.

**SECTION II: IDENTITY AND POLITICAL MOBILIZATION**

**WEEK 5 (Sep 23/25) Culture, Identity and Conflict**

- Does a particular culture/tradition promote/hinder violence?
- Video: French “anti-headscarf” debate

**Required readings:**

- God’s Century, chap.3 (“The Rise of Politically Assertive Religion”).
- Huntington, Samuel P. "The Clash of Civilizations?" *Foreign Affairs* 72, no. 3 (1993).
- Tibi, Bassam. 2008. Islamist Parties: Why They Can't Be Democratic. *Journal of Democracy* 19 (3):43-48.

**Recommended readings:**

- Masoud, Tarek. 2008. Islamist Parties: Are They Democrats? Does It Matter? *Journal of Democracy* 19 (3):19-24.
- Roy, Olivier. 2005. The predicament of 'civil society' in Central Asia and the 'Greater Middle East'. *International Affairs* 81 (5).

**WEEK 6 (Sep 30/Oct 2) Religious Movement and Political Violence**

- Why and how do religious movements gain popularity and electoral prominence in Muslim nations?
- Under what condition, does a religious movement resort to violence?

**Required readings:**

God's Century, chap.4 ("Religion and Global Democratization").

Juergensmeyer, chaps.1-2.

**Recommended readings:**

Hafez, Mohammed M., and Quintan Wiktorowicz. 2004. Violence as Contention in the Egyptian Islamic Movement, In Wiktorowicz, Quintan, ed. 2004. *Islamic Activism: A Social Movement Theory Approach*. Bloomington: Indiana University Press.

Hafez, Mohammed M. 2004. From Marginalization to Massacres: A Political Process Explanation of GIA Violence in Algeria. In *Islamic Activism* edited by Q. Wiktorowicz.

Hamid, Shadi. 2011. The Rise of the Islamists: How Islamists Will change Politics, and Vice Versa. *Foreign Affairs*, May/June 2011.

Robinson, Glenn E. 2004. Hamas as Social Movement. In *Islamic Activism* edited by Q. Wiktorowicz.

Wickham, Carrie Rosefsky. 2004. Interests, Ideas, and Islamist Outreach in Egypt. In *Islamic Activism* edited by Q. Wiktorowicz.

**WEEK 7 (Oct 7/9) Religion and Political Violence: Terrorism**

- Does a particular religion tend to promote terrorism?
- What is the role of ideology in religious terrorism?

**Required readings:**

God's Century, chap.5 ("The Global Dimensions of Religious Terrorism").

Juergensmeyer, chap.4 ("Islam's Neglected Duty").

**Recommend readings:**

God's Century, chap.6 ("Religious Civil Wars").

Stern, chap.6 and 9 ("Inspirational Leaders and Their Followers" and "The Ultimate Organization: Networks, Franchises, and Freelancers").

**WEEK 8 (Oct 14/16) Review/Mid-term Exam (Oct 16)**

- Mid-term exam is administered in class on October 16.

**Oct 18 (Friday) CSEAS Friday Lecture**

- “Double Minority Candidates and Muslim Voting Behavior: Evidence from Indonesia” by Nathanael Sumaktoyo (Notre Dame University, Department of Political Science, Religion & Society).
- 12-1pm at Campus Life Building, 100.
- For more information: <https://www.niu.edu/cseas/news/lecture.shtml>

**SECTION III: ETHNIC CONFLICTS AND VIOLENCE**

**WEEK 9 (Oct 21/23) Ethnic Conflict: Theories and Debates**

- What is ethnic conflict?
- What causes/prevents ethnic conflict?

**Required readings:**

Horowitz, Donald L. 2001. *The Deadly Ethnic Riot*. Ithaca: Cornell University Press:  
chap.1 (“Say It with Murder”).

Varshney, Ashutosh. "Ethnic Conflict and Civil Society: India and Beyond." *World Politics*  
53, no.3 (2001): 362-98.

**Recommended readings:**

Horowitz, Donald L. 2001. *The Deadly Ethnic Riot*. Ithaca: Cornell University Press:  
chap.2 (“Ethnic Boundaries, Riot Boundaries”).

Snyder, Jack L. *From Voting to Violence: Democratization and Nationalist Conflict*. New  
York: Norton, 2000: chap.6 (especially pp.265-96).

**WEEK 10 (Oct 28/30) Ethnic Conflict: Case Study**

- Indonesia
- **October 28 – Paper proposal due in class**
- **Class presentation of paper proposals**

**Required readings:**

Aspinall, Edward. 2006. Violence and Identity Formation in Aceh under Indonesian Rule.  
In *Verandah of Violence: The Background to the Aceh Problem*, edited by A. Reid.  
Seattle: Singapore University Press in association with University of Washington

Press.

Tajima, Yuhki. 2008. Explaining Ethnic Violence in Indonesia: Demilitarizing Domestic Security. *Journal of East Asian Studies* 8 (3):451-472.

**Recommended readings:**

Aspinall, Edward. 2009. *Islam and Nation: Separatist Rebellion in Aceh, Indonesia*. Stanford: Stanford University Press.

Bertrand, Jacques. 2004. *Nationalism and Ethnic Conflict in Indonesia*. Cambridge: Cambridge University Press.

Schulze, Kirsten E. 2004. The Free Aceh Movement (GAM): Anatomy of a Separatist Organization. Washington, DC: East-West Center Washington.

Sidel, John T. 2006. *Riots, Pogroms, Jihad: Religious Violence in Indonesia*. Ithaca: Cornell University Press.

Varshney, Ashutosh. 2008. Analyzing Collective Violence in Indonesia: An Overview. *Journal of East Asian Studies* 8:341-59.

**WEEK 11 (Nov 5/7)      Regime Transition and Ethnic Minorities**

- Anti-Muslim massacres in Myanmar

**Required readings:**

Walton, Matthew J., and Michael Jerryson. 2016. The Authorization of Religio-political Discourse: Monks and Buddhist Activism in Contemporary Myanmar and Beyond. *Politics and Religion* 9 (4):794-814.

Human Rights Watch, *Perilous Plight: Burma's Rohingya Take to the Seas*, May 26, 2013 [http://www.hrw.org/sites/default/files/reports/burma0509\\_brochure\\_web.pdf](http://www.hrw.org/sites/default/files/reports/burma0509_brochure_web.pdf).

“Are Myanmar’s Hopes Fading?” *The New York Times*, April 24, 2013 <[http://www.nytimes.com/2013/04/25/opinion/will-hatred-kill-the-dream-of-a-peaceful-democratic-myanmar.html?pagewanted=1&\\_r=2&nl=todaysheadlines&emc=edit\\_th\\_20130425&&pagewanted=print](http://www.nytimes.com/2013/04/25/opinion/will-hatred-kill-the-dream-of-a-peaceful-democratic-myanmar.html?pagewanted=1&_r=2&nl=todaysheadlines&emc=edit_th_20130425&&pagewanted=print)>.

**Recommended readings:**

Aspinall, Edward, and Nicholas Farrelly. 2014. Special Issue: Myanmar's Democratization: Comparative and South East Asian Perspectives *South East Asia Research* 22 (2):163-169.

- Bertrand, Jacques, and Andre Laliberte, eds. 2010. *Multi-nation States in Asia: Accommodation or Resistance*. Cambridge: Cambridge University Press: chap.6 (Maung Thawngmung on Burma).
- Farrelly, Nicholas. 2014. Cooperation, contestation, conflict: ethnic political interests in Myanmar today. *South East Asia Research* 22 (2):251-266.
- Human Rights Watch, "All You Can Do is Pray": *Crimes Against Humanity and Ethnic Cleansing of Rohingya Muslims in Burma's Arakan State*, April 22, 2013. [http://www.hrw.org/sites/default/files/reports/burma0413webwcover\\_0.pdf](http://www.hrw.org/sites/default/files/reports/burma0413webwcover_0.pdf).
- Keyes, Charles. 2011. Buddhism, Human Rights, and Non-Buddhist Minorities. In *Religion and the Global Politics of Human Rights*, edited by T. Banchoff and R. Wuthnow. Oxford: Oxford University Press.
- Slater, Dan. 2014. The elements of surprise: assessing Burma's double-edged détente. *South East Asia Research* 22 (2):171-182.
- Taylor, Robert H. 1982. Perceptions of Ethnicity in the Politics of Burma. *Southeast Asian Journal of Social Science* 10 (1):7-22.

**Useful sites:**

*Human Rights and Conflict in Burma*, <https://conflictsinburma.crowdmap.com/>.

**WEEK 12 (Nov 12/14) Ethnic Cleansing and Genocide: Cambodia and Rwanda**

- What are the key characteristics of “genocide”?
- Under what conditions and how does genocide occur?

**Required readings:**

Kiernan, Ben, ed. 2003. *The Specter of Genocide: Mass Murder in Historical Perspective*. New York: Cambridge University Press: chap.2 and 14.

**Recommended readings:**

- Chirot, Daniel, and Anthony Reid, eds. 1997. *Essential Outsiders: Chinese and Jews in the Modern Transformation of Southeast Asia and Central Europe*. Seattle: University of Washington Press.
- Kiernan, Ben. 1996. *The Pol Pot Regime: Race, Power, and Genocide in Cambodia under the Khmer Rouge, 1975-79*. New Haven: Yale University Press: especially chaps.1-3.

- Kiernan, Ben, ed. 2003. *The Specter of Genocide: Mass Murder in Historical Perspective*. New York: Cambridge University Press, especially chap.15.
- Straus, Scott. 2006. *The Order of Genocide: Race, Power, and War in Rwanda*. Ithaca: Cornell University Press.

### **WEEK 13 (Nov 19/21)    Revolutions: Arab Spring**

- Why do some revolutions succeed while others do not?
- Egypt, Tunisia and Libya

#### **Required readings:**

- “Egypt Unrest,” BBC World News, February 14, 2011  
<<http://www.bbc.co.uk/news/world-middle-east-12431231>>.
- “Egyptian protesters condemn security forces’ tactics,” *BBC World News*, November 23, 2011 < <http://www.bbc.co.uk/news/world-middle-east-15861106> >.
- International Crisis Group. 2011. Popular Protest in North Africa and the Middle East (V): Making Sense of Libya. In *Middle East/North Africa Report*. Cairo/Brussels: International Crisis Group.
- “Libya’s rebels without a cause,” BBC News,  
<<http://www.bbc.co.uk/news/world-africa-16187211>>.
- Masoud, Tarek. 2011. The Upheavals in Egypt and Tunisia: The Road to (and from) Liberation Square. *Journal of Democracy* 22 (3):20-34.

#### **Recommended readings:**

- “After Egypt’s Revolution, Christians Are Living in Fear,” *The New York Times*, November 19, 2011.
- “Egypt’s Next Crisis,” *The New York Times*, May 27, 2011.
- “Egypt’s Vote Puts Emphasis on Split Over Religious Rule,” *The New York Times*, December 3, 2011.
- God’s Century, chap.6 (“Religious Civil Wars: Nasty, Brutish, and Long”)
- Human Right Watch. 2011. Egypt: Don't Cover Up Military Killing of Copt Protesters: Official Denials suggest Investigation Will be Flawed.
- Skocpol, Theda. 1982. Rentier state and Shi'a Islam in the Iranian Revolution. *Theory and Society* 11:265-83.

#### **Useful sites:**

BBC World News, Arab Uprising,

<http://www.bbc.co.uk/news/world-middle-east-12813859>

**WEEK 14 (Nov 26/28) Thanksgiving (consultation only)**

**WEEK 15 (Decv2/4) Review and wrap-up**

**\*\* TERM PAPER DUE IN CLASS\*\* (Dec 2)**

**Required readings:**

God's Century, chap.8 ("The Rules for Surviving God's Century).

**December 9 FINAL EXAM**

- 2-3.50pm in class
- Read carefully the university final exam rules:  
<http://www.reg.niu.edu/regrec/dates/policy.shtml>.
- **Good luck!**

### **Appendix A: Tips for Doing Well in this Class**

1. Do the readings AND come to class. Lectures will refer to the assigned readings but they will not summarize them and they are not an adequate substitute. Likewise, lectures will cover material that is not in the readings, and that may appear on the exams.
2. Read critically. As you read, note questions that you would like to raise in lecture or section, and think critically about the author's evidence and arguments.
3. Think comparatively. Ask yourself how the particular case you are reading about compares with similar developments in other countries, regions, or periods.
4. Participate actively in discussion sections and in lecture. Take notes on lectures, and be engaged in the question and discussion periods that will be held during the final minutes of class.
5. Keep up with current events. If you do not already do so, read the international pages of at least one major national / international paper every day. Examples include The New York Times, The Chicago Tribune, The Washington Post, The Financial Times, and The Wall Street Journal. Think about how contemporary events relate to the themes and cases studied in class.
6. Know the locations of the countries and regions we cover. Geography is critically important for understanding a nation's historical development and importantly influences national security interests and many other areas of political life. If a name of a country is mentioned that you can't pinpoint on a map (a vague sense of where it is located is insufficient!), locate it on a map. Also note what its neighboring countries and regions are.
7. Follow up on topics you find particularly interesting by reading beyond the assigned texts. Look for hints of where to find additional materials by looking at footnotes and references in the readings or by asking your instructor or T.A. for suggested additional readings.
8. Take advantage of office hours. The T.A. and instructor are here to help if you're having trouble understanding concepts or if you are simply interested in further discussing topics

covered in class (see #7 above).

### **Other Important Information**

#### **Academic Dishonesty**

Regarding plagiarism, the NIU Undergraduate Catalog states: "Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university." The above statement encompasses a paper written in whole or in part by another; a paper copied word-for-word or with only minor changes from another source; a paper copied in part from one or more sources without proper identification and acknowledgment of the sources; a paper that is merely a paraphrase of one or more sources, using ideas and/or logic without credit even though the actual words may be changed; and a paper that quotes, summarizes or paraphrases, or cuts and pastes words, phrases, or images from an Internet source without identification and the address of the web site.

#### **Statement Concerning Students with Disabilities**

Under Section 504 of the Rehabilitation Act of 1973, NIU is committed to making reasonable accommodations for persons with documented disabilities. Those students with disabilities that may have some impact on their coursework and for which they may require accommodations should notify the Disabilities Resource Center on the fourth floor of the Health Services Building. The Disabilities Resource Center will assist students in making appropriate accommodations with course instructors. It is important that the Disabilities Resource Center and instructors be informed of any disability-related needs during the first two weeks of the semester. The Disability Resource Center is located in the 4th floor of the Health Services Building, and can be reached at 815-753-1303 [v], 815-753-3000 [TTY] or email at [drc@niu.edu](mailto:drc@niu.edu).

#### **Department of Political Science Web Site**

Undergraduates are strongly encouraged to consult the Department of Political Science web site on a regular basis. This up-to-date, central source of information will assist students in contacting faculty and staff, reviewing course requirements and syllabi, exploring

graduate study, research career options, tracking department events, and accessing important details related to undergraduate programs and activities. To reach the site, go to <http://polisci.niu.edu>

### **Undergraduate Writing Awards**

The Department of Political Science recognizes, on an annual basis, outstanding undergraduate papers written in conjunction with 300-400 level political science courses or directed studies, such as independent studies or honors theses. Winners are expected to attend the Department's spring graduation ceremony where they will receive a certificate and a check for \$50.00. No more than two papers may be submitted by a student. There is no requirement as to the length of papers submitted for the award. Often the Department awards prizes for both an outstanding short paper and an outstanding long paper. The number and types of award is dependent upon the papers submitted for consideration in any given year. Authors do not have to be political science majors or have a particular class standing. Only papers written in the previous calendar year are considered for the award. However, papers completed in the current spring semester are eligible for the following year's competition even if the student has graduated. Papers can be submitted by students or faculty and must be supplied in triplicate to the undergraduate secretary. All copies must have two cover pages – one with the student's name and one without the student's name. Papers are not to be stapled or bound. Instead, please use paper clips. Papers are generally due in March and notice of call for papers and submission deadlines will be published in the department e-announcements. You may also contact the department for information at 753-1015.

### **Classroom Decorum**

Students are to arrive at class on time. Two tardy arrivals are equivalent to one class absence. Students are to remain for the entire session unless excused by the professor beforehand or confronted with a serious personal emergency. For instance, it is not acceptable to students to walk in and out of class to answer cell phones, take casual bathroom and smoking breaks, or attend to other personal matters. Cell phones, pagers, or any electronic devices that make noise must be *turned off* during class unless the instructor has been notified beforehand of a special circumstance (e.g., sick family member, pregnant wife, special childcare situation, etc.). No one should talk while someone else is talking; this includes comments meant for a classmate rather than the entire group. What may seem like a whisper or a harmless remark to one person can be a distraction to someone

else, particularly in a small room. Overall, classroom dialogue and behavior should always be courteous, respectful of others, and consistent with the expectations set forth by the university.

## Appendix B: Term Paper Guideline

**What causes ethnic/religious violence? Write an essay in ways to answer the question.**

**To answer this question, you will have to meet the following conditions:**

- You have to choose specific cases (e.g., religious movement, organization, ethnic conflict) of identity-based violence to support or oppose the contending arguments.
- The paper should take the form of argument formulated by drawing on readings and evidence. Your arguments should be supported by alternative theoretical approaches discussed in class.
- The paper should engage with the contentious arguments put forward in the assigned books, *God's Century*, *Terror in the Name of God*, and/or *Terror in the Mind of God*.
- Refer to the required and recommended readings, lecture notes, and points made in the lectures and discussions in formulating and supporting your arguments.
- You are encouraged to do some research to gather supporting evidence by searching other reliable materials, data and sources (e.g., New York Times, BBC).
- When you cite/refer to materials outside the course materials, you must provide full citation of these materials.

### **Writing Guideline:**

- The paper should be 7-8 pages in length. **No papers shorter or longer than this page limit will be accepted.**
- Hand in a hard copy to the instructor in class before the deadline. A soft copy of your paper is acceptable only under an extraordinary circumstance with prior permission from the instructor.
- Post your essay in the Safe Assign section on Blackboard before submission.
- The paper must be typed in Times New Roman font, 12 font size, double-spaced, and properly cited.
- Refer also to the reading guideline in the course syllabus.

### **Appendix C: Assessment Standards for Term Paper/Exam Essays**

**A:** The argument is clearly articulated and logically developed, using relevant evidence. The research is of high quality, cleverly ordered to support the argument with an original and creative synthesis of materials and displaying understanding of wider issues. The presentation is of high standard.

**B:** The argument is well proposed but the structure is not fully developed. The research is quite extensive but sources are not fully utilized which limits the ability to be creative and deal with a full range of issues. The presentation is solid but can be improved.

**C:** The argument is satisfactory, with some limitations, but the structure is not well thought out. The research used is just adequate, but insufficient to fully develop the argument or display much originality. The presentation is adequate but could be improved.

**D:** While the essay displays a basic understanding of the subject, the argument lacks coherence and logical development. The research is basic and the use of evidence does not sufficiently support the argument nor display originality or understanding of wider issues. The presentation is not of sufficient standard.

**F:** The presentation is well below acceptable standard. The essay is incoherent with glaring misunderstandings.