

Democracy, Violence, and Empowerment

Dr. Doug Bond
Harvard Extension School
Fall 1997

Course Description

An examination of the relationship between democracy and violence, both within and among states, and with a focus on social movements, particularly nonviolent struggle. The course explores conflict processes between governments and their constituencies, among governments, and among peoples. Also, structural and cultural variations in democracy are considered, as are alternative practices or techniques of conflict and defense, including institutionalized (military) and guerrilla warfare, nonviolent direct action, and civilian-based defense. The potential and limits of nonviolent struggle as a means of empowerment are examined in both theory and practice, focusing on the last decade, when "people power" dissent and rebellion received unprecedented global exposure via near instantaneous global telecommunications.

Course Objectives

- * to introduce major research findings on democracy and democratization, violence and conflict, and social movements and empowerment;
- * to develop basic analytical skills needed to critically assess theoretical propositions and empirical findings concerning the relationships between democracy and violence; and
- * to provide a solid empirical, theoretical and normative foundation for assessing the emergence, dynamics and outcomes of social movements and their influence on global affairs, particularly with respect to their potential and limits for popular empowerment.

Course Requirements

No prior course work is assumed in the design of this course. The course is oriented toward students with an active interest in contemporary, global political affairs and, in particular, an interest in developing better understandings of the potential and limits of alternatives to political violence. All students are expected to prepare for, and are encouraged to participate in, each class discussion. (All reading assignments are listed in the class schedule below.) During each class a brief quiz (typically one or two questions) will be given. The quizzes are based on the assigned readings and serve primarily as a means of taking attendance and illuminating topics needing further discussion. The best ten of twelve quizzes will be counted on a credit-no credit basis thus no make-ups are allowed. All students are expected to scan a weekly or daily news source for reports on political conflict waged by means other than military or physical force. These reports of ongoing conflicts will serve to supplement the historical case studies found in the required and recommended readings.

This is a writing intensive course within the tradition of the scientific study of political conflict. The course is anchored by three structured writing exercises that are designed to introduce students to critical steps in the process of scientific inquiry, and when integrated constitute a single case study of direct action involving political conflict.

The first exercise involves specifying the parameters of a case of direct action. In this first exercise, the unit and level of analysis is specified and the historical context and structure of a conflict situation is addressed, along with the influences contributing to its emergence as an action, campaign or movement. The second exercise extends the first by focusing on the parties to the conflict as specified, and includes an explication of their motivating values and competing objectives. The third exercise continues the case

study with an examination of the dynamics of the conflict and its outcomes. The focus of this third exercise is to assess the strategic performance of the contending parties as evident in the realization of their objectives and in any shifts in their power relations.

The writing exercises are to be completed in two stages. The first stage, a complete but draft submission, is reviewed by the instructor and returned to the student with comments and suggestions for revision. Although the draft submission is not graded, it must be submitted by the (draft) deadline to earn full credit on the graded submission. The third exercise is to be submitted together with the first two in an integrated case study, and the incorporation of any revisions from the prior submissions are encouraged.

Since there are no prerequisites for this course, the writing exercises are weighted progressively through the semester to reward improvement in analytic and writing skills rather than pose an obstacle for students who begin the course with less exposure to social science research. The writing exercises are designed to offer a structured, interactive exposure to scientific analysis and reporting and as such assume a basic proficiency in English. Students who are concerned about their English communication skills should talk to the instructor as soon as possible. Additional writing assistance is available through the Extension School's Writing Center and workshops.

Students registered for undergraduate credit are required to

1. prepare for and attend class regularly, as reflected in the weekly quizzes
2. submit a case study comprising three 4-7 page (single-spaced, typed) structured writing exercises, in two stages each--a draft and a revision, and
3. complete an open book, take-home final examination that covers the class lectures and discussions, the required reading assignments, and (optional for undergraduates) analyses of case studies from the required and/or recommended resource materials.

In addition to meeting all requirements for undergraduates, students registered for graduate credit are required to present orally and discuss with the class as a whole at least one of their three writing exercises and/or their case study as a whole. Also, graduate students are required to complete all questions on the final examination whereas undergraduates are offered alternative questions from which they choose a certain number to answer. In other words, on the final examination, graduate students, unlike undergraduates, are required to analyze case studies (see number 3, above).

Please note, deadlines for the draft and revised writing project submissions as well as the final examination are listed in the class schedule below. All late writing exercises, both draft and graded submissions, will be downgraded at a rate of one percent of the final grade per day. There are no make-up quizzes, and no late final examinations will be accepted.

Final grades are calculated as follows:

weekly quizzes (attendance & preparation)	10%
first writing exercise, draft and revision	10%
second writing exercise, draft and revision	20%
third writing exercise, draft and revision	30%
open book, take-home final examination	30%
final grade	100%

Course Reading

Rummel, R.J. 1997. *Power Kills Democracy as a Method of Nonviolence*. New Brunswick: Transaction Publishers. Ordered for sale at the COOP and listed as PK in the class schedule.

Sorenson, Georg. 1993. *Democracy and Democratization*. Boulder: Westview Press. Ordered for sale at the COOP and listed as D&D in the class schedule.

Tarrow, Sydney. 1994. *Power in Movement, Social Movements, Collective Action and Politics*.

Cambridge: Cambridge University Press. Ordered for sale at the COOP and listed as PiM in the class schedule.

Supplementary Resources (helpful, but not required; purchase options to be discussed in the first class)

Please note, only a limited number of copies of these recommended books have been ordered for sale at the COOP. In addition to containing a few required reading assignments (which will be made available in handouts), these resources offer invaluable case study material that students are encouraged to peruse and draw upon for their case study writing exercises and final examination.

Ackerman, Peter and Christopher Kruegler. 1994. *Strategic Nonviolent Conflict: The Dynamics of People Power in the Twentieth Century*. Westport: Praeger. Listed as SNC in the class schedule (includes six case studies).

Bedau, Hugo Adam (ed.). 1991. *Civil Disobedience in Focus*. London: Routledge. Listed as CD in the class schedule. (an anthology with emphasis on the philosophical dimensions of conflict).

Green, Philip. 1994. *Democracy: Key Concepts in Critical Theory*. Listed as DA in the class schedule (an anthology with excerpts from classic statements on democracy).

Linz, Juan J. and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation*. Baltimore: The Johns Hopkins University Press. Listed as DTC in the class schedule (includes thirteen case studies).

Program on Nonviolent Sanctions. 1992. *Transforming Struggle: Strategy and the Global Experience of Nonviolent Direct Action*. Cambridge: Program on Nonviolent Sanctions, CFIA, Harvard University (synopses of nonviolent sanctions research seminars, 1983-1992).

Powers, Roger S. and William B. Vogeles (eds.). 1996. *Protest, Power, and Change: An Encyclopedia of Nonviolent Action*. New York: Garland Publishing (comprehensive reference includes numerous brief entries on nonviolent campaigns).

Wehr, Paul, Heidi Burgess and Guy Burgess (eds.). 1994. *Justice Without Violence*. Boulder: Lynne Rienner Publishers. Listed as JWV in the class schedule (includes eight case studies).

Course Schedule

Class Date Assignments, Deadlines & Topics to be covered, and Quizzes note, all assignments are to be completed before the class indicated

Sep 15

T: Course introduction--requirements, expectations and overview; Introduction to the scientific study of conflict; preliminary discussion of democracy and conflict.

Sep 22

Quiz One.

A: D&D 1-24; DTC 1-15.

T: The evolving concept of democracy; discussion of choosing a case, case specification and levels of analysis for the first writing exercise.

Sep 29

Quiz Two.

A: D&D 25-90; Freedom House ratings handout.

D: First writing exercise draft due at beginning of class.

T: Democratization processes, freedom, and their measurement.

Oct 6

Quiz Three.

A: D&D 91-118; PK 1-20. Conceptualizing Violence handout.

T: Violence and democracy; first writing exercise draft returned with comments.

Oct 13

No class--Columbus Day holiday (but a review session, for assistance with the first writing exercise, is to be scheduled during the week of Oct 13).

Oct 20

Quiz Four.

A: PK 21 -98.

D: First writing exercise revision due at beginning of class; graduate student presentations and discussion

T: Evidence on the democratic peace proposition.

Oct 27

Quiz Five.

A: PK 99-211; DTC 435-457.

T: Explaining the democratic peace proposition and assessing influences on democratization processes; discussion of the explication of competing perspectives for the second writing exercise.

Nov 3

Quiz Six.

A: PiM 1-28; Dimensions of Conflict handout.

D: Second writing exercise draft due at beginning of class.

T: Social movements and dimensions of conflict.

Nov 10

Quiz Seven.

A: PiM 29-78; Social Powers handout.

T: States and social movements; social powers; second writing exercise draft returned with comments.

TBA

A review session, for assistance with the second writing exercise, is to be scheduled during the week of Nov 10.

Nov 17

Quiz Eight.

A: DA 1-22 and 257-268.

D: Second writing exercise revision due at beginning of class,

T: Contested democracy; graduate student presentations and discussion.

Nov 24

Quiz Nine.

A: SNC 1-53 and 317-366.

T: Strategic nonviolent conflict; discussion of strategic performance assessment for the third writing exercise.

Dec 1

Quiz Ten.

A: PiM 79-150; JWV 45-79.

D: Third writing exercise draft due at beginning of class.

T: Political opportunity structures, framing and mobilization; nonviolent direct action and mechanisms of action and change.

Dec 8

Quiz Eleven.

A: PiM 151-198; CD 68-102.

T: Movement dynamics; civil disobedience; third writing exercise draft returned with comments.

TBA

A review session, for assistance with the third writing exercise, is to be scheduled during the week of Dec 8.

Dec 15

Quiz Twelve.

A: D&D 119-133; JWV 257-290

D: Third writing exercise revision due at beginning of class.

T: Justice without violence; course evaluation; graduate student presentations and discussion.

Jan 5

A: Reflect on the course and be prepared to ask about topics and issues that remain ambiguous, or of some interest or concern.

T: Course review and discussion of final examination.

Jan 12

D: Take-home final exam due at 5:30pm in 402B Coolidge Hall (no class).