

CONTENTIOUS POLITICS
UNIVERSITY OF KONSTANZ, SUMMER SEMESTER 2020

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Time and Location

Thursdays, 13:30 - 15:00, online (details see on ILIAS)

Description

What do the recent demonstrations in Hong Kong, strikes organized by the Friday for Future movement, terror attacks, or the defacement of websites have in common? All of these actions can be considered as contentious politics. In this seminar, we first discuss the concept of contentious politics and action. Next, we focus on mainly quantitative studies that explore the use and outcome of different contentious actions. These range from non-violent to violent forms of contention, as well as consider traditional and new contentious actions. The course requires a solid background in research design and quantitative methods. The main goal of this course is to give students an overview of the relevant literature and to enable them to think about own research ideas and designs.

Grading

Although (the majority of) this class will be online, I intend to hold the seminar live. Thus, it is necessary that students come prepared to class as the critical discussion of the assigned readings is in the center of this seminar. The final grade will be based on the following components:

- Participation: 15%
- Response paper: 20%
- Summary papers/Wikiproject: 15%
- Research design paper: 50%

Participation (15%): You are expected to participate in every session. Students are required to thoroughly read the mandatory readings in a given week and skim the additional studies. When doing the weekly readings, I encourage you to keep the following questions in mind:

- After reading the title and abstract: Ask yourself why this paper was assigned in the given week. Is the question (policy) relevant? What independent and dependent variable does the reading explore? What theoretical and/or empirical strategy do you expect?
- After reading the introduction: Does the paper have a clear theoretical argument with distinct scope conditions? Are the empirical/theoretical findings novel? Can you think of counter-examples? Do you believe the findings? If not, how could the paper convince you?
- After reading the entire paper: Does the paper deliver what the intro promised? Do you like the presentation of the findings? What did you like and dislike about the writing style? What did the paper fail to deliver? What additional evidence would you have wanted to see? What's left for scholars to explore in the future?

Still, you have two jokers, which means that I will tolerate up to two unexcused absences. Every absence beyond that requires a doctors certificate (if due to sickness) or some other written documentation. Failure to comply with this rule will result in you failing the course. In addition to participation in class, I will consider your engagement with online tools on ILIAS, e.g., mini surveys, Wikiproject (see below) etc. in this grade as well.

Response Paper (20%): Two response papers (each count 10%). In the first session, you can give a preference for sessions, for which you want to write your response papers. You can select one of the assigned readings, mandatory or additional, for the respective session, with the exception of papers marked with an asterisk (*) that cannot be selected. Your response paper should have three paragraphs. In the first paragraph, summarize the research question, argument, methods and findings presented. Do so very briefly and without technical details. The second paragraph describes how and where this question fits into the literature, i.e., I expect a short literature review. Here you should draw links to other work we discussed as well as search, read, and cite additional literature. Finally, in the third paragraph, critically discuss **one** aspect of the paper in detail. Focus on the point that let's you doubt the overall validity or claims made in the study. This can be either a theoretical, conceptual, methodological, or empirical aspect. Your response paper should be about 1 page (1/6 summary, 2/6 literature review and 3/6 critical discussion), single-spaced, one inch margins, and is due at 12 noon on Wednesdays before class (submit as PDF via ILIAS). The response papers will be (if preferred anonymized) uploaded to a "Wiki" on ILIAS (see next paragraph).

Summary Papers/Wikiproject (15%): During the semester we will create a collaborative Wiki of articles on contentious politics. For this you are expected to write **two** summary papers (each count 5%). The idea is to summarize research papers that were mentioned in the second paragraph (literature review) in one of the response papers or papers for which no response paper had been written. In these articles you should summarize the study, i.e., the research question, argument, methods, and findings. This summary should go into more detail compared to the summary paragraph in the response papers, roughly half a page, single-spaced, one inch margins, and is due to noon (12:00) on June 10 and July 8. I will again upload a (if preferred anonymized) version of these on the Wiki. Furthermore, during the semester, you should also engage with the Wiki, write comments, add shorter summaries/abstracts for other linked articles, and/or add links to other studies etc., this activity will be considered in this grade as well (counting 5%).

Research Design Paper (50%): Due on September 15, 2020 (submit via ILIAS, no late submissions). The purpose of this paper is to describe a research question related to the topic of this course, and develop a (quantitative or qualitative) design to answer this question without actually carrying out the research. In particular, your research design paper must

1. introduce the research question and its relevance,
2. relate the question to the existing literature,
3. spell out the theoretical framework that explains the phenomenon you are studying,
4. describe the empirical cases and the data, and
5. introduce the (qualitative or quantitative) approach you employ to answer your question,
6. discuss expectations and potential shortcomings.

If you are unsure about possible topics for your paper and/or about the approach you should take, I would be happy to provide feedback at early stages of your project. The final version of your paper should be about 12 pages (main text, excluding title page and references), 12pt font, line spacing 1.5, with one inch margins. It accounts for 50% of the course grade. We will use the last sessions of the course to organize a mini-workshop, where students briefly present the ideas for their research projects and fellow students will serve as discussants.

Grading The grading for the response, summary and research design paper will be done according to the 1.0–5.0 scale. Each grade element must receive a 4.0 or above for you to pass. The final score (the weighted average of written submissions and participation, as defined above) will be rounded to the nearest grade to determine your final grade for the course.

Online Resources

Readings are available from the [ILIAS](#) module for this course. Registration requires a password (will be send after admission). Please fill out the preregistration survey if you want to participate in the course. This system is also to be used for submissions of response, summary and term papers.

Legal

Please familiarize yourself with the Departments policies for academic integrity. See <https://www.polver.uni-konstanz.de/en/advice-and-service/academic-working/plagiarism/>. Please complete the form available on this website and submit it along with your final paper. We do not require this form for the response papers, but the Departments academic integrity policy applies nevertheless.

Course Readings

The readings for this course consist of books and academic papers on the topics to be discussed in class. Readings are available on the ILIAS system (see above). If you need a more in-depth introduction to the topic (optional), the following references may be helpful:

McAdam, D., Tarrow, C., Tarrow, S., & Tilly, C. (2001). *Dynamics of Contention*. Cambridge University Press

Tarrow, S. G. (2011). *Power in Movement: Social Movements and Contentious Politics*. Cambridge University Press

Gamson, W. A. (1975). *The Strategy of Social Protest*. Wadsworth Publishing Co Inc

Carey, S. C. (2009). *Protest, Repression and Political Regimes: An Empirical Analysis of Latin America and Sub-Saharan Africa*. Routledge

If you need a starting point or refresher in how to do research in political science:

Kellstedt, P. M., & Whitten, G. D. (2018). *The Fundamentals of Political Science Research*. Cambridge University Press

Schedule

Book chapters and papers are listed in the order in which I recommend you to read them.

Part I. Introduction

April 30 (Week 1): What is Contentious Politics?

Tarrow, S., & Tilly, C. (2007). Contentious politics and social movements. In *The Oxford Handbook of Comparative Politics*. Cambridge University Press*

Tarrow, S. G. (2011). *Power in Movement: Social Movements and Contentious Politics*. Cambridge University Press: Chapter 1*

Additional reading:

Tarrow, S. G. (2011). *Power in Movement: Social Movements and Contentious Politics*. Cambridge University Press: Chapter 2*

Part II. Nonviolent Resistance

May 7 (Week 2): Let's Talk About Nonviolence!

McAdam, D., & Tarrow, S. (2000). Nonviolence as contentious interaction. *PS: Political Science & Politics*, 33(2), 149–154*

Schock, K. (2003). Nonviolent action and its misconceptions: Insights for social scientists. *PS: Political Science & Politics*, 36(4), 705–712*

Chenoweth, E., & Ulfelder, J. (2017). Can structural conditions explain the onset of nonviolent uprisings? *Journal of Conflict Resolution*, 61(2), 298–324

May 14 (Week 3): Who Uses Nonviolence?

McClendon, G. H. (2014). Social esteem and participation in contentious politics: A field experiment at an LGBT pride rally. *American Journal of Political Science*, 58(2), 279–290

Dahlum, S. (2019). Students in the streets: education and nonviolent protest. *Comparative Political Studies*, 52(2), 277–309

Additional readings:

White, P. B., Vidovic, D., González, B., Gleditsch, K. S., & Cunningham, D. E. (2015). Nonviolence as a weapon of the resourceful: From claims to tactics in mobilization. *Mobilization: An International Quarterly*, 20(4), 471–491

May 21 (Week 4): Holiday

Have a look at the Wiki in ILIAS and edit, comment and/or add new links and studies.

May 28 (Week 5): When Does Nonviolence Work and When Does It Escalate?

Sutton, J., Butcher, C. R., & Svensson, I. (2014). Explaining political jiu-jitsu: Institution-building and the outcomes of regime violence against unarmed protests. *Journal of Peace Research*, 51(5), 559–573

Ryckman, K. C. (2020). A turn to violence: The escalation of nonviolent movements. *Journal of Conflict Resolution*, 64(2-3), 318–343

Additional readings:

Vüllers, J., & Schwarz, E. (2019). The power of words: State reactions to protest announcements. *Comparative Political Studies*, 52(3), 347–381

Nassauer, A. (2016). From peaceful marches to violent clashes: A micro-situational analysis. *Social Movement Studies*, 15(5), 515–530

Part III. Violent Resistance

June 4 (Week 6): Violence as Contentious Mean

Della Porta, D. (2013). *Clandestine political violence*. Cambridge University Press: Chapter 1 and 2*

June 11 (Week 7): Holiday

Have a look at the Wiki in ILIAS and edit, comment and/or add new links and studies.
Besides, use the time to think about own research ideas!

June 18 (Week 8): These Violent Delights Have Violent Ends

Bjarnegård, E., Brounéus, K., & Melander, E. (2017). Honor and political violence: Micro-level findings from a survey in Thailand. *Journal of Peace Research*, 54(6), 748–761

Carey, S. C. (2006). The dynamic relationship between protest and repression. *Political Research Quarterly*, 59(1), 1–11

Additional readings:

Davenport, C. (2007). State repression and political order. *Annual Review Political Science*, 10, 1–23*

June 25 (Week 9): Beyond Violent Protests: Terrorism

Pape, R. A. (2003). The strategic logic of suicide terrorism. *American Political Science Review*, 97(3), 343–361

Piazza, J. A. (2017). Repression and terrorism: A cross-national empirical analysis of types of repression and domestic terrorism. *Terrorism and Political Violence*, 29(1), 102–118

Part IV. Summary & Outlook

July 2 (Week 10): Revisiting Choices & Outcomes

Huff, C., & Kruszewska, D. (2016). Banners, barricades, and bombs: The tactical choices of social movements and public opinion. *Comparative Political Studies*, 49(13), 1774–1808

Cunningham, D. E., Gleditsch, K. S., González, B., Vidović, D., & White, P. B. (2017). Words and deeds: From incompatibilities to outcomes in anti-government disputes. *Journal of Peace Research*, 54(4), 468–483

Additional Reading:

Muñoz, J., & Anduiza, E. (2019). 'If a fight starts, watch the crowd': The effect of violence on popular support for social movements. *Journal of Peace Research*, 56(4), 485–498

Finkel, E. (2015). The phoenix effect of state repression: Jewish resistance during the Holocaust. *American Political Science Review*, 109(2), 339–353

Van Laer, J., & Van Aelst, P. (2010). Internet and social movement action repertoires: Opportunities and limitations. *Information, Communication & Society*, 13(8), 1146–1171*

Part VI. Workshops

Mini-Workshop: Pitch your research projects in three slides (approx. 5 minutes). Details and schedule to be announced. Please submit your slides the day before the presentation via ILIAS and send them (at latest then) to your discussant.

July 9 (Week 11): Workshop I

Depending on the number of participants, we will discuss some of the additional readings in more detail in this week.

July 16 (Week 12): Workshop II