

Radical politics and (non)violent resistance

The scale, pace and intensity of global crises – from climate change, to late capitalism, to the breakdown of the multipolar world order – demand radical departures from conventional modes of doing politics. Hence it is no surprise that these multiple crises have become the fuel for radical politics and popular resistance. Across the globe, radical collectives, revolutionary movements and innovative forms of activism have emerged that attempt to challenge and change the status quo through (non)violent resistance. These mobilization processes, epitomized in the resurgence of traditional civil disobedience tactics and the emergence of a new transnational repertoire of protest, have given rise to a range of empirical, ontological and epistemological questions related to the conceptualization of “violence” and “the radical.” Who defines what radical politics actually is and entails, and how? Does radicalization necessarily involve a resort to violence or more confrontational means of doing politics? And if so, is it always wrong, or sometimes even a morally grounded imperative? Who determines what violent protest is? What types of violence can be considered (in)effective or (il)legitimate? And what types of violence can we actually capture with the tools of empirical analysis at our disposal – what do typically we miss?

This course aims to critically address these questions and to explore their epistemic effects on the ways we conceive of radical politics as well as their material impact on the character of contemporary protest and contentious politics. By exploring key debates on the definition, delimitation, ethical foundations, measurement and social and political consequences of violence it introduces students to key tenets in the study of (non)violent resistance and radical politics. Furthermore, it aims to familiarize students with empirical methods to study violence dynamics and the radicalization of social struggles. For this, the course draws on insights from social movement theory, post-foundational discourse theory, civil war studies as well as relational and interactionist micro-sociological approaches. The course is most appropriate for those with a special interest in conflict studies and social movement research but also for students who are interested in broader epistemological questions relating to conceptualization of violence and radical politics. It combines text work and presentations with more participatory formats and requires a general willingness to complete reading requirements, to actively participate in discussions and group work, and to contribute to a productive and nondiscriminatory seminar atmosphere. Participants will develop a research design for their own empirical research project over the course of the semester.

Course materials

The assigned material comprises different types of sources (ranging from academic texts to podcasts, YouTube videos and documentaries). The readings/materials marked as “required” must be prepared for each respective session. Please read/listen/see them in the order in which they are listed for each class. I expect you to engage deeply with the materials through active reading which requires being attentive and reflective. It means reading thoroughly, understanding the arguments, questioning them, the narratives, and the paradigms that are being mobilized, as well as identifying relevant tensions and experiences. Active reading often requires slow reading and even re-reading. In addition, to the assigned material in the class schedule, recommended material for further interest will be available on Blackboard.

In the first session, the question came up whether we should work with trigger warnings. While it is impossible to know what might be triggering to whom, I have added warnings to those readings/course materials that could potentially make some readers uncomfortable. I have also

excluded many readings with an empirical focus on violence/massacres/abuse from the seminar material. If you are interested in reading more empirical texts about individual aspects discussed in the seminar, please approach me. Please note, there will also be an entire methods session dedicated to talking about working on violence and the psychological effects of it, on 19 January 2023.

How we will be working

This course is taught in a question-based and dialogic style. We will work both in plenary sessions and small groups. Our discussions should be a conversation with the class materials and one another. Therefore, I encourage you to respond intuitively and with ease, sharing full or partial thoughts and building on your peers' insights. All manner of comments is welcome, including personal and news stories as long as they resonate with the session topic and you have sufficiently engaged with the course materials beforehand. The course is meant to be a safe environment for everyone to express arguments and experiences. For it to be so, we set some seminar rules together:

- a) Respect and empathy: It's important to understand where our interlocutors come from and to agree with or diverge from their point of view in a respectful and kind manner. Tone, intonation, and body language are also part of open and respectful communication.
- b) Being informed and arguing in good faith: It is okay to make mistakes and err in an argument - as long as our lines of argument are informed and remain respectful of others (their lives, experiences, worldviews). It is thus everyone's responsibility to participate as informed as possible and to mind respecting classmates and us (lecturers) in order to enable a seminar atmosphere where we can all engage with each other based on the assumption of good faith.
- c) Positionality and language: Please keep in mind your positionality and language throughout this course. It will hurt the seminar atmosphere (and potentially other seminar participants) when stereotypes, generalizations, or pejorative language about race, gender, origin, or other positions in life are reproduced in this course. It also won't lead to a fruitful discussion if the conversation is imbalanced or structured by some socio-demographic characteristics.
- d) Discussions will be moderated by one participant, both in terms of content and as regards a balanced participation in the conversation so that the discussion is not dominated by one (or few) people (this includes me – I will be trying to limit my inputs but will come in with remarks whenever the room stays silent to try to restart the discussion).
- e) The default mode is that the person doing an input on the respective session will also be the moderator, but if they prefer not to, we will choose a voluntary moderator at the beginning.
- f) We have agreed to raise hands during discussion. Hand signs will help the moderator to distinguish what participants want to contribute and to moderate the discussion accordingly:
 - o Type 1: Raise **one finger**, if you would like to reply to a previous comment, add a remark or pose a question that directly relates to the topic that is currently discussed.
 - o Type 2: Raise **two fingers**, if you would like to open a new topic or point out an aspect that does not immediately relate to what the person before you had mentioned.
 - o Type 3: Raise your **hand and shake it** (like the Queen used to do it) to indicate that you have an immediate question of understanding. These questions will be prioritized.
- g) We will start every discussion with a short “Flüsterrunde – whisper round,” that is to say that before going into an open debate, you'll have few minutes to exchange with the person next to you about the text/arguments/open questions etc.
- h) To facilitate open discussion, we will move the tables to the walls of the room and get together in a circle (unless group work is on the agenda).

Office hours

Please discuss any questions you might have regarding the course content, materials, or assignments after class or during office hours. I will be generally available immediately after class for the following 20 minutes. Please approach me if you need/want to ask a question. In addition, my office hours are on Thursday at 13:00 in Altensteinstrasse 48, 14195 Berlin. Please use these spaces to approach me. Emails can become difficult to manage and it might be difficult to answer substantive questions through this means. That said, you can always reach me at: jannis.grimm@fu-berlin.de.

Requirements

- a) Participation (30%): participants are expected to prepare, i.e. read and reflect upon, at least the Required readings for each class, and participate in class in an active, civilized, and well-informed manner.
- b) Active reading (30%). Active reading will be evaluated through the formulation of critical questions (that transcend superficial understandings of the class materials). For every session, students will be asked to prepare a few remarks and post them on blackboard. These include:
 - o a formulation of the core argument as you interpret it;
 - o one critique of the text and one thing you liked about the text;
 - o one question that you have about the text that we might want to discuss in class (you are free to draw on current events or pop-culture to motivate your post, but each post should make an explicit reference to at least one course reading. The formulated questions should trigger discussion and collective reflection around the course topics).
- c) Method presentation or book review (30%), based on the posts on blackboard and your readings.
- d) Paper project (60%): Participants are expected to redact a 8000-word term paper based on the research design they develop throughout the semester. This term paper is meant to be a project report, based on solid empirical research. Please Discuss your paper project with me before the semester break during office hours. To hand in your final paper, the following three preliminary requirements must be met within the set timeframe:
 - o For session 7: Describe in a 250-500 words text what you want to study and why? Prepare an annotated bibliography with at least 5 different academic sources, including at least 2 books. Provide a short (2-5 line) summary of each source and its relevance to your paper. In session 7, please provide feedback to your peers and help them devise a viable research project.
 - o For session 10: Prepare a polished ideas for a term paper in the shape of an extended abstract (700 words). Share this paper outline among all course participants one week in advance. Provide written feedback (at least one page) on the papers of two other participants. Read one abstract in depth and prepare to act as a discussant for this paper and to present its main idea to the class.
 - o For session 16: Prepare one paper pitch (no more than 5 minutes) sketching out a feasible empirical research project for the final seminar session. During the final session, you will write down three suggestions for each of the pitches you hear. These suggestions shall help the presenters to improve their respective papers. Please share your feedback with them after the session.

Schedule

1. Thursday, 20.10.2022, 14:00 - 18:00: Intro

1st Block: Seminar plan, expectations, requirements, plagiarism, seminar rules

- Group work: What is a research design?
- Required readings:
 - Myers, Emily. 2022. “[Plagiarism: For Pete’s Sake Don’t.](#)”
 - Jasper, James M. 2022. “[Working at Writing.](#)” *Sociologica* 16 (1): 13–18.
 - Universität Bremen. 2019. “[Compendium / Study Guide.](#)”
 - Barrett, Emma. 2016. “[How to Access Full Text Journal Articles.](#)” Centre for Research and Evidence on Security Threats.
 - Licklider, Roy. 2015. “[CHUCK TILLY’S WORKSHOP RULES.](#)”

2nd Block: Basic seminar concepts

- Group work: Compilation of key concepts used in the seminar
- Required readings:
 - Schwedler, Jillian, and Kevan Harris. “[What Is Activism?](#)” *Middle East Report*, no. 281 (2016): 2–5.
 - Khalili, Laleh. 2013. “[Thinking about Violence.](#)” *International Journal of Middle East Studies* 45 (4): 791–94.

2. Thursday, 27.10.2022, 14:00 - 18:00: Knowing violence

1st Block: What is violence?

- Student input: Forms of violence – from physical to epistemic
- Required readings:
 - Kalyvas, Stathis N. 2006. “[Concepts.](#)” In *The Logic of Violence in Civil War*, 16–22. Cambridge; New York: Cambridge University Press.
 - Wibben, Annick T R. 2020. “[Everyday Security, Feminism, and the Continuum of Violence.](#)” *Journal of Global Security Studies* 5 (1): 115–21.
 - Bakonyi, Jutta, und Berit Bliesemann De Guevara. „[The Mosaic of Violence – An Introduction](#)“. *Civil Wars* 11, Nr. 4 (1. Dezember 2009): 397–413.
 - PODCAST: [Conceptualizing Epistemic Violence - International Politics Review](#).
- Further readings:
 - Beck, Teresa Koloma. 2011. “[The Eye of the Beholder: Violence as a Social Process.](#)” *International Journal of Conflict and Violence (IJCV)* 5 (2): 345–56.
 - Brunner, Claudia. 2021. “[Conceptualizing Epistemic Violence: An Interdisciplinary Assemblage for IR](#)“. *International Politics Reviews* 9(1): 193–212.
 - Kalyvas, Stathis N. 2003. “[The Ontology of ‘Political Violence’: Action and Identity in Civil Wars.](#)” *Perspectives on Politics* 1 (3): 475–94.

2nd Block: Measuring violence

- Student input: Working with indices
- Required readings:
 - Merry, Sally Engle. 2016. *The seductions of quantification: Measuring Human Rights, Gender Violence, and Sex Trafficking*. Chicago: University of Chicago Press. Chapters 1-3 (TRIGGER WARNING – DESCRIPTIONS OF SEXUALIZED VIOLENCE).

- Additional readings:
 - Martin de Almagro, Maria. 2021. “[Indicators and Success Stories](#).” *International Studies Quarterly* 65 (3): 699–711.
 - Ball, Patrick. 2005. “On the Quantification of Horror: Notes from the Field.” In *Repression and Mobilization*, edited by Christian Davenport, Hank Johnston, and Carol Mueller, 189–208. Minneapolis, MN: University of Minnesota Press.

3. Thursday, 03.11.2022, 14:00 - 18:00: The trouble with “radicalization”

1st Block: What is radicalization?

- Student input: McCauley, Clark & Sophia Moskalenko (2009/2017), [Friction. How Radicalization Happens to Them and Us](#). Oxford: Oxford University Press.
- Required readings:
 - Sedgwick, Mark. 2010. “[The Concept of Radicalization as a Source of Confusion](#).” *Terrorism and Political Violence* 22 (4): 479–94.
 - Neumann, Peter R. 2013. “[The Trouble with Radicalization](#).” *International Affairs* 89 (4): 873–93.
- Further readings:
 - Deitelhoff, Nicole. 2018. “[Warum wir einen weiten Begriff von Radikalisierung brauchen](#).” *PRIF BLOG* (blog).
 - Kundnani, Arun. 2012. “[Radicalisation: The Journey of a Concept](#).” *Race & Class* 54 (2): 3–25.
 - Malthaner, Stefan. 2017. “[Radicalization: The Evolution of an Analytical Paradigm](#).” *European Journal of Sociology* 58 (3): 369–401.

2nd Block: Ethics and the study of radicalization, constitution of working groups

- Student input: Extremism-theory
- Required readings:
 - Moe, Louise Wiuff and Markus-Michael Müller. 2018. “[Counterinsurgency, Knowledge Production and the Traveling of Coercive Realpolitik between Colombia and Somalia](#)”. *Cooperation and Conflict* 53 (2): 193–215.
 - Backes, Uwe. 2007. „[Meaning and Forms of Political Extremism](#)“. *Central European Political Studies Review* 9 (4): 242–62.
- Further readings:
 - Rucht, Dieter. 2021. „[Wissenschaft im Dienst von Sicherheitsbehörden?](#)“. *FJSB* 35(1)
 - Teune, Simon and Peter Ullrich. 2018. „[Zwischen politischem Auftrag und politischer Positionierung](#)“. IPB Blog.
 - Githens-Mazer, Jonathan, and Robert Lambert. 2010. “[Why Conventional Wisdom on Radicalization Fails: The Persistence of a Failed Discourse](#).” *International Affairs* 86 (4): 889–901.

4. Thursday, 10.11.2022, 14:00 - 18:00: A relational lens on radical resistance

1st Block: Dynamics and backlash

- Student input: Hafez, Muhammed M. (2003). [Why Muslims Rebel: Repression and Resistance in the Islamic World](#). Boulder, Co.: Lynne Rienner.
- Required readings:

- Eitan Alimi, Lorenzo Bosi, and Chares Demetriou. 2012. “[Relational Dynamics and Processes of Radicalization: A Comparative Framework](#)”. *Mobilization* 17(1): 7-26.
- Hess, David, and Brian Martin. 2006. “[Repression, Backfire, and The Theory of Transformative Events](#).” *Mobilization* 11 (2): 249–67.
- Additional readings:
 - Bosi, Lorenzo, Chares Demetriou, and Stefan Malthaner. 2014. “A Contentious Politics Approach to the Explanation of Radicalization”. In [Dynamics of Political Violence](#), edited by L. Bosi, C. Demetriou, S. Malthaner, pp. 11-15. Farnham: Ashgate.
 - McCarthy, John D., and Clark McPhail. 2005. “Protest Mobilization, Protest Repression, and Their Interaction.” In [Repression and Mobilization](#), edited by Christian Davenport, Hank Johnston, and Carol Mueller, 3–32. Minneapolis, MN: University of Minnesota Press.

2nd Block: Reconstructing dynamics and trigger moments

- Student input: Archival research and oral history
- Required readings:
 - Bosi, Lorenzo, und Herbert Reiter. 2014. “Historical Methodologies: Archival Research and Oral History in Social Movement Research”. In [Methodological Practices in Social Movement Research](#), edited by Donatella Della Porta, 117–43. Oxford, UK: Oxford University Press
 - Copeland, Simon. 2019. “By Terrorists’ Own Telling: Using Autobiography for Narrative Criminological Research.” In [The Emerald Handbook of Narrative Criminology](#), edited by J. Fleetwood, L. Presser, S. Sandberg, T. Ugolvik, 131-152. Bingley: Emerald Publishing.
- Working groups: Discussion of first ideas

5. Thursday, 17.11.2022, 14:00 - 18:00: Nonviolent resistance

1st Block: Why civil resistance works

- Student input: Chenoweth, E. & Stephan, M.J. 2011, Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict, New York: Columbia University Press.
- Required readings:
 - Chenoweth, Erica, and Kathleen Gallagher Cunningham. 2013. “[Understanding Nonviolent Resistance: An Introduction](#).” *Journal of Peace Research* 50 (3): 271–76..
 - PODCAST: [Erica Chenoweth on Nonviolent Resistance](#).
 - YOUTUBE LECTURE: [Why Civil Resistance Works: Nonviolence in the Past and Future](#).
- Further readings:
 - Jackson, Richard. 2018. “[Pacifism: The Anatomy of a Subjugated Knowledge](#).” *Critical Studies on Security* 6 (2): 160–75.
 - Jackson, Richard. 2020. A defence of revolutionary nonviolence. In [Revolutionary nonviolence: Concepts, cases and controversies](#), edited by R. Jackson, J. Llewellyn, G. Leonard, A. Gnoth & T. Karena, 18-41. London, UK: Zed Books.
 - Kadivar, Mohammad Ali, and Neil Ketchley. 2018. “[Sticks, Stones, and Molotov Cocktails: Unarmed Collective Violence and Democratization](#).” *Socius* 4.

2nd Block: Nonviolent tactics

- Student input: Sharp, Gene. 1972. [The Politics of Nonviolent Action](#). Boston: P. Sargent.
- Working group: heuristics

6. Thursday, 24.11.2022, 14:00 - 18:00: Civil disobedience

1st Block: What is civil disobedience

- Student input: Pineda, Erin R. 2021. *Seeing Like an Activist: Civil Disobedience and the Civil Rights Movement*. Oxford, UK: Oxford University Press.
- Required readings:
 - Celikates, Robin. 2016. “[Rethinking Civil Disobedience as a Practice of Contestation—Beyond the Liberal Paradigm](#).” *Constellations* 23 (1): 37–45.
 - VIDEO INTERVIEW: [Seeing Like an Activist”: Erin R. Pineda with Robin Celikates](#)
 - YOUTUBE LECTURE: [Civil Disobedience, Democracy, and Collective Action](#)
- Additional readings:
 - Celikates, Robin. 2015. “[Learning From the Streets: Civil Disobedience in Theory and Practice](#).” In *Global Activism: Art and Conflict in the 21st Century*, edited by Peter Weibel, 65–72. Cambridge, MA: MIT Press.
 - PODCAST: [SRF Sternstunde: Wo Endet Der Zivile Ungehorsam?](#)

2nd Block: Civil disobedience in practice

- Student input: Extinction Rebellion and Letzte Generation
- Required readings:
 - YOUTUBE MANIFESTO: [XR Talks with Roger Hallam](#)
 - Libcom. 2022. “[Extinction Rebellion: Not the Struggle We Need](#).”
 - Charles, Andrew. 2019. “[Extinction Rebellion: A Short Critical Guide](#).” Overland Literary Journal. October 24, 2019.
 - CLT. 2019. “[Extinction Rebellion: Credit, Criticism & Cops](#).” *Critical Legal Thinking* (blog).
- Student input and group work: Expert interviews
- Required readings:
 - Soest, Christian von. „[Why Do We Speak to Experts? Reviving the Strength of the Expert Interview Method](#)“. *Perspectives on Politics*, 21. Juni 2022, 1–11.
 - Della Porta, Donatella. 2014. “In-Depth Interviews” and “Life Histories.” In [Methodological Practices in Social Movement Research](#), ibid. Oxford University Press.

7. Thursday, 01.12.2022, 14:00 - 18:00: Teaching analysis poll and research colloquium

1st Block: Teaching Analysis Poll

- The Teaching Analysis Poll (TAP) is a third-party facilitated group discussion with students at mid-semester. The focus is on the following three guiding questions to students:
 - What do you learn most from in this course?
 - What makes your learning more difficult?
 - What suggestions do you have for improving the hindering points?

2nd Block: Research colloquium1

- Working groups: feedback and work plan
- Preparation:
 - Describe in a 500 words text what you want to study and why? What is your research question? Why is this question interesting/relevant (to the topic of the class)? How are you going to answer this question?

- Prepare an annotated bibliography for your paper with at least 5 different academic sources, including at least 2 books. Provide a short (2-5 line) summary of each source and its relevance to your paper.
- In class, each student will briefly present their idea to the other group members – the latter will listen closely and ask questions of understanding directly after each presentation. After this first round of presentations, each student will read the papers of, at least, two other students from the group and provide written feedback of at least one page (!) per paper – this feedback can include open questions, ideas for readings, things that are unclear, suggested methods etc.
- Homework: Based on the received feedback, please develop a first work plan for the edition of a research paper (a work plan includes a tentative outline, a time schedule of when you want to do what, together with a revised 500-700 words abstract). Send these files to me until 15. December 2022.

8. Thursday, 08.12.2022, 14:00 - 18:00: Radical politics

1st Block: Can violence ever be justified?

- Student input: Frazer, Elizabeth, and Kimberly Hutchings. 2019. *Can Political Violence Ever Be Justified?* Cambridge, UK ; Medford, MA: Polity.
- Required readings:
 - Hart, Lindsay. 1997. “In Defence of Radical Direct Action: Reflections on Civil Disobedience, Sabotage and Nonviolence.” In *Twenty-First Century Anarchism*, edited by Jon Purkis and James Bowen, 41–59. Cassell.
 - Blunt, Gwilym David. 2022. “[Is Political Violence Ever Justifiable?](#)” The Conversation. Accessed October 6, 2022.
- Additional readings:
 - Wedderburn, Alister. 2021. “Violence, Justice and Justification.” *Radical Philosophy*, no. 211: 56–60.
 - BOOK REVIEW: [A Duty to Resist](#): When Disobedience Should Be Uncivil by Candice Delmas.” 2019. *LSE Review of Books* (blog). April 12, 2019.

2nd Block: ..but can it be justified nevertheless?

- Working groups: Historical examples of justifications of violence
- Student input: Delmas, Candice. 2018. [A Duty to Resist](#). Oxford University Press.
- Required readings:
 - YOUTUBE LECTURE: [Uncivil Disobedience from Black Lives Matter to the Capitol](#)
 - PODCAST: [A Duty to Resist \(with Candice Delmas\) - Free Thoughts Podcast](#)

9. Thursday, 15.12.2022, 14:00 - 18:00: Violent escalation at focal events: G20

1st Block: Movie „Hamburger Gitter“

(**TRIGGER WARNING: VIDEOS OF CLASHES, GRAPHIC DESCRIPTIONS OF WOUNDS/VIOLENCE**)

2nd Block: Guest lecture by Dr. Simon Teune on his book about the G20 summit

- Required readings:
 - Wahlström, Mattias. 2022. “Collective Violence in Connection with Political Protest (Draft Version).” In *Eskalation. G20 in Hamburg, Protest Und Gewalt*.

10. Thursday, 05.01.2023, 14:00 - 18:00: Teaching analysis poll and research colloquium 2

1st Block: Evaluation of teaching analysis poll

- Group work: Discussion of TAP Format, setting goals for 2023
- Joint modification of seminar rules

2nd Block: Research colloquium 2

- Group work: Paper presentations
 - Seminar participants present their ideas for a term paper to the class.
 - Paper abstracts (700 words + first draft outline + work schedule) are shared one week in advance with an assigned peer who will act as a discussant.
 - In class, the assigned peer will present your paper idea to the class (max. 5 minutes).

11. Thursday, 12.01.2023, 14:00 - 18:00: Radical democracy as resistance

1st Block: Guest lecture by Rosa Burc on her research about the transnational Kurdish movement

- Required readings:
 - Burç, Rosa, Nina Schneider, und Urs Sekinger. 2022. [Berxwedan jiyan e - Widerstand ist Leben](#). Widerspruch 78 (1).
 - Aydin, Delal, und Rosa Burç. 2022. [Kurdish Movement, Contemporary \(Turkey\)](#). In *The Wiley-Blackwell Encyclopedia of Social and Political Movements*, 1–9. John Wiley & Sons, Ltd.

2nd Block: Ethnographic research methods

- Student input: Participant observation
- Required readings:
 - Ingold, T. (2014). [That's enough about ethnography!](#) HAU: *Journal of Ethnographic Theory*, 4(1), 383–395.
 - Shah, A. (2017). [Ethnography?: Participant observation, a potentially revolutionary praxis](#). HAU: *Journal of Ethnographic Theory*, 7(1), 45–59.
- Further readings:
 - Balsiger, Philip, and Alexandre Lambelet. 2014. “Participant Observation.” In [Methodological Practices in Social Movement Research](#), edited by Donatella della Porta. Oxford University Press.
 - Graeber, D.. 2004. *Fragments of an anarchist anthropology*. Chicago, Ill.: University of Chicago Press.

12. Thursday, 19.01.2023, 14:00 - 18:00: Nonviolence in violent conflict

1st Block: Everyday peace

- Student input: Mac Ginty, Roger. 2021. *Everyday Peace: How so-called Ordinary People Can Disrupt Violent Conflict*. New York, NY: Oxford University Press.
- Required readings:
 - Mac Ginty, Roger. 2014. [Everyday Peace: Bottom-up and Local Agency in Conflict-Affected Societies](#). *Security Dialogue* 45 (6): 548–64.

- Masullo, Juan. 2021. “[Refusing to Cooperate with Armed Groups Civilian Agency and Civilian Noncooperation in Armed Conflicts](#).” *International Studies Review* 23 (3): 887–913.
- Additional readings:
 - Seidel, Timothy. 2017. “[We Refuse To Be Enemies': Political Geographies of Violence and Resistance in Palestine](#).” *Journal of Peacebuilding & Development* 12 (3): 25–38. **(TRIGGER WARNING: DESCRIPTION OF PHYSICAL ABUSE)**
 - Hallward, Maia, Juan Masullo, and Cécile Mouly. 2017. “[Civil Resistance in Armed Conflict: Leveraging Nonviolent Action to Navigate War, Oppose Violence and Confront Oppression](#).” *Journal of Peacebuilding & Development* 12 (3): 1–9.
 - Masullo, Juan. 2021. “[Civilian Contention in Civil War](#).” *Comparative Political Studies* 54 (10): 1849–84.

2nd Block: Self-care, trauma, and the study of violence

- Student input: Preventing traumatization in conflict research
- Required readings:
 - Grimm, Jannis et al.. 2020. “After the field: Risk assessment revisited, dissemination, publication, and emotional challenges”. In *Safer Field Research in the Social Sciences: A Guide to Human and Digital Security in Hostile Environments*, edited by Jannis Grimm et al., Chap. 4. Thousand Oaks, CA: Sage Publications.
 - DFRLab. 2019. „[Don't Watch the New Zealand Mosque Attack Video. Just Don't](#).“
 - Hannah Ellis. 2018. „[How to Prevent, Identify and Address Vicarious Trauma — While Conducting Open Source Investigations in the Middle East](#)“. Bellingcat.

13. Thursday, 26.01.2023, 14:00 - 18:00: Cataloguing (non)violence and radicalisation

1st Block: Guest lecture by Sofia Hunger on the WZB Protest Monitoring

- Required readings:
 - Hunger, Sophia, Eylem Kanol, Daniel Saldivia Gonzatti, and Swen Hutter. 2022. “Breeding Ground for Radicalization?” unpublished manuscript.
 - Tilly, Charles. 2002. “[Event Catalogs as Theories](#),” *Sociological Theory* 20, 2: 248-254.
 - Hutter, Swen. 2014. Protest event analysis and its offspring. In *Methodological Practices in Social Movement Research*, edited by Donatella della Porta. Oxford University Press.
- Additional readings:
 - Biggs, M. (2018). [Size Matters: Quantifying Protest by Counting Participants](#). *Sociological Methods & Research*, 47(3), 351–383.
 - Earl, Jennifer, Andrew Martin, John McCarthy, Sarah Soule. 2004. “[The Use of Newspaper Data in the Study of Collective Action](#),” *Annual Review of Sociology* 30: 65-80.

2nd Block: Event mapping

- Student input: Protest event analysis
- Group work: Event mapping. Please bring a laptop with excel for a practical exercise.

14. Thursday, 02.02.2023, 14:00 - 18:00: Narrating radical politics

1st Block: Radical action frames

- Student input: Frame analysis

- Required readings:
 - Benford, R. D., & Snow, D. A.. 2000. „Framing processes and social movements: An overview and assessment.” *Annual Review of Sociology*, 26, 611–639.
 - Muncie, E..2020. “[Peaceful protesters’ and ‘dangerous criminals’](#): The framing and reframing of anti-fracking activists in the UK.” *Social Movement Studies*, 19(4), 464–481.
- Additional readings:
 - Lindekilde, L.. 2014. “Discourse and Frame Analysis: In-Depth Analysis of Qualitative Data in Social Movement Research.” In [Methodological Practices in Social Movement Research](#), edited by Donatella della Porta. Oxford University Press.
 - Ellefsen, Rune, and Jan Jämte. 2020. “[Being Labelled as ‘Violent Extremists’](#): The Consequences of Soft Repression” C-REX - Center for Research on Extremism.
 - Johnston, H., & Noakes, J. A. (Ed.). 2005. *Frames of Protest: Social Movements and the Framing Perspective*. Rowman & Littlefield Publishers.

2nd Block: Radical characterisations

- Student input: Jasper, J. M., Young, M. P., & Zuern, E. (2020). *Public characters: The politics of reputation and blame*. Chicago UP.
- Required readings:
 - Hinzt, Lisel. 2016. “[Adding Insult to Injury: Vilification as Counter-Mobilization in Turkey’s Gezi Protests.](#)” Project on Middle East Political Science (blog).
 - Jackson, Richard. 2018. “Sympathy for the Devil: Evil, Taboo, and the Terrorist Figure in Literature.” In *Terrorism and Literature*, edited by Peter C. Herman, 377–94. Cambridge Critical Concepts. Cambridge: Cambridge University Press.
 - Reid, Jonathan C., and Miltonette O. Craig. 2021. “[Is It a Rally or a Riot? Racialized Media Framing of 2020 Protests in the United States.](#)” *Journal of Ethnicity in Criminal Justice* 19 (3–4): 291–310.
- Additional readings:
 - Broek, Hans-Peter van den. 2017. “Labelling and Legitimization: Justifying Political Violence in the Basque Country.” *Terrorism and Political Violence* 29 (1): 119–36. <https://doi.org/10.1080/09546553.2014.995788>.
 - Brown, Danielle K., and Rachel R. Mourão. 2021. “[Protest Coverage Matters: How Media Framing and Visual Communication Affects Support for Black Civil Rights Protests.](#)” *Mass Communication and Society* 24 (4): 576–96.

15. Thursday, 09.02.2023, 14:00 - 18:00: Spatial approaches to radical politics

1st Block: Radical Spaces

- Student input: Beissinger, Mark R. 2022. [The Revolutionary City](#). Princeton University Press..
- Required readings
 - Höglund, Kristine, Erik Melander, Margareta Sollenberg, and Ralph Sundberg. 2016. “Armed Conflict and Space: Exploring Urban-Rural Patterns of Violence.” In [Spatialising Peace and Conflict: Mapping the Production of Places, Sites and Scales of Violence](#), edited by Annika Björkdahl and Susanne Buckley-Zistel, 60–76. Rethinking Peace and Conflict Studies. London: Palgrave Macmillan.
 - Grimm, Jannis Julien. 2022. “[Myths and Martyrs: The Rabaa al-Adawiya Massacre as a Critical Juncture.](#)” In *Contested Legitimacies*, 133–88. Repression and Revolt in Post-Revolutionary Egypt. Amsterdam University Press.

- Additional readings:
 - Ayata, Bilgin, and Cilja Harders. 2018. “Midān moments: conceptualizing space, affect and political participation on occupied squares.” In *Affect in relation: families, places and technologies*, edited by Birgitt Röttger-Rössler and Jan Slaby, 115–33. London, UK: Routledge.
 - Björkdahl, A., & Buckley-Zistel, S. (Eds.). 2016. *Spatialising Peace and Conflict: Mapping the Production of Places, Sites and Scales of Violence*. Palgrave Macmillan UK.

2nd Block: Researching (in) radical spaces

- Student input: Field research
- Required readings
 - Wackenhut, Arne F. 2018. “[Ethical Considerations and Dilemmas before, during and after Fieldwork in Less-Democratic Contexts](#).” *The American Sociologist* 49 (2): 242–57.
- Additional readings:
 - Grimm, Jannis Julien, Kevin Koehler, Ellen Lust, Ilyas Saliba, and Isabell Schierenbeck. 2020. *Safer Field Research in the Social Sciences: A Guide to Human and Digital Security in Hostile Environments*. 1st ed. Thousand Oaks: SAGE Publishing, Chapters 1-3.
 - Kapiszewski, Diana, Lauren M. MacLean, and Benjamin Lelan Read. 2015. *Field Research in Political Science: Practices and Principles*. Strategies for Social Inquiry. Cambridge, United Kingdom: Cambridge University Press, Chapters 1, 3, 4.

16. Thursday, 16.02.2023, 14:00 - 18:00: Hidden curriculum and research colloquium III

1st Block: Research colloquium

- Group work: Paper outlines
 - Provide an outline of at least 2 pages of your final paper, which includes (short) discussions of at least the following elements: (1) research question; (2) theoretical grounding (3) case selection; (4) data selection; (5) method and sources.
 - Make sure you have a clear research question by now. Argue why this question is interesting or relevant. Outline shortly how you are going to answer the question in terms of methodology and theoretical embedding. Include an updated annotated bibliography with at least 7 different academic sources, including at least 2 books. Provide a short (2-5 line) summary of each source and its relevance to your paper.
 - During the seminar, exchange these outlines with 2 people and comment one two outlines. I will also read your outlines beforehand and then comment on overarching questions/issues and recurring topics, and give you room to ask some remaining pressing questions about your papers. This way you'll receive three sets of additional individualized feedback on your paper idea before leaving for the semester break.

2nd Block: A career in conflict research

- Plenary session and open Q&A: The hidden curriculum of academia, how to proceed after the MA towards an academic research position, pitfalls and challenges, publishing opportunities for students.