

GOV 388L: Political Violence, Spring 2015
Department of Government, University of Texas at Austin

1 Instructor Information

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Office Hours: Tues 9:30-12:30 / by appt
Class Location: BAT 1.104

2 Course Overview, Format, and Objectives

This graduate research seminar addresses the theoretical and empirical study of political violence primarily within states. It will survey leading research investigations from within political science along with discussion of innovations in other disciplines including geography, economics, and sociology. We will consider a variety of theoretical topics and empirical approaches that deal with the complexity of conflict and violence that we observe globally. Particular topics include the causes and consequences of violence, the process by which violence escalates and deescalates, and how violence differs from political behavior more generally.

3 Requirements

3.1 Required Readings

All readings will be from journal articles. Please note that I may alter the readings from time to time including adding, dropping, and reorganizing. I will give you advance notice when this is to take place. You should plan to read carefully and thoroughly each week and come prepared to discuss the readings. Because syllabi are often filled with male authors thereby ignoring important insights, I have tried to create a solid gender balance in the assigned readings. By my count, 41% of the required readings have at least one female author. If you have suggestions for how to increase the diversity of voices we consider, don't hesitate to let me know.

3.2 Participation / Presentations

Attendance and participation are worth 20% of your grade. Each of you needs to participate actively in weekly discussions. We should have lively, engaging discussion that explore the state of knowledge on the topics as well as creative frontiers. To accomplish this, you need to attend class very well-prepared. I expect each of you to participate *at bare minimum* once every session, but on average you should be speaking substantially more than that. If you are not comfortable speaking in class, then you should talk to me before the second week of class so we can help you become comfortable or work out other arrangements.

Second, each of you needs to prepare at least two agendas for guiding class discussions. You will begin leading the discussions in the third week. The agenda-setter should take the lead in guiding a stimulating discussion and everyone else in class should engage fully.

As you prepare for class discussion and agendas, you should think about the basic components of the articles:

1. What is the research question?
2. What is the dependent variable?
3. What is the independent variable?
4. What are the causal mechanisms?
5. What are the components of the research design?
6. What are the findings?

Additionally, and more importantly, you should evaluate each reading critically. This does not imply that you should only identify shortcomings; rather analyze what the author(s) did right, wrong, better, worse, etc. You should seek to learn how to build on the strengths of others while avoiding their weaknesses. As such, you should answer the following questions and others of your own.

1. What do you like most about the article? Least?
2. Are the stated findings in the text surprising? Interesting?
3. Do you believe the findings? Why or why not?
4. To which cases (or sets of cases) do the results apply best/worst?
5. Beyond identifying problems, what would you do to fix those problems? Be practical and concrete. What do you need to be convinced?
6. Which literatures do these findings affect most? How?

From my perspective, the most important step you can take when reading an article is to consider how you would have done the research differently. So as a final step, I encourage you to think *creatively* about how you could improve this research. I cannot emphasize enough the importance of socializing yourselves to follow convention where needed, but critically breaking out of traditional ways of thinking — in the right ways and at the right times. Thus, other questions to consider:

1. Which question should have been asked?
2. Which theoretical ideas should have been considered? Are the theoretical ideas stale?
3. What novel methodological approaches could have been employed?
4. Is there a better way to ensure this speaks directly to a key theoretical or policy debate?
5. How could the paper be framed better to grab readers' attention?

3.3 Replication Assignments

Research replications are worth 20% of your grade. Over the course of the semester you need to turn in and discuss two replication assignments. You will work on the replication assignments together with another student in the class, including writing up the results and presenting them together.

Please identify a published article that has publicly available replication data. Many journals now require replication data to be posted on the author's website which most comply with or on a journal website. Once you download and open the data, you should use the authors' command script (e.g., Stata .do file) file to replicate the exact results reported in the paper. In your memo, please comment on how easy it is to replicate those results. If you run the models and you do not get the same results, then please report on that too. Regardless, please include with your paper whatever results you get (in tables/figures) when you try to replicate what is in the published paper.

Once you have replicated (or not) what is in the published paper, then you should do whatever it takes to "break the model" or get the authors' key result to become statistically insignificant. This could involve dropping cases, time periods, using different estimators, adding variables, etc, etc. Nearly every statistical model is "breakable" and you need to learn what this process looks like.

Once you have broken the model then extend the analysis in some way. That might include adding a new variable, adding some new years, using a different statistical method, etc. You should motivate the extension theoretically or empirically, and discuss what you learn from the exercise, and include relevant tables/figures. You will need to provide a brief report on the replication exercises to others in the class.

3.4 Seminar Paper

The seminar paper is worth 50% of your grade and comprises the primary requirement for the course. The project will be completed jointly either with another student in the class or with the instructor. If you prefer working alone, then that's fine but you will need to complete a full paper just like the teams.

A portion of most class periods will be devoted to discussions and decision-making about each of the projects. We will discuss the paper in stages – introduction, literature, theory, research design, empirics, conclusion, etc – and will also turn in the different parts of the paper in stages. The reading schedule below lays out the dates that each section is due.

The final product should be a co-authored paper, suitable for professional presentation and, following, publication. It may be useful to consider following the model outlined in Gary King's "Publication, Publication" which can be found on his website. An example of a published paper that came out of a course like this is the following that I coauthored with Tze Kwang Teo during my second year in graduate school:

- Findley, Michael, and Tze Kwang Teo. 2006. "Rethinking Third Party Interventions into Civil Wars: An Actor-Centric Approach." *Journal of Politics* 68(4): 828–837.

3.5 Presentation

I typically have students give presentations in class. Borrowing an idea from Macartan Humphreys, in this course you will present early in the semester on an episode of violence. This will get you learning about other conflicts quickly and will create a common frame for discussion. We will do the presentations in weeks 2–5. In addition to a 10-minute presentation, you should prepare a one-page fact sheet that you can hand out to others in class. Please choose one of the following events and be prepared to present on it. The presentation is worth 10% of your grade.

- The Tunisian Immolation (17 December 2010)
- Texas Bell Tower Sniper (1 August 1966)
- Hiroshima (6 August 1945)
- The killing of Steve Biko (August-September 1977)
- Srebrenica (July 1995)
- Naroda Patiya Massacre (2002)
- Mississippi Civil Rights Workers Murders (21–22 June 1964)
- Waterboarding of Khalid Sheikh Mohammed (or others)
- Massacre of Tutsis at Mugonero Church/Mission

4 University and Course Policies

4.1 Academic Integrity

UT students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are expected not only to be honest but also to assist other students in fulfilling their commitment to be honest.

While students should make a general commitment to proper academic conduct, there are still specific skills most students need to master over time in order to correctly cite sources, especially in the age of the internet, as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers.

Writing submitted for credit at UT must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit a writing lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*.

Please also see the University Honor Code site for more information at: <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>.

4.2 Access

The University of Texas at Austin is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

4.3 Religious Holidays

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

4.4 Emergencies

Please also see the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>. 1. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. 2. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. 3. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. 4. In the event of an evacuation, follow the instruction of faculty or class instructors. 5. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. 6. Behavior Concerns Advice Line (BCAL): 512-232-5050. 7. Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

5 Tentative Course and Reading Schedule

5.1 January 20: Introduction

5.2 January 27: What is Political Violence?

Research Papers: Discuss Research Questions

Presentation 1 & 2

- Required:

- Blattman, Christopher, and Edward Miguel. 2010. “Civil War.” *Journal of Economic Literature* 48(1): 3–57.
- Sambanis, Nicholas. 2004. “What is Civil War: Conceptual and Empirical Complexities of an Operational Definition.” *Journal of Conflict Resolution* 48(6): 814–858.
- Kalyvas, Stathis. 2003. “The Ontology of ‘Political Violence’: Action and Identity in Civil Wars.” *Perspectives on Politics* 1: 475–494.
- Farmer, Paul. 1996. “On Suffering and Structural Violence.” *Daedalus* 125(1): 261–283.
- Nisbett, Richard, E. 2002. “The Anticreativity Letters: Advice from a Senior Tempter to a Junior Tempter.” Unpublished Manuscript: University of Michigan.

- Recommended:

- Findley, Michael G., and Joseph K. Young. 2012. “Terrorism and Civil War: A Spatial and Temporal Approach to a Conceptual Problem.” *Perspectives on Politics* 10(2): 285–305.
- Tilly, Charles. 1985. “War Making and State Making as Organized Crime.” In Peter Evans et al. (Eds.) *Bringing the State Back In*. Cambridge: Cambridge University Press.

5.3 February 3: Practice and History of Violence

Research Papers: 1-page proposal due; Discuss writing introductions

Presentation 3 & 4

- Required:

- Themner, Lotta, and Peter Wallensteen. 2014. “Armed Conflict, 1946–2013.” *Journal of Peace Research* 51(4): 541–554.
- Kalyvas, Stathis, and Lisa Balcells. 2010. “International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict.” *American Political Science Review* 104(3): 415–429.

- Ehrenreich, Barbara. 1997. *Blood Rites: Origins and History of the Passions of War*. New York: Henry Holt. <http://www.nytimes.com/books/first/e/ehrenreich-rites.html>
- Tilly, Charles. 2003. *The Politics of Collective Violence*. Cambridge: Cambridge University Press. Chapters 1 & 2.
- Watch the movie *Ghosts of Rwanda* <https://www.youtube.com/watch?v=VJAuyIRfYIM>
- Loehle, Craig. 1990. “A Guide to Increased Creativity in Research—Inspiration or Perspiration?” *Bioscience* 40(2): 123–129.

5.4 February 10: Constructivism / Identity

Research Papers: Full introduction due; Discuss literature reviews

Presentation 5 & 6

- Required

- Fearon, James, and David Laitin. 2000. “Violence and the Social Construction of Ethnic Identity.” *International Organization* 54(4): 845–877.
- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. “Why Do Ethnic Groups Rebel? New Data and Analysis.” *American Political Science Review* 62(1): 87–119.
- Harris, Adam S., and Michael G. Findley. 2013. “Is Ethnicity Identifiable? Evidence from an Experiment in South Africa.” *Journal of Conflict Resolution*
- Lyall, Jason. 2010. “Are Co-Ethnics More Effective Counter-Insurgents? Evidence from the Second Chechen War.” *American Political Science Review* 104(1): 1–20.
- Varian, Hal. 1997. “How to Build an Economic Model in Your Spare Time.” In Michael Szenberg (Ed.) *Passion and Craft: Economists at Work*. Ann Arbor: University of Michigan Press.

5.5 February 17: Rationalism / Bargaining

Research Papers: Discuss literature reviews again

Presentation 7 & 8

- Required

- Fearon, James. 1995. “Rationalist Explanations for War.” *International Organization* 49(3): 379–414.
- Powell, Robert. 2006. “War as a Commitment Problem.” *International Organization* 60(1): 169–203.
- Lichbach, Mark Irving. 2009. “Internal Wars over the State: Rational Choice Institutionalism and Contentious Politics.” In Manus I. Midlarsky (Ed.) *Handbook of War Studies III: The Intrastate Dimension*. Ann Arbor, MI: University of Michigan Press.

- Ostrom, Elinor. 1997. “A Behavioral Approach to the Rational Choice Theory of Collective Action: Presidential Address.” *American Political Science Review* 92(1): 1-22.

5.6 February 24: Causes of Violence

Research Papers: Literature review due (revise previous material); Discuss theory sections

- Required

- Fearon, James, and David Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” *American Political Science Review* 97(1): 75–90.
- Roessler, Philip. 2011. “The Enemy Within: Personal Rule, Coups, and Civil War in Africa.” *World Politics* 63(2): 300–346.
- Nielsen, Richard A., Michael G. Findley, Zachary S. Davis, Tara Candland, and Daniel L. Nielson. 2011. “Foreign Aid Shocks as a Cause of Violent Armed Conflict.” *American Journal of Political Science* 55(2): 219–232.
- Hegre, Havard, and Nicholas Sambanis. 2006. “Sensitivity Analysis of Empirical Results on Civil War Onset.” *Journal of Conflict Resolution* 50(4): 508–535.
- Blair, Graeme, Christine Fair, Neil Malhotra, and Jacob Shapiro. 2013. “Poverty and Support for Militant Politics: Evidence from Pakistan.” *American Journal of Political Science* 57(1): 30–48.

- Recommended

- Lyall, Jason, Graeme Blair, and Kosuke Imai. 2013. “Explaining Support for Combatants during Wartime: Survey Experiment in Afghanistan.” *American Political Science Review* 107(4): 679–705.
- Collier, Paul, and Anke Hoeffler. 2004. “Greed and Grievance in Civil War.” *Oxford Economic Papers* 56(4): 563–595.
- Dixon, Jeffrey. 2009. “What Causes Civil Wars? Integrating Quantitative Research Findings.” *International Studies Review* 11: 707–735.
- Sambanis, Nicholas. 2004. “Using Case Studies to Expand Economic Models of Civil War.” *Perspectives on Politics* 2(2): 259–279.

5.7 March 3: Duration, Management, and Outcomes of Violence

Research Papers: Discuss theory sections again

- Required

- Epstein, Joshua. 2002. “Modeling Civil Violence: An Agent-Based Computational Approach.” *Proceedings of the National Academy of Sciences* 99(3): 7243–7250.
- Regan, Patrick. 2002. “Third-Party Interventions and the Duration of Interstate Conflicts.” *Journal of Conflict Resolution* 46(1): 55–73.

- Walter, Barbara, and Andrew Kydd. 2002. “Sabotaging the Peace: The Politics of Extremist Violence.” *International Organization* 56(2): 263–296.
 - Stedman, Stephen. 1996. “Spoiler Problems in Peace Processes.” *International Security* 22(2): 5–53.
 - Jo, Hyeran, and Catarina Thomas. 2014. “Legitimacy and Compliance with International Law: Access to Detainees in Civil Conflict.” *British Journal of Political Science* 44(2): 323–355.
 - Lischer, Sarah. 2003. “Collateral Damage: Humanitarian Assistance as a Cause of Conflict.” *International Security* 28(1): 79–109.
- Recommended
 - Cunningham, David E. 2006. “Veto Players and Civil War Duration.” *American Journal of Political Science* 50(4): 875–892.

5.8 March 10: Peace Operations

Research Papers: Theory section due (revise previous material); Discuss research design

- Required
 - Doyle, Michael, and Nicholas Sambanis. 2000. “International Peacebuilding: A Theoretical and Quantitative Analysis.” *American Political Science Review* 94(4): 779–801.
 - Walter, Barbara, F. 1998. “The Critical Barrier to Civil War Settlement.” *International Organization* 51(3): 335–364.
 - Gilligan, Michael J., and Ernest J. Sergenti. 2008. “Do UN Interventions Cause Peace? Using Matching to Improve Causal Inference.” *Quarterly Journal of Political Science* 3(2): 89–122.
 - Downs, George, and Stephen Stedman. 2002. “Evaluation Issues in Peace Implementation.” In Stephen Stedman, Donald Rothchild, and Elizabeth Cousens (Ed.) *Ending Civil Wars: The Implementation of Peace Agreements*. London: Lynne Rienner Publishers.
 - Hultman, Lisa, Jacob Kathman, and Megan Shannon. 2013. “United Nations Peacekeeping and Civilian Protection in Civil War.” *American Journal of Political Science* 57(4): 875–891.
 - Fearon, James, Macartan Humphreys, and Jeremy Weinstein. 2009. “Can Development Aid Contribute to Social Cohesion after Civil War? Evidence from a Field Experiment in Post-Conflict Liberia.” *American Economic Review, Papers and Proceedings* 99(2): 287–291.
- Recommended
 - Doyle, Michael, and Nicholas Sambanis. 2006. *Making War and Building Peace: United Nations Peace Operations*. Princeton, NJ: Princeton University Press.

- Narang, Neil. 2014. “Assisting Uncertainty: How Humanitarian Aid Can Inadvertently Prolong Civil Wars.” *International Studies Quarterly* Early View.
- Hartzell, Caroline, and Matthew Hoddie. 2003. “Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management.” *American Journal of Political Science* 47(2): 318–332.
- Fortna, Page. 2004. “Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War.” *International Studies Quarterly* 48(2): 269–292.
- Walter, Barbara F. 2002. *Committing to Peace: The Successful Settlement of Civil Wars*. Princeton, NJ: Princeton University Press.

5.9 March 17: Spring Break – No Class

5.10 March 24: Organization and Participation

Research Papers: Discuss research design sections again

- Required

- Humphreys, Macartan, and Jeremy Weinstein. 2008. “Who Fights? The Determinants of Participation in Civil Wars.” *American Journal of Political Science* 52(2): 436–455.
- Parkinson, Sarah. 2013. “Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War.” *American Political Science Review* 107(3): 418–432.
- Gallagher-Cunningham, Kathleen. 2013. “Actor Fragmentation and Civil War Bargaining: How Internal Divisions Generate Civil Conflict.” *American Journal of Political Science* 57(3): 659–672.
- Weinstein, Jeremy. 2007. *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge: Cambridge University Press. Pgs. 1–60.
- Kuran, Timur. 1991. “Now Out of Never: The Element of Surprise in the East European Revolution of 1989.” *World Politics* 44(1): 7–48.
- Bahney, Benjamin, Rahda Iyengar, Patrick Johnston, Danielle Jung, Jacob Shapiro, and Howard Shatz. 2013. “Insurgent Compensation: Evidence from Iraq.” *American Economic Review* 103(3): 518–522.

- Recommended

- Beber, Bernd, and Christopher Blattman. 2011. “The Logic of Child Soldiering and Coercion.” *International Organization*.

5.11 March 31: Counterinsurgency / State Violence

Research Papers: Research design due (revise previous material); Discuss empirical section

- Required
 - Thomas, Jakana. 2014. “Rewarding Bad Behavior: How Governments Respond to Terrorism in Civil War.” *American Journal of Political Science* 58(4): 804–818.
 - Lyall, Jason. 2009. “Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya.” *Journal of Conflict Resolution* 53(3): 331–362.
 - Davenport, Christian. 2007. “State Repression and Political Order.” *Annual Review of Political Science* 10: 1–23.
 - Goldhagen, Daniel. 1996. *Hitler’s Willing Executioners: Ordinary Germans and the Holocaust*. New York: Alfred Knopf. Pg. 203–262.
 - Straus, Scott. 2004. “How Many Perpetrators Were There in the Rwandan Genocide: An Estimate.” *Journal of Genocide Research* 6(1): 85–98.
 - Davenport, Christian, and Alan Stam. 2012. “Rwandan Political Violence in Space and Time.” Unpublished Manuscript. Notre Dame.

- Recommended
 - Staniland, Paul. 2012. “States, Insurgents, and Wartime Political Order.” *Perspectives on Politics* 10(2): 243–264.
 - Johnston, Patrick. 2012. “Does Decapitation Work? Assessing the Effectiveness of Leadership Targeting in Counterinsurgency Campaigns.” *International Security* 36(4): 47–79.

5.12 April 7: Nonviolent Dissent / Cooperation

Research Papers: Discuss progress of empirical analysis

- Required
 - Stephan, Maria, and Erica Chenoweth. 2008. “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict.” *International Security* 33(1): 7–44.
 - Schock, Kurt. 2003. “Nonviolent Action and Its Misconceptions: Insights for Social Scientists.” *PS: Political Science and Politics* 36(4): 705–712.
 - Fearon, James, and David Laitin. 1996. “Explaining Interethnic Cooperation.” *American Political Science Review* 90(4): 715–735.
 - Gallagher-Cunningham, Kathleen. 2013. “Understanding Strategic Choice: The Determinants of Civil War and Nonviolent Campaign in Self-Determination Disputes.” *Journal of Peace Research* 50(3): 291–304.

5.13 April 14: Noncombatants

Research Papers: Discuss progress of empirical analysis

- Required
 - Kydd, Andrew, and Barbara F. Walter. 2006. “The Strategies of Terrorism.” *International Security* 31(1): 49–80.
 - Humphreys, Macartan, and Jeremy Weinstein. 2006. “Handling and Manhandling Civilians in Civil War.” *American Political Science Review* 100(3): 429–447.
 - Valentino, Ben, Paul Huth, and Sarah Croco. 2006. “Covenants Without the Sword: International Law and the Protection of Civilians in Times of War.” *World Politics* 58(3): 339–377.
 - Balcells, Laia. 2010. “Rivalry and Revenge: Violence against Civilians in Conventional Civil War.” *International Studies Quarterly* 54(2): 291–313.

- Recommended
 - Wood, Reed. 2010. “Rebel Capability and Strategic Violence Against Civilians.” *Journal of Peace Research* 47(5): 601–614.

5.14 April 21: Gender and Sexual Violence

Research Papers: Discuss progress of empirical analysis

- Required
 - Wood, Elisabeth. 2006. “Variation in Sexual Violence During War.” *Politics and Society* 34(3): 307–341.
 - Cohen, Dara Kay. 2013. “Explaining Rape during Civil War: Cross-National Evidence.” *American Political Science Review* 107(3): 461–477.
 - Cohen, Dara. 2013. “Female Combatants and the Perpetration of Violence: Wartime Rape in Sierra Leone.” *World Politics* 65(3): 383–415.
 - Hudson, Valeria, Mary Caprioli, Bonnie Ballif-Spanvill, Rose McDermott, and Chad Emmett. 2008/9. “The Heart of the Matter: The Security of Women and the Security of States.” *International Security* 33(3): 7–45.
 - Caprioli, Mary. 2005. “Primed for Violence: The Role of Gender Equality in Predicting Internal Conflict.” *International Studies Quarterly* 49(2): 161–178.

- Recommended
 - Viterna, Jocelyn. 2013. *Women in War: The Micro-processes of Mobilization in El Salvador*. Oxford: Oxford University Press.

5.15 April 28: Effects: Refugees, Health, Education

Research Papers: Full preliminary draft due; revise previous sections

- Required

- Blattman, Christopher, and Jeannie Annan. 2009. “From Violence to Voting: War and Political Participation in Uganda.” *American Political Science Review* 103(2): 231–247.
- Ghobarah, Hazem, Paul Huth, and Bruce Russett. 2003. “Civil Wars Kill and Maim People—Long After the Shooting Stops.” *American Political Science Review* 97(2): 189–202.
- Salehyan, Idean. 2008. “The Externalities of Civil Strife: Refugees as a Source of International Conflict.” *American Journal of Political Science* 52(4): 787–801.

5.16 May 5: Presentations**5.17 Final Paper Due May 10**