

**GOV 360R: Civil Wars and Ethnic Violence, 38760, Fall 2019**  
Department of Government, University of Texas at Austin

## 1 Instructor Information

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## 2 Course Overview, Format, and Objectives

Civil wars pose one of the greatest threats to international peace and security today. Recent conflicts in contexts as diverse as Yemen, Rwanda, Libya, Russia, Syria, Colombia, Somalia, and India demonstrate the devastating consequences of violent civil conflict. Indicative of this broader trend in the outbreak and continuation of civil violence is the fact that 90% of UN peacekeeping operations since 1989 have been deployed to disputes that have a significant internal conflict component. Despite the threat posed by such conflicts, recent advances toward peace in areas such as Namibia, El Salvador, Cambodia, and Mozambique as well as some of the Arab Spring countries offer encouragement about the prospects for averting or resolving long-standing civil conflicts.

This course is structured to consider various theoretical approaches in the study of civil wars and their management. Throughout, we will sample from numerous cases of civil war and violence paying close attention to the conflicts in Colombia, South Africa, Rwanda, Uganda, and the former Yugoslavia. The first segment of the course explores the basic dimensions of civil wars and ethnic violence. In particular, we examine the origins and development of ethnic and political identities and how they structure the parameters of conflict. Core questions include: What do we mean by “ethnicity”? Is a given identity inherent in individuals, or is it subject to change? If manipulable, do “instrumental” elites use ethnicity to their advantage? Is there an ethnic dimension to all civil violence?

The second section of the course is devoted to the process by which conflict among individuals and groups turns violent, with an emphasis on civil wars in Africa. Key questions include: What political incentives do leaders have to drum up support through violence? How do economic factors such as natural resources affect a group’s opportunity or willingness to engage in violence? What causes internal violence to “spill over” into other countries or regions?

The third and final section addresses strategies of conflict management and resolution. We consider some of the following questions: Does a feasible set of preventive solutions to civil wars exist? What is successful conflict management? Which strategies employed by international actors are most successful, and why? What are the obstacles to implementing conflict resolution measures?

The course will enable students to develop an understanding of: the nature of various identities, how identity contributes (or not) to civil war, what other dimensions shape civil war, and how such wars are resolved. In addition to considering various theoretical approaches, three detailed case studies, and brief examinations of many other cases, by writing the research paper you will carry out research on civil wars of your choice and should develop a solid understanding of them. These activities and assignments should help you (1) gain a knowledge of

countries and wars, theoretically and factually, (2) write professional research papers, (3) give oral presentations, and (4) think critically, analytically, and synthetically.

I hope that our sessions will be engaging, informative, and participatory. I eschew a strict lecture format. Instead, we will engage in a variety of activities including lectures, personal writing exercises, partner and group work, class discussions, video clips, demonstrations, problem-solving activities, and other critical thinking exercises. I value and will solicit your input on class activities both at the beginning of the semester as well as around midterm. I will make every reasonable effort to incorporate these ideas in the classroom.

### 3 Requirements

#### 3.1 Required Readings

One is required for purchase, but other articles will be placed on Canvas and you will also be responsible for them.

Gourevitch, Philip. 1999. *We Wish to Inform You that Tomorrow We Will Be Killed With Our Families: Stories From Rwanda*. New York: Picador. (ISBN-13: 978-0312243357)

#### 3.2 Attendance and Participation

Attendance and participation are worth 10% of your grade. I expect all students to attend class regularly. On many days, we will spend a few minutes writing about various topics from the text or lecture. Frequently, you will hand in these writings for credit. These writing activities will enable us to think critically and they will also guide some of our discussion. We will also have regular pop quizzes in class that you should be prepared for each week. I also encourage you to ask questions and make germane comments *at any time* during class. Furthermore, please finish the assigned readings *by the date* they appear in the syllabus. Read critically and be prepared to comment on the readings in class.

#### 3.3 Writing Assignments

Students are required to complete two writing assignments. You will analyze some broad trends in civil wars and ethnic violence and, because many of you have specific interests in a certain country or region of the world, you will be able to focus your writing on some particular conflicts of interest. The assignments build on each other and require extensive library research. Assignments 1 and 2 are worth 15% and 20% of your final grade respectively. Details are located at the end of the syllabus.

I encourage you to submit a draft of your paper at least one week prior to the due date. I am happy to provide initial feedback on the direction of the paper if you get it to me far enough in advance. I will also post detailed guidelines as well as tips for doing the assignment well as we get closer. Please note that if you are considering using any part of a paper/exam from a previous (or concurrent) class, you must talk with me *prior to beginning the assignment*. In some limited cases, this will be acceptable, but only if you can document that substantial new work will be carried out and completed in this course.

Note: If you are interested in undertaking a research project in which you do original research on a topic that could be used for a conference presentation or publication, I encourage you to consider this option. It could be more challenging to complete such a paper, but I would be

happy to assist you in identifying a topic and guiding you through some of the research decisions that you will need to make. Please see me about this if you would prefer to take this option.

### 3.4 Oral Presentation

In addition to the two writing assignments, you will also give a five-minute oral presentation with other members of the class (depending on enrollment). You must turn in a detailed outline/paper (3–4 pages) summarizing your presentation. *This is due at least two days prior to your presentation.* You will be graded on the paper, the presentation, and on a peer evaluation. This assignment is worth 10% of your grade. Details appear at the end of the syllabus.

### 3.5 Exams

The midterm and final exams account for 45% of your final grade (20% for the midterm and 25% for the final). Both exams will consist of multiple choice, identifications, and essays. Closer to the exam dates, I will hand out more detailed information about preparing for, and taking, the exams.

### 3.6 Schedule of Important Dates

Date	Assignment	Time	% of Grade
Sept 5	Email about syllabus		Required
Sept 12	Obtain presentation assignment	In class	Required
Oct 10	Assignment 1	Beginning of class	15%
TBD	Presentation	In class	10%
Oct 22	Midterm Exam	In class	20%
Dec 5	Assignment 2	Beginning of class	20%
Dec 17	Final Exam	9 am – 12 pm	25%
	Attendance/Participation		10%

## 4 Course Policies

### 4.1 Laptops

Given that your peers have proven themselves unable to adequately use technology in class, many professors have resorted to banning laptops in class. I reserve the right to do this, and may move to this policy at some point during the semester, but I don't love that approach to the classroom. Instead, I will do other things such as randomly call on people to comment, have you do brief writing assignments, take pop quizzes, and otherwise test you on lecture material that will require synthetic thinking based on class discussion. Ultimately, you are adults and can take responsibility for your learning, with any associated consequences that come from this.

Please read this article, which provides some background on the laptop vs. note taking approaches: [\[Link here\]](#). Key summary: “Science and common sense are both pretty clear here. If you want to learn something from a class or lecture – or, from that matter, a meeting, conference, or any other situation where you're basically sitting and listening – you're best off taking notes with pen and paper.”

## 4.2 Make-up Exams and Assignments

No make-up exams or quizzes will be given unless either prior consent is obtained from the instructor or a documented and valid excuse is provided. I will consent to give makeup exams only in the case of a documented emergency or some other commensurate event.

Assignments are due *by the beginning of class* on the date indicated in the schedule. Papers arriving late will be subject to a 1/3 grade reduction (i.e., an *A* will be lowered to an *A-*, an *A-* to a *B+*, and so on). DO NOT turn in your papers (whether late or on time) by email.

## 4.3 Assignment of Grades

Grades are assigned on the following scale: *A* = 94–100; *A-* = 90–93; *B+* = 87–89; *B* = 84–86; *B-* = 80–83;...*F* = 59 or lower. If you have a complaint about how your exam (or paper) was graded, I am happy to take a second look. You must type a formal appeal addressing the problem and explain clearly what you originally wrote, why you wrote it, and how you think your original response correctly answered the original question. Additionally, you must turn in the original exam (or paper) along with your typed appeal.

## 4.4 Online Resources

The syllabus, all grades, paper topics, lecture outlines, and more will be posted on Canvas. Although the lecture outlines will be posted here, do not assume that this exempts you from taking notes in class. The outlines will facilitate your note taking, but will not provide sufficient detail from which to study for exams.

## 4.5 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>.

#### 4.6 Classroom Civility

Regrettably, a handful of students occasionally demonstrate insensitivity to other students and to instructors by disrupting classes unnecessarily. Arriving late for class, reading newspapers in class, packing up bags prior to the end of class, and cell phone use are all disruptive activities. Browsing the internet, checking email, and playing games on laptops are also inappropriate in class because you should be listening and participating. Certainly, taking notes on a laptop is appropriate, but do not waste your time or mine by getting distracted by other activities on the web. Moreover, I will not tolerate incivility of one opinion to another. It is exciting and healthy to exchange a diversity of opinions, but in no case should anyone demean another because of his or her viewpoint. If you have any questions about what classroom civility entails, please contact me.

#### 4.7 Syllabus

Each of you needs to email me by Sept 5 to let me know that you have read through the syllabus and that you understand all that is required of you. Also, readings for this course may be changed on an ad hoc basis. For the most part this will not happen, but if so, I will give as much notice as possible. I will likely assign short conflict summaries on a regular basis so that we can discuss specific civil wars in class.

#### 4.8 Other Policies

**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/>.

**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.

**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](http://www.utexas.edu/emergency).

**Sensitive Content:** This is a course on war and violence, so the content and discussion will necessarily engage with sensitive material in each class session, all the readings, and in the assignments. Those topics may include the following: violence, kidnapping and abduction, sexual assault, abuse, racism, ethnic discrimination, religious discrimination, and sexism. Much of the material is emotionally and intellectually challenging to engage with. Some content may be particularly sensitive, including the documentary on Rwanda, the book on Rwanda, and perhaps the following articles/chapters: Farmer, Ehrenreich, Davenport and Stam, and Wood. (Expected dates: 8/29, 9/24, 9/26, 10/1, 12/3, and 12/5.) Because I am not a mental health professional I do not understand all possible conditions that could be triggered, so if I need to be aware of any personal circumstances, please stop by and let me know or provide an SSD accommodations letter and I will be happy to adjust as possible. To the full extent possible, I will provide alternative readings, assignments, or discussion opportunities to adequately accommodate. More generally, I will do my best to make space for thoughtful, respectful, and meaningful discussion of difficult content each class session, while balancing the weightiness of the topics, including when possible advance notice of material that is more sensitive than usual for a course on violence. Students with concerns related to these topics may wish and are encouraged to consult the UT Counseling and Mental Health Center: <https://cmhc.utexas.edu>, or another organization that provides suitable support. (Some of this material adapted from <https://sites.lsa.umich.edu/inclusive-teaching/>).

**Family:** I am not aware of an official university policy on children in the classroom. The following is an attempt to insure family friendliness while also maintaining a proper learning environment. [I borrowed heavily and adapted these policies from Melissa Cheyney's syllabus. Link here.]

1. All breastfeeding babies are welcome in class as often as is necessary.
2. For older children and babies, unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. If needed, these incidents will be an excused absence and I will work with you to insure you learn the material. Alternatively, while this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. I ask that all students work to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for others' students, you may step outside until their need has been met. For my part, I will work with you should you need to step out so that you can remain caught up.
5. Finally, often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep.

While I maintain the same high expectations for all students in our class regardless of parenting status, I am happy to problem-solve with you in a way that helps you feel supported as you strive for school-parenting balance.

## **5 Tentative Course and Reading Schedule**

### **5.1 Syllabus and Trends in Armed Conflict (08/29)**

- Read Syllabus
- “What Science Tells Us About Good and Evil” [Link here](#)
- Pettersen and Eck, 2018 (535–547; Canvas)
- Kalyvas and Balcells, 2010 (415–429; Canvas)
- Farmer, 1996 (Canvas)

### **What is Civil War? (9/3 – 9/5)**

- Sept 5: Email TA about the syllabus
- Mueller, 2000 (42–70; Canvas)
- Kalyvas, 2003 (475–494; Canvas)
- Sambanis, 2004 (814–858; Canvas)
- Blattman and Miguel, 2010 (3–57; Canvas)

### **Identity Formation (9/10 – 9/12)**

- Sep 12: Obtain presentation assignment
- Taras & Ganguly, 2006 (11–13; Canvas)
- Chandra, 2006 (Canvas)
- Harris and Findley, 2013 (Canvas)

### **5.2 From Conflict to Violence**

#### **General Reading & Introduction (9/17 – 9/19)**

- Lake and Rothchild, 1998 (3–23; Canvas)
- Ehrenreich, 1997 (Chp 1; Canvas)

#### **Case Study: Rwanda (9/24 & 9/26)**

- Watch the documentary: “Ghosts of Rwanda” prior to 9/24 class
- Gourevitch, 1998 (all; Gourevitch book)
- Davenport and Stam, 2009 (Working Paper on Rwanda; Canvas)

**Political Dimensions of Civil War (10/1 – 10/3)**

- Wilkinson, 2004 (1–18, 236–242; Canvas)
- Posen, 1993 (27–47; Canvas)
- Lake and Rothchild, 1998 (23–32; Canvas)
- Hegre et al, 2001 (16–33; Canvas; skim)

**Economic Dimensions of Civil War (10/8 – 10/10)**

- Assignment 1 due Oct 10
- King, 2001 (524–552; Canvas)
- Ross, 2004 (337–356; Canvas)
- Findley 2018, (Canvas)

**Ethnicity, Socialization, and Nonviolence (10/15 – 10/17)**

- Cederman, Wimmer, Min, 2010 (87–119; Canvas)
- Cederman and Girardin, 2007 (173–185; Canvas)
- Stephan and Chenoweth, 2008 (7–44)

**Midterm Exam, 10/22, In Class****5.3 From War to Resolution****Conflict Management Overview (10/31)**

- Walter, 2002 (3–18; Walter book)
- Fearon, Humphreys, and Weinstein, 2009 (287–291; Canvas)

**Negotiated Settlements (11/5 – 11/7)**

- Walter, 2002 (19–43, 70–91, 113–159; Walter book)
- Downes, 2006 (49–61; Canvas)
- Höglund, 2008 (95–122; Canvas)

**Prevention, Mediation, & Peacekeeping (11/12 – 11/14)**

- Walter, 2006 313–330
- Stedman, 1995 (14–20; Canvas)
- Doyle and Sambanis, 2006 (197–223 & 243–256; Canvas)



**Challenges to Peace Processes (11/19 – 11/21)**

- Stedman, 1997 (5–53; Canvas)
- Greenhill and Major, 2007 (7–40; Canvas)
- Findley, (Various readings on Canvas)
- Stepanova, 2006 (78–104; Canvas)

**Case Study: Bosnia (11/26)**

- Woodward, 1999 (73–115; Canvas)
- Cousens, 2002 (531–566; Canvas)
- Weidmann, Forthcoming (JOP; Canvas)

**5.4 Conclusions****Consequences and Future Directions (12/3 – 12/5)**

- Assignment 2 due December 5
- Salehyan and Gleditsch, 2006 (335–366; Canvas)
- Plümper Eric Neumayer, 2006 (723–754; Canvas)
- Wood, 2006 (307–341; Canvas)

**Final Exam (Tentative): Tuesday, Dec 17, 9 am – 12 pm**

**References**

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- [2] Cederman, Lars-Erik, and Luc Girardin. 2007. “Beyond Fractionalization: Mapping Ethnicity onto Nationalist Insurgencies.” *American Political Science Review* 101(1): 173–185.
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- [15] Harff, Barbara, and Ted R. Gurr. 2004. *Ethnic Conflict in World Politics*. 2nd ed. Boulder, Co: Westview Press.
- [16] Hewitt, Joseph, Jonathan Wilkenfeld, and Ted Robert Gurr. 2012. "Peace and Conflict 2012." Boulder, Co: Paradigm Publishers.
- [17] Harris, Adam, and Michael Findley. 2013. "Facing Reality: An Experimental Investigation of Ethnic Identity." *Journal of Conflict Resolution*
- [18] Hegre, Havard, Tanja Ellingsen, Scott Gates, Nils Petter Gleditsch. 2001. "Toward a Democratic Civil Peace? Democracy, Political Change, and Civil War, 1816–1992." *American Political Science Review* 95(1): 33–48.
- [19] Höglund, Kristine. 2008. "South Africa: Violence as an Impetus to Peace." Chapter 5 in *Peace Negotiations in the Shadow of Violence*. Leiden: Martinus Nijhoff Publishers.
- [20] Kalyvas, Stathis. 2003. "The Ontology of 'Political Violence': Action and Identity in Civil Wars." *Perspectives on Politics* 1(3): 475–494.
- [21] 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.

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## Assignments

In what follows, I describe the assignments that you will need to complete for this course. Note that these may change somewhat, but I will give you advance notice. Before you work on each assignment, I will hand out any updates to clarify things that might be unclear in this version. The purpose of providing this now is so that you get a good sense of where we are going. I will also give other handouts throughout the semester on guidelines for writing and giving oral presentations. All papers need to be turned in by the beginning of class on the date they are due. I do not care what citation style you use, just be complete, consistent, and accurate. You need to upload each paper and assignment to Canvas **and** submit a hard copy.

### Writing Assignment 1

The first writing assignment requires you to examine some data on civil wars to understand trends over time as well as some important, but under appreciated, facts about civil wars. The *maximum* page limit for this paper is 6 written pages (before graphs/tables) and it is worth 15% of your grade.

To begin, you need to obtain a data set on civil wars from the web page of Nicholas Sambanis at Yale University. You should download the data and codebook and learn about the civil wars coded there. The data are in a zipped file under the subheading “What is Civil War? Conceptual and Empirical Complexities of an Operational Definition.” The link is titled “Data and Replication Material.” Obtaining the data might be a bit challenging, because you need to download it, open the data, and convert to a file format you prefer (if the current file is not in that form). An important step in the research process is to deal with data in whatever format it comes in. I am happy to help you by answering questions or working through the problem, but only after you have tried it on your own. Once you figure out how the data are provided, you are free to convert them to whichever software you desire, so long as you can compute some basic statistics. (Note: answering the questions does not require any intermediate or advanced statistics knowledge. These questions ask for very basic information.)

For the assignment, you need to obtain the following information from the data (and document the answers):

1. How is civil war defined and measured in this data set?
2. How many civil war onsets occur according to any two of the civil war onset measures?
3. Which 3 countries had the most civil war onsets?
4. Which region is the most civil-war prone?
5. Which decade had the most civil wars?

Once you obtain these specific pieces of information, then I would like you to learn three other trends about civil wars in the world. You can choose other trends yourself, so long as they are not isolated facts. Please write a 6 page paper that reports the results of your data searches both in brief tables as well as in the text. You should talk about each result and discuss what you thought about the trend prior to seeing the data, what your impressions are now that you have examined the trends, and why you think the trend exists. Finally, please identify three possible research questions that you could address with these data.

Given that many of you have not had extensive experience working with data, there are a number of ways to boost data literacy. On campus, there are typically many workshops through the library or otherwise. Online, there are numerous websites, including an excellent site hosted by UCLA. See the following: [link here]. I encourage you to see

Grading Criteria:

- Accuracy of results
- Completeness of the assignment
- Writing style and clarity

## Writing Assignment 2

The second writing assignment requires you to analyze the determinants of internal conflict in at least two countries that you choose. If you prefer analyzing all of the civil wars in the data set from assignment 1 statistically, then I encourage you to do that. You can look at a wide range of domestic turmoil including civil wars, revolutions, terrorist acts, and riots among others, but you should emphasize civil war. The *maximum* page limit for this paper is 10 written pages (before graphs/tables) and it is worth 20% of your grade.

This is primarily an analytical assignment. You must offer a discussion of why the internal conflicts have occurred followed by a prognosis for future conflict over the next decade or two. Whether you regard the probability of future conflict as high or low, *your analysis must include the rationale for the assessment* as a central piece of the assignment.

Based on your analysis in the first half of this assignment, offer a detailed set of suggestions on how to minimize the chances for internal conflict. If you analyze only a limited number of wars, then the suggestions should be for the government facing the civil wars. If you analyze all of the wars statistically, then make recommendations to the United Nations. These policy ideas should be plausible and described in some detail (that is, do not merely offer goals, but the policy means to achieve those goals).

Grading Criteria:

- Reasonableness of assessment
- Quality of rationale/justification
- Plausibility & innovation of proposals
- Level of specificity
- Writing style and clarity
- Supporting references/research

## 5.5 Presentation

Each of you needs to give a brief team presentation on a specific conflict or conflict actor, highlighting both the descriptive background to the conflict as well as analytical insights based on the reading materials from class.

1. Presentation Dates: Sign up for presentation date throughout semester.

2. Candidate civil wars: See the UCDP conflict encyclopedia for possible conflicts and sign up with the TA.
3. Substance of the presentation:
  - Describe the background to the war (briefly!)
  - Analyze how the current class material applies to the given case.
  - Discuss other potential explanations outside of what the direct readings discuss
  - Initiate and lead a class discussion about the analytical material
4. Logistics
  - 6–8 minute presentation followed by class discussion
  - You need to be very professional
  - Distribute a handout
  - See Edwards reading on giving talks
  - Turn in 3–4 page outline/paper to me ahead of time
  - Email me afterwards independently (within 48 hours) with a peer evaluation of your group
  - The presentation is worth 10% of your grade