

UGS 303: Violence in the Age of Peace, 63260, 63265, 63270, Fall 2015
Department of Government, University of Texas at Austin

1 Instructor & Class Information

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Office: 3.108 BAT	Discussion Sections: F 1:00-4:00
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Class Day/Time: MW 8:00-9:00	Office Hours: F 9:30-12:30

2 Course Overview, Format, and Objectives

2.1 Overview

This course considers many forms of global violence that are occurring in what both scholars and practitioners have heralded as an age of peace. We will first establish the long-term decline in global violence and then examine the recent surge in the occurrence of terrorism, civil wars, and other forms of social conflicts by actors such as Al Qaeda, Boko Haram, ISIS, and others. We will explicitly compare among types of violence both within and across countries. Examples in contexts as diverse as Syria, Afghanistan, Peru, and the Congo demonstrate that patterns of violence and nonviolence are complex and we will explore their variation. We will thus consider why groups resort to terrorism rather than guerrilla war, or conventional civil war, or even non-violent forms of resistance. We will also consider otherwise neglected topics including sexual and gender-based violence and ritualistic violence. We will further consider the counterterrorism and counterinsurgency strategies by countries such as the United States, Russia, and China.

In the course, particular emphasis will be placed on civil wars and ethnic violence, which comprise the largest share of current violence globally, and we discuss these phenomena from the perspective of different disciplinary approaches. Recent conflicts in contexts as diverse as Rwanda, Libya, Russia, Syria, Colombia, 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 cases offer encouragement about the prospects for averting or resolving long-standing civil conflicts.

Throughout the course, we will sample from numerous cases of civil war and violence paying close attention to the conflicts in Rwanda, Colombia, the Democratic Republic of the Congo, Syria, Chechnya, and many others. 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?

2.2 Format

Students will attend two classes (MW 8:00–9:00) taught by Professor Findley in a large lecture format. Students will be presented with broad themes and debates each week in lecture and will be expected to engage the material with questions and discussion. 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.

Small discussion sections, led by a teaching assistant (Josiah Marineau, a PhD student from the Government department), will further explore the debates and material covered in lecture, specifically applying the material to particular war contexts, as well as provide a forum for additional activities and assignments in the class.

2.3 Background

I have attempted not to make assumptions about your educational backgrounds and familiarity with the topics we will cover. Throughout the course, we will therefore provide you with various course handouts, current newspaper stories, and other materials that will provide essential background information. As we discuss issues in class, I welcome any questions and communication that draws my attention to the need for me to provide more background information to you. I do, of course, expect students to actively engage the material and read the assignments and supplementary materials. This will be a challenging, but rewarding, course in which students must actively pursue knowledge.

2.4 Objectives

The course will enable students to develop an understanding of: the nature of various identities, how identity contributes (or not) to violence in the world, what other dimensions shape violence, and how such violence is resolved. The course 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.

3 Requirements

3.1 Required Readings

Two books are 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.

Regan, Patrick. 2009. *Sixteen Million One: Understanding Civil War*. Boulder, Co: Paradigm Publishers

3.2 Attendance and Participation

Attendance and participation are worth 10% of your grade. I expect all students to attend class each session. 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. 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. You are also expected to attend a discussion section each week where, like the regular lectures, attendance will be recorded and factored into your participation grade.

3.3 University Lectures and Gems

Students in signature courses are required to participate in three additional activities. Students will receive full credit once all three activities are completed and this will constitute 5% of your overall grade. If any of the three is not completed, then students will receive zero credit overall. Shortly, we will provide information on dates for the library visits as well as lecture series possibilities.

1. Orientation (and conduct exercise) at the Perry Castaneda Library (PCL)
2. Tour (and conduct exercise) the Lyndon B. Johnson Presidential Library
3. Attend one University Lecture and provide a brief commentary

3.4 Writing

Students will complete three separate writing assignments worth 40% of your overall grade (Asg. 1: 10%, Asg. 2: 10%, Asg. 3: 20%). Each of the assignments is detailed more extensively at the end of the syllabus. First, you need to turn in an analysis of the book *Sixteen Million One* by Patrick Regan. Second, you will analyze some broad trends in civil wars and ethnic violence. Third, because many of you have specific interests in a certain country or region of the world, you will complete a brief analytical assignment in which you compare civil wars in two or more countries of your choice. The assignments build on each other and require extensive library research, for which we will provide exposure as part of the information literacy component of

the UGS course. Assignments 1 and 2 are worth 10% of your grade and assignment 3 is worth 20% of your final grade.

Writing is most successfully completed as a collaborative process. Thus, I strongly encourage you to share your draft writing with others in the class ahead of turning in the assignment. And once you have obtained feedback from other students, visit the teaching assistant and myself during our office hours so that we can also provide feedback. We will discuss the topic of writing well in class from time to time and otherwise encourage you to ask questions about writing as needed in class, discussion sections, office hours, or by email.

3.5 Presentations

In addition to the writing assignments, you will also give a ten-minute oral presentation with other members of the class. 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.

3.6 Exams

The midterm and final exams account for 35% of your final grade (15% for the midterm and 20% 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.

3.7 Schedule of Important Dates

Date	Assignment	Time	% of Grade
Sept 2	Email about syllabus		Required
Sept 16	Obtain presentation assignment	In class	Required
Oct 16	Oral Presentations	In class	10%
Oct 5	Assignment 1	Beginning of class	10%
Oct 21	Midterm Exam	In class	15%
Nov 11	Assignment 2	Beginning of class	10%
Dec 2	Assignment 3	Beginning of class	20%
Dec 11	Final Exam	2:00pm–5:00pm	20%
	Attendance/Participation		10%
	Lecture Series / Gems		5%

4 Course Policies

4.1 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.

4.2 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.

4.3 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.

4.4 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>.

4.5 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.

4.6 Syllabus

Each of you needs to email the TA by September 2 to let us 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.

4.7 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.

5 *Tentative Course and Reading Schedule*

Below we outline the basic set of readings for lecture. The discussion readings will be based on ongoing news events and debates surrounding specific conflict and violence regions and will connect to the themes introduced in current and previous lectures.

5.1 Syllabus (8/26)

5.2 Trends in Violence (8/31 & 9/2)

- Sept 2: Email TA about the syllabus
- Pinker 2011 (All; Canvas)
- Hewitt, Wilkenfeld, Gurr 2012 (All; Canvas)
- Pettersson and Wallensteen, 2015 (536–550; Canvas)

What is Civil Violence? (9/9 & 9/14)

- Mueller, 2000 (42–70; Canvas)
- Kalyvas, 2003 (475–494; Canvas)
- Sambanis, 2004 (814–858; Canvas)
- Farmer, 2004 (Chp 1; Canvas)

Identity Formation (9/16, 9/21, & 9/23)

- 9/16: Obtain presentation assignment
- Taras & Ganguly, 2006 (11–13; Canvas)
- Chandra, 2006 (Canvas)
- Brubaker, 2004 (34–52; Canvas)
- Harris and Findley, 2012 (Canvas)

5.3 From Conflict to Violence

General Reading & Introduction (9/28 & 9/30)

- Watch the documentary: “Ghosts of Rwanda” prior to 9/28 class
- 9/28: Obtain presentation assignment
- Lake and Rothchild, 1998 (3–23; Canvas)
- Ehrenreich, 1997 (Chp 1; Canvas)
- Stephan and Chenoweth, 2008 (7–44)

Political Dimensions of Civil War (10/5 & 10/7)

- 10/5: Assignment 1 due
- 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)

Economic Dimensions of Civil War (10/12)

- King, 2001 (524–552; Canvas)
- Ross, 2004 (337–356; Canvas)
- Collier and Sambanis, Chp 1

Case Study: Rwanda (10/14 & 10/19)

- Davenport and Stam, 2009 (Working Paper on Rwanda; Canvas)
- Gourevitch, 1998 (all; Gourevitch book)

Midterm Exam, 10/21, In Class**5.4 From War to Resolution****Conflict Management Overview (10/26 & 10/28)**

- Walter, 2002 (3–18; Canvas)
- Harff & Gurr, 2004 (181–195; Canvas)
- Fearon, Humphreys, and Weinstein, 2009 (287–291; Canvas)

Negotiated Settlements (11/2, 11/4, & 11/9)

- Walter, 1997 (335–364; Canvas)
- Downes, 2006 (49–61; Canvas)
- Höglund, 2008 (95–122; Canvas)

Prevention, Mediation, & Peacekeeping (11/11, 11/16, & 11/18)

- 11/11: Assignment 2 due
- Walter, 2006 313–330
- Zartman, 2004 (141–159; Canvas)
- Stedman, 1995 (14–20; Canvas)

- Esman, 1995 (21–47; Canvas)
- Doyle and Sambanis, 2006 (197–223 & 243–256; Canvas)

Challenges to Peace Processes (11/23 & 11/25)

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

5.5 Conclusions

Consequences and Future Directions (11/30 & 12/2)

- 12/2: Assignment 3 due
- Gurr, 2000 (52–64; Canvas)
- Salehyan and Gleditsch, 2006 (335–366; Canvas)
- Plümper Eric Neumayer, 2006 (723–754; Canvas)
- Wood, 2006 (307–341; Canvas)

Final Exam, Fri, Dec 11 (2:00pm–5:00pm)

References

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- [2] Chandra, Kanchan. 2006. “What is Ethnic Identity and Does it Matter?” *Annual Review of Political Science* 9: 397–424.
- [3] Cousens, Elizabeth. 2002. “From Missed Opportunities to Overcompensation: Implementing the Dayton Agreement on Bosnia.” In Stephen Stedman, Donald Rothchild, & Elizabeth Cousens, eds., *Ending Civil Wars: The Implementation of Peace Agreements*. Pp. 531–566. Boulder, CO: Lynne Rienner Publishers.
- [4] Collier, Paul, and Nicholas Sambanis (Eds). 2005. *Understanding Civil War: Evidence and Analysis (Volume I: Africa)*. World Bank Publications.
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- [6] Downes, Alexander. 2006. “More Borders, Less Conflict? Partition as a Solution to Ethnic Civil Wars.” *SAIS Review* 26(1): 49–61.

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- [14] Gurr, Ted R. 2000. "Ethnic Warfare on the Wane." *Foreign Affairs* 79 (3): 52–64.
- [15] Harff, Barbara, and Ted R. Gurr. 2004. *Ethnic Conflict in World Politics*. 2nd ed. Boulder, Co: Westview Press.
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- [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] King, Charles. 2001. "The Benefits of Ethnic War: Understanding Eurasia's Unrecognized States." *World Politics* 53 (4): 524–552.
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- [23] McLaughlin, Eric. 2007. "Beyond the Racial Consensus: The Political Salience of Ethnolinguistic Leavages in South Africa." *Comparative Political Studies* 40(4): 435–456.
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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 report on reading the book *Sixteen Million One* by Patrick Regan. This book provides a rare focus on integrating his own lived experience with the findings from a large body of rigorous scientific inquiry. This assignment is worth 10% of your overall grade and is due Oct 5.

You need to provide a two-page, single-spaced analysis that begins with a first paragraph synthesizing the main arguments from the readings as well as the main findings. Do not offer more than one paragraph of summary. The remaining sections of the report should identify specific questions or anecdotes connecting Regan's approach to your own germane personal experiences or current international security policy in the world. Samples of questions you could ask or answer include: What in this reading could you affect through a job or otherwise? What are the most interesting ideas based on your personal experiences? What stories from wars does this most resonate with? What did you expect most or least and why? What advice would you give to a policymaker after having read this piece? Any other questions making personal or policy connections should be fine.

You should feel free to discuss the book together with other students before composing this assignment. Indeed, collaboration and discussion are encouraged. However, you will be graded on your independence of thought in your analysis, so copying each other's work (or relying too heavily in any way) will be penalized severely. Please engage the reading thoughtfully, critique it, ask questions of it, suggest new directions, etc.

Grading Criteria:

- Accuracy of summary paragraph
- Depth of questions and commentary
- Originality of the discussion
- Writing style and clarity

Writing Assignment 2

The second 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 5 written pages (before graphs/tables) and it is worth 10% of your grade and is due Nov 11.

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.

Grading Criteria:

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

Writing Assignment 3

The third 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 2 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 6 written pages (before graphs/tables) and it is worth 20% of your grade and is due Dec 2.

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

Presentation

The group oral presentation requires you to apply the Colier/Hoeffler model of civil war onset to a particular civil war. You will present in groups and report on one of the substantive civil war chapters from the Collier and Sambanis book (chapter list to be provided). From the list below, you need to let us know what your top three choices are for a civil war presentation topic. We will provide sign up sheets and more information at the appropriate time.

1. Civil war chapters:

- Burundi
- Democratic Republic of Congo
- Nigeria
- Kenya
- Mozambique
- Sudan
- Algeria
- Senegal/Mali

2. Substance of the presentation:

- Describe the background to the war (very short — everyone will have read the chapter)
- Analyze whether the Collier and Hoeffler model fits well (the bulk of the presentation)
- Discuss other potential explanations for the war(s)

- Initiate and lead a class discussion about the causes of the war (and future likelihood of war)

3. Logistics

- 8–10 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
- Email me independently (within 48 hours) with a peer evaluation of your group
- The presentation is worth 10% of your grade