

**University of Georgia**  
**INTL 8365: Comparative Political Violence**  
**Fall 2012, Thursday 6:30-9:15 PM**  
**Candler Hall 117**

---

---

Instructor: K. Chad Clay  
Email: [kcclay@uga.edu](mailto:kcclay@uga.edu)  
Office: Candler 323  
Phone: (706) 542-9810  
Office Hours: Tuesdays, 4 PM – 5 PM (One-on-One in Candler 323)  
                  Tuesdays, 5 PM – 6 PM (Group Research Hour in Candler 115)  
                  & By Appointment  
Prerequisites: INTL 6300 or permission of department

---

---

**COURSE DESCRIPTION & OBJECTIVES:**

What compels persons to rebel against their governments? Why do some people resort to violence, even terrorism, to achieve political ends? Why do governments choose to torture, imprison, or even kill their citizens? These represent only a few of the questions at the heart of the study of political violence. In this course, we will discuss the answers to these questions and more, as evaluated by the systemic, theoretical, and empirical study of violent political conflict. Examples of such violence include, but are not limited to, guerilla warfare, terrorism, ethnic and religious conflict, nationalist-separatist movements, civil war, political protest, and state repression. In the process, we will attempt to achieve working definitions of the various forms of “political violence,” understand the motivations of those who engage in such violence, and discuss the potential for a less violent future. As such, by the end of this course, you should:

- Be able to provide and defend definitions of political violence and its various forms
- Have an improved understanding of the causes and consequences of different forms of political violence, as well as the abilities of various types of institutions and interventions to reduce the level of such violence
- Design, and be capable of conducting, original research on the topic of political violence
- Be able to effectively critique and communicate information about both your research and the work of others

**REQUIRED BOOKS:**

Olson, Macur. 1971. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press.

Mason, T. David. 2004. *Caught in the Crossfire: Revolutions, Repression, and the Rational Peasant*. New York: Rowman & Littlefield.

Chenoweth, Erica, and Maria J. Stephan. 2012. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. New York: Columbia University Press.

## COURSE EXPECTATIONS

### **Response Papers & Discussion Leadership (25% of your grade)**

Over the course of the semester, you will be responsible for writing TWO response papers. These papers should provide a unique and detailed response to the week's required readings. Response papers should NOT be simple summaries of the readings' content. Instead, these papers should be argumentative in nature; you should strive to make ONE point in each paper and support it with evidence. In particular, response papers should point out a particular strength or weakness that exists in the weeks' readings, discuss the ways in which separate readings provide complementary or competing arguments, synthesize the information contained in the readings to present a new theory, or some combination thereof. That is, the key ingredient for a good grade on a response paper is original thought and strong argument from you. Response papers should be no more than 3 double-spaced pages in length. (A discussion of the structure of an argumentative essay can be found at: <https://owl.english.purdue.edu/owl/resource/685/05/>).

Further, you will also be responsible for leading class discussion each week that you write a response paper. Thus, at the end of your response paper, you should include at least 4 questions aimed at facilitating discussion in class. If there is more than one person responsible for leading class in a given week, you should coordinate to ensure that you are not covering the same material in your questions. Further, I will be providing a topic at the beginning of class each week that we will use for a "brainstorming session." As discussion leader, you will also be expected to contribute heavily in these sessions.

Each response paper/discussion leadership will be worth 12.5% of your grade. You are required to email your response paper and your questions to the entire class by **5 PM on the Wednesday before the class you will be leading**. Decisions about the weeks for which you will be responsible will be made in the first couple of classes.

### **Research Paper/Take-Home Final (50% of your grade) – Due Thursday, December 11**

MA & PhD Students - At the end of the course, you will turn in a research paper worth 50% of your grade. This paper should rely on scholarly research, as well as research that you conduct on your own, to address a research question concerning some aspect of political violence. This project will be a central focus of the class from the very beginning; thus, we will discuss it in greater detail over the duration of the course. By the end of the semester, each student in the class should have a paper containing *at least* introduction, literature review, theory, and research design sections, with some concluding thoughts about the value and prospects of the project. The goal is that this paper will provide solid footing for a future project suitable for presentation at a professional conference and, eventually, publication. This paper should be 10-20 pages in length (and likely longer if you manage to produce results by the end of the semester). You will be expected to turn in a brief (less than one page) project proposal by **Thursday, October 9**.

A few additional things to note: First, students are encouraged (and, in class, will likely be asked) to talk to both the instructor and their classmates about their ongoing project. As such, you should **START WORKING ON YOUR PAPER EARLY**. We will spend time in several classes throughout the semester talking specifically about your progress.

Second, while you are more than welcome to produce results/analysis for your paper by the end of the semester, you should be aware that papers that have such sections will NOT be treated more favorably than those that do not. That is, the key to doing well on this paper is to identify an important question, review the existing literature well, provide a sound argument that produces testable propositions, and produce a feasible plan for testing those propositions. The completion of a results/analysis section will NOT make up for a lack of clarity in research question, a weak grasp of the literature, a poorly structured theoretical argument, or an infeasible research design.

Third, I found throughout my graduate career that co-authorship with fellow graduate students is a terrific way to get early experience with the publication process. As such, I want to encourage you to seek out fellow graduate students with whom you would like to work and co-author. That said, if you would like to co-author your final paper for this class, you should be aware that the expectations for the final product will be much higher, you will have to produce analysis/results by the end of the semester, and your final grade will be inexorably linked to that of your co-author, regardless of outcome. Thus, if you would like to co-author your class paper, you *must* receive prior authorization from the instructor.

Fourth, and finally, I find that students leave far too many papers from previous classes aside in order to write new papers for the courses they are currently taking. As a student, one of your goals when writing a seminar paper should be to produce something that may eventually be publishable. Sadly, it seems that many promising ideas are scrapped after the seminar is over due to the student's perception that he or she lacks the time to bring those ideas to fruition. As such, I am willing to let students continue to work on a pre-existing project for their research paper if (1) the topic of the paper fits with the overall topic of the class, (2) a copy of the previous version of the paper is turned in to me by **Thursday, October 9**, and (3) the student meets with me to discuss what will be expected on their final paper. As with co-authored papers, the expectations for the final product in these cases will be much higher, and you will be expected to produce analysis/results by the end of the semester.

MIP Students – You are encouraged to complete a research paper, and if you choose to do so, all of what is written above applies to you as well. However, you also have the option of completing a take-home final exam instead of writing a research paper. If you choose to take the exam, you must notify me by **Thursday, October 9**. I will then distribute the exam by email on Thursday, December 4. Your final exam answers should be 10-20 double-spaced pages in length and are due on **Thursday, December 11**.

Be warned: this is a take-home, open-book, open-note, open-internet exam. However, those modifiers should not be taken as synonymous with “easy.” The test will be quite challenging. A well-written exam response will resemble a research paper in length and formatting, if not in content. If you go into the exam unprepared, a week will NOT be enough time to both cover all of the necessary material and write your response. Thus, if you choose to take the exam rather than write a research paper, you should spend your entire semester preparing for this exam. Further, the test is NOT collaborative; while you might co-author or discuss a research paper with your classmates, you cannot collaborate with others on the exam in any way.

## **Attendance & Participation (25% of your grade)**

Attendance and participation are a necessary condition for satisfactory achievement in this class. This is a seminar course, which means that YOU should be doing the lion's share of talking. I am here for guidance and to share knowledge with you, but the best way for you to learn in this course is to engage with the material and to debate and discuss it at length with your peers in class. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality *and* quantity. In order to pull this off, you should do your best to be a *critical reader*. Critical readers are (Schumm, J. S., and Post, S. A. 1997. *Executive Learning*, 282; Richards 2006):

- willing to spend time reflecting on the ideas presented in their reading assignments
- able to evaluate and solve problems while reading rather than merely compile a set of facts to be memorized
- logical thinkers
- diligent in seeking out the truth
- eager to express their thoughts on a topic
- seekers of alternative views on a topic
- open to new ideas that may not necessarily agree with their previous thought on a topic
- able to base their judgments on ideas and evidence
- able to recognize errors in thought and persuasion as well as to recognize good arguments
- willing to take a critical stance on issues
- able to ask penetrating and thought-provoking questions to evaluate ideas
- in touch with their personal thoughts and ideas about a topic
- willing to reassess their views when new or discordant evidence is introduced and evaluated
- able to identify arguments and issues
- able to see connections between topics and use knowledge from other disciplines to enhance their reading and learning experiences

I will regularly take attendance in class. I will also take note of both the quantity and the quality of your contributions to class discussions. If necessary, I may also intermittently give brief quizzes in class in order to gauge the degree to which you are engaging with and understanding the material. As a result, it is important that you stay caught up on the readings at all times.

Finally, I should note that points for attendance and participation are not simply given out; they are earned. Grades in my classes are often raised by attendance and participation. However, others have found their grade lowered when they paid attendance and participation little attention. As such, it is in your best interest to attend class and participate in discussion where appropriate.

## **COURSE POLICIES**

### **1. Attendance**

As explained above, attendance and participation make up a sizable portion of your grade for the class. As a graduate student, you are expected to be present at every seminar. However, I am

aware that, at times, events beyond our control conspire to keep us from meeting our normal, everyday obligations; in these cases, I grant excused absences. An excused absence is one where you have an officially documented college-sanctioned event (sports / conference / trip), a documented medical excuse (for **you** only) or proof of a deceased *direct* relative. For our purposes, “direct relative” includes mother, father, sister, brother, or grandparent living anywhere, or other relative (aunt, uncle, cousin) living at the student’s permanent residence. **UNEXCUSED ABSENCES WILL RESULT IN THE RECEIPT OF A ZERO FOR ATTENDANCE & PARTICIPATION FOR THAT DAY.** Please recall that we only have 15 class days for the entire semester; thus, a single unexcused absence is guaranteed to cost you almost 2% of your final grade.

## **2. Writing Style Rules**

When writing papers for this class, you should follow these rules. Failure to do so could result in a reduction of your grade.

- All papers should be double-spaced and in 11 or 12-point font, printed on pages with 1” margins all around.
- Title pages, graphs, tables, figures, references, appendices, etc. do not count toward your paper’s length.
- You are required to use the American Political Science Association (APSA) style format for your papers. The full style guide can be found at: <http://www.apsanet.org/media/pdfs/publications/apsastylemanual2006.pdf>.

## **3. Cell Phones, Pagers, and Other Noise-Making Devices**

*All cell phones, pagers, and other devices that make noise must be turned off or put on silent/vibrate upon entering the classroom.* Repeated unnecessary disruptions of class caused by such devices may negatively affect a student’s grade.

## **4. Academic Honesty**

As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

## **5. Class Discussion and Debate**

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated.

## 6. Communicating with the Instructor

My primary method of communicating with you outside of class time/office hours will be thorough email. You have each been assigned an email address by the university and will be held responsible for regularly checking this account. Assignment changes, important dates, and other valuable information may be sent to this account over the course of the semester. Please check it regularly.

I have posted office hours from 4:00 PM until 6:00 PM on Tuesdays. From 4 to 5 PM, you should feel free to come by my office at Candler Hall 323 and discuss any questions you may have about the class. During this time period, I will sit and discuss things with individual students one-on-one. From 5 to 6 PM, I will move downstairs to Candler 115 for what I like to call “Research Hour.” During this time period, I encourage students to come and work on assignments, ask about papers, and/or simply work in the same room with me and some other students (both graduate and undergraduate). I usually move around the room and work with whoever is present on whatever they need. As such, these tend to be more relaxed group-oriented sessions where students can learn more about their own work, as well as that of others at various stages of their academic careers. This is a set-up that many find more comfortable than the one-on-one office setting; I encourage you to stop by research hour if you have questions that do not require the privacy of my office. Of course, if these times do not work for you, I would be more than happy to set up an appointment with you.

## 7. Staying Informed

In this course, we will often discuss current political events and issues. It is therefore important that you stay informed. Your ability to take the news of the day and view it through the lens of what you are learning will be a vital component of your success in this class. You may get your information from whatever outlet you choose. However, it is recommended that at least some of your information comes from a national news source, such as *The New York Times* ([www.nytimes.com](http://www.nytimes.com)), *The Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), CNN ([www.cnn.com](http://www.cnn.com)), or NPR ([www.npr.org](http://www.npr.org)). Also, academic blogs are often great places to encounter discussions of current events through the lens of the things we are talking about in class. A few political science blogs that may be useful for this course are Political Violence @ a Glance (<http://politicalviolenceataglance.org/>), The Monkey Cage ([themonkeycage.org/](http://themonkeycage.org/)), The Quantitative Peace ([www.quantitativepeace.com/](http://www.quantitativepeace.com/)), The Duck of Minerva (<http://duckofminerva.blogspot.com/>), and Why Nations Fail (<http://whynationsfail.com/>), among others.

## 8. Changes to the Syllabus

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) check your email regularly.

## PRELIMINARY COURSE SCHEDULE

### **Week 1: Introduction & Overview**

No assigned readings.

### **Week 2: What is Political Violence?**

#### READINGS:

- (1) Stathis Kalyvas. 2003. "The 'Ontology' of Political Violence: Action and Identity in Civil Wars." *Perspectives on Politics* 1 (3): 475-494.
- (2) Stathis Kalyvas. "The Logic of Violence in Civil War."  
<http://www.yale.edu/macmillan/ocvprogram/licepl1/kalyvas/kalyvaspaper.pdf>
- (3) Sambanis, Nicholas. 2004. "What is a Civil War? Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48 (6): 814-858.
- (4) Weinberg, Leonard, Ami Pedahzur, and Sivan Hirsch-Hoefler. 2004. "The Challenges of Conceptualizing Terrorism." *Terrorism and Political Violence* 16 (4): 777-794.
- (5) Goldstein, Robert Justin. 1986. "The Limitations of Using Quantitative Data in Studying Human Rights Abuses." *Human Rights Quarterly* 8 (4): 607-627.
- (6) McCormick, James M., and Neil J. Mitchell. 1997. "Human Right Violations, Umbrella Concepts, and Empirical Analysis." *World Politics* 49 (4): 510-525.
- (7) Cingranelli, David L., and David L. Richards. 1999. "Measuring the Level, Pattern and Sequence of Government Respect for Physical Integrity Rights." *International Studies Quarterly* 43 (2): 407-417.

### **Week 3: Individual Motivations**

#### READINGS:

- (1) Mason, T. David. 2004. *Caught in the Crossfire: Revolutions, Repression, and the Rational Peasant*. PREFACE, CHAPTERS 1-3
- (2) Gurr, Ted Robert. 1970. *Why Men Rebel*. CHAPTERS 1 & 2.
- (3) Lichbach, Mark Irving. 1990. "Will Rational People Rebel against Inequality? Samson's Choice." *American Journal of Political Science* 34 (4): 1049-1076.
- (4) Moore, Will H., Ronny Lindström, and Valerie O'Regan. 1996. "Land Reform, Political Violence and the Economic Inequality – Political Conflict Nexus: A Longitudinal Analysis." *International Interactions* 21 (4): 335-363.
- (5) Humphreys, Macartan, and Jeremy Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52 (2): 436-455.
- (6) Hegre, Håvard, Gudrun Østby, and Clionadh Raleigh. 2009. "Poverty and Civil War Events: A Disaggregated Study of Liberia." *Journal of Conflict Resolution* 53: 598-623.

### **Week 4: Collective Action & Mobilization I**

#### READINGS:

- (1) Mason, CHAPTER 4.
- (2) Olson, Mancur. *The Logic of Collective Action*. INTRODUCTION, CHAPTERS 1 & 2.
- (3) Lichbach, Mark Irving. *The Rebel's Dilemma*. CHAPTERS 1 & 2.

- (4) Lichbach, Mark Irving. 1994. "What Makes Rational Peasants Revolutionary: Dilemma, Paradox, and Irony in Peasant Collective Action." *World Politics* 46: 383-418.
- (5) Weinstein, Jeremy. 2005. "Resources and the Information Problem in Rebel Recruitment." *Journal of Conflict Resolution* 49 (4): 598-624.
- (6) Weidmann, Nils B. 2009. "Geography as Motivation and Opportunity: Group Concentration and Ethnic Conflict." *Journal of Conflict Resolution* 53(3): 526-543.
- (7) Gates, Scott. 2002. "Recruitment and Allegiance: The Microfoundations of Rebellion." *The Journal of Conflict Resolution* 46 (1): 111-130.
- (8) Kalyvas, Stathis N., and Matthew Adam Kochner. 2007. "How 'Free' Is Free Riding in Civil Wars? Violence, Insurgency, and the Collective Action Problem." *World Politics* 59 (2): 177-216.

## **Week 5: Collective Action & Mobilization II**

### READINGS:

- (1) Mason, CHAPTER 4.
- (2) McAdam, Doug, Sidney Tarrow, and Charles Tilly. 1996. "To Map Contentious Politics." *Mobilization: An International Journal* 1 (1): 17-34.
- (3) Tarrow, Sidney. 2011. *Power in Movement: Social Movements and Contentious Politics*. New York: Cambridge University Press. INTRODUCTION, CHAPTERS 1 & 6.
- (4) Tilly, Charles. 1978. *From Mobilization to Revolution*. CHAPTERS 3 & 4.
- (5) Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105 (3): 478-495.
- (6) Østby, Gudrun. 2008. "Polarization, Horizontal Inequalities, and Violent Civil Conflict." *Journal of Peace Research* 45(2): 143-162.

## **Week 6: Nonviolent Protests & Campaigns**

### READINGS:

- (1) McAdam, Doug. 1983. "Tactical Innovation and the Pace of Insurgency." *American Sociological Review* 48 (6): 735-754.
- (2) Chenoweth, Erica, and Maria J. Stephan. 2012. *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*. New York: Columbia University Press. CHAPTERS TBA
- (3) Schock, Kurt. 2003. "Nonviolent Action and Its Misconceptions: Insights for Social Scientists." *PS: Political Science and Politics* 36 (4): 705-712.
- (4) Chenoweth, Erica, and Kathleen Gallagher Cunningham, eds. "Special Issue: Understanding Nonviolent Resistance." *Journal of Peace Research* 50 (3). <http://jpr.sagepub.com/content/50/3.toc?etoc> SELECTIONS TBA



## Week 7: The State's Response: Accommodation and/or Repression

### READINGS:

- (1) Mason, CHAPTERS 5 & 6
- (2) Poe, Steven C. 2004. "The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression." In Sabine C. Carey and Steven C. Poe ed., *Understanding Human Rights Violations*. Ashgate, pp. 16-42.
- (3) Moore, Will H. 2000. "The Repression of Dissent: A Substitution Model of Government Coercion." *Journal of Conflict Resolution* 44 (1): 107-127.
- (4) Gandhi, Jennifer, and Adam Przeworski. 2006. "Cooperation, Cooptation, and Rebellion under Dictatorships." *Economics & Politics* 18 (1): 1-26.
- (5) Humphreys, Macartan, and Jeremy M. Weinstein. 2006. "Handling and Manhandling Civilians in Civil War." *American Political Science Review* 100 (3): 429-447.
- (6) Fjelde, Hanne, and Indra De Soysa. 2009. "Coercion, Co-optation, or Cooperation? State Capacity and the Risk of Civil War, 1961-2004." *Conflict Management and Peace Science* 26 (1): 5-25.
- (7) Carey, Sabine C. 2010. "The Use of Repression as a Response to Domestic Dissent." *Political Studies* 58 (1): 167-186.
- (8) Barry, Colin M., K. Chad Clay, Michael E. Flynn, and Gregory Robinson. Forthcoming. "Freedom of Foreign Movement, Economic Opportunities Abroad, and Protest in Non-Democratic Regimes." *Journal of Peace Research*.

## Week 8: Determinants of Repression

### READINGS:

- (1) Poe, Steven C., C. Neal Tate, and Linda Camp Keith. 1999. "Repression of the Human Right to Personal Integrity Revisited: A Global Cross-national Study Covering the Years 1976-1993." *International Studies Quarterly* 43 (2): 291-313.
- (2) Davenport, Christian, and David A. Armstrong II. 2004. "Democracy and the Violation of Human Rights: A Statistical Analysis from 1976-1996." *American Journal of Political Science* 48 (3): 538-554.
- (3) Cingranelli, David, and Mikhail Filippov. 2010. "Electoral Rules and Incentives to Protect Human Rights." *Journal of Politics* 72 (1): 243-257.
- (4) Davenport, Christian. 2007. "State Repression and the Tyrannical Peace." *Journal of Peace Research* 44 (4): 485-504.
- (5) Englehart, Neil A. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46 (2): 163-180.
- (6) Cingranelli, David L., Paola Fajardo-Heyward and Mikhail Filippov. 2014. "Principals, Agents and Human Rights." *British Journal of Political Science* 44(3): 605-630.
- (7) DeMeritt, Jacqueline H.R. and Courtenay R. Conrad. 2013. "Constrained by the Bank and the Ballot: Unearned Revenue, Democracy, and State Incentives to Repress." *Journal of Peace Research* 50 (1): 105-119.
- (8) DeMeritt, Jacqueline, and Joseph K. Young. 2013. "A Political Economy of Human Rights: Oil, Natural Gas, and State Incentives to Repress." *Conflict Management and Peace Science* 30 (2): 99-120.
- (9) Clay, K. Chad, and Matthew DiGiuseppe. 2013. "Sovereign Credit & Physical Integrity Rights." Working Paper.

## Week 9: Repression & Dissent

### READINGS:

- (1) Mason, CHAPTERS 5 & 6.
- (2) Lichbach, Mark Irving. 1987. "Deterrence or Escalation? The Puzzle of Aggregate Studies of Repression and Dissent." *Journal of Conflict Resolution* 31: 266-297.
- (3) Mason, T. David, and Dale A. Krane. 1989. "The Political Economy of Death Squads: Toward a Theory of the Impact of State Sanctioned Terror." *International Studies Quarterly* 33: 175-198.
- (4) Moore, Will H. 1998. "Repression and Dissent: Substitution, Context and Timing." *American Journal of Political Science* 42 (3):851-873.
- (5) Gartner, Scott S. and Patrick Regan. 1996. "Threat and Repression: The Non-Linear Relationship Between Government and Opposition Violence." *Journal of Peace Research* 33 (3): 273-287.
- (6) Sullivan, Christopher Michael. 2014. "The (In)effectiveness of Torture for Combating Insurgency." *Journal of Peace Research* 51 (3): 388-404.
- (7) Bell, Sam R., David Cingranelli, Amanda Murdie, and Alper Caglayan. 2013. "Coercion, Capacity, and Coordination: Predictors of Political Violence." *Conflict Management and Peace Science* 30 (3): 240-262.
- (8) Carey, Sabine C. 2006. "The Dynamic Relationship between Protest & Repression." *Political Research Quarterly* 59 (1): 1-11.

## Week 10: Civil Conflict Onset

### READINGS:

- (1) Regan, Patrick M., and Daniel Norton. 2005. "Greed, Grievance, and Mobilization in Civil Wars." *Journal of Conflict Resolution* 49 (3): 319-336.
- (2) Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97: 75-90.
- (3) Collier, Paul, and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56: 563-595.
- (4) DiGiuseppe, Matthew R., Colin M. Barry, and Richard W. Frank. 2012. "Good for the Money: International Finance, State Capacity, and Internal Armed Conflict." *Journal of Peace Research* 49 (3): 391-405.
- (5) Hegre, Håvard, Tanya Ellingsen, Scott Gates, and 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.
- (6) Ross, Michael L. 2004. "What Do We Know About Natural Resources and Civil War?" *Journal of Peace Research* 41 (3): 337-356.
- (7) Gurr, Ted Robert, and Will H. Moore. 1997. "Ethnopolitical Rebellion: a Cross-sectional Analysis of the 1980s with Risk Assessment of the 1990s." *American Journal of Political Science* 41 (4): 1079-1103.
- (8) Regan, Patrick M., and Sam R. Bell. 2010. "Changing Lanes or Stuck in the Middle: Why Are Anocracies More Prone to Civil Wars?" *Political Research Quarterly* 63 (4): 747-759.

## **Week 11: Civil War Duration & Cessation**

### READINGS:

- (1) Mason, T. David. 2004. *Caught in the Crossfire: Revolutions, Repression, and the Rational Peasant*. New York: Rowman & Littlefield. CHAPTER 7.
- (2) Hegre, Håvard. 2004. "The Duration and Termination of Civil War." *Journal of Peace Research* 41 (3): 243-252.
- (3) Walter, Barbara. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51 (3): 335-364.
- (4) Cunningham, David E., Kristian Skrede Gleditsch, and Idean Salehyan. 2009. "It Takes Two: A Dyadic Analysis of Civil War Duration and Outcome." *Journal of Conflict Resolution* 53 (4): 570-597.
- (5) Balch-Lindsay, Dylan, and Andrew Enterline. 2000. "Killing Time: The World Politics of Civil War Duration, 1820-1992." *International Studies Quarterly* 44: 615-642.
- (6) Buhaug, Halvard, Scott Gates, and Päivi Lujala. 2009. "Geography, Rebel Capacity, and the Duration of Civil Conflict." *Journal of Conflict Resolution* 53 (4): 544-569.
- (7) Collier, Paul, Anne Hoeffler, and Mans Soderbom. 2004. "On the Duration of Civil War." *Journal of Peace Research* 41 (3): 252-273.
- (8) Fearon, James D. 2004. "Why Do Some Civil Wars Last Much Longer Than Others?" 2004. *Journal of Peace Research* 41 (3): 275-301.

## **Week 12: Why Do People Become Terrorists?**

### READINGS:

- (1) Crenshaw, Martha. 1981. "The Causes of Terrorism." *Comparative Politics* 13 (4): 379-399.
- (2) Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49 (1): 3-42.
- (3) Krueger, Alan B., and Jitka Maleckova. 2003. "Education, Poverty and Terrorism: Is there a causal connection?" *Journal of Economic Perspectives* 17 (4): 119-144.
- (4) Bueno de Mesquita, Ethan. 2005. "The Quality of Terror." *American Journal of Political Science* 49 (3): 515-530.
- (5) Piazza, James A. 2011. "Poverty, Minority Economic Discrimination, and Domestic Terrorism." *Journal of Peace Research* 48 (3): 339-353.
- (6) Piazza, James A. 2012. "Types of Minority Discrimination and Terrorism." *Conflict Management and Peace Science* 29 (5): 521-546.
- (7) Piazza, James A. "Rooted in Poverty? Terrorism, Poor Economic Development, and Social Cleavages." *Terrorism and Political Violence* 18(1): 159-177.

## **Week 13: Understanding Terrorist Activities**

### READINGS:

- (1) Pape, Robert. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97 (3): 343-361.
- (2) Hoffman, Aaron M. 2010. "Voice and Silence: Why Groups Take Credit for Acts of Terror." *Journal of Peace Research* 47 (5): 615-626.

- (3) Li, Quan, and Drew Schaub. 2004. "Economic Globalization and Transnational Terrorism: A Pooled Time-Series Analysis." *Journal of Conflict Resolution* 48 (2): 230-258.
- (4) Piazza, James A. 2008. "Incubators of Terror: Do Failed and Failing States Promote Transnational Terrorism?" *International Studies Quarterly* 52 (3): 469-488.
- (5) Piazza, James A. 2008. "A Supply-Side View of Suicide Terrorism: A Cross-National Study." *Journal of Politics* 70 (1): 28-39.
- (6) Li, Quan. 2005. "Does Democracy Promote or Reduce Transnational Terrorist Incidents?" *Journal of Conflict Resolution* 49 (2): 278-297.
- (7) Chenoweth, Erica. 2010. "Democratic Competition and Terrorist Activity." *Journal of Politics* 72 (1): 16-30
- (8) Bell, Sam R., K. Chad Clay, Amanda Murdie, and James Piazza. 2014. "Opening Yourself Up: The Role of External and Internal Transparency in Terrorism Attacks." *Political Research Quarterly* 67 (3): 603-614.

#### **Week 14: Counterterrorism, Repression, & End(?) of Terrorist Violence**

##### READINGS:

- (1) Enders, Walter, and Todd Sandler. 1993. "The Effectiveness of Anti-Terrorism Policies: Vector-Autoregression-Intervention Analysis." *American Political Science Review* 87 (4): 829-844.
- (2) Walsh, James I., and James A. Piazza. 2008. "Why Respecting Physical Integrity Rights Reduces Terrorism." *Comparative Political Studies* 43 (5): 551-577.
- (3) Kydd, Andrew and Barbara F. Walter. 2002. "Sabotaging Peace: The Politics of Extremist Violence." *International Organization* 56 (2): 263-296.
- (4) Daxecker, Ursula E., and Michael L. Hess. 2013. "Repression Hurts: Coercive Government Responses and the Demise of Terrorist Campaigns." *British Journal of Political Science* 43 (3): 559-577.
- (5) Bueno de Mesquita, Ethan. 2005. "Conciliation, Counterterrorism, and Patterns of Terrorist Violence." *International Organization* 59: 145-176.
- (6) Bueno de Mesquita, Ethan. 2005. "The Terrorist Endgame: A Model with Moral Hazard and Learning." *Journal of Conflict Resolution* 49 (2): 237-258.

#### **Week 15: External Intervention**

##### READINGS:

- (1) Regan, Patrick M. 2002. "Third Party Interventions and the Duration of Intrastate Conflict." *Journal of Conflict Resolution* 46 (1): 55-73.
- (2) Regan, Patrick M. 1996. "Conditions of Successful Third Party Intervention in Intrastate Conflicts." *Journal of Conflict Resolution* 40 (2): 336-359.
- (3) Peksen, Dursun. 2009. "Better or Worse? The Effect of Economic Sanctions on Human Rights." *Journal of Peace Research* 46 (1): 59-77.
- (4) Murdie, Amanda, and David R. Davis. 2010. "Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars." *Human Rights Quarterly* 32 (1): 50-73.

- (5) Kathman, Jacob, and Reed Wood. 2011. "Managing Threat, Cost, and Incentive to Kill: The Short- and Long-Term Effects of Intervention in Mass Killings." *Journal of Conflict Resolution* 55 (5): 735-760.
- (6) DeMeritt, Jacqueline H. R. Forthcoming. "Delegating Death: Military Intervention and Government Killing." *Journal of Conflict Resolution*  
[http://www.psci.unt.edu/~demeritt/research\\_files/dd.pdf](http://www.psci.unt.edu/~demeritt/research_files/dd.pdf)
- (7) Bueno de Mesquita, Bruce, and Alastair Smith. 2009. "A Political Economy of Aid." *International Organization* 63 (2): 309-340.
- (8) Murdie, Amanda, and Tavishi Bhasin. 2011. "Aiding and Abetting: Human Rights INGOs and Domestic Protest." *Journal of Conflict Resolution* 55 (2): 163-191.
- (9) Murdie, Amanda M., and David R. Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." *International Studies Quarterly* 56 (1): 1-16.