

Civil Conflict
PSCI/PPPE 6361
Fall 2022
Seminar: Thursday 7pm-9:45pm
Room: CB3 1.304

Professor Contact Information

<i>Professor</i>	Dr. Rebecca Cordell
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<i>Online Student Hours</i>	Thursday 3pm-4pm
<i>Other Information</i>	MS Teams

Course Description

This graduate course explores current theories and empirical analysis on the domestic and international dynamics of civil wars and conflict resolution in a scientific and rigorous way. Students will become familiar with different theoretical and methodological approaches to the study of the causes and consequences of civil war onset, duration and termination from a social science perspective. We begin the course by exploring the history, concepts, patterns and trends of civil wars, and transition to an overview of what factors cause civil wars. We proceed to consider major issues related to civil wars such as strategic non-violence, terrorism, political violence, rebel organizations, climate change, migration, gender inequality and transnational dimensions. We then explore how civil wars can be resolved and the issues that states face during the post-conflict phase.

The course has a discussion format whereby students are expected to complete the weekly readings, provide insights on the topic and work together on activities (synchronously or asynchronously). In addition to developing a general understanding of the literature, students are required to focus in-depth on one particular topic by developing an independent research paper. We conclude the course with a research and professional development seminar.

Student Learning Objectives/Outcomes

Upon completion of this course, students should:

- Develop a general understanding of current theories and empirical analysis on the causes of civil war onset, duration and termination and major issues related to civil wars.

- Think critically about literature on the domestic and international dynamics of civil conflict and be able to identify current shortcomings and areas for future research.
- Develop an independent research paper that develops and tests an original theoretical argument on one particular topic from the course.
- Be able to apply explanations of civil war and conflict resolution to the explanation and understanding of real-world scenarios.

Required Textbooks and Materials

Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. Cambridge University Press.

Fortna, Virginia Page. 2008. *Does Peacekeeping Work? Shaping Belligerents' Choices after Civil War*. Princeton University Press.

The textbooks are available to students free of charge as an eBook. They can be accessed via eLearning course website (Blackboard).

Academic Calendar

WEEK/ DATES	TOPIC/LECTURE	ASSESSMENT / ACTIVITY	DUE DATE
1 W/B 08/22	Concepts and Definitions		
2 W/B 08/29	Causes of Civil War: Ethnicity, Identity and Inequalities	Reading Response	08/31
3 W/B 09/05	Causes of Civil War: Economic Explanations and Natural Resources	Reading Response	09/07
4 W/B 09/12	Strategic Non-violence	Reading Response	09/14
5 W/B 09/19	Terrorism	Reading Response	09/21
6 W/B 09/26	Group Presentations	Group Presentations	09/29
7 W/B 10/03	Political Violence	Reading Response	10/05

WEEK/ DATES	TOPIC/LECTURE	ASSESSMENT / ACTIVITY	DUE DATE
8 W/B 10/10	State Repression and Human Rights	Reading Response	10/12
9 W/B 10/17	Rebel Organizations	Reading Response Research Paper: Plan	10/19 10/21
10 W/B 10/24	Climate Change and Migration	Reading Response	10/26
11 W/B 10/31	Gender Inequality	Reading Response	11/02
12 W/B 11/07	Transnational Dimensions	Reading Response Research Paper: First Draft	11/09 11/11
13 W/B 11/14	Ending Civil Wars: Peace Keeping	Reading Response	11/16
14 W/B 11/21	No Classes: Fall Break/Thanksgiving		
15 W/B 11/28	Ending Civil Wars: Bargaining and Post-conflict Dynamics	Reading Response	11/30
16 W/B 12/05	Research Presentations	Research Presentation Final Research Paper	12/08 12/09

Readings

Week 1: Concepts and Definitions

Required Readings

1. Walter, Barbara F. 2017. "The New New Civil Wars." *Annual Review of Political Science* 20: 469-486.

2. Kalyvas, Stathis N., and Laia Balcells. 2010. "International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict." *American Political Science Review* 104: 415-429.
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. Gleditsch, Nils Petter, Peter Wallensteen, Mikael Eriksson, Margareta Sollenberg and Håvard Strand. 2002. "Armed Conflict 1946–2001: A New Dataset." *Journal of Peace Research* 39(5): 615–637.

Recommended Readings

1. Pettersson, Therése and Magnus Öberg. 2020. "Organized Violence, 1989–2019." *Journal of Peace Research* 57(4): 597–613.
2. Pettersson, Therése and Peter Wallensteen. 2015. "Armed Conflicts, 1946–2014." *Journal of Peace Research* 52(4): 536-550.
3. Blattman, Christopher and Edward Miguel. 2010. "Civil War." *Journal of Economic literature* 48(1): 3-57.
4. Hegre, Håvard and Nicholas Sambanis. 2006. "Sensitivity Analysis of Empirical Results on Civil War Onset." *Journal of Conflict Resolution* 50(4): 508-535.
5. Fearon, James D. 2004. "Why Do Some Civil Wars Last So Much Longer Than Others?" *Journal of Peace Research*. 41: 275–301.
6. Kalyvas, Stathis N. 2001. "New and Old Civil Wars: A Valid Distinction?" *World Politics* 54(1): 99-118.
7. Fearon James D. 1995. "Rationalist Explanations for War." *International Organization* 49: 379–414.

Week 2: Causes of Civil War: Ethnicity, Identity and Inequalities

Required Readings

1. Lewis, Janet I. 2017. "How Does Ethnic Rebellion Start?" *Comparative Political Studies* 50(10) 1420 –1450.
2. Denny, Elaine K. and Barbara F. Walter. 2014. "Ethnicity and Civil War" *Journal of Peace Research* 51(2) 199–212.
3. Cederman, Lars-Erik, Kristian Skrede Gleditsch, and Nils B. Weidmann. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105 (3): 478-495.
4. Gallagher Cunningham, Kathleen and Nils B. Weidmann. 2010. "Shared Space: Ethnic Groups, State Accommodation, and Localized Conflict." *International Studies Quarterly* 54(4): 1035–1054.

Recommended Readings

1. Lindemann, Stefan. 2011. "Just Another Change of the Guard? Broad-Based Politics and Civil War in Museveni's Uganda." *African Affairs* 110: 387-416.
2. Cederman, Lars-Erik, Andreas Wimmer and Brian Min. 2010. "Why Do Ethnic Groups Rebel? New Data and Analysis." *World Politics* 62(1): 87-119.
3. Weidmann, Nils B. 2009. "Geography as Motivation and Opportunity: Group Concentration and Ethnic Conflict." *Journal of Conflict Resolution* 53(4): 526-543.
4. Eck, Kristine. 2009. "From Armed Conflict to War: Ethnic Mobilization and Conflict Intensification." *International Studies Quarterly* 53: 369-388.
5. Kalyvas, Stathis. N. 2008. "Ethnic Defection in Civil War." *Comparative Political Studies* 41: 1043-1068.
6. Blimes, Randall J. 2006. "The Indirect Effect of Ethnic Heterogeneity on the Likelihood of Civil War Onset." *Journal of Conflict Resolution* 50(4): 536-547.
7. Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(01): 75-90.

Week 3: Causes of Civil War: Economic Explanations and Natural Resources

Required Readings

1. Oyefusi, Aderoju. 2008. "Oil and the Probability of Rebel Participation Among Youths in the Niger Delta of Nigeria." *Journal of Peace Research* 45(4): 539-555.
2. Jones Luong and Erika Weinthal. 2006. "Rethinking the Resource Curse: Ownership Structure, Institutional Capacity, and Domestic Constraints." *Annual Review of Political Science* 9: 241-263.
3. Sharma, Kishor. 2006. "The Political Economy of Civil War in Nepal." *World Development* 34(7): 1237-1253.
4. Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56: 563-595.

Recommended Readings

1. Koubi, Vally, Gabriele Spilker, Tobias Bohmelt and Thomas Bernauer. 2014. "Do natural resources matter for interstate and intrastate armed conflict?" *Journal of Peace Research* 51(2): 227-243.
2. Holtermann, Helge. 2012. "Explaining the Development-Civil War Relationship." *Conflict Management and Peace Science* 29(1): 56-78.
3. Ross, Michael. 2006. "A Closer Look at Oil, Diamonds, and Civil War." *Annual Review of Political Science* 9: 266-300.
4. Wick, Katharina and Erwin H Bulte. 2006. "Contesting Resources: Rent Seeking, Conflict and the Natural Resource Curse." *Public Choice* 128 (3-4): 457-476.

5. Humphreys, Macartan. 2005. "Natural Resources, Conflict, and Conflict Resolution: Uncovering the Mechanisms." *Journal of Conflict Resolution* 49(4): 531-567.
6. Sambanis, Nicholas. 2004. "Using Case Studies to Expand Economic Models of Civil War." *Perspectives on Politics* 2(2): 259-279.
7. Ross, Michael L. 2004. "What Do We Know about Natural Resources and Civil War?" *Journal of Peace Research* 41(3): 337-356.

Week 4: Strategic Non-violence

Required Readings

1. Cordell, Rebecca, Reed M. Wood and Thorin M. Wright. 2020. "Disease and Dissent: How Epidemics Contribute to Social Unrest." Working Paper.
2. Edwards, Pearce and Daniel Arnon. 2019. "Violence on Many Sides: Framing Effects on Protest and Support for Repression." *British Journal of Political Science*.
3. Gallagher Cunningham, Kathleen. 2013. "Understanding Strategic Choice: The Determinants of Civil War and Nonviolent Campaign in Self-Determination Disputes." *Journal of Peace Research* 50(3): 291-304.
4. Rivera Celestino, Mauricio and Kristian Skrede Gleditsch. 2013. "Fresh Carnations or All Thorn, No Rose? Nonviolent Campaigns and Transitions in Autocracies." *Journal of Peace Research*.

Recommended Readings

1. Ryckman, K. C. 2020. "A Turn to Violence: The Escalation of Nonviolent Movements." *Journal of Conflict Resolution*.
2. Dahlum, Sirianne. 2019. "Students in the Streets: Education and Nonviolent Protest." *Comparative Political Studies* 52(2): 277-309.
3. Chenoweth, Erica and Jay Ulfelder. 2017. "Can Structural Conditions Explain the Onset of Nonviolent Uprisings?" *Journal of Conflict Resolution* 61(2): 298-324.
4. Gallagher Cunningham, Kathleen, Marianne Dahl and Anna Frugé. 2017. "Strategies of Resistance: Diversification and Diffusion." *American Journal of Political Science* 61(3): 591-605.
5. Murdie, Amanda and Carolin Purser. 2016. "How Protest Affects Opinions of Peaceful Demonstration and Expression Rights." *Journal of Human Rights* 16(3): 351-369.
6. Stephan, Maria J. and Chenoweth, Erica. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33(1): 7-44.
7. Schock, Kurt. 2003. "Nonviolent Action and its Misconceptions: Insights for Social Scientists." *PS: Political Science and Politics* 36(4): 705-712.

Week 5: Terrorism

Required Readings

1. Polo, Sara. 2020. "The Quality of Terrorist Violence: Explaining the Logic of Terrorist Target Choice." *Journal of Peace Research* 57(2): 235-250.
2. Stanton, Jessica A. 2013. "Terrorism in the Context of Civil War." *Journal of Politics* 75(4): 1009–1022.
3. Findley, Michael G. and Joseph K. Young. 2012. "Terrorism and Civil War: A Spatial and Temporal Approach to a Conceptual Problem." *Perspectives on Politics* 10(2): 285-305.
4. Merari, Ariel. "Terrorism as a Strategy of Insurgency." *Terrorism and Political Violence* 4:213-251.

Recommended Readings

1. Sara M T Polo. 2020. "The Power to Resist: Mobilization and the Logic of Terrorist Attacks in Civil War." *Comparative Political Studies*.
2. Belgioioso, Margherita. 2018. "Going Underground: Resort to Terrorism in Mass Mobilization Dissident Campaigns." *Journal of Peace Research* 55(5): 641-655.
3. Polo, Sara M T and Kristian Skrede Gleditsch. 2016. "Twisting Arms and Sending Messages: Terrorist Tactics in Civil War." *Journal of Peace Research* 53(6): 815-829.
4. Fortna, Virginia Page. 2015. "Do Terrorists Win? Rebels' Use of Terrorism and Civil War Outcomes." *International Organization* 69(3): 519-556.
5. Sánchez-Cuenca, Ignacio, and Luis de la Calle. 2009. "Domestic Terrorism: The Hidden Side of Political Violence." *Annual Review of Political Science* 12: 31-49.
6. Kydd, Andrew, and Barbara Walter. 2006. "The Strategies of Terrorism." *International Security* 31(1): 49–79.
7. McCormick, Gordon H. 2003. "Terrorist Decision Making." *Annual Review of Political Science* 6:473-507.

Week 7: Political Violence

Required Readings

1. Valentino, Benjamin A. 2014. "Why We Kill: The Political Science of Political Violence Against Civilians." *Annual Review of Political Science* 17: 89-103.
2. Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. Cambridge University Press. Chapters 6 and 7.

Recommended Readings

1. Carey Sabine C and Neil J. Mitchell Neil. 2017. "Progovernment Militias." *Annual Review of Political Science*. 20: 127–47.

2. Thomas, Jakana. 2014. "Rewarding Bad Behavior: How Governments Respond to Terrorism in Civil War." *American Journal of Political Science* 58(4): 804-818.
3. Balcells Laia. 2010. "Rivalry and Revenge: Violence Against Civilians in Conventional Civil Wars." *International Studies Quarterly*. 54: 291–313.
4. Balcells, Laia. 2011. "Continuation of Politics by Two Means: Direct and Indirect Violence in Civil War." *Journal of Conflict Resolution* 55(3): 397-422.
5. Wood, Reed. 2010. "Rebel Capability and Strategic Violence against Civilians." *Journal of Peace Research* 47(5): 601-614.
6. Hultman, Lisa. 2007. "Battle Losses and Rebel Violence: Raising the Costs of Fighting." *Terrorism and Political Violence* 19(2): 979-999.
7. Valentino, Benjamin, Paul Huth and Dylan Balch-Lindsay. 2004. "Draining the Sea: Mass Killing and Guerrilla Warfare." *International Organization* 58: 375-407.

Week 8: State Repression and Human Rights

Required Readings

1. Cordell, Rebecca and K. Chad Clay, Christopher J. Fariss, Reed M. Wood and Thorin M. Wright. 2022. "Disaggregating Repression: Identifying Physical Integrity Rights Allegations in Human Rights Reports." *International Studies Quarterly* 66(2).
2. Murdie, Amanda and Tavishi Bhasin. 2010. "Aiding and Abetting: Human Rights INGOs and Domestic Protest." *Journal of Conflict Resolution* 55(2): 163-191.
3. Davenport, Christian. 2007. "State Repression and Political Order." *Annual Review of Political Science* 10: 1-23.
4. 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(2):175-198.

Recommended Readings

1. Gohdes, Anita R. and Sabine Carey. 2017. "Canaries in a Coal-Mine? What the Killings of Journalists Tell Us About Future Repression." *Journal of Peace Research* 54(2): 157–174.
2. Ritter, Emily and Courtney Conrad. 2016. "Preventing and Responding to Dissent: The Observational Challenges of Explaining Strategic Repression." *American Political Science Review* 110(1): 85-99.
3. Carey, Sabine C. 2006. "The Dynamic Relationship between Protest and Repression." *Political Research Quarterly* 59(1): 1-11.
4. Smeulers, Alette. 2004. "What Transforms Ordinary People into Gross Human Rights Violators." In Sabine C. Carey, and Steven C. Poe.

- Understanding Human Rights Violations*. Ashgate Publishing Limited. Chapter 13.
5. Davenport, Christian. 1995. "Multidimensional Threat Perception and State Repression." *American Journal of Political Science* 39(3): 683-713.
 6. Moore, Will H. 1998. "Repression and Dissent: Substitution, Context and Timing." *American Journal of Political Science*. 42(3).
 7. Lichbach, Mark (1987) "Deterrence or Escalation? The Puzzle of Aggregate Studies of Repression and Dissent." *Journal of Conflict Resolution* 31(2): 266-297.

Week 9: Rebel Organizations

Required Readings

1. Maves, Braithwaite, Jessica and Kathleen Gallagher Cunningham. 2020. "When Organizations Rebel: Introducing the Foundations of Rebel Group Emergence (FORGE) Dataset." *International Studies Quarterly* 64: 183-193.
2. Kalah Gade, Emily, Hafez, Mohammed M. and Michael Gabbay, M. 2019. "Fratricide in Rebel Movements: A Network Analysis of Syrian Militant Infighting." *Journal of Peace Research* 56(3): 321-335.
3. Stewart, Megan A. 2017. "Civil War as State-Making: Strategic Governance in Civil War." *International Organization* 72(1): 205-226.
4. Huang, Reyko. 2016. "Rebel Diplomacy in Civil War" *International Security* 40(4): 89-126.

Recommended Readings

1. Larson, Jennifer M. and Janet. I. Lewis. 2018. "Rumors, Kinship Networks, and Rebel Group Formation." *International Organization* 72 (4): 871–903.
2. De la Calle, Luis. 2017. "Compliance vs. Constraints: A Theory of Rebel Targeting in Civil War 54(3): 427-441.
3. Clayton, Govinda. 2013. "Relative Rebel Strength and the Onset and Outcome of Civil War Mediation." *Journal of Peace Research* 50 (5): 609–22.
4. Humphreys Macartan and Jeremy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52: 436–55.
5. Parkinson, Sarah Elizabeth. 2013. "Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War." *American Political Science Review* 107 (3): 418–32.
6. Bapat, Navin and Kanisha D, Bond. 2012. Alliances Between Militant Groups. *British Journal of Political Science* 42(4): 793–824.
7. Weinstein, Jeremy M. 2005. "Resources and the Information Problem in Rebel Recruitment." *Journal of Conflict Resolution* 49(4): 598-624.

Week 10: Climate Change and Migration

Required Readings

1. Fisk, Kerstin. 2018. "One-sided Violence in Refugee-hosting Areas." *Journal of Conflict Resolution* 62(3): 529-566.
2. Jones, Benjamin, Eleanora Mattiacci and Bear Braumoeller. 2017. "Food Scarcity and State Vulnerability: Unpacking the Link Between Climate Variability and Violent Unrest." *Journal of Peace Research* 54(3): 335-350.
3. Hendrix Cullen and Idean Salehyan. 2012. "Climate Change, Rainfall, and Social conflict in Africa." *Journal of Peace Research* 49(35): 31-50.
4. Salehyan, Idean and Gleditsch, Kristian Skrede. 2006. "Refugees and the Spread of Civil War." *International Organization* 60(2): 335-366.

Recommended Readings

1. Koubi, Vally. 2019. "Climate Change and Conflict." *Annual Review of Political Science* 22: 343-260.
2. Savun, Burcu and Christian Gineste. 2018. "From Protection to Persecution: Threat Environment and Refugee Scapegoating." *Journal of Peace Research* 56(1): 88-102.
3. Bergholt Drago and Päivi Lujala. 2012. "Climate-Related Natural Disasters, Economic Growth, and Armed Civil Conflict." *Journal of Peace Research* 49:147–162.
4. Fjelde Hanne and Nina von Uexkull. 2012. "Climate Triggers: Rainfall Anomalies, Vulnerability and Communal Conflict in Sub-Saharan Africa" *Political Geography* 31:444–53
5. Steele, Abbey. 2009. "Seeking Safety: Avoiding Displacement and Choosing Destinations in Civil Wars." *Journal of Peace Research* 46 (3): 419-29.
6. Barnett Jon and W. Neil Adger. 2007. Climate Change, Human Security and Violent Conflict. *Political Geography* 26: 639–655.
7. Davenport, Christian, Will H. Moore and Steven Poe. 2003. "Sometimes You Just Have to Leave: Domestic Threats and Forced Migration, 1964-1989." *International Interactions* 29(1): 27-55.

Week 11: Gender Inequality

Required Readings

1. Nagel, Robert Ulrich. 2020. "Gendered preferences: How women's inclusion in society shapes negotiation occurrence in intrastate conflicts." *Journal of Peace Research*: 1-16.
2. Wood, Reed M. 2017. "Women on the Frontline: Rebel Group Ideology and Women's Participation in Violent Rebellion." *Journal of Peace Research* 54(1): 31-46.

3. Forsberg, Erika, and Louise Olsson. 2016. "Gender Inequality and Internal Conflict." *Oxford Research Encyclopedia of Politics*. Available at: <https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-34>.
4. Cohen, Dara Kay. 2013. "Explaining Rape during Civil War: Cross-National Evidence (1980-2009)." *American Political Science Review* 107(3): 461-477.

Recommended Readings

1. Karim, Sabrina 2017. "Restoring Confidence in Post-Conflict Security Sectors: Survey Evidence from Liberia on Female Ratio Balancing Reforms." *British Journal of Political Science* 49: 799-821.
2. Berry, Marie E. 2015. "From Violence to Mobilization: Women, War, and Threat in Rwanda." *Mobilization: An International Quarterly* 20(2): 135-156.
3. Bjarnegård, Elin, Karen Brounéus and Erik Melander. 2017. "Honor and Political Violence." *Journal of Peace Research* 54(6): 748-761.
4. Shair-Rosenfield, Sarah and Reed M Wood. 2017. "Governing Well After War: How Improving Female Representation Prolongs Post-conflict Peace." *Journal of Politics* 79(3): 995-1009.
5. Gizelis, Theodora-Ismene. 2009. "Gender Empowerment and United Nations Peacebuilding." *Journal of Peace Research* 46(4): 505-523.
6. Wood, Elizabeth Jean. 2006. "Variation in Sexual Violence during War." *Politics and Society* 34(3): 307-342.
7. Caprioli, Mary. 2005. "Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict." *International Studies Quarterly* 49(2): 161-178.

Week 12: Transnational Dimensions

Required Readings

1. Petrova, Marina G. 2019. "What Matters is Who Supports You: Diaspora and Foreign States as External Supporters and Militants' Adoption of Nonviolence." *Journal of Conflict Resolution* 63(9): 2155-2179.
2. Olar, Roman G. 2019. "Do They Know Something We Don't? Diffusion of Repression in Authoritarian Regimes." *Journal of Peace Research* 56(5): 667-681.
3. Braithwaite, Alex, Jessica Maves Braithwaite and Jeffrey Kucik. 2015. "The Conditioning Effect of Protest History on the Emulation of Nonviolent Conflict." *Journal of Peace Research* 52(6): 697-711.
4. Forsberg, Erika. 2014. "Diffusion in the Study of Civil Wars: A Cautionary Tale." *International Studies Review* 16: 188-198.

Recommended Readings

1. Polo, Sara. 2020. "How Terrorism Spreads: Emulation and the Diffusion of Ethnic and Ethnoreligious Terrorism." *Journal of Conflict Resolution*: 1-27.
2. Forsberg, Erika. 2014. "Transnational Transmitters: Ethnic Kinship Ties and Conflict Contagion." 1946–2009. *International Interactions* 40 (2): 143–165.
3. Carter, David. 2012. "A Blessing or a Curse? State Support for Terrorist Groups." *International Organization* 66(1).
4. Kathman, Jacob D. 2010. "Civil War Contagion and Neighboring Interventions." *International Studies Quarterly* 54: 989–1012.
5. Buhaug, Halvard and Kristian Skrede Gleditsch. (2008) "Contagion or Confusion? Why Conflicts Cluster in Space." *International Studies Quarterly* 52(2): 215–233.
6. Gleditsch, Kristian Skrede. 2007. "Transnational Dimensions of Civil War." *Journal of Peace Research* 44(3): 293-309.
7. Wayland, Sarah. 2004. "Ethnonationalist Networks and Transnational Opportunities: The Sri Lankan Tamil Diaspora." *Review of International Studies* 30(3): 405–426.

Week 13: Ending Civil Wars: Peace Keeping

Required Readings

1. Cordell, Rebecca, Thorin M. Wright and Paul F. Diehl. 2021. "Extant Commitment, Risk and UN Peacekeeping Authorization." *International Interactions* 47(1): 135-160.
2. Fortna, Virginia Page. 2008. *Does Peacekeeping Work? Shaping Belligerents' Choices after Civil War*. Princeton University Press. Chapters 4-6.

Recommended Readings

1. Belgioioso, Margherita, Jessica Di Salvator and Jonathan Pinckney. 2020. "Tangled Up in Blue: The Effect of UN Peacekeeping on Nonviolent Protests in Post-Civil War Countries." *International Studies Quarterly*
2. Karim, Sabrina and Kyle Beardsley. 2016. "Explaining Sexual Exploitation and Abuse in Peacekeeping Missions: The Role of Female Peacekeepers and Gender Equality in Contributing Countries." *Journal of Peace Research* 53(1): 100-115.
3. Hultman, Lisa, Jacob Kathman and Megan Shannon. 2013. "United Nations Peacekeeping and Civilian Protection in Civil War." *American Journal of Political Science* 57(4): 875-891.
4. Beardsley, Kyle. 2011. "Peacekeeping and the Contagion of Armed Conflict." *Journal of Politics* 73(4): 1051–1064.
5. Fortna, Virginia Page and Lise Morjé. 2008. "Pitfalls and Prospects in the Peacekeeping Literature." *Annual Review of Political Science* 11: 283-301.
6. Gilligan, Michael and Stephen John Stedman. (2003) "Where Do the Peacekeepers Go?" *International Studies Review* 5(4): 37–54.

7. Doyle, Michael W. and Nicholas Sambanis. 2000. "International Peacebuilding: A Theoretical and Quantitative Analysis." *American Political Science Review* 94(04): 779–801.

Week 15: Ending Civil Wars: Bargaining and Post-conflict Dynamics

Required Readings

1. Zvobgo, Kelebogile. 2020. "Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions." *International Studies Quarterly*.
2. Hartzell, Caroline A. 2017. "Bargaining Theory, Civil War Outcomes, and War Re-currence: Assessing the Results of Empirical Tests of the Theory." *Oxford Research Encyclopedia of Politics*. Available at: <https://cupola.gettysburg.edu/cgi/viewcontent.cgi?article=1046&context=poliscifac>.
3. Walter, Barbara F. 2009. "Bargaining Failures and Civil War." *Annual Review of Political Science* 12: 243-261.
4. Collier, Paul, Anke Hoeffler and Måns Söderbom. 2008. "Post-Conflict Risks." *Journal of Peace Research* 45(4): 461-478.

Recommended Readings

1. Kathman, Jacob D. and Reed M. Wood. 2016. "Stopping the Killing During the "Peace": Peacekeeping and the Severity of Postconflict Civilian Victimization." *Foreign Policy Analysis* 12(2): 149-169.
2. Walter, Barbara F. 2015. Why Bad Governance Leads to Repeat Civil War. *Journal of Conflict Resolution*. 59: 1242–1272.
3. Derouen, Karl Jr, Jenna Lea and Peter Wallensteen. 2009. "The Duration of Civil War Peace Agreements" *Conflict Management and Peace Science* 26(4): 367-387.
4. Sikkink, Kathryn and Carrie Booth Walling. 2007. "The Impact of Human Rights Trials in Latin America" *Journal of Peace Research* 44(4): 427-445.
5. Svensson, Isak. 2007. "Bias, Bargaining, and Peace Brokers: How Rebels Commit to Peace." *Journal of Peace Research* 44(2): 177-194.
6. Walter, Barbara F. 2004. "Does Conflict Beget Conflict? Explaining Recurring Civil War." *Journal of Peace Research* 41(3): 371–388.
7. Backer, David. 2003. "Civil Society and Transitional Justice: Possibilities, Patterns and Prospects." *Journal of Human Rights* 2(3): 297–313.

Grading Policy

Assignments

Active Participation (10% of your grade): Students will be evaluated on 1) attendance 2) contributions to class discussions 3) performance as a discussion leader. When it is your turn to be a discussion leader, you are expected to present a news article to the class that is relevant to the weekly topic, prepare 3-5 discussion starter questions based on the readings, and lead discussions between students during class.

Weekly Reading Responses (30% of your grade): Write a reading response that critically engages with the weekly readings (capped at 800 words). In your reading response you should identify the reading's purpose and explain and defend your personal reactions to the readings. Your reading response should answer the following questions for each text: 1) What are the main arguments of the text? 2) What aspects of the text do you agree and/or disagree with? 3) What future research questions should scholars focus on in this area of the literature? **Due every Wednesday at midnight before class via eLearning.**

To assist you in critically evaluating the readings, try to identify the following aspects of each text in your notes:

- What are the main terms or concepts covered by the text?
- What are the main questions that the author tries to answer?
- What are the main arguments of the text?
- What evidence does the author use?
- What aspects of the text do you agree and/or disagree with?
- What questions would you like to ask the author?
- What future research questions stem from the text?

Group Project (10% of your grade): In groups, develop a research project that applies the theories explored in this course to a current civil conflict. The end product of your research project will be a 15-minute conference style presentation that outlines 1) Why you chose this civil conflict 2) what factors caused the civil conflict 3) what could have been done to prevent the conflict 4) the anticipated political, social and economic consequences of the conflict 5) the policy implications of your research project.

- **Weekly Meeting Reports:** Your team must submit a meeting report each week that documents your group member's attendance and outcomes of the meeting. You will be graded on your individual contribution to the project during these weekly meetings. **Due every Friday at midnight via Box.**
- **Presentation:** Your team must present a 15-minute conference style presentation that summarizes your group's research project. Every member must participate in the presentation. You will be graded on the content and quality of your presentation as well as your ability to offer constructive and respectful feedback to other students on how to improve their research projects. You will give your presentation **during class on September 29.**

Option 1 - Literature Review (40% of your grade): Undergraduate and Masters students can select this option. Write a literature review on existing research on a topic covered during the course (up to 4,000 words). A good literature review should be driven by a clear research question and should explicitly state and discuss one or more hypotheses. The research question and hypotheses should not be new or novel, but rather should come from your reading of the existing literature. You must have a minimum of 10 citations from academic writings. Due December 09 at midnight via eLearning.

- Plan (5% of your grade): **Due October 21 at midnight via eLearning.**
- First Draft (5% of your grade): **Due November 11 at midnight via eLearning.**
- Final Draft (30% of your grade): **Due December 09 at midnight via eLearning.**

Option 2 - Research Paper (40% of your grade): Doctoral students must select this option. Write an original research paper that builds on existing research on a topic covered during the course (up to 8,000 words). A good research paper identifies a specific question and puzzle, critically engages with the literature, develops a theoretical argument with clear causal mechanism, outlines the data and methods used to test the hypotheses, presents and interprets the findings as they relate to the theoretical argument, and poses future research questions and investigation. Your final research paper should be conference ready and include the following aspects below.

1. Introduction, Research Question and Puzzle
2. Literature Review
3. Theory and Hypotheses
4. Research Design
5. Results
6. Conclusion
7. References

- Plan (5% of your grade): **Due October 21 at midnight via eLearning.**
- First Draft (5% of your grade): **Due November 11 at midnight via eLearning.**
- Final Draft (30% of your grade): **Due December 09 at midnight via eLearning.**

Research Meme (10% of your grade): Create a meme that conveys the most important takeaway from your literature review/research paper. Be as creative and humorous as you like while remaining objective and respectful. Here is a meme

generator: <https://imgflip.com/memegenerator>. You will lead a discussion of your meme **during class on December 08**.

Grading Scale

A+ = 97-100%
A = 94-96%
A- = 90-93%
B+ = 87-89%
B = 84-86%
B- = 80-83%
C+ = 77-79%
C = 74-76%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 0-59%

Course & Instructor Policies

Attendance and Participation: Regular attendance and participation in class is essential to your success in this course and will be considered in the calculation of your final grade. Students are expected to arrive in class before the start of the class period. Students who arrive late will only be able to achieve a maximum grade of 50% for their attendance that day. Student participation will be assessed on the quantity and quality of contributions to class discussions and class group exercises. Students are permitted two class absences, no questions asked, over the course of the semester. Students do not need to inform the Professor about these absences.

Additional excused absences granted by the Professor are limited to religious and cultural holidays, official UTD events/business, and extreme emergency or serious illness. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Late assignments and missed exams: Written assignments are due on the date assigned, in the form specified. Students who submit their assignments late will have points deducted from their assignment (25% within 12 hours, 50% within 24 hours, 75% within 48 hours, 100% more than 48 hours). The Professor reserves the right to make exceptions to this policy as circumstances warrant, usually only with prior approval or under instances of extreme emergency or serious illness. Appropriate documentation might be required in some cases.

Grade disputes: If you have questions or concerns regarding your grade, you must wait 48 hours after your assignment/exam has been returned to you before

contacting the Teaching Assistant or Professor. In your email, you must provide an argument explaining why you believe your grade should be changed. If your conversation with the Professor has not resolved the issue, you can request that I regrade the entire assignment/exam. I reserve the right to raise your grade or lower it on any part of the assignment/exam.

Email Communication: The best way to get in touch with the Professor outside of class sessions and student hours is to contact us via email. I will try to respond to your email within 3 business days. When you contact the Professor, you should communicate professionally and avoid informal salutations and unprofessional or casual language. The appropriate salutations in emails to the Professor are “Dr. Rebecca Cordell” or “Professor Cordell”. Your email should be clear and concise, state what course you are taking, and end with a signature e.g., “Yours Sincerely, Student”. You should always consult the syllabus and course materials on eLearning before emailing the Professor to see if the answer to your question can be found there. The ability to write effective emails is an important job skill that will help you to succeed in your future career.

Student Hours: Students are strongly encouraged to meet with the Professor during student hours via MS Teams. I am committed to answering your questions and concerns. If you would like the Professor to provide specific feedback on your work during student hours, you should send via email the relevant materials 24 hours in advance. Student hours provide an excellent opportunity for you to gain feedback on ideas for your assignments and for us to get to know you. This is especially helpful if you require a reference letter for a professional college, or job at a later date.

Academic misconduct: Students are expected to do their own assignments, and not in collaboration or consultation with others. The Professor will follow all UTD rules and processes regarding academic dishonesty including plagiarism, collusion, cheating and fabrication. For more information see: <https://conduct.utdallas.edu/dishonesty/>.

Classroom conduct: Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated. Students whose behavior is disruptive and/or threatening either to the Professor or other students will be asked to refrain from such behavior or, in severe cases, to leave the classroom.

Technology in the classroom: Students are allowed to use laptop computers to take class notes or when instructed to do so by the Professor. All other technology must be turned off and stowed away. Students violating this rule will be asked to leave the class for that day.

Diversity in the classroom: It is the Professor's intention to create a learning environment that is intentionally inclusive and appreciative of diversity in all its forms including ethnicity, race, gender, sexual orientation, disability, age, socioeconomic status, religion and culture. Students may share their preferred names and pronouns to the class or privately to the Professor. These gender identities and expressions should be honored by the Professor and students.

If you need help: There are many issues that you might be dealing with in your college career or personal life that can prevent you from succeeding on this course. At UTD, you are not alone. There are many free resources available on campus to help support you during times of struggle, including the Student Success Center, the Student Wellness Center, and Student Counselling Center. For more information, see here:

<https://studentwellness.utdallas.edu/>.

Sexual misconduct: UTD prohibits sexual misconduct as defined in the University Policy Statement. The University will promptly discipline any individuals or organizations within its control who violate this Policy. If you or someone you know has been sexually assaulted, harassed, or been a victim of relationship violence or stalking, you can find the appropriate resources here: <https://institutional-initiatives.utdallas.edu/title-ix/>. Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching associates/assistants and graduate/research assistants are required by UTD policy to report information about sexual misconduct to the UTD Title IX Coordinator. Per university policy, Sexual Misconduct Policy - UTDBP3102, faculty have been informed that they must identify the student to the UTD Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255), the, a health care provider in the Student Health Center (972-883-2747), a clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UTD Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-5202. Additional information and resources may be found at <https://institutional-initiatives.utdallas.edu/title-ix/>.

Accommodations for persons with disabilities: It is the policy and practice of UTD to make reasonable accommodations for students with properly documented disabilities. If you are a student with a disability and believe you will need academic accommodations for this class, you are encouraged to register with the Office of Student AccessAbility (OSA). Some aspects of the course, the assignments, the in-class activities, and the way the course is typically taught may be accommodated to facilitate your participation and progress. OSA will assist you in determining academic accommodations that are appropriate for your situation. Any

information you provide is private and confidential and will be treated as such. To avoid any delay, please contact OSA as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until an OSA Letter of Accommodation has been given to the instructor. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, AD 2.224 They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Course website: The syllabus, all announcements, information on assignments, and other materials related to the course will be available on the eLearning course homepage.

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.