Course Number: CPO 6058
Political Violence and Revolution
Department of Political Science
University of Central Florida

COURSE SYLLABUS

Instructor:	Jonathan M. Powell, Ph.D.	Term:	Fall 2015
Office:	Howard Phillips Hall 305B	Class Days:	Wednesday
Phone:	407-823-2082	Class Hours:	6:00-8:50
E-Mail:	jonathan.powell@ucf.edu	Class Location:	HPH305G
Website:	www.jonathanmpowell.com	Office Hours:	W 2-5; R 10-12

I. University Course Catalog Description
Seminar addresses theory and analytical models of political revolutions and insurgencies with cases, especially Third World.

II. Course Objectives
Students will…
1. Conceptually distinguish between forms of political violence.
2. Understand major theoretical efforts to explain multiple forms of political violence
3. Recognize differences between these efforts, and why they are important.
4. Develop the ability to understand and, to a lesser degree, utilize advanced research methodology.
5. Produce an original research paper of professional quality.

III. Course Prerequisites
Graduate Studies or C.I.

IV. Course Credits
3

V. Required Texts and Materials
Brockett, Charles. 2005. *Political Movements and Violence in Central America*. Cambridge, UK: Cambridge University Press.

Students will also be responsible for numerous readings from academic journals, think tank reports, news periodicals, etc., as specified in the syllabus, the course schedule, or disseminated during the semester. Given the desire to keep this class relevant to current events, some readings will not be announced until well into the semester.

VI. Basis for Final Grade

Assessment	Percent of Final Grade
Attendance & Discussion	10%
Data Presentation	5%
Paper - Draft 1 (September 30)	10%
Paper - Draft 2 (October 28)	20%
Paper – Full Draft (November 25)	20%
Presentation/Discussant	10%
Total	100%

Attendance & Discussion (10%):
This class is a seminar. Consequently, the success of the class will be largely dependent on the degree to which students are present, have prepared to discuss the material, and are active in class. Students are expected to arrive on time and remain through the duration of the class. At least one 10 minute break will be provided during the session.

Students should arrive to class having finished each of the materials listed on the syllabus for that day. Students should bring any notes they have taken and copies of the readings themselves. If your notes are on a computer they should be printed as hard copy. At the instructor's discretion, pop quizzes can be implemented to reflect up to 5% of the Attendance & Discussion grade. Students will be updated on this component twice during the semester.

Data Presentation (5%)
Each student will give a brief (5-10 minute) presentation on a dataset that is relevant to the class. Examples of relevant data are provided throughout the syllabus. The instructor will give an example of the presentation during the first session. Though the nature of the presentation will inevitably vary with the nature of the data being covered, students should at the very least be prepared to discuss the concepts being considered in the data, provide brief descriptive statistics, and provide a glimpse of the relationship between one variable from the dataset with a variable from a different dataset. In most cases, this will require students to merge data using statistical software. Students will be asked for their preferences on the second week of classes.

Paper Draft 1 (10%)
Due September 30. This draft will include an introduction that clearly articulates a specific research question, reviews of relevant academic literature, presents a clear theoretical argument, includes a discussion of appropriate and accessible data sources, and should be fully cited using APSA's in-text citation format (plus page numbers). You might not know the exact method you intend or need to use to answer your research question, but you need to clearly demonstrate the project is feasible by discussing your data sources. This draft will probably be in the range of 5,000 to 6,000 words.

Paper Draft 2 (20%)
Due October 28. This is a *complete* draft of the paper and should not be considered as a "rough" draft. It should represent the student's best effort and will be graded as such. The draft will include

all of the components of the first draft, an explicit description of the methodology (research design, data sources, coding decisions, etc.), and a first effort at analyzing the data (either qualitative or quantitative). The draft should also address the instructor's comments from the first draft. If any suggestions are not utilized, the draft should be accompanied by a memo that justifies omission (examples of a memo will be provided). This draft should be in the range of 7,000-9,000 words, including any tables, figures, and works cited pages. All students should be prepared to present their papers to the class as early as October 28.

Paper – Complete Draft (20%)
Due December 4. This will be a full and revised draft of a serious research paper and will have either addressed all previous comments from the instructor and classmates, or, in memo form, provide a justification for why the comment was not addressed. Specifically, the explanation will need to explain why the instructor's suggestion was inappropriate. Complete drafts will generally be between 8,000 and 9,000 words. An "A" grade on this draft means the paper is ready for a major conference and (with limited additional work) shows the potential to eventually be published.

Presentation/Discussant (10%):

Each student will present their paper in the class. Presentations will be in powerpoint style and organized as panels of 3-5 students. Each student will have 12 minutes to present their project. After each student has gone, there will be a 15-20 minute question and answer session. Panels will be constructed and scheduled according to the paper's subject matter. All students should be fully prepared to present their projects on October 28.

Students are also expected to act as discussants for their classmates. For the purposes of this class, this will require students to ask informed questions about and provide helpful insights for their classmates. Students are not asked to comment on all presentations, however, they should anticipate being active for each panel.

Grading Scale
This grading scale assumes students will be good classroom citizens. The instructor reserves the right to penalize students that cause classroom disruptions. In short, a disruption can be thought of as any behavior that is not appropriate to a classroom setting and distracts either the instructor or other students.

Grading Scale (%)	
94-100	A
90-93.99	A-
87-89.99	B+
84-86.99	B
80-83.99	B-
77-79.99	C+
74-76.99	C
70-73.99	C-
67-69.99	D+
64-66.99	D
60-63.99	D-
0 – 59.99	F

VII. Grade Dissemination
Graded tests and materials in this course will be returned individually only by request. Assume each component of the grade will be graded one week after submission. You can access your scores at any time using "myUCF Grades" in the portal. If the grade is not available online, assume your assignment has not been graded. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: https://myucfgrades.ucf.edu/help/.

VIII. Course Policies

Late Work Policy:
As a rule, late work will not be accepted and assignments not submitted on time will receive a grade of 0. Requests for extensions, regardless of the justification, will be given fair consideration when the request is made 48 hours prior to the due date. "Last minute" requests will not be viewed favorably unless a reasonable excuse can be documented.

Grades of "Incomplete":
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy:
No rewrites are available in this class.

IX. Course Policies: Technology and Media

Email:
The instructor will make a strong effort to respond to all emails by 5:00 p.m. the day the message is received.

- All emails should include "CPO 6058" or another indicator in the subject line that identifies the message as relevant to the class. I will prioritize emails coming from students enrolled in the class. In other words, EMAILS THAT DO NOT INCLUDE AN APPROPRIATE SUBJECT LINE WILL LIKELY HAVE A DELAYED RESPONSE.
- Emails should include a salutation.
- Students, per university policy, are required to correspond with their official Knights email address.
- Due to prior issues with Canvas/Webcourses, I strongly recommend using Outlook to draft direct emails to jonathan.powell@ucf.edu. Anticipate delayed responses if messaging through webcourses.
- Students should first consult the syllabus regarding basic requirements (this will usually save you time).

Laptop and Electronic Usage:
As a rule, all electronics should be turned off and be out of sight for the duration of the class unless the student provides a compelling reason in advance of the class or is instructed by the professor. Note taking is not sufficient, and growing evidence suggests students recording notes via an electronic device are far less likely to retain information than those who take notes by hand (e.g., Mueller and Oppenheimer 2014). In practice, the policy will only be enforced if the device provides a distraction to either the instructor or other students. Keep in mind, the degree to which other students might be distracted by your computer, ipad, etc., is completely out of your control. Each violation of this policy will result in a 2% deduction in the cumulative grade at the end of the semester.

X. Course Policies

Disability Access:
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Attendance Policy:
Attendance will be taken during each session but presence alone is not sufficient to earn points for the "Attendance *and* Discussion" part of the grade. Participation in class discussions will be regularly monitored. Students will be informed of their current participation grade at mid-term.

Professionalism Policy:
Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade of up to 2% for each offense.

Academic Conduct Policy:
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Episodes of plagiarism will result in an automatic failure of the class and I will forward the case to Office of Student Conduct with a recommendation for expulsion.

Turinitin.com:
In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com. Essays are due at turnitin.com the same day as in class.

University Writing Center:
The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an

appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Religious Observances
Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

XI. SCHEDULE

The reading schedule should be considered tentative until two weeks prior to the reading is assigned. Some revisions will be made after the second week of class based on student interest.

August 26

- Goldstone, Jack. 2001. "Toward a Fourth Generation of Revolutionary Theory." *Annual Review of Political Science* 4:139-187. **[skim]**
- Sambanis, Nicholas. 2004. "What is Civil War?: Conceptual and Empirical Complexities of an Operational Definition." *Journal of Peace Research* 48(6):814-858. [**Skim**]
- Themnér, Lotta, and Peter Wallensteen. 2013. "Armed Conflicts, 1946-2012." *Journal of Peace Research* 50(4):509-521.
- Powell, Jonathan, and Clayton Thyne. 2010. "Global Instances of Coups from 1950-2010." *Journal of Peace Research* 48(2):249-259.
- Harff, Barbara. 2003. "No Lessons Learned from the Holocaust?: Assessing Risks of Genocide and Political Mass Murder since 1955." *American Political Science Review* 97(1):57-73.
- DATA: Instructor will give an example of the data presentation, using:
    - Powell & Thyne Coup Dataset. http://www.jonathanmpowell.com/coup-detat-dataset.html
    - Polity IV Project. http://www.systemicpeace.org/polityproject.html
    - Geddes, Wright, & Frantz regime data. http://sites.psu.edu/dictators/
    - Cheibub, Gandhi, & Vreeland regime data. https://sites.google.com/site/joseantoniocheibub/datasets/democracy-and-dictatorship-revisited

September 2

- Goldstone, Jack. 1994. "Is Revolution Individually Rational? Groups and Individuals in Revolutionary Collective Action." *Rationality and Society* 6(1):139-166.
- Lichbach, Mark. 1994. "What makes Rational Peasants Revolutionary?: Dilemma, Paradox, and Irony in Peasant Collective Action." *World Politics* 46(3):383-418.
- Moore, Will. 1995. "Rational Rebels: Overcoming the Free-Rider Problem." *Political Research Quarterly* 4(2):417-454.
- Kalyvas, Stathis, and Matthew Kocher. 2007. "How 'Free' is Free Riding in Civil Wars? Violence, Insurgency, and the Collective Action Problem." *World Politics* 59(2):177-216.
- DATA:
    - Archigos. http://www.rochester.edu/college/faculty/hgoemans/data.htm

    - Svolik's *Politics of Authoritarian Rule* data. http://publish.illinois.edu/msvolik/the-politics-of-authoritarian-rule/

September 9

- MacCulloch, Robert. 2004. "The Impact of Income on the Taste for Revolt." *American Journal of Political Science* 48(4):830-848.
- Justino, Patricia. 2009. "Poverty and Violent Conflict: A Micro-Level Perspective on the Causes and Duration of Warfare." *Journal of Peace Research* 46(3):315-333.
- Berman, Eli, Michael Callen, Joseph Felter, and Jacob Shapiro. 2011. "Do Working Men Rebel? Insurgency and Unemployment in Afghanistan, Iraq, and the Philippines." *Journal of Conflict Resolution* 55(4):496-528.
- Thyne, Clayton, and Ryan Schroeder. 2012. "Social Constraints and Civil War: Bridging the Gap with Criminological Theory." *Journal of Politics* 74(4):1066-1078.
- Murshed, S. Mansoob, and Scott Gates. 2005. "Spatial-Horizontal Inequality and the Maoist Insurgency in Nepal." *Review of Development Economics* 9(1):121-134.
- Nepal, Mani. 2011. "More Inequality, More Killing: The Maoist Insurgency in Nepal." *American Journal of Political Science* 55(4):885-905.
- Buhaug, Halvard, Lars-Erik Cederman, and Kristian Skrede Gleditsch. 2013. "Square Pegs in Round Holes: Inequalities, Grievances, and Civil War." *International Studies Quarterly*.
- Acemoglu, Daron, and James Robinson. 2001. "A Theory of Political Transitions." *The American Economic Review* 91(4):938-963.
- DATA:
    - World Values Survey. www.worldvaluessurvey.org
        - See also Latinobarameter, Afrobarometer, Eurobarometer, etc.
    - Social Conflict Analysis Dataset. https://www.strausscenter.org/scad.html
    - Social, Political, and Economic Events Data. http://www.clinecenter.illinois.edu/data/speed/event/

September 16

- Hegre, Havard, Tanja 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.
- Brockett
- DATA:
    - Armed Conflict Location & Event Dataset. http://www.acleddata.com/

September 23

- Skocpol, Theda. 1976. "France, Russia, China: A Structural Analysis of Social Revolutions." *Comparative Studies in Society and History* 18(2):175-210.
- Brockett
- DATA
    - Nonviolent and Violent Campaigns and Outcomes. http://www.du.edu/korbel/sie/research/chenow_navco_data.html

September 30

- Ellingsen, Tanja. 2000. "Colorful Community or Ethnic Witches' Brew?: Multiethnicity and Domestic Conflict during and after the Cold War." *Journal of Conflict Resolution* 44(2):228-249.
- Fearon, James, and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1):75-90.
- Jakobsen, Tor, and Indra de Soysa. 2009. "Give me Liberty, or Give me Death!: State Repression, Ethnic Grievance and Civil War, 1981-2004." *Civil Wars* 11(2):137-157.
- Habyarimana, James, Macartan Humphreys, Daniel Posner, and Jeremy Weinstein. 2007. "Why does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review* 101(4):709-725.
- Cederman, Lars-Erik, Nils Weidmann, and Kristian Skrede Gleditsch. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105(3):478-495.
- Harkness, Kristen. 2014. "The Ethnic Army and the State: Explaining Coup Traps and the Difficulties of Democratization in Africa." *Journal of Conflict Resolution*.
- Roessler, Philip. 2011. "The Enemy Within: Personal Rule, Coups, and Civil War in Africa." *World Politics* 63(2):300-346.
- DATA
    - Ethnic Power Relations. http://www.epr.ucla.edu/

October 7

- Collier, Paul, and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56:563-595.
- Fearon, James. 2005. "Primary Commodity Exports and Civil War." *Journal of Conflict Resolution* 49(4):483-507.
- Ross, Michael. 2004. "How do Natural Resources Influence Civil War: Evidence from Thirteen Cases." *International Organization* 58(1):35-67.
- Ross, Michael. 2004. "What do we know about Natural Resources and Civil War?" *Journal of Peace Research* 41(3):337-356.
- Cotet, Anca, and Kevin Tsui. 2013. "Oil and Conflict: What does the Cross Country Evidence Really Show?" *American Economic Journal: Macroeconomics* 5(1):49-80.
- Snyder, Richard. 2006. "Does Lootable Wealth Breed Disorder? A Political Economy of Extraction Framework?" *Comparative Political Studies* 39(8):943-968.
- Lujala, Paivi, Nils Petter Gleditsch, and Elisabeth Gilmore. 2005. "A Diamond Curse?: Civil War and a Lootable Resource." *Journal of Conflict Resolution* 49(4):538-562.
- Lujala, Paivi. 2009. "Deadly Combat over Natural Resources: Gems, Petroleum, Drugs, and the Severity of Armed Civil Conflict." *Journal of Conflict Resolution* 53(1):50-71.
- Tusalem, Rollin, and Minion K.C. Morrison. 2013. "The Impact of Diamonds on Economic Growth, Adverse Regime Change, and Democratic State-Building in Africa." *International Political Science Review*.
- DATA
    - DiaData. https://www.prio.org/Data/Geographical-and-Resource-Datasets/Diamond-Resources/
    - Oil (Michael Ross). http://www.sscnet.ucla.edu/polisci/faculty/ross/data.html
    - World Bank Natural Resource Rents. http://wdi.worldbank.org/table/3.15

October 14

- Pion-Berlin, David, and Harold Trinkunas. 2010. "Civilian Praetorianism and Military Shirking During Constitutional Crises in Latin America." *Comparative Politics* 42(4):395-411.
- Lee, Terrence. 2005. "Military Cohesion and Regime Maintenance: Explaining the Role of the Military in 1989 China and 1998 Indonesia." *Armed Forces & Society* 32(1):80-104.
- Stephan, Maria, and Erica Chenoweth. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33(1):7-44.
- Dwyer, Maggie. 2015. "Peacekeeping Abroad, Trouble Making at Home: Mutinies in West Africa." *African Affairs*.
- Dwyer, Maggie. 2015. "Tactical Communication: Mutiny as a Dialogue in West and Central Africa." *Africa Spectrum* 50(1):5-23.
- DATA
    - Stockholm International Peace Research Institute. http://www.sipri.org/databases
    - Correlates of War National Material Capabilities. http://cow.la.psu.edu/COW2%20Data/Capabilities/nmc4.htm

October 21

- Quinlivan, James T. 1999. "Coup-proofing: Its Practice and Consequences in the Middle East." *International Security* 24(2):131-165.
- Belkin, Aaron and Evan Schofer. 2003. "Toward a Structural Understanding of Coup Risk." *Journal of Conflict Resolution* 47(5):594-620.
- Arriola. Leonardo. 2009. "Patronage and Political Stability in Africa." *Comparative Political Studies* 42(10):1339-1362.
- Thyne, Clayton. 2010. "Supporter of Stability or Agent of Agitation? The Effect of United States Foreign Policy on Coups in Latin America, 1960-1999." *Journal of Peace Research* 47(4):449-461.
- Leon, Gabriel. 2014. "Loyalty for Sale? Military Spending and Coups d'état." *Public Choice* 59(3-4):363-383.
- Lindberg, Staffan and John Clark. 2008. "Does Democratization Reduce the Risk of Military Interventions in Politics in Africa?" *Democratization* 15(1):86-105.
- Miller, Michael. 2012. "Economic Development, Violent Leader Removal, and Democratization." *American Journal of Political Science* 56:1002–1020.
- DATA
    - SPEED Coup d'état Project. http://www.clinecenter.illinois.edu/data/speed/coupdata/
    - Center for Systemic Peace coup data. http://www.systemicpeace.org/inscrdata.html
    - Archigos. http://www.rochester.edu/college/faculty/hgoemans/data.htm
        - Emphasis specific exit & entry codes.

October 28

- Barracca, Steven. 2007. "Military Coups in the Post-Cold War Era: Pakistan, Ecuador, and Venezuela." *Third World Quarterly* 28(1):137-154.
- Powell, Jonathan. 2012. "Determinants of the Attempting and Outcome of Coups d'état." *Journal of Conflict Resolution* 56(6):1017-1040.
- Bell, Curtis, and Jun Koga. "The Causes and Consequences of War-Time Coups d'état." *Journal of Conflict Resolution*. Forthcoming.
- Marinov, Nikolay, and Henk Goemans. 2014. "Coups and Democracy." *British Journal of Political Science*.
- Souaré, Issaka. 2014. "The African Union as a Norm Entrepreneur on Military Coups d'état in Africa (1952-2012): An Empirical Assessment." *Journal of Modern African Studies* 52(1):69-94.
- Frances Nguendi Ikome. 2007 "Good Coups and Bad Coups: the Limits of the African Union's Injunction on Unconstitutional Changes of Power in Africa." Occasional Paper No. 55. Pretoria: Institute for Global Dialogue.

November 4

- Homer-Dixon, Thomas. 1994. "Environmental Scarcities and Violent Conflict: Evidence from Cases." *International Security* 19(1):5-40.
- Urdal, Henrik. 2005. "People vs. Malthus: Population Pressure, Environmental Degradation, and Armed Conflict Revisited." *Journal of Peace Research* 42(4):417-434.
- Raleigh, Clionadh, Henrik Urdal. 2007. "Climate Change, Environmental Degradation, and Armed Conflict." *Political Geography* 26:674-694.
- Fjelde, Hanne, and Nina von Uexkull. 2012. "Climate Triggers: Rainfall Anomalies, Vulnerability, and Communal Conflict in Sub-Saharan Africa." *Political Geography* 31:444-453.
- Raleigh, Clionadh. 2010. "Political Marginalization, Climate Change, and Conflict in African Sahel States." *International Studies Review* 12(1):69-86.
- Hendrix, Cullen, Idean Salehyan. 2012. "Climate Change, Rainfall, and Social Conflict in Africa." *Journal of Peace Research* 49(1):35-50.
- DATA:
    - Issue Correlates of War. http://www.paulhensel.org/icow.html
    - World Bank Environment Data. http://data.worldbank.org/topic/environment

November 11

- Crescenzi, Mark. 2003. "Economic Exit, Interdependence, and Conflict." *Journal of Politics* 65(3):809-832.
- Gartzke, Erik. 2007. "The Capitalist Peace." *American Journal of Political Science* 51(1):166-191.
- Barbieri, Katherine, and Rafael Reuveny. 2005. "Economic Globalization and Civil War." *Journal of Politics* 67(4):1228-1247.
- Mousseau, Michael. 2012. "Capitalist Development and Civil War." *International Studies Quarterly* 56:470-483.
- Powell, Jonathan, and Mwita Chacha. "Investing in Stability: Economic Interdependence, the Capitalist Peace, and Coups d'état." Review process walk-through.
- DATA

    - Correlates of War Bilateral Trade Data. http://www.correlatesofwar.org/data-sets/bilateral-trade
    - KOF Globalization Indices. http://globalization.kof.ethz.ch/
    - Contract Intensity of National Economies. http://politicalscience.cos.ucf.edu/people/mousseau-michael/

November 18

- Reiter, Dan. 2014. "The Positivist Study of Gender and International Relations." *Journal of Conflict Resolution*.
- Caprioli, Mary, and Mark Boyer. 2001. "Gender, Violence, and International Crises." *Journal of Conflict Resolution* 45(4):503-518.
- Hudson, Valerie, Mary Caprioli, Bonnie Ballif-Spanvill, Rose McDermott, and Chad Emmett. 2009. "The Heart of the Matter: The Security of Women and the Security of States." *International Security* 33(3):7-45.
- Melander, Erik. 2005. "Gender Equality and Intrastate Armed Conflict." *International Studies Quarterly* 49(3):695-714.
- Melander, Erik. 2013. "Revisiting Representation: Communism, Women in Politics, and the Decline of Armed Conflict in East Asia." *International Interactions* 39(4):558-574.
- Thayer, Bradley, and Valerie Hudson. "Sex and the Shaheed: Insights from the Life Sciences on Islamic Suicide Terrorism." *International Security* 33(4):37-62.
- MacKenzie, Megan. 2009. "Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone." *Security Studies* 18:241-261.
- Schroeder, Theresa. 2016. "When Security Dominates the Agenda: The Influence of Ongoing Security Threats on Female Representation." *Journal of Conflict Resolution*. Forthcoming.
- DATA
    - Woman Stats Project. http://womanstats.org/first_time_users.html

November 25

- Selection from Singer, Peter W. *Children at War*. New York: Pantheon Books.
- Achvarina, Vera, and Simon Reich. 2006. "No Place to Hide: Refugees, Displaced Persons, and the Recruitment of Child Soldiers." *International Security* 31(1): 127-164.
- Blattman, Christopher, and Jeannie Annan. 2010. "The Consequences of Child Soldiering." *Review of Economics and Statistics* 92(4):882-898.
- Lasley, Trace, and Clayton Thyne. 2015. "Secession, Legitimacy, and the Use of Child Soldiers." *Conflict Management and Peace Science* 32(3):289-308.
- Beber, Brend, & Christopher Blattman. 2013. "The Logic of Child Soldiering and Coercion." *International Organization* 67(1):65-104.
- Haer, Roos, and Tobias Bohmelt. 2015. "The Impct of Child Soldiers on Rebel Groups' Fighting Capacities." *Conflict Management and Peace Science*. Forthcoming.
- Tynes, Robert, and Bryan Early. 2015. "Governments, Rebels, and the Use of Child Soldiers in Internal Armed Conflicts: A Global Analysis, 1987-2007." *Peace Economics, Peace Science, and Public Policy* 21(1):79-110.
- DATA
    - Replication data for Beber & Blattman, Haer & Bohmelt, or Tynes & Early

December 2? - Explaining the Arab Spring

- Lutterbeck, Derek. 2013. "Arab Uprisings, Armed Forces, and Civil-Military Relations." *Armed Forces & Society* 39(1):28-52.
- Brooks, Risa. 2013. "Abandoned at the Palace: Why the Tunisian Military Defected from the Ben Ali Regime in January 2011." *Journal of Strategic Studies* 36(2):205-220.
- Frisch, Hillel. 2013. "The Egyptian Army and Egypt's Spring." *Journal of Strategic Studies* 36(2): 180-204.
- Gaub, Florence. 2013. "The Libyan Armed Forces between Coup-Proofing and Repression." *Journal of Strategic Studies* 36(2):221-244.
- Makara, Michael. 2013. "Coup-Proofing, Military Defection, and the Arab Spring." *Democracy and Security* 9(4):334-359.
- Knights, Michael. 2013. "The Military Role in Yemen's Protests: Civil-Military Relations in the Tribal Republic." *Journal of Strategic Studies* 36(2):261-288.
- Louer, Laurence. 2013. "Sectarianism and Coup-Proofing Strategies in Bahrain." *Journal of Strategic Studies* 36(2): 245-260.