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 2016
Office:	Howard Phillips Hall 305D	Class Days:	Wednesday
Phone:	407-823-2082	Class Hours:	6:00-8:50
E-Mail:	jonathan.powell@ucf.edu	Class Location:	HPH 302
Website:	www.jonathanmpowell.com	Office Hours:	Wed 2-4; Thu 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
Chiozza, Giacomo, and H.E. Goemans. 2011. *Leaders and International Conflict*. 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, & Quizzes	15%
Data Presentation	15%
Paper - Draft 1 (October 14)	40%
Paper - Draft 2 (December 2)	30%
Total	100%

Attendance, Discussion, and Quizzes (15%):
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. The instructor also reserves the right to hold at least one quiz each class session, with quiz questions generally centering around how key concepts are defined and measured, data sources, data validity and reliability, other aspects of research design, and the implications of the findings.

Data Presentation (15%)
Each student will give a brief (10-12 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 (40%)
Due October 14. 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. Notice that this draft is worth more than the final draft. 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, should be fully cited using APSA's in-text citation format (plus page numbers), and should include an explicit description of the methodology (research design, data sources, coding decisions, etc.). The paper should be around 5,500 to 7,000 words at this stage. **I will emphasize that the focus should be on *research design***. Students should rely on methods they are comfortable with and not methods they think will impress.

Paper – Complete Draft (30%)
Due December 2. 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 7,000 and 8,000 words.

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 and other class materials 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 24

- Kendall-Taylor, Andrea, and Erica Frantz. 2014. "How Autocracies Fall." *The Washington Quarterly* 37(1):35-47.
- Instructor will give an example of the data presentation, using:
    - Powell & Thyne Coup Dataset. http://www.jonathanmpowell.com/coup-detat-dataset.html (Powell, Jonathan, and Clayton Thyne. 2010. "Global Instances of Coups from 1950-2010." *Journal of Peace Research* 48(2):249-259)

August 31

- Vreeland, James. 2008. "The Effect of Political Regime on Civil War: Unpacking Anocracy." *Journal of Conflict Resolution* 52(3): 401-425.
- Goldstone, Jack. 2009. "Rethinking Revolutions: Integrating Origins, Processes, and Outcomes." *Comparative Studies of South Asia, Africa, and the Middle East* 29(1):18-32.
- Sambanis, Nicholas. 2004. "What is Civil War?: Conceptual and Empirical Complexities of an Operational Definition." *Journal of Peace Research* 48(6):814-858.
- 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.
- Fearon, James. 2004. "Why do Some Civil Wars Last so Much Longer than Others?" *Journal of Conflict Resolution* 41(3):275-301.
- Fjelde, Hanne. 2010. "Generals, Dictators, and Kings: Authoritarian Regimes and Civil Conflict, 1973-2004." *Conflict Management and Peace Science* 27(3):195-218.

September 7

- Goldstone, Jack. 2001. "Toward a Fourth Generation of Revolutionary Theory." *Annual Review of Political Science* 4:139-187.
- 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.
- Muller, Edward, and Mitchell Seligson. 1987. "Inequality and Insurgency." *American Political Science Review* 81(2):425-452.

September 14

- Balcells, Laia, and Patricia Justino. 2014. "Bridging Micro and Macro Approaches on Civil Wars and Political Violence." *Journal of Conflict Resolution* 58(8):1343-1359.

- Tezcur, Gunes. 2016. “Ordinary People, Extraordinary Risks: Participation in an Ethnic Rebellion.” *American Political Science Review*.
- 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.
- 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.

September 21

- Thomas, Jakana, and Kanisha Bond. 2015. “Women’s Participation in Violent Political Organizations.” *American Political Science Review* 109(3):488-506.
- Daxecker, Ursula. 2012. “The Cost of Exposing Cheating: International Election Monitoring, Fraud, and Post-Election Violence.” *Journal of Peace Research* 49(4):503-516.
- Brancati, Dawn. 2014. “Pocketbook Protests: Explaining the Emergence of Pro-Democracy Protests Worldwide.” *Comparative Political Studies* 47(11):1503-1530.
- Brancati, Dawn. 2013. “Time to Kill: The Impact of Election Timing on Postconflict Stability.” *Journal of Conflict Resolution* 57(5):822-853.
- Miller, Michael. 2012. “Economic Development, Violent Leader Removal, and Democratization.” *American Journal of Political Science* 56:1002–1020.
- Weyland, Kurt. 2012. “The Arab Spring: Why the Surprising Similarities with the Revolutionary Wave of 1848?” *Perspectives on Politics* 10(4):917-934.

September 28

- 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.
- Posner, Daniel. 2004. “The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi.” *American Political Science Review* 98(4):529-545.
- Posen, Barry. 1993. “The Security Dilemma and Ethnic Conflict.” *Survival* 35(1):27-47.
- Huntington, Samuel. 1993. “The Clash of Civilizations?” *Foreign Affairs* 72(3):22-49.
- 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.

October 5

- 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*.
- Reno, William. 1997. "African Weak States and Commercial Alliances." *African Affairs* 96(383):165-186.

October 12

- Braithwaite, Jessica Maves, and Jun Koga Sudduth. 2016. "Military Purges and the Recurrence of Civil War." *Research and Politics*.
- Pion-Berlin, David, and Harold Trinkunas. 2010. "Civilian Praetorianism and Military Shirking During Constitutional Crises in Latin America." *Comparative Politics* 42(4):395-411.
- Cunningham, Kathleen Gallagher. 2013. "Understanding Strategic Choice: The Determinants of Civil War and Nonviolent Campaign in Self-Determination Disputes." *Journal of Peace Research* 50(3):291-304.
- 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*.

- Quinlivan, James T. 1999. “Coup-proofing: Its Practice and Consequences in the Middle East.” *International Security* 24(2):131-165.
- Powell, Jonathan. 2012. “Determinants of the Attempting and Outcome of Coups d’état.” *Journal of Conflict Resolution* 56(6):1017-1040.

October 19

- 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.
- Lindberg, Staffan and John Clark. 2008. “Does Democratization Reduce the Risk of Military Interventions in Politics in Africa?” *Democratization* 15(1):86-105.
- Barracca, Steven. 2007. “Military Coups in the Post-Cold War Era: Pakistan, Ecuador, and Venezuela.” *Third World Quarterly* 28(1):137-154.
- Bell, Curtis, and Jun Koga. “The Causes and Consequences of War-Time Coups d’état.” *Journal of Conflict Resolution*. Forthcoming.
- 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.
- Acemoglu, Daron, and James Robinson. 2001. “A Theory of Political Transitions.” *The American Economic Review* 91(4):938-963.

October 26

- Weeks, Jessica. 2012. “Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict.” *American Political Science Review* 106(2):326-347.
- Talmadge, Caitlin. 2013. “The Puzzle of Personalist Performance: Iraqi Battlefield Effectiveness in the Iran-Iraq War.” *Security Studies* 22(2):180-221.
- Tamm, Henning. 2016 “The Origins of Transnational Alliances: Ruler, Rebels, and Political Survival in the Congo Wars.” *International Security* 41(1):147-181.
- Pion-Berlin, David, and Harold Trinkunas. 2007. “Attention Deficits: Why Politicians Ignore Defense Policy in Latin America.” *Latin American Research Review* 42(3):76-100.
- Excerpt from Pollock *Arabs at War*.

November 2

- Chiozza & Goemans. *Leaders and International Conflict*. Full Book.

November 9

- 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.

November 16

- 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.
- Hughes, Melanie M. and Aili Mari Tripp. “Civil War and Trajectories of Change in Women’s Political Representation in Africa, 1985-2010.” *Social Forces*.
- Schroeder, Theresa. 2016. “When Security Dominates the Agenda: The Influence of Ongoing Security Threats on Female Representation.” *Journal of Conflict Resolution*. Forthcoming.
- 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).

November 23

- 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.

November 30

- TBA