CPO 60587: Revolution and Political Violence
3 credits

Fall 2025
(August 18-December 6)
Mehmet Gurses
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Course Description
Since the conclusion of World War II, there has not been a single day without some form of armed conflict occurring somewhere in the world. While war has never been uncommon, what distinguishes the last half-century or so is that the predominant type of armed conflict since 1945 has not been interstate wars between sovereign nations, but rather intra-state conflicts, such as civil wars, within individual nations. Furthermore, these conflicts have predominantly taken place in Third World countries.

This course delves into the causes, evolution, and ramifications of revolution and political violence in the contemporary world. Utilizing major theoretical approaches, we will examine the intricate interactions between state weakness, societal grievances, identity, ideology, and opportunity structures that lead to civil wars, insurgencies, and revolutionary movements. Students will learn to evaluate the roles of non-state actors, state repression, international intervention, and peace processes in shaping violent political conflicts. By the conclusion of the course, students are expected to develop analytical tools to critically assess the causes and consequences of revolutionary change and political violence in today's world.

Instructional Method
This class is designated as an entirely in-person class. Students are expected to attend classes during the scheduled time to be awarded full attendance points.

Course Objectives/Student Learning Outcomes
This course aims to give students some understanding of the forms, causes, and consequences of revolution, ethnic conflict, terrorism, and other types of internal armed conflict. We will use the theoretical frameworks listed below to make sense of several forms of civil conflict and the different phases of the civil conflict process: onset, duration, outcome, and post-civil war peace duration.
By the end of this course, students will be able to:

- Identify and explain the major theoretical frameworks used to understand civil war, revolution, and political violence, including grievance-based, opportunity-based, and rationalist approaches.
- Analyze the root causes of civil wars and revolutionary movements by applying interdisciplinary perspectives that include political, economic, and social factors.
- Critically assess the role of state capacity, governance, and legitimacy in either preventing or enabling violent political conflict.

- Evaluate the influence of external actors, such as foreign states, international organizations, and diasporas, on the escalation, duration, and resolution of civil wars.
- Engage in informed discussion on the ethical and policy challenges related to intervention, peacebuilding, and post-conflict reconstruction.
- Develop well-supported arguments in written and oral form, demonstrating critical thinking and familiarity with key debates in the field of political violence.

Course Evaluation Method

I-Research Project (60% of final grade)

Each student is expected to complete a research design paper on some topic in the general field of civil war and political violence, including revolution, repression, ethnic conflicts, terrorism, conflict management, mediation and conflict prevention, failed states and civil violence, genocide and politicide, post-war reconstruction and reconciliation, sustaining the peace in the aftermath of civil conflict, post-conflict transitional justice or democratization, or any related topic. The end product should be in the form of a research design that includes testable hypotheses derived from a well-articulated theoretical framework. Your design should be such that existing data sets could be employed to test the hypotheses you derived from your theory, or it is clear what readily available data could be collected to test your hypotheses.

The purpose of this project is to develop your ability to conduct research, think and write critically and analytically, and formulate theoretical arguments that are innovative but still grounded in existing research, derive testable propositions from those theories, and develop appropriate research designs to test those propositions. This requires that you develop certain skills as well as familiarity with the research production process. Accordingly, you are expected to develop your research paper in three cumulative installments. The due dates and the percentage of your final research project grade that is determined by each installment are as follows:

1) Problem statement & annotated bibliography (15%) Due September 30, 11:59 pm
2) Literature Review (15%) Due October 28, 11:59 pm
3) Final Draft (lit review, theory, and research design) (15%) Due December 1, 11:59 pm
4) Class presentations (15%, various dates, see below)

COMPLETING EACH OF THESE INSTALLMENTS IS NOT OPTIONAL! You may NOT pass the course by turning in nothing but a final draft. Failure to complete one of the installments will result in a grade of "0" for that portion of your research project grade. <u>You will be penalized three (10) points for every day you are late with any one of the installments</u>**.**

PART 1: Problem Statement and Annotated Bibliography

In the first installment, you are expected to

A) ***Choose a research topic and write an introductory research problem statement****:* You may choose a research puzzle that will define the central research question of your project. If you do not already have a topic in mind, look through the topics in the syllabus. You should try to identify a puzzle in one of the phases of the civil conflict process: 1) preconditions and onset, 2) conflict dynamics, duration, outcome, 3) post-civil war peace duration/peace failure/civil war recurrence. *While you may use case studies to illustrate your theoretical arguments, I would prefer that you develop a comparative research design (e.g., cross-nation/cross-national time series) that is amenable to empirical tests*.

The ***problem statement*** should be the equivalent of the introduction to a scholarly paper (i.e., more than an abstract; about 1-2 pages double-spaced. This problem statement should provide me with a "road map" of what you plan to do in your research paper and an explanation of why this issue

is important. The problem statement should also make the case that this is a "doable" project that can be completed by the end of the semester.

B) ***Identify and read (10) scholarly journal articles on your topic***: for this installment, confine your research to *scholarly journals*. ***Do NOT include in your annotated bibliography articles from newspapers, news magazines, opinion magazines, government documents, or material available on the web.*** You may use these other sources here and in later installments, but do not count them toward the required 10 academic journal articles. *You should list your 10 articles (using the correct citation format) in a "List of References" at the end of your annotated bibliography (on a separate page).*

C) ***Prepare a 1-page summary for each of the ten (10) articles and a 1-2 page problem statement (double-spaced)***: The problem statement should spell out the research question you are addressing and the major aspects of the research question that need to be explored in some detail. It should also reference the relevant articles that you summarize, and what they contribute to the elaboration of your research question and research design. *The article summaries should spell out the themes, hypotheses, and findings that are relevant to your research question. Each article summary should spell out the major issues addressed by the authors, the theoretical approach they used, and their analysis, methods, and findings.*

PART 2: Literature Review

For the second installment, you should develop your annotated bibliography into a literature review in which you spell out the major themes found in the relevant literature and detail what each article has to say about each theme. By this time, you should have identified and read additional sources on the subject (beyond the original ten articles in Part I). *Annotated bibliographies are organized by article; literature reviews are organized by themes across articles. The literature review should lead you to the development of a theoretical framework that you will use to explain the phenomenon that is the subject of your paper.*

PART 3: Final Draft Research Design, Analysis, and Presentation

Drawing on the literature review you developed in Part 2, articles you summarized in Part 1, you should prepare a final draft of your research design. The research design should spell out a theoretical framework, testable hypotheses, and explain how they are derived from the theoretical framework. You should identify outcome/dependent and explanatory/independent variables and specify the unit of analysis in the hypotheses you developed. You should also spell out what data would be required to test these hypotheses and what statistical technique you would use to test them. If you have time and the data, preliminary tests are welcome but focus on the theory and design.

Papers will be judged on readability, the appropriateness of the research question, and the suitability of the design for that question. The keys to writing a good research paper are thorough research, careful writing, and frequent REWRITING. At each stage in this process, you should carefully edit, revise, elaborate, and reorganize the parts of the paper that you completed in earlier installments. Revising drafts is especially critical for the final draft. All three installments should be typed (double-spaced, no more than one-inch margins on all four sides, no larger than 12pt).

II-Participation (40% of your final grade)

Students are expected to arrive for each class prepared to discuss the assigned reading material. You are expected to be attentive to class lectures, participate in class discussions and exercises, respect the views and work of classmates, and refrain from all disruptive behavior (including the

use of cellular telephones and laptop computers for anything other than class notes). Lectures and other class materials are designed to clarify and expand on class readings, expecting you have read and developed a general understanding of the topics addressed in the readings. You will be rewarded for your constructive contribution to the discussion.

Course Rules

1. All students are expected to turn in their assignments on the dates fixed in the syllabus. Late papers/assignments will be penalized one letter grade (10 points) for each day they are late (including weekends).
2. Exceptions to the above rules are granted at the instructor's discretion, normally by prior approval, and only under circumstances of extreme personal emergency or serious illness. In all instances, appropriate evidentiary documentation may be requested to waive course rules.
3. I take academic dishonesty very seriously. Students are bound by University rules governing conduct and performance, particularly to questions of cheating and plagiarism.
4. All students are expected to complete all assigned readings before they are discussed in class, and they are expected to discuss and respond to random questioning by the instructor.
5. I do not give extra -credit or other compensatory assignments. Please do not ask.
6. The reading and course schedule is subject to change. Students are responsible for making sure that they are aware of any changes.
7. Disruptive behavior is not tolerated. Cell phones and pagers must be turned off during class.
8. If you have any questions about your grade on an assignment or an exam, please wait until 24 hours after receiving your assignment/exam before discussing the grade with the instructor. There are no exceptions to this policy. If you wish to have an assignment/exam re-graded, it must be returned to the instructor within two days of the day it was returned. Assignments to be re-graded must include a typed memo stating the reason why you believe the assignment should be re-graded. Finally, re-graded assignments can be graded higher, lower, or the same as the initial grade. Please note that to protect your privacy, no information about your grades will be given over the phone or email.

Failure to complete an assignment or exam on time will result in an automatic zero.

Grading Scale: A 94-100; 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- 61-63; F 0-60.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course

materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>
In other cases, except medical emergencies, there will be no make-up assignments. For medical emergency cases, I will need documentary evidence.

FEDERAL FINANCIAL AID REQUIREMENT: RECORDING ACADEMIC ACTIVITY POLICY

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.
In order to document that you began this course, please **complete the canvas assignment** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than the end of the second week**. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu/
If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services. Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu

Writing Support

If you need assistance with writing, please contact UCF's Writing Center.
Writing Center, Trevor Colbourn Hall, room 105
407-823-2197
http://uwc.ucf.edu/

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Required Text(s)

1- Mason, T. David and Sara M. Mitchell, eds. 2023. *What Do We Know About Civil Wars?* (second edition) Lanham, MD: Rowman & Littlefield (or first edition of the book)
2- Tilly, Charles. 1978. *From Mobilization to Revolution*. New York: Random House. Available here https://voidnetwork.gr/wp-content/uploads/2016/09/From-Mobilization-to-Revolution-by-Charles-Tilly-1.pdf
3- Skocpol, Theda. 1979. *States and social revolutions: a comparative analysis of France, Russia, and China*. New York: Cambridge University Press. Available here https://www.fulcrum.org/epubs/0c483m952?locale=en#page=4

Supplementary/Recommended

Baglione A. Lisa. 2015. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. Los Angeles: Sage (Or a more recent edition of the book).

Course Readings and Schedule

The dates listed for each topic are approximate and will depend on how quickly we move through the material. *Note that this is not a contract*. It is subject to change at my discretion.

Week 1 (August 20): DIMENSIONS OF POLITICAL VIOLENCE IN THE POST-WORLD WAR II ERA

Readings:

Introduction in Mason and Mitchell
Chapter 1 in Mason and Mitchell
Chapter 5 in Mason and Mitchell
Chapter 15 in Mason and Mitchell
Sambanis, Nicholas. 2004. "What Is Civil War? Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48 (6): 814-858.

Suggested Readings:

Cunningham, David E.; Kristian S. Gleditsch, and Idean Salehyan. 2009. "It Takes Two: A Dyadic Analysis of Civil War Duration and Outcome." Journal of Conflict Resolution 53(4): 570-597.
Sambanis, Nicolas and Johah Schulhofer-Wohl. 2019. "Sovereignty Rupture as a Central Concept in Quantitative Measures of Civil War." Journal of Conflict Resolution 63(6) 1542-1578
Collier, Paul; V. L. Elliott; Håvard Hegre; Anke Hoeffler; Marta Reynal-Querol; Nicholas Sambanis. 2003. *Breaking The Conflict Trap: Civil War and Development Policy*. Washington, DC: World Bank.

Week 2 (August 27) MOBILIZING REVOLUTIONARY SOCIAL MOVEMENTS

Readings:

Tilly, Charles. 1978. *From Mobilization to Revolution*. New York: Random House

Suggested Readings:

McAdam, Doug; Sidney Tarrow; and Charles Tilly. 1996. "To Map Contentious Politics." *Mobilization: An International Journal* 1 (1): 17-34.
McCarthy, John D., and Mayer N. Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory." *American Journal of Sociology* 82 (6): 1212–41.
Chenoweth, Erica, and Jay Ulfelder. 2017. 'Can Structural Conditions Explain the Onset of Nonviolent Uprisings?' *Journal of Conflict Resolution* 61: 298–324.
Chenoweth, Erica and Maria J. Stephan. 2011. *Why Civil Resistance Works.* New York: Columbia University Press.
Tarrow, Sidney. 1994. *Power in Movement: Social Movements, Collective Action and Politics*. New York: Cambridge University Press.
Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. Chicago: University of Chicago Press.
Hardin, Russell. 1982. *Collective Action*. Baltimore: Johns Hopkins University Press.
Hardin, Russell. 1995. *One For All: The Logic of Group Conflict*. Princeton: Princeton University
Chenoweth, Erica, Evan Perkoski, and Sooyeon Kang. (2017) State Repression and Nonviolent Resistance. *Journal of Conflict Resolution* 61: 1950–1969

Week 3 (Sep 3): GRIEVANCES, GREED AND CIVIL WAR

Readings:

Chapter 2 in Mason and Mitchell

Gurr, Ted R. 1968. "Psychological Factors in Civil Violence." *World Politics* 20: 245-278.

Davies, James C. (1962). "Toward a Theory of Revolution" *American Sociological Review* 27: 5-18.

Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War," *Oxford Economic Papers* 56 (4): 563-595.

Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97 (1): 75-90.

Regan, Patrick M. and Daniel Norton. 2005. "Greed, Grievance, and Mobilization in Civil Wars." *Journal of Conflict Resolution* 49(3): 319-336.

Week 4 (Sep 10): THE REBEL'S DILEMMA

Readings:

Goldstone, Jack A. 1994. "Is Revolution Individually Rational? Groups and Individuals in Revolutionary Collective Action." *Rationality and Society* 6(1): 139-166.

Van Belle, Douglas A. 1996. "Leadership and Collective Action: The Case of Revolution." *International Studies Quarterly* 40: 107-132.

Lichbach, Mark Irving. 1994a. "What Makes Rational Peasants Revolutionary?" *World Politics* 46: 383-418.

Will Moore, "Rational Rebels: Overcoming the Free-Rider Problem", *Political Research Quarterly* 48 (June 1995): 417-454.

Suggested Readings:

Mason, T. David and Krane, Dale A. 1989. "The Political Economy of Death Squads." *International Studies Quarterly*. 33 (2): 175-198.

Kuran, Timur. 1989. "Sparks and Prairie Fires: A Theory of Unanticipated Political Revolution." *Public Choice* 61: 41-74.

Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolutions of 1989." *World Politics*. 44: 7-48.

Norman Frohlich; Joe A. Oppenheimer. 1970. "I Get by with a Little Help from my Friends." *World Politics* 23: 104-120.

Week 5 (Sep 17): STATES AND SOCIAL REVOLUTIONS

Readings

Skocpol, Theda. 1979. *States and social revolutions: a comparative analysis of France, Russia, and China*

Suggested Readings

Chapter 4 in Mason and Mitchell, *What Do We Know About Civil Wars*?

Hegre, Håvard; Tanja Ellingsen; Nils Petter Gleditsch; and Scott Gates. 2001. "Towards a Democratic Civil Peace? Democracy, Political Change and Civil War, 1816-1992." *American Political Science Review* 95 (1): 34-48.

Fjelde, Hanne. 2010. "Generals, Dictators, and Kings: Authoritarian Regimes and Civil Conflict, 1973-2004." *Conflict Management and Peace Science* 27(3): 195-218.

Hendrix, Cullen S. 2010. "Measuring State Capacity: Theoretical and Empirical Implications for the Study of Civil Conflict." *Journal of Peace Research* 47(3): 273-285.

Stanley, William. 1996. *The Protection Racket State: Elite Politics, Military Extortion, and Civil War in El Salvador*. Philadelphia: Temple University Press.

Fjelde, Hanne, and Indra De Soysa. 2009. "Coercion, Co-optation, or Cooperation? State Capacity and the Risk of Civil War, 1961-2004." *Conflict Management and Peace Science 26*(1): 5-25.
Taydas, Zeynep, and Dursun Peksen. "Can States Buy Peace? Social Welfare Spending and Civil Conflicts." *Journal of Peace Research* 49, no. 2 (2012): 273-287.
Gurses, Mehmet and T. David Mason. 2010. "Weak States, Regime Types, and Civil War," *Civil Wars* 12(1): 140-155.
Phayal, Anup; T. David Mason, and Mehmet Gurses (2019) "Who Wins, Who Loses, Who Negotiates Peace in Civil Wars: Does Regime Type Matter?" *Journal of Global Security Studies* 4(4): 482-498.

Week 5 (Sep 24): Term Paper-Installment # 1

Week 6 (Oct 1): Presentations/Installment # 1 (Due September 30, 11:59 pm)

Week 7 (Oct 8): PATTERNS OF ETHNIC CONFLICT
Readings:
Chapter 3 in Mason and Mitchell
Gurr, Ted Robert. 1994. "People Against States: Ethnopolitical Conflict and the Changing World System," *International Studies Quarterly* 38: 347-377.
Kaufman, Stuart J. 1996. "Spiraling to Ethnic War: Elites, Masses and Moscow in Moldova's Civil War." *International Security*. 21 (2): 108-138.
Cederman, L.E, Girardin, L. & Gleditsch, K.S. 2009. "Ethnonationalist Triads: Assessing the Influence of Kin Groups on Civil Wars." *World Politics* 61 (3): 403-437.
Cetinyan, R. 2002. "Ethnic Bargaining in the Shadow of Third-Party Intervention." *International Organization* 56 (3): 645-677.
Gurses, Mehmet. 2015. "Transnational Ethnic Kin and Civil War Outcomes" *Political Research Quarterly* 68 (1): 142-153.

Suggested Readings:
Lewis, Janet L. 2017. "How Does Ethnic Rebellion Start?" *Comparative Political Studies* 50(10:1420-1450.
Cederman, L.E., Wimmer, A. & Min, B. 2010. "Why Do Ethnic Groups Rebel? New Data and Analysis." *World Politics* 62 (1): 87-119.
Gurr, Ted R. and Will H. Moore. 1997. "Ethnopolitical Rebellion: A Cross-Sectional Analysis of the 1980s with Risk Assessment for the 1990s." *American Journal of Political Science* 41 (4): 1079-1103.
Lake, David A. and Donald Rothchild. 1996. "Containing Fear: The Origins and Management of Ethnic Conflict." *International Security* 21 (2): 41-75.
Kaufmann, Chaim. 1996. "Possible and Impossible Solutions to Ethnic Civil Wars." *International Security*. 20 (4): 136-175.
Ellingsen, Tanja. 2000. "Colorful Communities or Ethnic Witches Brew? Multiethnicity and Domestic Conflict During and After the Cold War." *Journal of Conflict Resolution* 44 (2): 228-249.
Cederman, L.E., Weidmann, N.B. & Gleditsch, K.S. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105 (3): 478-495.
Walter, B.F. 2006. "Information, Uncertainty, and the Decision to Secede." *International Organization* 60 (1): 105-135.
Forsberg, E. 2013. "Do Ethnic Dominos Fall? Evaluating Domino Effects of Granting Territorial Concessions to Separatist Groups." *International Studies Quarterly* 57 (2): 329-340.

Jenne, E. 2004. "A Bargaining Theory of Minority Demands: Explaining the Dog that Did not Bite in 1990s Yugoslavia." *International Studies Quarterly* 48 (4): 729-754.

Week 8 (Oct 15): BROKERING PEACE AGREEMENTS: HOW CIVIL WARS END

Readings

Chapter 6 in Mason and Mitchell
Chapter 7 in Mason and Mitchell
Chapter 8 in Mason and Mitchell

Suggested Readings

Mason, T. David and Patrick J. Fett. 1996. "How Civil Wars End: A Rational Choice Approach." *Journal of Conflict Resolution*. 40 (4): 546-568.
Greig, J.M., and P. Regan. 2008. "When Do They Say Yes? An Analysis of the Willingness to Offer and Accept Mediation in Civil Wars." *International Studies Quarterly* 52(4): 759–781.
Hartzell, Caroline, & Matthew Hoddie, 2003. "Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management", *American Journal of Political Science* 47(2): 318-332.
Walter, Barbara F. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51: 335-364.
Gurses, Mehmet; Nicolas Rost, and Patrick McLeod. 2008. "Mediating Civil War Settlements and the Duration of Peace," International Interactions 34: 129-155.
Svensson, Isak. 2009. "Who Brings Which Peace? Neutral versus Biased Mediation and Institutional Peace Arrangements in Civil Wars." Journal of Conflict Resolution (53): 446-469
Walter, Barbara, 2002. *Committing to Peace: The Successful Settlement of Civil Wars*. Princeton, NJ: Princeton University Press.
Hartzell, Carolyn & Matthew Hoddie. 2007. *Crafting Peace: Power Sharing Institutions and the Negotiated Settlement of Civil Wars*. College Park: Pennsylvania State University Press.
DeRouen, K., and J. Bercovitch. 2011. "Introducing the Civil Wars mediation (CWM) dataset." *Journal of Peace Research* 48(5): 663-672.
Harbom, Lotta; Stina Högbladh, and Peter Wallensteen. 2006. "Armed Conflict and Peace Agreements." *Journal of Peace Research* 43: 617-631.
Bapat, Navin A. 2005. "Insurgency and the Opening of Peace Processes", Journal of Peace Research 42(6): 699-717.
Mattes, Michael and Burcu Savun. 2009. "Fostering Peace after Civil War: Commitment Problems and Agreement Design." *International Studies Quarterly* 53(3): 737-759.
Rothchild, Donald and Philip G. Roeder. 2005. "Power Sharing as an Impediment to Peace and Democracy." In *Sustainable Peace: Power and Democracy after Civil Wars*, eds. Philip G. Roeder and Donald Rothchild. Ithaca: Cornell University Press. Pp. 29-50.
Stedman, Stephen John. 1997. "Spoiler Problem in Peace Processes." *International Security* 22 (2): 5-53. Jarstad, Anna K. and Desirée Nilsson. 2008. "From Words to Deeds: The Implementation of Power-Sharing
Pacts in Peace Accords," *Conflict Management and Peace Science* 25: 206-223.

Week 9 (Oct 22): WOMEN AND CIVIL WAR

Readings:

Chapter 12 in Mason and Mitchell
Melander, Erik. 2005. "Gender Equality and Intrastate Armed Conflict." *International Studies Quarterly* 49: 695-714.
Caprioli, Mary. 2005. "Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict." *International Studies Quarterly* 49:161-178.

Wood, Reed M. And Jakana Thomas. 2017. "Women on the Frontline: Rebel Group Ideology and Women's Participation in Violent Rebellion." *Journal of Peace Research* 54(1) 31–46

Suggested Readings:
Kampwirth, Karen. 2002. *Women and Guerrilla Movements: Nicaragua, El Salvador, Chiapas, Cuba*. University Park, PA: Pennsylvania University Press.
Mason, T. David. 1992. "Women's Participation in Central American Revolutions: A Theoretical Perspective." *Comparative Political Studies* 25: 63-89.
Thomas, Jakana and Reed M Wood. 2018. "The social origins of female combatants". *Conflict Management and Peace Science* 35(3) 215–232.

Week 10 (Oct 29): Presentations/Installment #2 (Due October 28, 11:59 pm)

Week 11 (Nov 5): THE LEGACY OF CIVIL WAR
Readings:
Chapter 10 in Mason and Mitchell
Chapter 11 in Mason and Mitchell

Suggested Readings:
Ghobarah, Hazem Adam, Paul Huth, and Bruce Russet. 2003. "Civil Wars Kill and Maim People-Long After the Shooting Stops." *American Political Science Review* 97 (2): 189–202.
Iqbal, Zaryab. 2006. "Health and Human Security: The Public Health Impact of Violent Conflict." *International Studies Quarterly* 50 (3): 631–49
Blattman, Christopher. 2009. "From Violence to Voting: War and Political Participation in Uganda." *American Political Science Review* 103 (2): 231–47.
Voors, Maarten J., Eleonora E. M. Nillesen, Philip Verwimp, Erwin H. Bulte, Robert Lensink, and Daan P. Van Soest. 2012. "Violent Conflict and Behavior: A Field Experiment in Burundi." *American Economic Review* 102 (2): 941–64.
Gurses, Mehmet. 2018. *Anatomy of a Civil War: Sociopolitical Impacts of the Kurdish Conflict in Turkey*. Ann Arbor, MI: University of Michigan Press. Available for free here https://library.oapen.org/handle/20.500.12657/25939

Week 12 (November 12): Research Project Presentations
Week 13 (Nov 19): Cont'd.
Week 14 (Nov 26): Cont'd (if need be)
Week 15 (Dec 1-6): Final Exam Period

Final Installment DUE December 1 (11:59 pm)

Proper Citations and Plagiarism: For all scholarly projects, I encourage you to discuss your work with your classmates, but it is each individual's personal obligation to make sure the paper is written in accordance with generally recognized editorial and documentation principles. As such, you are to cite anyone else's ideas using the standard American Political Science Association (APSA) style. For more, please see "Code of Academic Integrity" section above.

Cite all works in the following manner:
For an article:
Becker, Gary S. 1983. "A Theory of Competition Among Pressure Groups for Political Influence." *Quarterly Journal of Economics* 98(3): 371-400.
For a book:

Johnson, Janet B., H. T. Reynolds, and Jason D. Mycoff. 2015. *Political Science Research Methods*. CA: CQ Press.