Political Science 4640
Revolution and Political Violence
2:00-3:20 MW 115 Wooten Hall

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TURNITIN.COM: class ID/password: 7475340/mason

REQUIRED TEXTBOOKS

COURSE OBJECTIVES
The purpose of this course is to give students some understanding of the forms, causes, and consequences of revolution, ethnic conflict, terrorism, and other types of civil conflict in the post-World War II era. This course focuses on conflict within nations. As such, it is intended to complement courses on interstate conflict, or conflict between nations. We will begin with a brief overview of the patterns of civil conflict over the last 70 years. This will give us some idea of just what it is we are trying to understand. We will then survey the major theoretical schools that have emerged to explain the phenomenon of civil conflict. In the second half of the course, we will use these theories to make some sense of three especially common forms of civil war: peasant-based revolutionary insurgencies, ethnic conflict, and terrorism. We will conclude the course by exploring the factors that influence the outcomes of civil wars (government victory, a rebel victory, or a negotiated settlement) and the politics of sustaining the peace in the aftermath of civil war.

COURSE REQUIREMENTS

GRADES: Your grade for the course will be determined by two take-home exams and a research project. Collectively, the exams will determine 60% of your final grade. The research project will determine 30% of your final grade. Attendance and participation determining the remaining 10%.

Since both your research project and your take home exams must be submitted to turnitin.com, you should register under this course on TURNITIN.COM during the first week of class. The course code is 7475340 and the password is mason.

A. PARTICIPATION (10%): Attendance at all class sessions is expected and will be checked on a regular basis. Your attendance record and class participation will carry some weight in determining your final grade. As much as 10% of your final average will be determined by the percentage of class sessions you attend and your contribution to discussions in those classes. Obviously, you must be in attendance if you are to participate in discussions. You must have read the assigned readings before class if you are to make informed contributions to class discussions.

You are responsible for all material covered in class and for all other tasks assigned for completion outside of class. Absence from class does not excuse ignorance of the material covered or failure to complete assignments made that day or to turn in assignments due that day. It is your responsibility to find out what you missed when you are absent and to keep up with the course.

B. EXAMS: There will be a mid-term exam and a final exam. Both will be take-home essay exams. You can use any books and notes that you have, but you are not to confer with other students on the test questions. Evidence of collaboration with anyone else will be treated as an instance of cheating and dealt with according to University rules on cheating. You will receive a grade of "0" for the exam and an "F" for the course.
You should submit a printed copy on the due date (March 5) for the midterm; (May 5 for the final). You are also required to submit an electronic version of your exam to [www.turnitin.com](http://www.turnitin.com). There is a 3 point per day penalty for late exams (weekends count; you can email it to me to stop the clock). No late exams will be accepted more than 7 days after the due date; after that you will receive a grade of "0" for the exam.

**C. RESEARCH PAPER:** You will be expected to complete a research paper on some topic having to do with civil conflict. You can focus on some phase in the civil conflict process, a particular form of civil conflict, the conflict in a particular nation or set of nations, or any related topic under the rubric of armed conflict within nations. My only requirements are, first, that your paper be an analytical/explanatory paper and not simply a descriptive or journalistic account of events or other phenomena. Second, the paper should focus on some contemporary issue in civil conflict, not some historical conflict that occurred and ended before 1989. If you have any doubts about the acceptability of your topic, clear it with me first.

The purpose of the research project is to help you develop your ability to conduct research, to think and write analytically and critically, and to present your arguments in a concise and persuasive manner. This requires that you develop certain skills, such as a familiarity with the resources available to you at this University. In order to avoid the horrors of "over-night wonders", and give you some experience in the mechanics and process of social science research, I am requiring that you complete your project in two installments (the percent of your final grade on the research project that is determined by each installment is in parentheses):

1. Problem statement and annotated bibliography (30%) Due: February 12
2. Final Draft of your paper (70%) Due: April 16

**Part 1: PROBLEM STATEMENT & ANNOTATED BIBLIOGRAPHY (30%) Due: February 12**

In the first installment you are expected to submit detailed problem statement, an annotated bibliography that presents detailed, substantive summaries of 5 academic journal articles that are directly relevant to your topic, and a list of references that includes complete bibliographic citations for each of those five articles, plus citations for five more academic journal articles that are directly relevant to your topic.

1. **Problem Statement** describing in detail the puzzle that will be the subject of your research, the reasons that this question is important to our understanding of the politics of civil conflict, and the major theoretical issues that will have to be addressed in order to devise a solution to this puzzle. The problem statement should be about one page, single spaced.

2. **Annotated Bibliography** should then summarize the major themes and findings on the subject from each of five (5) journal articles from scholarly sources that are directly relevant to your topic. You man NOT use articles that are assigned readings for this class. The format for each of these summaries is:
   - **A Full bibliographic citation** for each article (see the format for citations at the end of this syllabus); for example:
   - **A detailed summary** of the material in that article that is relevant to your research problem (½ page to one page, single spaced. Do NOT put each one on a separate page; just double space between summaries – SAVE PAPER).

3. **List of References** that contains a complete citation for each of the five articles you summarize plus full citations for five additional articles on the subject (which you do NOT have to summarize for this installment but which should be used in your final draft). You MUST use the *International Studies Quarterly* citation format (appended to this syllabus and posted on Blackboard).

Your problem statement should reference and cite the five articles that you summarize. It should clearly demonstrate that you have read all five articles and that you have found in each of them material that is directly relevant to the definition and analysis of your research question.

For this installment, you should confine yourself to academic journal articles. You may NOT use books, book
reviews, government documents, news sources, web sources, or other non-academic publications. Those can be used in the final draft but they do not count toward fulfilling requirement of five academic journal articles. Scholarly journals will allow you to develop some theoretically grounded understanding of the issue.

Part 2: FINAL DRAFT (60%)  
Due: April 16
The final draft should begin with (1) a clear and detailed explication of your research puzzle (going beyond what you submitted in Part I) and why it is important. (2) A review of the relevant literature should extract from the annotated bibliography (and other sources you have read since turning in Part I) the major themes in the relevant literature and what each author has to say about each theme. This should be followed with (3) your own theoretically grounded analysis of the research question: a logically coherent theoretical explanation for the research question. It should be grounded in existing theory and provide some answers to the question of how do we explain the phenomenon under investigation and what questions remain to be addressed in the existing literature on that topic. You should finish with a discussion of (4) the conclusions and policy implications of your analysis. For the final draft, you may use books, book chapters, or other source in addition to academic journal articles.

RULES FOR RESEARCH PROJECTS:
1. Completing both parts is not optional! You will receive a failing grade for the course if you fail to complete either part of the research project assignment.
2. You may not use a paper that you have written (or are writing) for another class. If you do, this will be treated as an instance of plagiarism, and you will receive a "0" for the assignment, and "F" for the course, and you will be referred to the appropriate student disciplinary office.
3. You may not do a paper on an issue in U.S. domestic policy or politics (such as gun control, budget deficits, health care reform). If you do so in Part 1, you will be required to start over with a new topic that is approved by me. If you have any doubts concerning the legitimacy of your paper topic, clear it with me ahead of time (i.e., before devoting too much time to a topic that might not be acceptable).
4. You may not change topics after you complete part 1 without my permission. If I do approve a topic change, you will have to complete the first installment on the new topic and take a late penalty.
5. Deadlines will be enforced! There is a 3 point penalty for each day you are late with any one of the parts of the assignment. No papers will be accepted more than 7 days late. Weekends count: you can email your paper to me and submit it to turnitin.com 24 hours a day, 7 days a week to stop the late clock.
6. Both written installments should be typed, single spaced with 1 inch margins on all four sides, 12 pt font printed on one side of the page.
7. Use the citation format of the International Studies Quarterly (posted on Blackboard and in this syllabus). Do NOT use MLA or APA or any other format. Failure to use the correct citation format will result in a 5 point penalty.
8. You must submit a printed copy and an electronic copy (to www.turnitin.com) of each installment. You are not counted as having completed the assignment until BOTH versions are submitted. The FILE NAME should be in the following format: lastname-psci4640-SPRING2014-V1.doc. You must include your last name in the file name. For example, my first installment would be "mason-psci4640-SPRING2014-v1.doc". Class ID and password for turnitin.com are listed on the first page of this syllabus.

ACADEMIC INTEGRITY - CLASS POLICY ON PLAGIARISM AND CHEATING
You are expected to do your own work for this course, and it must be original work for this course. Unfortunately, some students cheat and some students plagiarize other people's work. If you plagiarize or turn in as your own work something that someone else did either in its entirety or in large part, or if you turn in work that does not properly cite the sources from which you got your material (thereby creating the impression that the work is your original work), you will receive a grade of "F" for the course, and you will be referred to the appropriate student judicial authorities for violation of the University's academic integrity policies. If you do not understand what constitutes cheating or plagiarism, ask me. Specifically, the following are unacceptable and will be treated as instances of plagiarism:
1. You may not turn in a paper that someone else wrote either in whole or in part. That includes papers written in whole or in part by a friend, relative, classmate, roommate, or other human being, including those working for term paper services. You may not turn in a paper that you have purchased from a term paper/research service. Nor may you turn in your paraphrased or otherwise rewritten version of a
paper you obtained from one of these services or from another human being. YOU are supposed to do the
research AND the writing.

2. **You may not turn in a paper that you have turned in for another class**, regardless of whether that
other class is this semester or some previous semester.

3. **You may not quote or paraphrase long passages from books, journals, or web sites without
attribution.** Even with proper citation, it is not wise to turn in a paper that is largely a collection of quotes.

4. Plagiarism also includes using passages from the works of others without citing the source. Any time you
use more than ten consecutive words from a source, you should put that passage in quotation marks and
cite the source (including the page number where the quoted passage is found). When you paraphrase a
source (so that quotation marks are not needed) you still need to cite the source (including the page
number). When in doubt, provide a citation. Otherwise, you may be guilty of plagiarism, and I consider that
a very serious offense.

If you are unsure whether you need to cite a source, cite it. You will not be penalized for having too many
citations. You will be penalized for failure to cite sources. Plagiarism of any form will not be tolerated. If you
have any doubts about whether what you are doing amounts to plagiarism, see me. Turnitin.com provides me
with a report on the percent of each paper that is lifted verbatim from other sources, and it provides the citation
of the source. Plagiarism will be detected and punished, so avoid it.

**CLASSROOM ETIQUETTE**

All students must treat the instructor, the other students, and the classroom setting with respect. This includes
arriving on time and staying for the entire class (or notifying the instructor in advance if this will not be possible).
Do not get up and wander in and out of the classroom when class is underway; take care of all of your business
before or after class, not during class. As with movie theaters, turn off cell phones and similar devices during
class, and refraining from reading, passing notes, talking with friends, and any other potentially disruptive or
distracting activities. This includes using electronic devices for purposes other than activities directly relevant
to this class.

You should also show respect for alternative opinions and points of view expressed in class. You should listen
politely when either the instructor or a fellow student is speaking to the class, and refrain from insulting
language and gestures. Repeated or egregious instances of classroom disruption will result in referral to the
Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of
Student Conduct. The Code of Student Conduct can be found at www.unt.edu/csrr.

**OTHER RULES:**

1. As a courtesy to your fellow students (and the instructor) get to class on time every day and remain in the
classroom for the duration of the class.

2. Make your bathroom and food/drink visits BEFORE class. It is disruptive and distracting to get up and
wander in and out of the room while class is in session. If you must leave early for some reason, let me know
ahead of time and sit near the door so that you can leave with a minimum of disruption.

3. Turn off your cell phone and if you use an electronic device to take notes, refrain from using it for activities
that might be distracting to other students.

**STATEMENT OF ADA COMPLIANCE**

The University of North Texas makes reasonable academic accommodation for students with disabilities.
Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify
their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered
to faculty to begin a private discussion regarding your specific needs in a course. You may request
accommodations at any time, however, ODA notices of accommodation should be provided as early as possible
in the semester to avoid any delay in implementation. Note that students must obtain a new letter of
accommodation for every semester and must meet with each faculty member prior to implementation in each
class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda.
You may also contact them by phone at 940.565.4323.

**Department of Political Science – POLICY ON CHEATING AND PLAGIARISM**

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized
books, notes, or otherwise securing help in a test; copying others’ tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, theses, or dissertations shall automatically be referred to the departmental Graduate Studies Committee. Cases of cheating or plagiarism in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate students, or the Graduate Studies Committee in the case of graduate students. These committees, acting as agents of the department Chair, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case. Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

Department of Political Science POLICY ON ACADEMIC INTEGRITY

The Political Science Department adheres to and enforces UNT’s policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy (UNT Policy Manual Section 18.1.16), which may be located at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

Violations of academic integrity in this course will addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any decision under this policy by following the procedures laid down in the UNT The UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity

Acceptable Student Behavior:

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

COURSE SCHEDULE

The course outline spells out the major themes addressed in the course and the assigned readings for each theme. You are expected to keep up with the readings in the sense of having them completed by the time we begin the corresponding section of the course. Class discussion counts 10% of your grade, and informed discussion requires careful reading of the assignments

IMPORTANT DATES:

Take note of the following deadlines and important dates. Keep in mind that deadlines will be enforced.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Last day to drop courses:</td>
<td>March 25</td>
</tr>
<tr>
<td>Research Paper Part 1 due:</td>
<td>February 12</td>
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<tr>
<td>Research paper Final Draft due:</td>
<td>April 16</td>
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<tr>
<td>Mid-Term Exam distributed:</td>
<td>February 26</td>
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<tr>
<td>Mid-Term Exam due:</td>
<td>March 5</td>
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<tr>
<td>Final Exam distributed:</td>
<td>April 28</td>
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<tr>
<td>Final Exam due:</td>
<td>May 5</td>
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COURSE OUTLINE AND READINGS

The course outline spells out the topics we will cover each week of the semester and the assigned readings for each topic. You are expected to have completed the readings by the first day of class each week. If it
becomes apparent that large numbers of students are not reading the assigned articles and book chapters, I reserve the right to administer pop quizzes on the readings and to adjust the formula for calculating final grades accordingly.

1. **January 14-15: Dimensions and Patterns of Civil Conflict**

   We shall begin the course with an overview of the extent and forms of civil violence in the post-World War II era. Despite the fact that the nuclear confrontation between the U.S. and the Soviet Union dominated the national security policies of the major powers on both sides of the "iron curtain", conflict continued unabated in the world, with all but a few instances occurring in the Third World and much of that conflict occurring within rather than between Third World nations. We will discuss the extent of this conflict, the forms it assumed, and introduce some of the major analytical frameworks used to make sense of civil conflict.

   **Readings**
   
   
   Collier et al., *Conflict Trap*, “overview”, Chapter 4
   
   Mason, *Caught in the Crossfire*, Chapter 1

2. **January 23 (no class on January 20) Forms of Civil Conflict**

   Civil conflict can take a number of forms, including revolution, secessionist war, ethnic conflict (both revolutionary and secessionist), and terrorist violence. We will review the different forms and examine different criteria that have been used to determine whether a conflict is a “civil war” and, if so, what type it is. These distinctions among types of armed conflict are important in that the causal processes that lead to the outbreak of each type differ from those that lead to the others. Likewise, conflict termination modes and post-war peace duration vary across conflict types.

   **Readings:**
   
   
   Collier et al., *Breaking the Conflict Trap*, Ch. 1, 2 (11-50)
   

   **Suggested Readings:**
   
   

3. **January 27-29: Why do People Rebel: Grievance-based Theories of Civil War**

   In this section we shall examine several of the major theoretical frameworks that contemporary social scientists have developed to explain mass-based revolution. We will begin with individual-level explanations by focusing on Ted Gurr and James Davies’ relative deprivation theory (RD). Along with RD theory, there developed a research tradition centered around the relationship between various forms of inequality as a source of grievances that contribute to revolutionary violence. Generally, these "deprived actor" models of revolution suffer from the problem of over-predicting revolution: inequality and deprivation are far more widespread in space and time than is revolution. Accordingly, we will discuss the theoretical shortcomings of these models that contribute to the problem of over-prediction.

   **Readings:**
   
   
   
   
   Mason, *Caught in the Crossfire*, Chapter 3

   **Suggested Readings:**
   
4. February 3-5 - Why do People Rebel: Greed-Based Theories of Civil War
An alternative to grievance-based theories is what Paul Collier has termed the "greed" perspective. This approach depicts rebels as political entrepreneurs. Mounting an armed rebellion requires human and material resources. Therefore, according to Collier, rebellions should be more likely to occur where there is an ample supply of recruits and "lootable" resources that the rebel leadership can capture in order to finance their operations.

**Readings:**
- Ballentine, Karen. "Beyond Greed and Grievance" Chapter 10 in Ballentine and Sherman,
- Ross, Michael L. 2003. "Oil, Drugs, and Diamonds: The Varying Roles of Natural Resources in Civil War," chapter 3 in Ballentine and Sherman, *The Political Economy of Armed Conflict*
- Collier et al., *Breaking the Conflict Trap*, chapter 3

**Suggested Readings:**

RESEARCH PAPER - PROBLEM STATEMENT/ANNOTATED BIBLIOGRAPHY DUE FEBRUARY 12

5. February 10-12 - Why do People Rebel: Rational Rebel
Rational actor models (RA) represent a reaction to the deficiencies of RD theory. Specifically, RA theories focus on the "rebel's dilemma": why would a rational individual participate in violent collective action when the benefits of such activity (the public goods of regime change) will be available to that individual whether or not s/he participated in the collective action? This variant of Mancur Olson's classic collective action problem is especially acute in the case of revolutionary collective action, given the low probability of revolutions succeeding (and producing the public goods) and the extreme risks that participation in a revolution entails.

**Readings:**
- Mason, *Caught in the Crossfire*, Chapter 4

**Suggested Readings:**

Resource mobilization theory arose out of a concern with the tendency of rational actor models to underpredict the occurrence of revolutionary violence. Charles Tilly (1978) pointed to the importance of revolutionary leadership and revolutionary organization in mobilizing discontented populations for violent collective action. In the absence of effective mobilization, deprived populations suffer in silence.

**Readings:**
7. **February 24-26 - States and Social Revolutions**

A third group of scholars, led by Theda Skocpol (1979), argued that both deprived actor models and resource mobilization theory implicitly discount the role of the state in generating the crises that sometimes degenerate into revolutionary violence. Skocpol and her colleagues "brought the state back in" to the analysis of revolution by pointing out the ways in which actions by the state are critical in determining whether discontent will arise and whether revolutionary elites will succeed in mobilizing discontented populations for revolt.

**Readings:**
- Mason, Caught in the Crossfire, Chapter 5

**Suggested Readings**

**MID TERM EXAM WILL BE DISTRIBUTED ON FEBRUARY 26; DUE MARCH 5**

8. **March 3-5 - States and Revolution: Repression vs. Reform**

When faced with an opposition challenge, the state can respond with accommodative reforms or repression. Which strategy a state chooses is in part a function of regime type and the resources available to the state. If the state chooses repression, the question then becomes "does repression work?" in the sense of suppressing that challenge. The readings in this section address this question by examining how mobilized opposition groups respond to varying levels of state repression.

**Readings:**
- Mason, Caught in the Crossfire, Chapter 6

**Suggested Readings:**

**MARCH 10-16: SPRING BREAK**

9. **March 17-19 - Peasant based revolutions**

In this section we will explore the dynamics of rebellions among rural populations of Third World nations. This requires that one first gain some understanding of traditional social structure in rural societies, including the dynamics of patron-client politics. We will then explore the conditions and forces that erode these structures, freeing up peasant populations for mobilization by opposition movements. Finally, we will explore the question of what conditions must prevail before an otherwise cautious peasant, who is largely indifferent to the intra-elite
struggles for power at the national level, would take up arms against the incumbent regime and, in the process, assume the extreme risks that such behavior entails.

Readings:
Mason, *Caught in the Crossfire*, chapters 8, 9

Suggested Readings

10. March 24-26 - Women and Revolution
Until recently, the role of women in civil conflict has been largely ignored. Recent research has revealed a number of important reasons for us to examine the role of women more closely. First, those nations where the status of women in society is better are less likely to experience civil war. Second, women have been involved in civil wars, and not just as victims or in support roles as "keepers of the home fires". Women have played leadership roles in a number of revolutionary movements, and large numbers of women have served as combat soldiers in a number of revolutionary movements. In this section, we will examine how women get mobilized as participants in civil conflicts and how the status of women in a society affects that nation's risk of civil war.

Readings:

Suggested Readings:

11. March 31-April 2 - Ethnic conflict
One source of group identity and sub-national social organization is ethnic identity. Ethnic identity and ethnic conflict are especially prevalent in many regions of the Third World because the formal boundaries of the nation-states (especially in Africa and parts of Asia) were drawn by European powers during the colonial era, and they were drawn with little or no regard for the geographic distribution of "nations" of people who shared a common language, religion, culture and heritage. Thus many Third World nations are characterized by multiple ethnic groups coexisting (uneasily) as citizens of a single nation state and/or identifiable ethnic groups being divided between two or more nation states. In this section we will examine the ethnic dimension of politics in the Third World.

Readings:
12. April 7-9 - Terrorism
The events of September 11 brought home to the U.S. the destructive potential of terrorist violence. Terrorist violence has been used by opposition groups and by states for centuries. During the Cold War, it became a favored tactic of ethnonationalist groups that lacked the capacity to mount a full-scale revolutionary challenge. With the end of the Cold War it has become a favored tactic of transnational groups opposed to U.S. hegemony. In this section we will examine the types of terrorist groups, their motives, why they choose terrorist violence, and how terrorist violence serves their goals.

Readings:

Suggested Readings:

RESEARCH PAPER FINAL DRAFT DUE APRIL 16

13. April 14-16 - How Civil Wars End
One promising trend in recent years has been that a number of civil wars have been brought to an end by negotiated settlement. In this section, we will explore the conditions -- characteristics of the conflict and of the government and rebel organizations involved in the conflict -- that make negotiated settlement more or less likely. Finally, we will examine some of the outcomes of revolutions: do they often deliver what they promise? Is the new order after the revolution all that different from the pre-revolutionary status quo? why does the new order so often stray from what the leaders promised their followers to get them to take up arms?

Readings:
- Mason, Caught in the Crossfire, Chapter 7.

Suggested Readings:
- Mack, Andrew (1975) "Why Big Nations Lose Small Wars: The Politics of Asymmetric Conflict", World Politics 27(2)
- Downes, Alexander (2007) "Draining the Sea By Filling Graves: Investigating the Effectiveness of
Indiscriminant Violence as a Counterinsurgency Strategy” *Civil Wars* 9(4)

14. April 21-24 - Post-war Peace Building
Once a civil war ends, that nation faces a high risk of relapse into renewed war; the post-war peace is fragile. We conclude the course by examining some of the factors that affect the risk of civil war recurrence and the policy options available to post-civil war nations and the international community to build a more durable peace.

**Readings:**
- Fortna, Page (2004) "Does Peacekeeping Keep Peace?: International Intervention and the Duration of Peace After Civil War", *ISQ* 48(2)
- Collier et al., *Breaking the Conflict Trap*, Chapters 5, 6
- Yannis, Alexandros, "Kosovo: the Political Economy of Conflict and Peacebuilding", Chapter 7 in Ballentine and Sherman

**Suggested Readings:**

16. April 28: Review
1. Titles
Title, subtitles, and text subheadings should be chosen for succinctness and interest. Primary (an "A Head") and secondary (a "B Head") text headings should be centered with double line spacing above and below. Primary headings should be typed in capitals; secondary headings should have initial capital letters. Subsidiary headings under a secondary heading should be marked by "C Head," "D Head," etc. to indicate the priority level of heading.

2. Quotations
Quotations must correspond exactly with the original in wording, spelling, and punctuation. Short quotations within the text should be noted by quotation marks; longer quotations or extracts should be indented from the left margin and require no quotation marks. Changes and additions to quotations should be identified by bracketing; ellipses (...) should be used to identify omissions; emphasis added should also be indicated.

3. Citations
All citations should be specified in the text in the following manner:
(a) If the author is named in the text, cite by year of publication:
   Emile Durkheim (1966) has suggested...
(b) If the author is not named in the text, cite by last name and year of publication:
   It has been noted (Zinnes 1979) that...
(c) If necessary, pagination should follow the year of publication, separated by a colon:
   It was argued (Modelski 1983, 22) that...
(d) Dual authors should be joined by "and"; multiple authors should be listed in full on first citation and indicated by et al. thereafter:
   Other approaches (Snyder and Diesing 1977, 392-97) concede...
   Many assume (George et al. 1971, 271-72) that...
(e) If an author has multiple references for any single publication year, indicate specific works by use of lower case letters:
   On the one hand (Lacan 1974a, 45; Derrida 1977b, 22) it is...
(f) Series of references should be enclosed chronologically within parentheses and separated by semicolons with multiple works in the same year listed alphabetically by author:
   Proponents of the position (George 1982; Holsti 1983; Starr 1983)
(g) Citations from electronic sources: Citations for information found on the World Wide Web, an e-mail message, a listserv message or other electronic forms should follow the common in text pattern of author, year and, if available, the page number. If the electronic source does not have page numbers, it is appropriate to use internal divisions such as section numbers or chapter heading to assist the reader in finding the original information.
   (CIA 1999, Afghanistan/Government)
(h) Repeat citation each time it is necessary. Avoid "ibid.," "op. cit.," or "supra." Be sure that every cited work is included in the reference section and that the spellings of the authors' names and dates of publications are accurate in both citations and references.

4. References
The reference section should be double-spaced and begin on a new page following the text.
The reference form is modified from the Style Manual of the American Political Science Association (Draft, 1985) prepared by the APSA Committee on Publications. Works should be listed alphabetically by author, or by institution or title of any material not attributed to a specific author or authors. References should conform to the following format:

Books
References to books should list author(s), year, title, place of publication, publisher. Chapter and page numbers should be in the citation, not the reference.:

Journal Articles
References to journal articles should list author(s), year, and title of article, journal name, volume, and inclusive pages:

Articles in Edited Volumes
References to works in edited volumes should list author(s), year, essay title, volume title, volume editor(s), inclusive

Monographs
Reference to monographs in a series should list author(s), year, title, series title, place of publication, and publisher:

Newspaper and Magazine articles
References to newspaper and magazine articles should list author(s), date of the article, title, and magazine or newspaper.
Use the in-text citation: (Why Vote at All? 1980, 14)

English Translations
References to English Translations should list author(s), date, title, and translator's Name etc. (see example below):

Sources in Foreign Languages
References to sources in foreign languages should list the translated titles of books and long articles (in brackets, not underlined); do not translate the names of well-known periodicals. Romanized or foreign language words after the first work (except for proper names and for nouns in German) ordinarily begin with small letters.

Government Documents
References to Government Documents should list "author(s)" and date, title (underlined) and the term, session, place of publication, and publisher:

Electronic Sources
World Wide Web: The reference listing for a WWW citation should contain the author's name; date of publication or last revision; title of document; title of complete work (if applicable), underlined; URL, in angle brackets; and date of access, in parentheses:

Email Message:
To document an email message, you need to provide the author's name; the author's email address, in angle brackets; the date of publication; the subject line from posting; the type of communication (personal email, distribution list) in square brackets; and the date of access, in parentheses:

Newsgroup Message:
To document a newsgroup message, you need to provide the author's name; the author's email address, in angle brackets; the date of publication; the subject line from posting; the name of the newsgroup, in angle brackets; and the date of access, in parentheses:

Television and Radio Programs
References to television and radio programs should list the station, date, and title of show:

5. Notes
Notes should be listed double-spaced and on separate sheets at the end of the manuscript with their location in the text clearly marked by superscript numbers