TEXTS:


Recommended:

Skocpol, Theda. 1979. States and Social Revolutions. New York: Cambridge University Press.

COURSE OBJECTIVES

Since the end of World War II, there has not been a single day in which there was not an armed conflict of some sort going on somewhere in the world. Of course, war has never been rare. What is different about the last half century is that, first, the most common form of armed conflict since 1945 has not been interstate war between two sovereign nations but terrorism and civil war within nations. Second, until the disintegration of the Soviet Union in 1991, these wars had occurred almost exclusively in the nations of the Third World. Third, once a nation experiences a civil war, it is highly likely to experience another one.

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 violence. We will begin with a brief overview of the patterns of civil conflict over the last 50 years. We will then survey the major theoretical schools that have emerged to explain the causes of civil war. We will use these theoretical frameworks to make some sense of several forms of civil conflict – peasant-based revolutionary insurgencies, ethnic conflict, and terrorism – and the different phases of the civil conflict process: onset, duration and outcome, and post-civil war peace duration.

COURSE REQUIREMENTS

Your grade in this course will be based on class participation and presentations, a take-home exam and a research project.

A. Class Participation: 15% of final grade
A minimum of fifteen (15) percent of your grade will be determined by in-class participation, including attendance and a presentation of your research project at the end of the semester. Attendance is expected at all class sessions. You will also be expected to make presentations on assigned journal articles. Attendance, presentations, plus my estimate of your contributions to class discussions (in the form of informed participation in class discussion and attentive listening to the contributions of others) will determine your score on this portion of your final grade. "Informed" participation means that it is apparent from your comments that you have completed the assigned readings prior to class.
B. Exam: 35% of final grade
The final exam will be distributed at the end of the last class session (December 7), and it will be due December 14 (the final exam date for this class period). The purpose of the final exam is to get you to bring together the material we cover in the class in several integrative essays. The questions will be designed to help you prepare the sort of essays that you will have to do on your doctoral qualifying exams. The exam will be take-home and will consist of essay questions. You are free to use any books, notes, or journal articles that you have, but **you are not to confer with other students on the test questions.** Evidence of collaboration with other students or 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. **There is a 3 point penalty for each day you are late turning in an exam.** You are required to turn in a printed copy of your exam and to submit an electronic copy to [www.turnitin.com](http://www.turnitin.com). The course code and password for turnitin.com are listed on the previous page. Please register with turnitin.com immediately.

C. Research Project: 50% of final grade
Each student is expected to complete a research paper on some topic in the general field civil war and political violence, including revolution, repression, ethnic conflicts, terrorism as well as 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, or any related topic. You should approach this assignment as the first step in a research project that will lead to a conference paper and a refereed publication. Accordingly, 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. If you can test your hypotheses with an existing dataset, that is even better (though not required); even a preliminary analysis will get you one step closer to the goal of a refereed publication.

The purpose of this project is to develop your ability to conduct research, to think and write critically and analytically, and to 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 percent of your final research project grade that is determined by each installment are as follows:

1. **Problem Statement & Annotated Bibliography** (15%) - September 26 (Monday)
2. **Literature Review and Research Design** (25%) - October 31 (Monday)
3. **Final Draft** (60%) - December 5 (Monday)

**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. You will be penalized three (3) points for every day you are late with any one of the installments. You are required to turn in a printed copy of each installment AND submit an electronic version to turnitin.com.

**PART 1: Problem Statement and Annotated Bibliography (15%)** Due: September 26
In the first installment you are expected to:

a. **choose a research topic:** 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. For example: What pre-conditions are
conducive to different forms of civil conflict? Are democracies less likely to experience civil war, more likely to end them sooner and with an outcome more favorable to the government or the rebels? Is the post-civil war peace more likely to last under certain conditions? What conditions determine whether civil war will occur in an ethnically divided society? Are ethnically based civil conflicts more likely to last longer than non-ethnic conflicts, to end in outcomes more favorable to government or rebels? What factors determine whether outside actors will intervene in a civil war, and what effects does intervention have on the outcome of civil war?

b. **identify and read (10) scholarly journal articles on your topic**: for this installment, confine your research to scholarly journals or chapters in scholarly anthologies. Do NOT include in your annotated bibliography articles from newspapers, news magazines, opinion magazines, government documents, or material available on the web. 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 1/2-1 page summary for each of six (6) of the articles and a 1-2 page problem statement**: 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. 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. It should be the equivalent of a paper proposal submission to a conference: interesting enough to persuade the program committee that it should be included in the conference programs and informative enough to allow them to assess the merits and potential of the research and determine under what panel topics it would fit. The problem statement should also make the case that this is a “do-able” project that can be completed by the end of the semester.

**PART 2: Literature Review and Theoretical Framework (25%)**

Due: October 31

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). 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. You should also describe in more detail the plan by which you will explore this research question, to include a detailed statement of the research question or puzzle that will be the focus of your research paper, what major themes you have gleaned from your review of the relevant articles you have read, and how you plan to approach your analysis of the research question.

**PART 3: Final Draft Research Design, Analysis and Presentation (60%)**

due December 5

Drawing on the literature review and theoretical framework 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 testable hypotheses and explain how they are derived from the theoretical framework. You should also spell out what data would be required to test these hypotheses and what statistical technique you would used to test them and then generate findings and interpret them.

**Part 4: Class Presentations**

December 5

We will reserve the last class session and the exam day for this class for students to present their research projects, and you will be expected to make a presentation (with powerpoint slides) comparable to what you would do at a conference.

The keys to writing a good paper are thorough research, careful writing and frequent REWRITING. At each stage 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** (single spaced, no more than one-inch margins on all four sides, no larger than 12pt or 12 cpi font) and you should use the citation format in the style sheet that will be distributed in class.

**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 honesty 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 any other human being.
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, so avoid it.

**IMPORTANT DATES**

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<thead>
<tr>
<th>Paper installment 1 due</th>
<th>- September 26 (Friday)</th>
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<tr>
<td>Paper installment 2 due</td>
<td>- October 31 (Friday)</td>
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<tr>
<td>Paper installment 3 due</td>
<td>- December 5 (Monday)</td>
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<tr>
<td>Final exam distributed</td>
<td>- December 7</td>
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<tr>
<td>Final exam due</td>
<td>- December 14</td>
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**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), turning 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 also means showing respect for alternative opinions and points of view, listening when either the instructor or a fellow student is speaking to the class, and refraining 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.

University of North Texas -- 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.

University of North Texas -- 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

Policies on academic dishonesty:
http://www.vpaa.unt.edu/academic-integrity.htm

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"

Department 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.

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 OUTLINE AND READING ASSIGNMENTS**

Reading assignments are indicated in the course outline that follows. 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.

1. **AUGUST 31: DIMENSIONS OF CONFLICT IN THE POST-WORLD WAR II ERA**

We begin the course with an overview of the extent and forms of civil violence in the post-World War II era. Over the last 60 years, some important trends are evident in the patterns of armed conflict in the world: (1) civil war has surpassed interstate war as the most frequent and deadly form of conflict, (2) the Third World (Asia, Africa, Latin America) has replaced the major power system as the primary locus of conflict, (3) about half of the nations that have one civil war experience a relapse into renewed conflict at a later date. With these patterns in mind, we will conclude with a review of the Sambanis article that identifies some critical measurement issues in building datasets to test theories on aspects of the civil conflict process.

**Readings:**
- Gleditsch, Nils Petter; Erik Melander; and Henrik Urdal. 2016. “Introduction – Patterns of Armed Conflict since 1945,” Chapter 1 in Mason and Mitchell, *What Do We Know About Civil Wars?*
- Cunningham, David; Kristian Skrede Gleditsch; and Idean Salehyan. 2016. “Geography, Organization, and Events.” Chapter 15 in Mason and Mitchell, *What Do We Know About Civil Wars?*

**Suggested Readings:**

2. **SEPTEMBER 7: GRIEVANCES, GREED AND 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. The Mason chapter presents a review of the major theoretical schools on civil war onset. The last two articles are empirical tests of “greed” versus “grievance” based theories of civil war onset.

**Readings:**


**Suggested Readings**


3. SEPTEMBER 14: THE REBEL’S DILEMMA

Rational actor models (RA) represent a reaction to the deficiencies of RD theory. Specifically, RA theories focus on the “rebels 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. We will read most of Lichbach’s seminal book on the rebel’s dilemma and then explore some works on possible solutions to the rebel’s dilemma.

**Readings:**


**Suggested Readings:**


4. SEPTEMBER 21: MOBILIZING REVOLUTIONARY SOCIAL MOVEMENTS

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. We will discuss Tilly’s classic work as well as some other works from this school.

**Readings:**


**Suggested Readings:**

### 5. SEPTEMBER 28: 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**
DeRouen, Jr., Karl and David Sobek. 2016. "State Capacity, Regime Type and Civil War," Chapter 3 in in Mason and Mitchell, What Do We Know About Civil Wars?

**Suggested Readings**

### 6. OCTOBER 5: 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:
Joshi, Madhav and T. David Mason. 2010. "Land Tenure, Democracy, and Patterns of Violence
During the Maoist Insurgency in Nepal, 1996-2005", *Social Science Quarterly* 91: 984-1006.

Suggested Readings:
383-418.
(January): 5-35.
Paige, Jeffery M. 1975. *Agrarian Revolution: Social Movements and Export Agriculture in the
Underdeveloped World.* New York: Free Press. Ch. 1
Berkeley: University of California Press.
Asia.* New Haven: Yale University Press.
Yale University Press.
Landham, MD: Rowman & Littlefield.
*Comparative Political Studies.* 19: 487-516.

7. OCTOBER 12: PATTERNS OF 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:
Seymour, Lee J. M. And Kathleen Gallagher Cunningham. 2016. “Identity Issues and Civil War:
Ethnic and Religious Divisions,” in Mason and Mitchell, *What Do We Know About Civil Wars?*
Donald Horowitz, *Ethnic Groups in Conflict*, Ch. 1-6
Configurational Analysis of a New Global Data Set.” *American Sociological Review* 74 (2):
316-337.
Suggested Readings:


8. OCTOBER 19: TERRORIST VIOLENCE AND CIVIL WAR

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. Terrorist violence is a favored tactical choice of dissident groups prior to, during, and after civil wars. In this section we will explore the linkages between terrorist violence and the civil conflict process.

Readings:


Suggested readings

9. OCTOBER 26: WOMEN AND CIVIL WAR
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:
Melander, Erik. 2016. “Gender and Civil Wars,” Chapter 12 in Mason and Mitchell, *What Do We Know About Civil Wars?*

Suggested Readings:

10. NOVEMBER 2: CIVIL WAR ONSET
We have already explored theories of civil war onset and reviewed some of the most prominent efforts to model civil war onset. In this section, we will examine some of the other factors that have been invoked to model civil war onset more precisely. Among the factors considered here are the resource curse, the status of women, and alternative conceptions of state weakness vs. democracy.

Readings
Suggested Readings:


11. NOVEMBER 9: REBELS AND GOVERNMENT IN CIVIL WAR

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:


Suggested Readings


12. NOVEMBER 16: INTERVENTION, CIVIL WAR DURATION AND OUTCOME

One promising trend in recent years has been that the number of civil wars on-going at any given time declined. This is largely a matter of the number of wars being brought to an end exceeding the number of new civil war onsets. And this trend in civil war termination is largely a function of an increase in the 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 of less likely compared to military victories. 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

Linebarger, Christopher and Andrew Enterline. 2016. “Third Party Intervention and the Duration and Outcome of Civil Wars,” Chapter 6 in Mason and Mitchell, What Do We Know About Civil Wars?


Suggested Readings


13. NOVEMBER 23: BROKERING PEACE AGREEMENTS: HOW CIVIL WARS END
While civil war protagonists may come to prefer a negotiated settlement to continued conflict, getting to an agreement is impeded by credible commitment problems: how can you be sure that your rival will abide by a peace agreement and not use that opportunity to gain through deception a military victory they could not achieve on the battlefield. In this section, we will examine mechanisms for resolving credible commitment problems, including third party mediation, power-sharing elements in peace agreements.

Readings
Kathman, Jacob and Megan Shannon. 2016. “Ripe for Resolution: Third Party Mediation and Negotiating Peace Agreements,” Chapter 7 in Mason and Mitchell, What Do We Know About Civil Wars?
Hartzell, Caroline. 2016. “Negotiated Peace: Power-Sharing and Peace Agreements,” Chapter 8 in Mason and Mitchell, What Do We Know About Civil Wars?

Suggested Readings
14. **NOVEMBER 30: SUSTAINING THE PEACE AFTER CIVIL WAR**

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**


**Suggested Readings**


15. **DECEMBER 7: RESEARCH PRESENTATIONS**

Exam distributed - due December 14