

# **CRIM.6890 – 202**

## **Civil Wars**

Fall 2021

Wed.: 6:30p.m. – 9:20p.m.

## **Instructor**

**Professor:** Dr. Christopher Linebarger  
**Email:** Christopher.Linebarger@uml.edu  
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**Office Hours:** Mon. & Wed.: 1:30–3:00

## **Description**

Civil wars are among the deadliest forms of conflict on the planet. Since the end of World War II in 1945, conflict within countries has become more common than the international wars that are fought between them. Such conflicts destroy local economies and infrastructure, undermine public health, and generate widespread despair, anger, and radicalization. Civil conflicts also have significant implications for national security. Terrorists find safe haven in failing states ravaged by civil war, refugees flee conflict zones for neighboring states, and the underground traffic in illicit substances and persons proliferates. Beyond the widespread consequences on national security, civil wars also produce enormous human suffering. It therefore serves us to understand the causes and consequences of this deadly phenomenon.

## **Course Objectives**

On completion of the course, students should be able to:

- Understand the fundamental theories of civil war;
- Become conversant in the classic works of the field;
- Develop familiarity with contemporary research;
- Understand how to critique works of academic social science;
- Learn how to become a knowledge producer in the field; and,
- Undertake a large, original research project.

## COVID Policies

Students are expected to attend class regularly, as regular attendance is one of the most important contributors to student success. However, students may occasionally need to miss class due to illness, emergency, or caring for a sick family member. In such cases, you are responsible for notifying me of your absences and working with me to arrange to make up any missed work. I will be very accommodating to students who are experiencing pandemic-related challenges, but you must communicate your requests with me regularly and with as much advance-notice as possible.

If you test positive, are exposed, and/or are required to quarantine, ***do not attend class!*** Doing so will not count against your grade.

Also, if you feel sick (COVID or not), ***do not attend class!*** Even if you are only experiencing a cold, both your fellow students and myself would be more comfortable if you recuperate at home. Doing so will not count against your grade.

Likewise, if I should need to miss class, I will communicate with you via email as soon as possible with instructions.

If the University returns to remote learning, or if the professor must quarantine, necessary adjustments to this syllabus will be made.

## Course Structure

This is a graduate level seminar in which students are expected to independently research the topics covered in the course and to form their own academic point of view. As such, all students are expected to be fully prepared for each class session, to have completed all assigned readings, and to actively participate in class discussions. The course contains a mix of Master's and PhD level students; as such, it is designed to function at the doctoral level.

A primary objective of the course, therefore, is to familiarize advanced students with the fundamentals of civil war as a field of academic inquiry. Less focus is given to cases, histories, and accounts, and more attention is paid to the practice of research. Students will complete the class having gained an appreciation for the social science of civil war, and will be ready to produce their own original work that can be turned into a thesis, dissertation, conference paper, or peer-reviewed journal article.

This course is structured as a discussion seminar. "Lectures" will be a minimal part of the course, and students are expected to come to class ready to offer their own informed judgements and critical insights on the literature. The course will feature a mix of classic and modern readings. Classic works in the field allow students to see "the big picture" and to gain an appreciation for the major theoretical perspectives. Modern works are informed by contemporary social science, written by currently active scholars, and feature an empirical component that may take the form of a statistical analysis, formal model, experiment, or field work.

Much of this class' readings are in the Conflict Processes/Scientific Study of International Processes (SSIP)/Peace Science tradition. Such work seeks scientific understanding of violent conflict and war. A large majority of it is quantitative in nature, presenting statistical tests of theoretical propositions.

## Required Readings & Course Material

There is no textbook in this class. All assigned readings consist in journal articles to be found in the library's database. These are listed on the course calendar below.

## Student Mental Health and Well-being

We are a campus that cares about the mental health and well-being of all individuals in our campus community, particularly during this uncertain time. If you or someone you know are experiencing mental health challenges at UMass Lowell, please contact Counseling Services, who are offering remote counseling via telehealth for all enrolled, eligible UMass Lowell students who are currently residing in Massachusetts or New Hampshire. I am available to talk with you about stresses related to your work in my class.

Link to Counseling Services: <https://www.uml.edu/student-services/counseling/>

## Disability Services

If you have a documented disability that will require classroom accommodations, please notify me as soon as possible, so that we might make appropriate arrangements. Please speak to me during office hours or send me an email, as I respect, and want to protect, your privacy. Visit the Student Disability Services webpage for further information.

Additionally, Student Disability Services supports software for all students. Read&Write Gold is literacy software that allows you to read on-screen text aloud, research and check written work, and create study guides. You can download the software from the IT Software webpage on the UML website.

Link to Student Disability Services: <https://www.uml.edu/student-services/Disability/>

Link to IT Software: <https://www.uml.edu/IT/Services/Software/Read-Write-Gold.aspx>

## Diversity, Inclusion, and Classroom Community Standards

UMass Lowell – and your professor – value human diversity in all its forms, whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Enrich yourself by practicing respect in your interactions, and enrich one another by expressing your point of view, knowing that diversity and individual differences are respected, appreciated, and recognized as a source of strength.

## Academic Integrity Policy

All students are advised that there is a University policy regarding academic integrity. It is the students' responsibility to familiarize themselves with these policies. Students are responsible for the honest completion and representation of their work.

Link to UMass Lowell policy: <https://www.uml.edu/catalog/undergraduate/policies/academic-policy/academic-integrity.aspx>

Students should follow accepted ethical and moral standards in their academic work. Academic misconduct, including plagiarism or cheating, will result in a zero on the assignment in question.

## University Privacy Statement

UMass Lowell recognizes the importance of mutual trust between students and faculty. Neither faculty nor students may record video or audio of a course or private conversation without all parties' consent. Massachusetts is a two-party consent state, which means it is illegal to record someone without their permission. Recordings of classroom lectures are the intellectual property of the instructor. Instructors have the right to prohibit audio and video recording of their lectures, unless the requesting student is registered with Disabilities Services and recording of class sessions is an approved accommodation. In addition, sharing of or selling recordings of classroom activity, discussions or lectures with any other person or medium without permission of the instructor is prohibited.

## Health & Safety

The safety and health of the UMass Lowell community is our shared priority. In seeking to provide the fullest academic and campus life experience possible, UMass Lowell will rely on all members of our community to act responsibly. For the latest updates on UMass Lowell's COVID policies, please visit [www.uml.edu/coronavirus](http://www.uml.edu/coronavirus).

UMass Lowell has implemented reasonable health and safety protocols in accordance with national and state public health guidelines. These standards apply to anyone who is physically present on campus or participating in a UMass Lowell-sponsored activity.

- *Daily Symptom Checker*: All campus community members should use the daily symptom checker ([www.uml.edu/alert/coronavirus/COVID-19-symptom-review.aspx](http://www.uml.edu/alert/coronavirus/COVID-19-symptom-review.aspx)) every day prior to leaving your home, apartment or room.
- *Vaccination*: COVID-19 vaccination is required for ALL students (with rare and approved exceptions). Please visit Mass. Vaccine Finder ([vaxfinder.mass.gov](http://vaxfinder.mass.gov)) to find vaccine locations.
- *Face Coverings*: Face coverings are required for all faculty, staff, students, vendors and visitors regardless of vaccination status in nearly all indoor common spaces, including classrooms, instructional laboratories, meeting rooms, work areas, break rooms, hallways, elevators and restrooms. Face coverings are not required outdoors. Faculty may opt to remove face coverings when teaching.

## Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions, and to do so without awkward

confrontations with their fellow students. It is your responsibility to be on time and stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. If you are unavoidably late, please enter the classroom with as minimum a disruption as possible. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, class discussions of issues relating to politics, security strategies, and criminology can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

*Scholarly Comments:*

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

*Unacceptable Comments:*

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

## **Late Assignment Policy**

Late submissions will only be tolerated in exceptional cases (such as a medical or family emergency). Without proper documentation, assignments that are submitted late will receive an automatic 10 percent reduction per day. Assignments submitted more than 5 days after the deadline will not be accepted and will receive a zero.

## **Inclement Weather, Class Cancelations, and Remote Learning**

If, for any reason, a class is unable to meet as regularly scheduled, the instructor will make adjustments to the class schedule.

# Assignments

There are three major components to the class (with grade percentages):

1. Participation (20%);
2. Reaction papers / Presentations (three total) (15%);
3. One final exam (15%); and,
4. One research paper (50%).

## 1 — Participation (20% of grade).

This will be a discussion-based graduate seminar. Students will play a key role in leading class; all students are expected to come to each class meeting prepared to discuss the readings. This will involve spending the time to read each article on the reading list, and thinking about what each contributes to the weekly topic. Merely showing up and occupying a seat will not constitute full participation; however, pseaking up frequently is not as important as contributing meaningful arguments and well-reasoned critiques. Appendix A contains a list of potential questions that can assist you with the readings. Periodically, I will post an assessment of student participation in Blackboard. This way, you can make mid-semester corrections as necessary.

To facilitate discussion, students should bring copies of the readings to class, either in the form of print-outs or in electronic form (ie, on a laptop or tablet).

Class discussions every week will focus on such issues as the theoretical arguments being made (explicitly or implicitly), the empirical evidence that is marshaled to test these arguments, weaknesses or shortcomings of the work so far, and potential directions for future research.

Obviously it is impossible to participate in a seminar discussion if you are not in attendance. If you cannot make it to class because of a legitimate conflict (e.g. conference attendance, serious illness, etc.), please contact me before the day of class, if possible. Note that coming to class late will be penalized. Other ways to lose participation points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes, texting, browsing the internet), leaving class early without my explicit prior approval, repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

## **2 – Three Reaction Papers / In-Class Presentations (15% of grade in total).**

Beyond regular class attendance and active participation in class discussions, each student is expected to write 3 reaction papers and then present them to the rest of class. The papers should involve identifying one or more important questions related to the week's topic that have been left unanswered or answered incompletely by the readings (and offering tentative suggestions on how such gaps might be filled in future research), and/or proposing some extension of the week's readings to a new question or area. The discussion questions suggested in Appendix A offer a good place to begin in thinking about these presentations (but don't feel limited to these suggestions; feel free to head off in a different direction). Each paper should be described in 3–5 pages to be handed in for evaluation. These papers should be turned in through that week's SafeAssign link in Blackboard.

The presentations are meant to help focus the class discussion on new directions from the week's readings, and to help identify interesting directions for future research (perhaps even for this course's research paper). They should be written from a research-oriented, academic perspective, rather than a literature review or a Siskel-and-Ebert-style review ("I liked/hated this article" or "thumbs up/down"), and should be constructive; criticisms of assigned readings should be accompanied by one or more suggestions about how to overcome identified problems, with appropriate discussion of the implications of these suggestions for the body of research. It is not recommended that these discussion papers focus on an assigned reading that was primarily a literature review, as those are similar in format to this assignment; if you are going to focus on a review article, the discussion paper will need to focus on ways to extend the literature beyond what the original article already suggested.

The following additional guidelines apply:

1. Presentations should be around 10–15 minutes. These are meant to be informal; you will not be speaking at the front of the class, and PowerPoint slides are not necessary. The objective is to discuss your reaction paper and your thoughts about the week's readings.
2. We will assign reaction papers in the first class session.
3. The reaction papers and presentations should not engage in summary; rather, these should critically synthesize the literature assigned during that week.
4. Reaction papers can respond to any element of that week's readings. They might react to that week's readings as a whole, a particular reading, or an aspect that cuts across a subset of the readings.
5. The aim of the reaction papers is for students to gain practice in the art of reviewing the literature, and to gain an appreciation for the social science craft. They should be critical reactions that could: identify one or more important questions that the literature leaves unanswered or answered incompletely; propose ways to extend the readings into a new question or area; offer methodological or theoretical criticisms; or some combination of the above.
6. In-class presentations should help focus the class discussions on new directions from the week's readings, and to help identify interesting directions for future research.

7. Each student should be prepared to critically discuss, agree/disagree with their peer's work.
8. To further the above aim, ***papers will be due 24 hours before the start of class session.*** The professor will then distribute that week's reaction papers to the class.
9. The first segment of each class will be devoted to these presentations.

### **3 — Final Exam (15% of grade in total)**

There will be a single final exam in this class. The exam will be made available at the start of Week 15 and will be due in Blackboard during finals week. The exam will pose question(s) for which written responses will be necessary.

### **4 – Research Paper (50% of grade in total)**

The largest portion of this class is to develop a research proposal. The aim is for you to create a paper that *could* form the core of future work, such as a conference presentation, peer-reviewed journal publication, or thesis.

Your paper cannot reproduce (in whole or in large part) any of your previous coursework (discuss with me if you are unsure about this). Your research paper should a) clearly identify your research question, b) review and synthesize the relevant literature, c) develop a theoretical argument and derive testable hypotheses, d) develop a research design to evaluate the hypotheses empirically, and e) present an empirical evaluation of the hypotheses. You may use whatever methodology you feel is most appropriate to the issue and which you feel qualified to implement (quantitative, qualitative, or formal methods are acceptable). Although I am a quantitative researcher, I will not penalize good historical/case-study/qualitative work. Conversely, I will not be impressed by poorly executed quantitative analysis.

You are encouraged to pick a topic that interests you within the realm of civil wars. Your topic will be mutually agreed upon with the professor. Although it could be the core of a thesis or dissertation, this is not a requirement.

Your paper will be developed over the course of the semester and will progress through a series of steps. These steps are as follows:

1. **Research Proposal.** Your first assignment is to identify a research problem and its related questions. This proposal should be a brief description of the paper topic, its motivation/background, a statement of the topic and perhaps basic theoretical logic and hypotheses or possible empirical tests. 3 page maximum, double-spaced, 1 inch margins. You should also include an initial list of references for your bibliography, with seven sources listed at minimum. These are sources that might serve as a foundation for your work, although its possible they will not ultimately be foundational (or even cited) as your project evolves.  
**Due September 12 at 11:59 PM; 5% of research paper grade.**

I will then email your proposals to the class so that they can be read by your fellow students. In class on **September 15**, you will briefly present your research question. We will break into groups and each student will present and discuss the research question(s) that they are thinking about for their final paper. You are responsible for reading your group members'



research proposal and coming to class prepared to provide feedback (possible theories, methods, data, ideas, etc). This will be a relatively informal discussion – visual aids, preliminary data, etc are not required. It is simply an opportunity for you to share your ideas, get early feedback, and start to polish your research question.

2. **Front End.** Front end of the paper, at least 8 double-spaced pages in length. This should include an initial draft of all front-end elements of the paper (ie, introduction/research question, literature review, and theory/hypotheses). **Due October 17; 20% of research paper grade.**
3. **Final Draft.** You will turn in a final draft of the paper by **11:59 PM on November 21**. The draft is to include: (1) an abstract (on a separate cover page); (2) an introduction; (3) literature review; (4) theory; (5) research design and analysis; (6), conclusion; and (7), references. There is no specific page requirement; you should write a paper of sufficient length to analyze your research question. At a minimum, I would expect a paper around 20 pages in length (not including notes, tables, references, and appendices). **The final draft is worth 50% of research paper grade.** After all the paper are turned in, I will assign each paper a discussant from within the class. Each discussant is to write a review of their assigned paper (see below).
4. **Presentation, Review, & Discussion.** Next, you will make a presentation of your work at the end of the semester (length dependent upon class enrollment). Students should treat this assignment like a real conference presentation (professional dress isn't required, however). PowerPoint slides should be used. After the presentation is complete, an assigned peer discussant will provide two minutes of constructive comments with specific suggestions on how to improve the paper. This review should be written up in a document of approximately 3 double-spaced pages to be handed in for a grade. **Due December 1; Presentation is 15% of paper grade; Review / Discussion is 10%.**

If there is time, we may also have a general Q & A period. Students are required to provide thoughtful questions and feedback to presented work during the Q & A.

Your paper must include appropriate footnotes, parenthetical citations, and qualified, scholarly sources (e.g., do not cite Wikipedia or other questionable websites). A bibliography page must be included. The paper should use APA standards for citations.

The paper is open with respect to geographic location and time period. It is also open with respect to methodological technique, so long as the method is appropriate to the research question (and the class topic).

<b>Paper component</b>	<b>Due date</b>
Research proposal	Sept. 12
Proposal presentation	Sept. 15
Front end	Oct. 17
Final draft	Nov. 21
Presentation / Commentary	Dec. 1

# Grades

## Participation and Presentation Grades

The following general grading scale will be used for both participation and presentations:

- **A to A- (90 to 100):** The student made a very strong contribution to the course. Class discussion, comments, and/or presentations reflected a great deal of thought about the material, and were constructive (for example, not only identifying current weaknesses and showing how these weaknesses limit the current literature, but suggesting future directions that could help overcome these weaknesses or to extend the literature in important ways).
- **B+ to B- (80 to 89):** The student contributed meaningfully to the course. Class participation and/or presentations went beyond repeating the assigned material, perhaps identifying weaknesses in the current literature, but did not make many constructive suggestions about how these weaknesses might be overcome or how the literature might usefully be extended in the future.
- **C+ to C- (70 to 79) or lower:** The student did not contribute meaningfully. Class participation and/or presentations were limited to repeating the assigned material rather than making connections or extensions, or were filled with mistakes and inaccuracies.
- **D or F (69 or lower):** The student was a net drain on the course, rarely if ever speaking in class or failing to make the required number of presentations.

## Final Grades

Final are assigned according to the following scale:

Letter Grade	Percentage
A	93–100%
A-	90–92.9%
B+	87–89.9%
B	83–86.9%
B-	80–82.9%
C+	77–79.9%
C	73–76.9%
C-	70–72.0%
D+	67–69.9%
D	64–66.9%
F	0–63.9%

# UMass Lowell Policies

## Academic Integrity Policy

Please visit: <https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Academic-Integrity.aspx>, and familiarize yourself with UMass Lowell Integrity policy. Students should follow accepted ethical and moral standards in their academic work. A violation is subject to administrative dismissal.

## Student Disability Services

UMass Lowell is dedicated to assisting students with disabilities by providing sensible accommodations in all courses. Students with documented disabilities should contact the Student Disability Services at: <http://www.uml.edu/studentservices/Disability/default.aspx> or by calling: 978-934-4574.

# Course Calendar & Assigned Readings

The following calendar is only a guide. Dates and topics are subject to change. Any changes will be announced in-class well ahead of time. It is your responsibility to keep up to date with any schedule alterations.

The “Additional resources” are *not required* for the class. They are listed simply to provide additional context, to suggest material that could be useful for writing your papers or preparing your presentations, and to provide you with direction if a particular topic interests you enough to pursue it in the future.

## Week 1, September 1: Introduction

*Required readings:*

- No readings.

## Week 2, September 8: The Scope and Definition of the Problem

*Required readings*

- Therese Pettersson and Magnus Oberg. 2020. “Organized Violence, 1989–2019.” *Journal of Peace Research* 57(4).
- Jaclyn M. Johnson and Clayton Thyne. 2017. “The Aftermath of Civil Conflicts.” *Oxford Research Encyclopedia*. Available online: <https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-514>
- Nicholas Sambanis. 2004. “What is Civil War?: Conceptual and Empirical Complexities of an Operation Definition.” *Journal of Conflict Resolution* 48(6): 814-858.
- Christopher Blattman and Edward Miguel. 2010. “Civil War.” *Journal of Economic Literature* 48(1): 3-57.
- Barbara Walter. 2017. “The New New Civil Wars.” *Annual Review of Political Science*. 20: 569–486.
- Stathis N. Kalyvas and Laia Balcells. 2010. “International system and technologies of rebellion: How the end of the Cold War shaped internal conflict.” *American Political Science Review* 104(3): 415-429.

*Additional resources:*

- Stathis Kalyvas. 2001. “New” and “Old” Civil Wars: A Valid Distinction?” *World Politics* 54(1): 99–118.
- Stathis Kalyvas. 2003. “The Ontology of ‘Political Violence’: Action and Identity in Civil Wars.” *Perspectives on Politics* 1: 475–494.

## Week 3, September 15: Grievances and Psychological Explanations

### *Required readings*

- James D. Fearon and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1):75-90.
- Paul Collier and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56:563-95.
- Ted Robert Gurr. 1968. "Psychological Factors in Civil Violence." *World Politics*. 20(2): 245–278.
- Cederman, Lars-Erik, Nils B. Weidmann, and Kristian S. Gleditsch. 2011. "Horizontal inequalities and ethnonationalist civil war: A global comparison." *American Political Science Review* 105(3):478-95.
- Halvarg Buhaug, Lars-Erik Cederman, and Kristian Skrede Gleditsch. 2014. "Square Pegs in Round Holes: Inequalities, Grievances, and Civil War." *International Studies Quarterly* 58(2): 418–431.
- Halvarg Buhaug et al. 2021. "A Conditional Model of Local Income Shock and Civil Conflict." *Journal of Politics*. DOI: <https://doi.org/10.1086/709671>

### *Additional resources*

- James C. Davies. 1962. "Toward a Theory of Revolution." *American Sociological Review*. 27(1): 5–19.
- Patricia Justino and Bruno Martorano. 2018. "Welfare Spending and Political Conflict in Latin America, 1970-2010." *World Development* 107: 98-110.
- Graeme Blair, Christine Fair, Neil Malhotra, and Jacob Shapiro. 2013. "Poverty and Support for Militant Politics: Evidence from Pakistan." *American Journal of Political Science* 57(1): 30–48.
- Edward N. Muller and Mitchell A. Seligson. 1987. "Inequality and Insurgency." *American Political Science Review* 81(2): 425–451.
- Ted Robert Gurr. 1970. *Why Men Rebel*. Princeton University Press.

## Week 4, September 22: Ethnic Conflict

### *Required readings*

- Kristine Eck. 2009. "From armed conflict to war: Ethnic mobilization and conflict intensification." *International Studies Quarterly* 53(2):369-388.
- Rogers Brubaker and David Laitin. 1998. "Ethnic and Nationalist Violence," *Annual Review of Sociology*. 24: 423-452.
- David B. Carter, Andrew C. Shaver, and Austin L. Wright. 2019. "Places to Hide: Terrain, Ethnicity, and Civil Conflict." *The Journal of Politics*. 31(4).
- Elaine K. Denny and Barbara F. Walter. 2014. "Ethnicity and Civil War." *Journal of Peace Research* 51(2):199-212.
- Lars-Erik Cederman, Andreas Wimmer, and Brian Min. 2010. "Why Do Ethnic Groups Rebel?" *World Politics* 62(1): 87-119.
- Julian Wucherpfennig, et al. 2015. "Who Inherits the State? Colonial Rule and Postcolonial Conflict." *American Journal of Political Science*. 60(4).

### *Additional resources*

- John Mueller. 2000. "The Banality of Ethnic War." *International Security* 25(1): 42-70.
- Barbara F. Walter. 2006. "Building reputation: Why governments fight some separatists but not others." *American Journal of Political Science* 50(2), pp.313-330.
- James Fearon and David Laitin. 2000. "Violence and the Social Construction of Identity." *International Organization*, 54(4): 845-877.
- Lars-Erik Cederman, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105 (3): 478-95.
- Stefan Lindemann and Andreas Wimmer. 2018. "Repression and Refuge: Why Only Some Politically Excluded Ethnic Groups Rebel." *Journal of Peace Research*, 55(3): 305-319.
- Ernest Gellner. 1983. *Nations and Nationalism*. Cornell University Press.
- Benedict Anderson. 1983. *Imagined Communities: Reflections on the Origin and Spread of Nationalism, Revised Edition*. Verso.
- Erin K. Jenne. 2007. *Ethnic Bargaining: The Paradox of Minority Empowerment*. Cornell University Press.
- Roger D Petersen. 2002. *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth Century Eastern Europe*. Cambridge University Press.
- David A. Lake and Donald S. Rothchild. 1998. *The international spread of ethnic conflict: Fear, diffusion, and escalation*. Princeton University Press.

## Week 5, September 29: Opportunity Structures / Regime-Type

### *Required readings*

- Hanne Fjelde, Carl Henrik Knutsen, and Havard Mokleiv Nygard 2021. "Which institutions matter? Re-considering the democratic civil peace," *International Studies Quarterly*. DOI: 10.1093/isq/sqaa076.
- Cullen S. Hendrix. 2010. "Head for the Hills? Rough Terrain, State Capacity, and Civil War Onset." *Civil Wars*. 13(4).
- David Sobek. 2010. "Masters of their domains: The role of state capacity in civil wars." *Journal of Peace Research* 47(3) 267–271.
- Janet I. Lewis. 2016. "How Does Ethnic Rebellion Start?" *Comparative Political Studies*. 50(10): 1420–1450.
- Kaitlyn Webster. "Rethinking Civil War Onset and Escalation." *Working paper*.
- Zachary M. Jones and Yonatan Lupu. 2018. "Is there more violence in the middle?." *American Journal of Political Science* 62(3): 652-667.

### *Additional resources*

- Hanne Fjelde 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.
- Havard Hegre, Tanja Ellingsen, Scott Gates, Nils Petter Gleditsch. 2001. "Toward a democratic civil peace? Democracy, political change, and civil war, 1816–1992." *American Political Science Review* 95(1): 33–48.
- Cullen S. Hendrix. 2010. "Measuring state capacity: Theoretical and empirical implications for the study of civil conflict." *Journal of Peace Research* 47(3): 273-285.
- Bethany Lacina. 2014. "How Governments Shape the Risk of Civil Violence: India's Federal Reorganization, 1950-56." *American Journal of Political Science*. 58(3):720–38.
- Mark I. Lichbach. 1994. "Rethinking rationality and rebellion: Theories of collective action and problems of collective dissent." *Rationality and Society* 6(3):8-39.
- Ted Robert Gurr. 1988. "War, revolution, and the growth of the coercive state." *Comparative Political Studies* 21(1): 45-65.
- Robert Bates. 2008. *When Things Fell Apart: State Failure in Late-Century Africa*. Cambridge University Press.
- Jeffrey Herbst. 2000. *States and Power in Africa: Comparative Lessons in Authority and Control*. Princeton University Press.
- Daron Acemoglu and James Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Publishing Group.

## Week 6, October 6: International Dimensions of Civil War Onset

### *Required readings:*

- Idean Salehyan and Kristian Gleditsch. 2006. "Refugees and the Spread of Civil War." *International Organization* 60(2):335-66.
- Lars-Erik Cederman, Kristian Gleditsch, Idean Salehyan, and Julian Wucherpfennig. 2013. "Transborder Ethnic Kin and Civil War." *International Organization* 67(2):389-410.
- Clayton L. Thyne. 2006. "Cheap Signals with Costly Consequences: The Effect of Interstate Relations on Civil War, 1945-1999." *Journal of Conflict Resolution* 50(6):937-961.
- Halvard Buhaug and Kristian Gleditsch. 2008. "Contagion or Confusion? Why Conflicts Cluster in Space." *International Studies Quarterly* 52(2):215-33.
- Corinne Bara. 2018. "Legacies of violence: conflict-specific capital and the post conflict diffusion of civil war." *Journal of Conflict Resolution*. 62(9), pp.1991-2016.
- Jessica Maves and Alex Braithwaite. 2013. "Autocratic institutions and civil conflict contagion." *Journal of Politics* 75(2): 478-490.

### *Additional resources*

- Kristian S. Gleditsch. 2007. Transnational dimensions of civil war. *Journal of peace research*, 44(3), pp.293-309.
- Nils W. Metternich, Shahryar Minhas, and Michael D. Ward. 2017. "Firewall? Or wall on fire? A unified framework of conflict contagion and the role of ethnic exclusion." *Journal of Conflict Resolution* 61(6): 1151-1173.
- Nathan Danneman and Emily Henken Ritter. 2014. "Contagious rebellion and preemptive repression." *Journal of Conflict Resolution* 58(2): pp.254-279.
- Alex Braithwaite. 2010. Resisting infection: How state capacity conditions conflict contagion." *Journal of Peace Research*. 47(3): pp.311-319.
- Nathan Black. 2013. "When have violent civil conflicts spread? Introducing a dataset of substate conflict contagion." *Journal of Peace Research* 50(6): pp.751-759.
- Christopher Linebarger. 2016. "Dangerous lessons: Rebel learning and mobilization in the international system." *Journal of Peace Research* 53(5): 633-647.



## Week 7, October 13: Civil War Duration, Termination, and Outcome

### *Required readings*

- Barbara F. Walter. 2009. "Bargaining Failures and Civil War." *Annual Review of Political Science* 12: 243-61.
- David E. Cunningham. 2006. "Veto Players and Civil War Duration." *American Journal of Political Science* 50(4): 875-892.
- Alyssa K. Prorok. 2016. "Leader Incentives and Civil War Outcomes." *American Journal of Political Science* 60(1): 70-84.
- David E. Cunningham, Kristian Gleditsch, and Idean Salehyan. 2009. "It takes two: A dyadic analysis of civil war duration and outcome." *Journal of Conflict Resolution*. 53(4): pp.570-597.
- Laia Balcells and Stathis N. Kalyvas. 2015. "Does Warfare Matter? Severity, Duration, and Outcomes of Civil Wars" *Journal of Conflict Resolution* 58: 1390-1418.
- Sawyer, Katherine, Kathleen Cunningham and Bill Reed. 2017. "The role of external support in civil war termination." *Journal of Conflict Resolution* 61(6): 1174-1202.

### *Additional resources*

- Mohammed M. Hafez. 2018. "Fratricidal Jihadists: Why Islamists Keep Losing their Civil Wars." *Middle East Policy* XXV(2): 86-99.
- Dylan Balch-Lindsay and Andrew J. Enterline. 2000. "Killing time: The world politics of civil war duration, 1820-1992." *International Studies Quarterly* 44(4): pp.615-642.
- Patrick Regan. 2002. Third Party Interventions and the Duration of Intrastate Conflicts. *Journal of Conflict Resolution*. 46(1).
- Justin M. Conrad, Kevin T. Greene, James Igoe Walsh, and Beth Elise Whitaker. 2019. "Rebel Natural Resource Exploitation and Conflict Duration." *Journal of Conflict Resolution*. 63(3): 591-616.
- William Zartman. 1989. *Ripe for Resolution: Conflict and Intervention in Africa*. New York: Oxford University Press.
- T. David Mason, Mehmet Gurses, Patrick T. Brandt, and Jason M. Quinn. 2011. "When Civil Wars Recur: Conditions for Durable Peace after Civil Wars." *International Studies Perspectives* 12(2):171-89.
- Karl DeRouen and David Sobek. 2004. "The Dynamics of Civil War Duration and Outcome." *Journal of Peace Research* 41(3): 303-320.
- Roy Licklider. 1995. *Stopping the Killing: How Civil Wars End*.

## Week 8, October 20: International Involvement in Civil Wars (Interventions & External Support for Rebels)

### *Required readings*

- Idean Salehyan, Kristian S. Gleditsch, and David E. Cunningham. 2011. "Explaining External Support for Insurgent Groups." *International Organization* 65(4):709-744.
- Patrick M. Regan and Aysegul Aydin. 2006. "Diplomacy and other forms of intervention in civil wars." *Journal of Conflict Resolution* 50(5):736-756.
- Tim Heinkelmann-Wild and Marius Mehrl. 2021. "Indirect Governance at War: Delegation and Orchestration in Rebel Support." *Journal of Conflict Resolution*. <https://doi.org/10.1177/00220027>
- Sara Norrevik and Mehwish Sarwari. 2021. "Third-party regime type and civil war duration." *Journal of Peace Research*. DOI: 10.1177/0022343320975819
- Benjamin T. Jones. 2017. "Altering capabilities or imposing costs? Intervention strategy and civil war outcomes." *International Studies Quarterly* 61(1): 52-63.
- Victor Asal and David Malet. 2021. "Nobody More Terrible than the Desperate: Conflict Conditions and Rebel Demand for Foreign Fighters." *Studies in Conflict & Terrorism*, forthcoming.

### *Additional resources*

- Niklas Karlen. 2019. "Turning off the Taps: The Termination of State Sponsorship" *Terrorism and Political Violence* 31(4): 733-758.
- Jun Koga. 2011. "Where Do Third Parties Intervene? Third Parties' Domestic Institutions and Military Interventions in Civil Conflicts." *International Studies Quarterly* 55 (4): 1143-66.
- Michael G. Findley and Tze Kwang Teo. 2006. "Rethinking Third-Party Interventions into Civil Wars: An Actor-Centric Approach." *Journal of Politics* 68 (4): 828-37.
- Casper Sakstrup and Jakob Tolstrup. 2020. "To Intervene or Not to Intervene? Democratic Constraints on Third-Party Support in Civil Wars." *Government and Opposition*.
- Navin A Bapat. 2012. "Understanding State Sponsorship of Militant Groups." *British Journal of Political Science* 42(1): 1-29.
- Alex Braithwaite and Tiffany S. Chu. 2018. "Civil conflicts abroad, foreign fighters, and terrorism at home." *Journal of Conflict Resolution* 62(8): pp.1636-1660.
- Belgin San-Akca. 2016. *States in Disguise: Causes of State Support for Rebel Groups*. Oxford University Press.
- David Malet. 2013. *Foreign fighters: Transnational identity in civil conflicts*. Oxford University Press.
- Idean Salehyan. 2009. *Rebels without borders*. Cornell University Press.

## Week 9, October 27: Insurgent Organization, Ideology, and Participation

### *Required readings:*

- Jonathan Leader Maynard. 2019. "Ideology and Armed Conflict." *Journal of Peace Research*. 56(5): 635–649.
- Jeremy M. Weinstein. 2005. "Resources and the Information Problem in Rebel Recruitment." *Journal of Conflict Resolution* 49(4): 598-624
- Jakana L. Thomas and Reed M. Wood. 2017. "The social origins of female combatants." *Conflict Management and Peace Science*
- Macartan Humphreys and Jeremy M. Weinstein. 2008. "Who fights? The determinants of participation in civil war." *American Journal of Political Science* 52(2):436-455.
- Scott Gates. 2002. "Recruitment and Allegiance: The Microfoundations of Rebellion." *Journal of Conflict Resolution* 46(1): 111-130
- Jennifer M. Larson and Janet I. Lewis. 2018. "Rumors, Kinship Networks, and Rebel Group Formation." *International Organization* 72(4): 871 – 903.
- Paul Stanland. 2021. "Leftist Insurgency in Democracies." *Comparative Political Studies* 54(3–4): 518–552.

### *Additional resources:*

- Kathleen Gallagher Cunningham. 2013. "Actor Fragmentation and Civil War Bargaining: How Internal Divisions Generate Civil Conflict." *American Journal of Political Science* 57(3): 659-672.
- Jan Pierskalla and Florian Hollenbach. 2013. "Technology and Collective Action: The Effect of Cell Phone Coverage on Political Violence in Africa." *American Political Science Review* 107(2): 207-224.
- Kathleen Gallagher Cunningham, Kristin M. Bakke, and Lee JM Seymour. 2012. "Shirts Today, Skins Tomorrow: Dual Contests and the Effects of Fragmentation in Self-Determination Disputes." *Journal of Conflict Resolution* 56(1): 67-93.
- Hanne Fjelde and Desire Nilsson. 2012. "Rebels against Rebels: Explaining Violence between Rebel Groups." *Journal of Conflict Resolution* 56(4): 604-628.
- Mark Irving Lichbach. 1995. *The Rebel's Dilemma*. University of Michigan Press.
- Elizabeth Jean Wood. 2003. *Insurgent Collective Action and Civil War in El Salvador*. Cambridge University Press.
- Jeremy Weinstein. 2006. *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge University Press.

## Week 10, November 3: One-Sided Violence: Patterns of Terrorism in Civil War

### *Required readings:*

- Stathis Kalyvas. 1999. "Wanton and Senseless? The Logic of Massacres in Algeria." *Rationality and Society* 11(3).
- Jessica A. Stanton. 2013. "Terrorism in the context of civil war." *Journal of Politics* 75(4): 1009-1022.
- Jakana Thomas. 2014. "Rewarding bad behavior: How governments respond to terrorism in civil war." *American Journal of Political Science* 58(4): 804-818.
- Virginia Page Fortna. 2015. "Do Terrorists Win? Rebels' Use of Terrorism and Civil War Outcomes." *International Organization* 69(3): 519-556.
- Sara M.T. Polo and Kristian Gleditsch. 2016. "Twisting arms and sending messages: Terrorist tactics in civil war." *Journal of Peace Research* 53(6): 815-829
- Victor Asal, Brian J. Phillips, R. Karl Rethemeyer, Corina Simonelli, and Joseph K. Young. 2019. "Carrots, sticks, and insurgent targeting of civilians." *Journal of Conflict Resolution* 63(7): 1710-1735.

### *Additional resources:*

- Michael G. Findley and Joseph K. Young. 2012. "Terrorism and civil war: A spatial and temporal approach to a conceptual problem." *Perspectives on Politics* 10(2): 285-305.
- Reed Wood and Jacob Kathman. 2014. "Too Much of a Bad Thing? Civilian Victimization and Bargaining in Civil War." *British Journal of Political Science* 44(3): 685-706.
- Max Abrahms. 2006. "Why Terrorism Does Not Work." *International Security* 31(2): 42-78.
- Andrew Kydd and Barbara Walter. 2006. "The Strategies of Terrorism." *International Security*. 31(1).
- Robert A. Pape. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97(3): 343-361.
- Ignacio Sanchez-Cuenca. 2014. "Why Do We Know So Little About Terrorism?" *International Interactions* 40:590-601.

## Week 11, November 10: One-Sided Violence: Mass Killing, Atrocity, Conflict Severity, and Civilian Victimization

### *Required readings:*

- Laia Balcells and Jessica Stanton. 2021. "Violence Against Civilians During Armed Conflict: Moving Beyond the Macro- and Micro-Level Divide." *Annual Review of Political Science*. 24:45–69
- Benjamin A. Valentino. 2014. "Why We Kill: The Political Science of Political Violence against Civilians." *Annual Review of Political Science*. Vol. 17: 89–103.
- Benjamin Valentino, Paul Huth, and Dylan Balch-Lindsay. 2004. "Draining the Sea: Mass Killing and Guerrilla Warfare." *International Organization* 58:365-407.
- Reed M. Wood. 2014. "From loss to looting? Battlefield costs and rebel incentives for violence." *International Organization* 68(4): 979-999.
- Macartan Humphreys and Jeremy M. Weinstein. 2006. "Handling and Manhandling Civilians in Civil War." *American Political Science Review* 100(3):429-447
- Dara Kay Cohen. 2013. "Explaining rape during civil war: Cross-national evidence (1980-2009)." *American Political Science Review* 107(3): 461-477.

### *Additional resources:*

- Bethany Lacina. 2006. "Explaining the Severity of Civil Wars." *Journal of Conflict Resolution* 50(2):276-289.
- Hazem Adam Ghobarah, Paul Huth, and Bruce Russett. 2003. "Civil wars kill and maim people – long after the shooting stops." *American Political Science Review* 97(2):189-202
- Jason Lyall. 2009. "Does indiscriminate violence incite insurgent attacks? Evidence from Chechnya." *Journal of Conflict Resolution* 53(3): 331-362.
- Reed M. Wood. 2010. "Rebel capability and strategic violence against civilians." *Journal of Peace Research* 47(5): 601-614
- Laia Balcells. 2010. "Rivalry and Revenge: Violence against Civilians in Conventional Civil Wars." *International Studies Quarterly* 54(2): 291-313
- Bernd Beber and Christopher Blattman. 2013. "The logic of child soldiering and coercion." *International Organization* 67(1): 65-104
- Idean Salehyan, David Siroky, and Reed M. Wood. 2014. "External Rebel Sponsorship and Civilian Abuse: A Principal-Agent Analysis of Wartime Atrocities." *International Organization* 68(3): 633-661
- Barbara Harff. 2003. "No lessons learned from the Holocaust? Assessing risks of genocide and political mass murder since 1955." *American Political Science Review* 97(1): 57–73.
- Stathis N. Kalyvas. 2006. *The logic of violence in civil war*. Cambridge University Press.

## Week 12, November 17: Environmental and Natural Impacts on Civil Wars

### *Required readings:*

- “Security implications of climate change: A decade of scientific progress.” *Political Violence at a Glance*. <https://politicalviolenceataglance.org/2021/02/01/is-climate-change-driving>
- Mach, et al. 2019. “Climate as a risk factor for armed conflict.” *Nature* 571: 193–197.
- Vally Koubi. 2019. “Climate Change and Conflict.” *Annual Review of Political Science*. 22:343-360
- Benjamin T. Jones, Eleonora Mattiacci, and Bear F. Braumoeller. 2017. “Food scarcity and state vulnerability: Unpacking the link between climate variability and violent unrest.” *Journal of Peace Research* 54(3): 335-350
- Cullen S. Hendrix and Idean Salehyan. “Climate change, rainfall, and social conflict in Africa.” *Journal of peace research* 49, no. 1 (2012): 35-50.
- Michael L. Ross. 2004. “How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases.” *International Organization* 58: 35-67
- Paivi Lujala, Nils Petter Gleditsch, and Elisabeth Gilmore. 2005. “A Diamond Curse? Civil War and a Lootable Resource.” *Journal of Conflict Resolution* 49(4): 538-562

### *Additional resources:*

- Kristina Petrova. 2021. “Natural hazards, internal migration and protests in Bangladesh.” *Journal of Peace Research* 58(1)
- Vally Koubi, et al. 2020. “Environmental migrants and social-movement participation.” *Journal of Peace Research* 58(1).
- Alexander De Juan and Niklas Hanze. 2021. “Climate and cohesion: The effects of droughts on intra-ethnic and inter-ethnic trust.” *Journal of Peace Research* 58(1).
- Tobias Ide, et al. 2021. “First comes the river, then comes the conflict? A qualitative comparative analysis of flood-related political unrest.” *Journal of Peace Research* 58(1).
- Macartan Humphreys. 2005. “Natural resources, conflict, and conflict resolution: uncovering the mechanisms.” *Journal of conflict resolution* 49(4): 508-537
- Indra De Soysa. 2002. “Paradise is a bazaar? Greed, creed, and governance in civil war, 1989-99.” *Journal of Peace Research* 39(4): 395-416

## **Week 13, November 24: Thanksgiving Recess**

NO CLASS.

## **Week 14, December 1: Presentations**

## **Week 15, December 8: Connecting Civil Conflict to Other Forms of Conflict**

*Required readings:*

- Philip Roessler. 2011. "The enemy within: Personal rule, coups, and civil war in Africa." *World Politics* 63, no. 2: 300-346.
- David E. Cunningham and Douglas Lemke. 2013. "Combining civil and interstate wars." *International Organization* 67(3): 609-627
- Maria J. Stephan and Erica Chenoweth. 2008. "Why civil resistance works: The strategic logic of nonviolent conflict." *International Security* 33, no. 1: 7-44.
- Gary Uzonyi. 2018. "Interstate rivalry, genocide, and politicide." *Journal of Peace Research*. 55(4): 476-490.
- Clayton L. Thyne and Ryan D. Schroeder. 2012. "Social Constraints and Civil War: Bridging the Gap with Criminological Theory." *Journal of Politics* 74(4):1066-1078.
- Victor Asal, R. Karl Rethemeyer, and Eric W. Schoon. 2019. "Crime, conflict, and the legitimacy trade-off: Explaining variation in insurgents' participation in crime." *Journal of Politics* 81(2): 399-410.

*Additional resources:*

- Kristian Gleditsch, Idean Salehyan, and Kenneth Schultz. 2008. "Fighting at Home, Fighting Abroad: How Civil Wars Lead to International Disputes." *Journal of Conflict Resolution*. 52: 479- 506.
- Daniel Byman. 2021. "White Supremacy, Terrorism, and the Failure of Reconstruction in the United States." *International Security*. 46(1): 53-103.
- Curtis Bell and Jun K. Sudduth. 2017. "The Causes and Outcomes of Coup during Civil War." *Journal of Conflict Resolution* 61(7): 1432-1455.

- Jonathan M Powell. 2012. "Determinants of the attempting and outcome of coups d'etat." *Journal of Conflict Resolution* 56(6):1017-1040.
- Clayton L. Thyne 2017. "The Impact of Coups d'etat on Civil War Duration." *Conflict Management and Peace Science*, 34(3): 287-307.
- Erica Chenoweth and Jay Ulfelder. 2017. "Can Structural Conditions Explain the Onset of Nonviolent Uprisings?" *Journal of Conflict Resolution*, 61(2): 298-324.
- Zaryab Iqbal and Christopher Zorn. 2006. "Sic Semper Tyrannis? Power, repression, and assassination since the second World War." *Journal of Politics* 68(3):489-501.



# Appendix A: How to Read an Empirical Journal Article

In reading each assigned article, consider the following questions:

1. What is the research question?
2. What is the researcher's theoretical argument? What assumptions underlie this theory?
3. Is the theory interesting? How does the argument fit into the literature? What does it tell us that we don't already know?
4. If the theory is tested, what consequences are tested, how are concepts measured, and what methods are used? Do these make sense?
5. Is there any evidence (other than anecdotal) that supports the theory? Is there evidence that falsifies it? What might you expect to see that would make you think the theory might be 'wrong'? Does the author provide you with enough of a structure to say this? In other words, is the theory falsifiable?
6. What conclusions does the researcher draw? Does the researcher fully examine the implications of the theory? What are the most significant research findings?
7. To what degree do you think the researcher has answered his/her question? Is this a good example of research? Why or why not? What are the possibilities for related research? How can the research be extended or applied elsewhere?
8. How do the selections we read this week fit together? How do they fit into the course as a whole? Are we seeing progress in this research area?

## Appendix B: List of Topical Journals

The following journals publish Conflict Processes/Peace Science work. Each is a good place to start reading when researching your papers and/or seeking to satisfy your own curiosity. These are your best bet in looking for relevant literature/ideas for future research. Regularly following these journals is necessary to stay current in the field. Each also has strict replication policies, allowing you to download data from published research. These journals are almost entirely quantitative in their methodology, with a healthy dose of formal logic/game theory.

1. Journal of Conflict Resolution
2. Journal of Peace Research
3. Conflict Management and Peace Science

The following journals are general Security Studies journals. Many publish work in the Conflict Processes tradition, although they mainly focus on “traditional” Security Studies. These journals are often qualitative in their methods, although quantitative work is regularly published.

1. International Security
2. Security Studies
3. Journal of Global Security Studies
4. Studies in Conflict and Terrorism
5. Terrorism and Political Violence
6. Perspectives on Terrorism
7. Civil Wars

The following are general International Relations journals. Good work from Conflict Processes is often published here.

1. International Organization
2. International Studies Quarterly

The following are general Comparative Politics journals. Good work from Conflict Processes is often published here.

1. World Politics
2. Comparative Political Studies

The following are general Political Science journals. Good work from Conflict Processes is often published here.

1. American Political Science Review
2. American Journal of Political Science
3. Journal of Politics
4. British Journal of Political Science

## Appendix C: Some Relevant Datasets

The field is awash in data, with more being made available all the time. Most of the journals maintain replication archives. Additionally, the following list contains some of the major, “standard” datasets familiar to researchers in the field. You can also look at the Special Data Features in many of the Conflict Processes journals listed in Appendix B (ie, JCR, JPR, CMPS). Special Data Features regularly introduce specialized datasets.

Here are some of the standard conflict datasets:

1. Peace Research Institute of Oslo (PRIO)/Uppsala Conflict Data Program (UCDP) Armed Conflict Data (ACD)
2. UCDP family of datasets (including geo-located battle data, non-state violence, one sided violence, and external intervention)
3. Foundations of Rebel Groups (FORGE)
4. Correlates of War (COW) Intrastate War data
5. Minorities at Risk (MAR)
6. Minorities at Risk Organizational Behavior (MAROB)
7. Ethnic Power Relations (EPR)
8. Global Terrorism Data (GTD)
9. State Failure Task Force / Political Instability Task Force (PITF)
10. Systemic Peace (including Polity)
11. PRIO Battle Deaths dataset
12. Armed Conflict Location Events Data (ACLED)
13. Social Conflict Analysis Data (SCAD)
14. Cingranelli-Richards Human Rights Data (CIRI)
15. Political Terror Scale (PTS)

Here are some other datasets containing information on economics, regime type, leader tenure, etc. (ie, some of the determinants of civil war).

1. World Bank’s World Development Indicators
2. Penn World Tables
3. Database on Political Institutions
4. Varieties of Democracy (V-DEM)
5. Polity data of regime characteristics
6. Archigos data on political leaders

## Appendix D: Other Topics

We cannot possibly cover all the relevant topics related to civil wars in this class. The field has expanded enormously in the last 20–25 years. This course is designed to help you master the fundamentals at a doctoral level. Below are some other topics that we are unable to cover, or have only touched upon. Some topics are associated with extensive literatures. Others are only starting to take off.

1. Rebel-on-rebel violence
2. Rebel alliances
3. Rebel fractionalization
4. Rebel governance
5. Insurgency and counter-insurgency
6. Sustainable peace and conflict recurrence
7. Negotiation, mediation, conflict resolution
8. Peacekeeping
9. The impact of international law and international organizations
10. Transitional justice
11. Women and conflict
12. Criminal involvement by rebels
13. Child soldiering
14. Sexual violence during civil war
15. The nexus of food/water security and conflict
16. Human rights and repression
17. The effect of conflict on society (public health, economy, education, etc.)

This syllabus is a guideline and is subject to change.  
UPDATED: August 27, 2021