

POLI 475: Civil Wars and Ethnic Violence

Prof. Rebecca Dudley

Fall 2023

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Class Hours: M/W 8:00-9:15am

Class Room: 121 MARB

"And this author thinks that understanding why they died is the best and most fitting memorial we can raise for the victims. Letting their deaths go unrecorded, or distorted by propaganda, or misunderstood through simplified clichés, would in fact bring the last touch to the killers' work in completing the victims' dehumanisation. Man is largely a social construct and to deny a man the social meaning of his death is to kill him twice, first in the flesh, then in the spirit."

- Gérard Prunier

Course Description

Civil Wars are the most common type of conflict in the world today, with well over one hundred civil wars being fought since the end of World War II and continuing today. Civil wars are also often extremely deadly, causing the deaths of millions of people, many of whom are noncombatants, and creating immense amounts of societal and economic upheaval. Since the end of the Cold War, political scientists have taken a particular interest in understanding the dynamics of civil conflict and political violence, with an eye toward explaining the past and present and, ideally, knowing how to make better choices in the future.

The objective of this course is to learn how political science approaches substate conflict and violence, in order to increase understanding of the politics and processes of violence and gain theoretic and factual knowledge of conflict. As such, we will move between theories and frameworks of civil conflict and political violence and specific cases. The class will be based on both lecture and integrated discussion, and as such you are expected to come to class prepared and ready to discuss the topic and readings.

Course Objectives

- Gain an understanding of the theoretical constructs for understanding civil wars and substate violence and explain major contemporary theories of civil war and ethnic conflict.
- Apply theories of civil conflict to historical and ongoing conflicts across different regions.

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- Gain a factual understanding of major instances of civil war and ethnic conflict.
 - Understand appropriate methods of analysis and research, including qualitative and quantitative methods, to answer research questions related to civil conflict.
 - Engage meaningfully with contemporary literature on civil wars and ethnic violence, as well as with ongoing policy debates surrounding substate violence.
 - Produce original arguments and research relating to explanations of the causes, conduct, or consequences of civil conflict.

Course Materials

There are no required materials for this course, although several readings will be drawn from *What Do We Know about Civil Wars?*, edited by T. David Mason and Sara McLaughlin Mitchell (Rowman & Littlefield Press, the 2016 edition), so if you would like to have your own copy I would encourage you to do so. All required readings, including book chapters and articles, will be available via the course website (learningsuite.byu.edu). I want course resources and materials to be topical and up-to-date, particularly for ongoing conflicts, so I reserve the right to change or update readings. I will always give at least a full week's notice for any changes or additions to readings.

Also, if you are interested in and plan to continue studying international relations, peace science, or conflict management, I recommend following blogs such as [War on the Rocks](#) or [e-International Relations](#). For international relations and politics more broadly, I recommend [The Monkey Cage](#). You can also find archived posts on the (tragically) no-longer-operative site [Political Violence @ a Glance](#). I also highly recommend analysis and [Backgrounders](#) from the [Council on Foreign Relations](#) and [Foreign Affairs](#) (you can access Foreign Affairs by logging in through the [BYU Library](#)). Note also BYU's readership program with *The New York Times* (you can pick up copies in the Kennedy Center, HRCB) - and I highly encourage you to stay up-to-date on foreign affairs.

Assignments and Grading

The grading breakdown for the course is as follows:

- **Participation [15%]:** Your active participation in class is required, and you will be graded according to the participation goals that you set for yourself. Perhaps your goal for yourself is to be on time to class, to be more mindful and thoughtful in the comments you share, or to practice respectful disagreement. We will discuss this in class, but you have the opportunity to set these goals and I will hold you to the standard that you set for yourself in evaluating your course participation and engagement. I encourage you to push yourself in setting these goals: developing oral arguments, speaking in front of groups, creating thoughtful and analytical responses, and maintaining respect even in disagreement are all necessary skills but they can be learned and practiced (and indeed must be). If you set the bar too low, you're only cheating yourself.

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- **Weekly Reading Responses [10%]:** Each week you will provide (by 11:59PM Wednesday) a short written response on the readings for that week (both Monday and Wednesday's readings). The written response should identify and discuss insights, broadly defined, that you gained from the week's readings. You do not need to mention each reading (in fact, you should not have the space to do so), but between your written response and your in-class participation I should be able to discern your level of preparation. You have a lot of latitude in how you structure your reading responses, but they should be 250-500 words each. I will drop your two lowest scores (so ten out of twelve will be included in your final grade, for 1% each).
 - **Analytical Papers (3) [30%, 10% each]:** You will write three analytical papers where you select the topic of one of the course weeks and one of the cases (other than the case used in class that week) and analyze the case according to that topic. For example, you could write an analytical paper on rebel group dynamics in Colombia or ethnicity and identity in Northern Ireland. Each paper should be 1000-1500 words. The due dates for these papers are: **September 28, October 26, and November 30**. Additional guidance will be given in class and further instructions can be found on Learning Suite.
 - **In-Class Exam [25%]:** On **December 11**, there will be an in-class exam. (This will be the only exam.) The exam will consist of multiple choice, short answer, and short essay questions. There will be some geographic and case-specific knowledge tested, but the majority of the exam will focus on concepts and principles.
 - **Proposal [20%]:** You will have two options for your final paper: either a policy proposal or a research proposal. For a policy proposal, you will select a case (one used in class or another case) and an outside actor (such as the U.S., United Nations, African Union, etc.), then present the historical context and options available to the outside actor with your policy recommendations. For a research proposal, you will identify a research question relating to civil wars and ethnic violence and give a detailed description of a research project on this question. This should include a theory and literature review, a proposed methodology, and a plan for analysis. Your choice and topic needs to be approved by me **by October 31**; the final paper will be due on **December 18**. The proposal should be 2000-2500 words. Additional guidance will be given in class and further instructions can be found on Learning Suite.

The course will use the typical grading scale (A = 93%, A- = 90%, B+ = 87%, B = 83%, B- = 80%, etc.). I will grade you against a high standard of quality, and, if necessary, curve grades up at the end of the semester. (Grades will never be curved or rounded down.) **Late assignments will be penalized 5% for each day they are late.**

Class Participation and Attendance

In this course, discussion of the issues under consideration is critical to understanding and learning. You are expected to be prepared (by doing the required readings) and to contribute to discussion every day. As mentioned above, a large portion of your grade is dependent on your preparation and active participation.

Please note that the nature of this subject matter means that we will be discussing some difficult subjects in this class, and you may find some subjects triggering. If you need to step out of a class period for a moment, please do so. You are under no obligation to tell me why or what upset you, but if you would like to please feel free to share with me. If the problem involves sexual assault or abuse, however, please know that I am required by law to report it. I will do everything that I can to ensure the conversations surrounding difficult issues are safe for everyone.

You should plan to come to each class period. I will keep attendance and roughly weight your participation grade by course attendance. However, if you have a legitimate need to miss class please let me know ahead of time. Also, if you are unwell or sick I prefer you not come to class rather than risking the health of your classmates. Please do not come to class sick, as we want to prioritize the health and well-being of all. Please reach out and let me know and we can work out the particulars of your situation. Also, be aware that depending on the public health situation during the semester, I reserve the right to require masks to be worn during class.

Note on Academic Integrity and Class Behavior

Students in the course are expected to comply with the [university standards](#). Furthermore, students are expected to understand what does and does not count as plagiarism. Plagiarism is a serious academic infraction and would result in a failing grade for the course and possible additional disciplinary action. Students are expected to be honest and forthcoming in their academic pursuits; if you are unsure what "best practices" may be, see the university guidelines or talk to the course instructor about expectations.

The class sessions for the course will make use of lectures in addition to discussions and discussion-based activities. This will likely involve debates around concepts and policies that are rife with contemporary debate and may incite strong feelings in some course participants. Your behavior during these activities is part of both your participation grade and a reflection of your academic integrity. There are several important rules that I expect all course members to follow:

1. No interruptions. When another student or the professor is speaking you may not interrupt.
2. Feelings on a subject matter, but are not authoritative. You must have a reference to cite in backing up your claims and ideas.
3. No rude, demeaning, or otherwise hurtful language will be permitted. I reserve the right to dismiss course participants who engage in such behavior and to follow up with additional disciplinary action if necessary.

One of the key learning objectives of the course is meaningful engagement with policy debates, and a **good policy debate requires understanding the best that the counter-argument has to offer**. As such, you can expect to be challenged on your positions and the premises of your arguments. Many of the questions we are dealing with are not settled, and critical thinking is an important end in and of itself. I expect all course participants to ask themselves, whenever they hear a statement they agree with, **"What is the best counter-argument to this position?"**. Remember: **If you cannot provide valid points for the other side of the argument, you do not understand the other side of the argument.**

Course Schedule and Readings

Readings must be done *before* class each day. Listed readings are required unless otherwise noted.

Why Study Civil Wars?

[Wednesday, Sept. 6]

- This syllabus!

Context and Definitions of Civil War

[Monday, Sept. 11]

- Kalyvas, Stathis N. 2001. "'New' and 'Old' Civil Wars: A Valid Distinction?" *World Politics* 54(1): 99-118.
- Walter, Barbara F. 2017. "The New New Civil Wars." *Annual Review of Political Science* 20: 469-486.
- Kalyvas, Stathis N. 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(30): 415-429.
- (Optional) Sambanis, Nicholas. 2004. "What Is Civil War? Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48(6): 814-858.

Case Study: Syria

[Wednesday, Sept. 13]

Weekly Reading Response due at 11:59pm

- CFR Explainer: [Syria's Civil War: The Descent Into Horror](#) (from the *Council on Foreign Relations*, written by Zachary Laub, February 14, 2023).
- CFR Background: [Who's Who in Syria's Civil War](#) (from the *Council on Foreign Relations*, written by Zachary Laub, April 28, 2017).
- Ash, Konstantin and Nick Obradovich. 2020. "Climatic Stress, Internal Migration, and Syrian Civil War Onset." *Journal of Conflict Resolution* 64(1): 3-31.
- Abosedra, Salah, Ali Fakhri and Nathir Haimoun. 2021. "Ethnic Divisions and the Onset of Civil Wars in Syria." IZA Discussion Paper No. 14023. *IZA Institute of Labor Economics*. <http://dx.doi.org/10.2139/ssrn.3762893>.
- (Optional) CFR Interview: [Syria's Continuing Civil War](#) (from the *Council on Foreign Relations*, interview with Mona Yacoubian by Bernard Gwertzman, March 7, 2013).

Civil War Onset

[Monday, Sept. 18]

- Young, Joseph K. "Antecedents of Civil War Onset: Greed, Grievance, and State Repression" in *What Do We Know about Civil Wars?*, edited by T. David Mason and Sara McLaughlin Mitchell (Rowman & Littlefield, 2016), pp. 33-42.
- Humphreys, Macartan and Jeremy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52(2): 436-455.

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- Cederman, Lars-Erik, Bills B. Weidmann, and Kristian Skreded Gleditsch. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105(3): 478-495.
 - (Optional) Gurr, Ted Robert. 2011 [1970]. "Relative Deprivation and the Impetus to Violence" in *Why Men Rebel* (Taylor and Francis), Chapter 2, pp. 22-58.
 - (Optional) Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56(4): 563-595.

Case Study: Sri Lanka

[Wednesday, Sept. 20]

Weekly Reading Response due at 11:59pm

- CFR Backgrounder: [The Sri Lankan Conflict](#) (from the *Council on Foreign Relations*, written by Jayshree Bajoria, May 18, 2009).
- Lilja, Jannie and Lisa Hultman. 2011. "Intraethnic Dominance and Control: Violence Against Co-Ethnics in the Early Sri Lankan Civil War." *Security Studies* 20: 171-197.
- Selway, Joel Sawat. 2010. "Cross-Cuttingness, Cleavage Structures and Civil War Onset." *British Journal of Political Science* 41(1): 111-138.

Ethnicity and Identity

[Monday, Sept. 25]

- Seymour, Lee J. M. and Kathleen Gallagher Cunningham. "Identity Issues and Civil War: Ethnic and Religious Divisions" in *What Do We Know about Civil Wars?*, edited by T. David Mason and Sara McLaughlin Mitchell (Rowman & Littlefield, 2016), pp. 43-57.
- Posen, Barry R. 1993. "The Security Dilemma and Ethnic Conflict." *Survival* 35(1): 27-47.
- Denny, Elaine K. and Barbara F. Walter. 2014. "Ethnicity and Civil War." *Journal of Peace Research* 51(2): 199-212.
- (Optional) Fearon, James D. and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.

Case Study: Bosnia and Herzegovina

[Wednesday, Sept. 27]

Weekly Reading Response due at 11:59pm

- Costalli, Stefano and Francesco Niccolò Moro. 2012. "Ethnicity and Strategy in the Bosnian Civil War: Explanations for the Severity of Violence in Bosnian Municipalities." *Journal of Peace Research* 49(6): 801-815.
- Weidmann, Nils B. 2011. "Violence 'from above' or 'from below'? The Role of Ethnicity in Bosnia's Civil War." *The Journal of Politics* 73(4): 965-1312.
- (Optional) CFR Backgrounder: [Bosnia and Herzegovina: A Decade After Srebrenica](#) (from the *Council on Foreign Relations*, written by Lionel Beehner, July 7, 2005).

Third-Party Intervention

[Monday, Oct. 2]

- Linebarger, Christopher and Andrew Enterline. "Third Party Intervention and the Duration and Outcomes of Civil Wars" in *What Do We Know about Civil Wars?*, edited by T. David Mason and Sara McLaughlin Mitchell (Rowman & Littlefield, 2016), pp. 93-108.
- Regan, Patrick M. 2002. "Third-Party Interventions and the Duration of Intrastate Conflicts." *Journal of Conflict Resolution* 46(1): 55-73.
- Cunningham, David E. 2006. "Veto Players and Civil War Duration." *American Journal of Political Science* 50(4): 875-892.
- Salehyan, Idean, Kristian Skrede Gleditsch and David E. Cunningham. 2011. "Explaining External Support for Insurgent Groups." *International Organization* 65(4): 709-744.
- (Optional) Salehyan, Idean, 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.

Case Study: Lebanon

[Wednesday, Oct. 4]

Weekly Reading Response due at 11:59pm

- Lawson, Fred H. 1984. "Syria's Intervention in the Lebanese Civil War, 1976: A Domestic Conflict Explanation." *International Organization* 38(3): 451-480.
- Rasler, Karen. 1983. "Internationalized Civil War: A Dynamic Analysis of the Syrian Intervention in Lebanon." *Journal of Conflict Resolution* 27(3): 421-456.
- Waage, Hilde Henriksen and Geir Bergersen Huse. 2020. "A Careful Minuet: The United States, Israel, Syria and the Lebanese Civil War, 1975-1976." *The International History Review* 42(5): 1081-1102.

Rebel Group Dynamics

[Monday, Oct. 9]

- Weinstein, Jeremy M. "The Industrial Organization of Violence" in *Inside Rebellion: The Politics of Insurgent Violence* (Cambridge University Press, 2007): pp. 27-60.
- Gates, Scott. 2002. "Recruitment and Allegiance: The Microfoundations of Rebellion." *Journal of Conflict Resolution* 46(1): 111-130.
- Kenny, Paul D. 2010. "Structural Integrity and Cohesion in Insurgent Organizations: Evidence from Protracted Conflicts in Ireland and Burma." *International Studies Review* 12: 533-555.
- Mampilly, Zachariah and Megan A. Stewart. 2021. "A Typology of Rebel Political Institutional Arrangements." *Journal of Conflict Resolution* 65(1): 15-45.
- (Optional) Qiu, Xiaoyan. 2022. "Rebel Strategies and the Prospects for Peace." *American Journal of Political Science* 66(1): 140-155.

Case Study: Peru

[Wednesday, Oct. 11]

Weekly Reading Response due at 11:59pm

- Weinstein, Jeremy M. Excerpts from "Four Rebel Organizations," "Recruitment," and "Control" in *Inside Rebellion: The Politics of Insurgent Violence* (Cambridge University Press, 2007): pp. 81-95, 116-126, 149-159.
- Wood, Elisabeth Jean. 2008. "The Social Processes of Civil War: The Wartime Transformation of Social Networks." *Annual Review of Political Science* 11: 539-561.
- (Optional) Schubiger, Livia. 2021. "State Violence and Wartime Civilian Agency: Evidence from Peru." *Journal of Politics* 83(4): 1383-1398.
- (Optional) McCormick, Gordon H. 1987. "The Shining Path and Peruvian Terrorism." *The Journal of Strategic Studies* 10(4): 109-126.

Civil War Termination

[Monday, Oct. 16]

- Walter, Barbara F. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51(3): 335-364.
- DeRouen, Karl R. and David Sobek. 2004. "The Dynamics of Civil War Duration and Outcome." *Journal of Peace Research* 41(3): 303-320.
- Mattes, Michaela and Burcu Savun. 2010. "Information, Agreement Design, and the Durability of Civil War Settlements." *American Journal of Political Science* 54(2): 511-524.
- Findley, Michael G. 2013. "Bargaining and the Interdependent Stages of Civil War Resolution." *Journal of Conflict Resolution* 57(5): 905-932.

Case Study: Uganda

[Wednesday, Oct. 18]

Weekly Reading Response due at 11:59pm

- Weinstein, Jeremy M. "The National Resistance Army: 27 Young Men" (from "Four Rebel Organizations") in *Inside Rebellion: The Politics of Insurgent Violence* (Cambridge University Press, 2007): pp. 62-71.
- Toft, Monica Duffy. 2010. "Ending Civil Wars: A Case for Rebel Victory?" *International Security* 34(4): 7-36.
- (Optional) "Background" in "The Abduction of Children by the Lord's Resistance Army" in [The Scars of Death: Children Abducted by the Lord's Resistance Army in Uganda](#) (*Human Rights Watch, Human Rights Watch Children's Rights Project*, September 1997).
- (Optional) Nathan, Laurie and Monica Duffy Toft. 2011. "Civil War Settlements and the Prospects for Peace." *International Security* 36(1): 202-210.
- (Optional) Van Acker, Frank. 2004. "Uganda and the Lord's Resistance Army: The New Order No One Ordered." *African Affairs* 103(412): 335-357.

Mediation and Diplomatic Intervention

[Monday, Oct. 23]

- Beardsley, Kyle. 2008. "Agreement without Peace? International Mediation and Time Inconsistency Problems." *American Journal of Political Science* 52(4): 723-740.
- Bercovitch, Jacob and Karl DeRouen, Jr. 2005. "Managing Ethnic Civil Wars: Assessing the Determinants of Successful Mediation." *Civil Wars* 7(1): 98-116.
- Greig, J. Michael and Patrick M. Regan. 2008. "When Do They Say Yes? An Analysis of the Willingness to Offer and Accept Mediation in Civil Wars." *International Studies Quarterly* 52: 759-781.
- Clayton, Govinda and Kristian Skrede Gleditsch. 2014. "Will We See Helping Hands? Predicting Civil War Mediation and Likely Success." *Conflict Management and Peace Science* 31(3): 265-284.
- (Optional) Lyman, Princeton N. and Robert M. Beecroft. 2014. *Using Special Envoys in High-Stakes Conflict Diplomacy*. Technical report. USIP Special Report t353. Washington DC: United States Institute of Peace.

Case Study: Northern Ireland

[Wednesday, Oct. 25]

Weekly Reading Response due at 11:59pm

- CFR Backgrounder: [Moving Past the Troubles: The Future of Northern Ireland Peace](#) (from the *Council on Foreign Relations*, written by Charles Landow and James McBride, April 6, 2023).
- Curran, Daniel and James K. Sebenius. 2003. "The Mediator as Coalition Builder: George Mitchell in Northern Ireland." *International Negotiations* 8: 111-147.
- Stevenson, Jonathan. 1996. "Northern Ireland: Treating Terrorists as Statesmen." *Foreign Policy* 105: 125-140.
- (Optional) Dudley, Rebecca. 2023. "The Effectiveness of Special Envoys in Conflict Diplomacy" from *The Use of U.S. Diplomatic Foreign Policy for Conflict Resolution*, dissertation prepared for the Duke University Department of Political Science.

ANALYTICAL PAPER 2 DUE

[Thursday, October 26 (11:59pm)]

Post-Conflict: Agreements, DDR, and Peacekeeping

[Monday, Oct. 30]

- CFR Backgrounder: [Disarmament, Demobilization, and Reintegration \(DDR\) in Africa](#) (from the *Council on Foreign Relations*, written by Stephanie Hanson, February 15, 2007).
- Hartzell, Caroline A. and Matthew Hoddie. 2003. "Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management." *American Journal of Political Science* 47(2): 318-332.
- Muggah, Robert. 2005. "No Magic Bullet: A Critical Perspective on Disarmament, Demobilization and Reintegration (DDR) and Weapons Reduction in Post-Conflict Contexts." *The Round Table* 94(379): 239-252.

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- Walter, Barbara F., Lise Morje Howard and V. Page Fortna. 2021. "The Extraordinary Relationship between Peacekeeping and Peace." *British Journal of Political Science* 51(4): 1705-1722.
 - (Optional) Matanock, Aila M. and Adam Lichtenheld. 2022. "How Does International Intervention Work to Secure Peace Settlements after Civil Conflicts?" *British Journal of Political Science* 52(4): 1810-1830.

Case Study: Liberia

[Wednesday, Nov. 1]

Weekly Reading Response due at 11:59pm

- Jennings, Kathleen M. 2007. "The Struggle to Satisfy: DDR Through the Eyes of Ex-Combatants in Liberia." *International Peacekeeping* 14(2): 204-218.
- Mvukiyehe, Eric and Cyrus Samii. 2021. "Peacekeeping and Development in Fragile States: Micro-level Evidence from Liberia." *Journal of Peace Research* 58(3): 368-383.
- Podder, Sukanya. 2012. "From Recruitment to Reintegration: Communities and Ex-combatants in Post-Conflict Liberia." *International Peacekeeping* 19(2): 186-202.
- (Optional) CFR Backgrounder: [Liberia: Child Soldiers](#) (from the *Council on Foreign Relations*, written by Esther Pan, February 7, 2005).
- (Optional) Munive, Jairo and Stine Finne Jakobsen. 2012. "Revisiting DDR in Liberia: Exploring the Power, Agency and Interests of Local and International Actors in the 'Making' and 'Unmaking' of Combatants." *Conflict, Security & Development* 12(4): 359-385.

Violence Against Civilians (Terrorism and Indiscriminate Targeting)

[Monday, Nov. 6]

- Balcells, Laia and Jessica A. Stanton. 2021. "Violence Against Civilians During Armed Conflict: Moving Beyond the Macro- and Micro-Level Divide." *Annual Review of Political Science* 24: 45-69.
- Downes, Alexander B. 2006. "Desperate Times, Desperate Measures: The Causes of Civilian Victimization in War." *International Security* 30(4): 152-195.
- Schutte, Sebastian. 2017. "Geographic Determinants of Indiscriminate Violence in Civil Wars." *Conflict Management and Peace Science* 34(4): 380-405.
- Stanton, Jessica A. 2013. "Terrorism in the Context of Civil War." *Journal of Politics* 75(4): 1009-1022.

Case Study: Colombia

[Wednesday, Nov. 8]

Weekly Reading Response due at 11:59pm

- Levy, Gabriella. 2022. "Evaluations of Violence at the Polls: Civilian Victimization and Support for Perpetrators after War." *Journal of Politics* 84(2): 783-797.
- Oppenheim, Ben and Michael Weintraub. 2017. "Doctrine and Violence: The Impact of Combatant Training on Civilian Killings." *Terrorism and Political Violence* 29(6): 1126-1148.

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- Gibilisco, Michael, Brenton Kenkel and Miguel R. Rueda. 2022. "Competition and Civilian Victimization." *Journal of Conflict Resolution* 66(4): 809-835.

Genocide and Ethnic Cleansing

[Monday, Nov. 13]

- UN: [Definitions: Genocide](#) (from the United Nations, Office on Genocide Prevention and the Responsibility to Protect).
- UN: [Definitions: Ethnic Cleansing](#) (from the United Nations, Office on Genocide Prevention and the Responsibility to Protect).
- UN: [Responsibility to Protect](#) (from the United Nations, Office on Genocide Prevention and the Responsibility to Protect).
- Valentino, Benjamin A. "The Strategic Logic of Mass Killing" in *Final Solutions: Mass Killing and Genocide in the 20th Century* (Columbia University Press, 2004): pp. 66-90.
- Power, Samantha. "The Crime With A Name" *"A Problem from Hell": America and the Age of Genocide*. (Basic Books, 2002, 2013): pp. 31-45.
- (Optional) United Nations: 1948 Convention on the Prevention and Punishment of the Crime of Genocide (UN.GA.260 A (III))
- (Optional) CFR Interview: [The Rohingya Crisis and the Meaning of Genocide](#) (from the *Council on Foreign Relations*, Camilla Siazon and Kate Cronin-Furman, May 8, 2018).

Case Study: Cambodia

[Wednesday, Nov. 15]

Weekly Reading Response due at 11:59pm

- Valentino, Benjamin A. "Cambodia" (from "Communist Mass Killings") in *Final Solutions: Mass Killing and Genocide in the 20th Century* (Columbia University Press, 2004): pp. 132-142.
- Grasse, Donald. 2023. "State Terror and Long-Run Development: The Persistence of the Khmer Rouge." *American Political Science Review*. Forthcoming: 1-18.
- Ngoc, Dao Huy. 1991. "The Struggle for Peace in Cambodia." *Proceedings of the Academy of Political Science* 38(2): 131-139.
- (Optional) Hinton, Alexander Laban. 1996. "Agents of Death: Explaining the Cambodian Genocide in Terms of Psychosocial Dissonance." *American Anthropologist* 98(4): 818-831.

Case Study: Rwanda

[Monday, Nov. 20]

- Valentino, Benjamin A. "Rwanda" (from "Ethnic Mass Killings") in *Final Solutions: Mass Killing and Genocide in the 20th Century* (Columbia University Press, 2004): pp. 178-187.
- Fujii, Lee Ann. 2008. "The Power of Local Ties: Popular Participation in the Rwandan Genocide." *Security Studies* 17: 568-597.
- Bhavnani, Ravi. 2006. "Ethnic Norms and Interethnic Violence: Accounting for Mass Participation in the Rwandan Genocide." *Journal of Peace Research* 43(6): 651-669.

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- (Optional) CFR Quiz: [See How Much You Know About Rwanda](#)

No Class: Thanksgiving Holiday

[Wednesday, Nov. 22]

No Reading Response due this week. (Include Rwanda in next week's if you wish.)

Transitional Justice

[Monday, Nov. 27]

- ICTJ: [What Is Transitional Justice?](#) (International Center for Transitional Justice)
- DeMeritt, Jacqueline H. R. "Transitional Justice: Prospects for Postwar Peace and Human Rights" in *What Do We Know about Civil Wars?*, edited by T. David Mason and Sara McLaughlin Mitchell (Rowman & Littlefield, 2016), pp. 179-196
- David, Roman. 2017. "What We Know About Transitional Justice: Survey and Experimental Evidence." *Advances in Political Psychology* 38(1): 151-177.
- Hall, Jonathan, Iosif Kovras, Djordje Stefanovic, and Neophytos Loizides. 2018. "Exposure to Violence and Attitudes Towards Transitional Justice." *Political Psychology* 39(2): 345-363.

Case Study: South Africa

[Wednesday, Nov. 29]

Weekly Reading Response due at 11:59pm

- ICTJ: [South Africa](#) (International Center for Transitional Justice)
- van der Merwe, Hugo and Guy Lamb. 2009. "Transitional Justice and DDR: The Case of South Africa." *International Center for Transitional Justice Research Unit Report*, June 2009.
- Graybill, Lyn. 2001. "To Punish or Pardon: A Comparison of the International Criminal Tribunal for Rwanda and the South African Truth and Reconciliation Commission." *Human Rights Review* 2(4): 3-18.
- (Optional) van Zyl, Paul. 1999. "Dilemmas of Transitional Justice: The Case of South Africa's Truth and Reconciliation Commission." *Journal of International Affairs* 52(20): 647-667.

ANALYTICAL PAPER 3 DUE

[Thursday, November 30 (11:59pm)]

Human Security

[Monday, Dec. 4]

- Beber, Bernd and Christopher Blattman. 2013. "The Logic of Child Soldering and Coercion." *International Organization* 67: 65-104.
- Krakowski, Krzysztof. 2020. "Pulled Together or Torn Asunder? Community Cohesion After Symmetric and Asymmetric Civil War." *Journal of Conflict Resolution* 64(7-8): 1470-1498.
- Wood, Elisabeth Jean. 2006. "Variation in Sexual Violence during War." *Politics & Society* 34(3): 307-341.

Case Study: Yemen

[Wednesday, Dec. 6]

Weekly Reading Response due at 11:59pm

- CFR Backgrounder: [Yemen's Tragedy: War, Stalemate, and Suffering](#) (from the *Council on Foreign Relations*, written by Kali Robinson, May 1, 2023).
- Butcher, Martin. 2019. "The Gendered Impact of Explosive Weapons Use in Populated Areas in Yemen." Oxfam Briefing Paper, *Oxfam International*.
<https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620909>.
- Knights, Michael. 2018. "The Houthi War Machine: From Guerrilla War to State Capture." *CTC Sentinel* 11(8): 15-23, Combating Terrorism Center at West Point.
- Sowers, Jeannie and Erika Weinthal. 2021. "Humanitarian Challenges and the Targeting of Civilian Infrastructure in the Yemen War." *International Affairs* 97(1): 157-177.
- (Optional) Musa, Shavana. 2017. "The Saudi-Led Coalition in Yemen, Arms Exports and Human Rights: Prevention Is Better Than Cure." *Journal of Conflict & Security Law* 22(3): 433-462.

IN-CLASS EXAM

[Monday, Dec. 11]

What's Next? Peace in a Conflict-Prone World

[Wednesday, Dec. 13]

- Diehl, Paul F. 2016. "Exploring Peace: Looking Beyond War and Negative Peace." *International Studies Quarterly* 60: 1-10.
- Gleditsch, Nils Petter, Jonas Nordkvelle and Håvard Strand. 2014. "Peace Research - Just the Study of War?" *Journal of Peace Research* 51(2): 145-158.
- R. Kirk Belnap, [Wars, Rumors of Wars, and Wise and Faithful Servants](#) (from *BYU Speeches*, July 8, 2003).

FINAL PAPER: PROPOSAL DUE

[Monday, December 18 (11:59pm)]

University Policies and Resources

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's [Sexual Harassment Policy](#), reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> for help.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are

providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- *Direct Plagiarism*: The verbatim copying of an original source without acknowledging the source.
- *Paraphrased Plagiarism*: The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for the author's own.
- *Plagiarism Mosaic*: The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- *Insufficient Acknowledgement*: The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others...We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and,

if necessary, correct any such that might occur here, however inadvertent or unintentional." "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another" (President Cecil O. Samuelson, Annual University Conference, August 24, 2010). "Occasionally, we...hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets" (Vice President John S. Tanner, Annual University Conference, August 24, 2010).

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. [Adapted from the Deliberation Guidelines published by [The Center for Democratic Deliberation](#).]

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning," 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Compliance Hotline and BYU Policies

If you have questions about university policies, including those discussed in this syllabus, please visit policy.byu.edu.

If you observe any non-emergency dangerous, illegal, or suspicious activity occurring on campus or by a member of the BYU community, please report it through the BYU Compliance Hotline at hotline.byu.edu. Emergencies and ongoing criminal activity should be reported directly to BYU Police at 801-422-2911.