

INTL 4455	Violent Political Conflict	Spring 2022
M/W/F 11:30-12:20	Caldwell Hall 107	Pre/Corequisites: none
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Office hours: By appointment	Office: 319 IA Building	

## Course Description

This course examines a broad range of topics related to political violence. Its primary focus is “internal” political violence, meaning we will not read much about international conflict and war. For the most part, we will read about and discuss violent political events that take place in the context of a dispute between a country’s national government and individuals or groups that live in that country. Topics covered include state formation, civil war, mass protest and rebellion, ethnic conflict, terrorism, state violence, and genocide. From time to time you will encounter material that contains graphic discussions or depictions of violence. I will always let you know about this material beforehand.

## Course Objectives

One purpose of this course is to acquire knowledge of actual violent conflicts that have taken place in the past or that are still ongoing. To this end, we will read several detailed historical and journalistic accounts of particular events. However, this is not a history course. Its main purpose is to examine violent political conflict using the tools of social science. For this purpose, we will read studies that use theoretical models intended to apply to many different events, as well as studies that use statistical analysis to look for meaningful patterns (for example, to see whether certain kinds of countries are more prone to violent conflict than others). By the end of the course you will have a better understanding of what a social science approach to studying violent conflict entails, and how it can provide useful insights into real world events.

## Required Reading

There will be no textbook in this class. All readings will be available on the ELC course site or through the UGA library’s website. You are expected to read the assigned material, and it is very unlikely that you will do well in the course if you do not. There will usually be 1 assigned reading per meeting. Some readings are more difficult than others. For more difficult or technical readings, and especially those that use theoretical models or statistical analysis, I will provide a non-technical overview and summary. To make sure everything is clear, I assume that you do not know anything about the topics we cover or the concepts and research methods used in the readings, though I am sure that is not true!

## COVID considerations

The university has chosen to adopt a lax policy of encouraging masks and vaccines but not requiring them, and allowing rooms to be filled to maximum occupancy so that distancing is impossible. I

understand that some of you may not feel comfortable attending class in person, so I will emphasize that *no one is required to attend class in-person*. Students may access and complete all components of this course online. I will try to make students' experiences in the course as uniform as possible. Students who choose to attend remotely must do so synchronously (you have to log on during class).

## Grades

Your final grade will be determined as follows:

Discussion participation (5): 7% each

Quizzes (3): 15% each

Final Exam: 20%

Grade Distribution (note that I do not assign minus grades):

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90 - 100: A
86 - 89: B+    80 - 85: B
76 - 79: C+    70 - 75: C
66 - 69: D+    60 - 65: D
below 60: F

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## Class Discussion

During the course of the semester we will have 5 in-class discussions. Students must participate in the discussion to earn credit, and may earn credit by participating either in person or online. Dates for in-class discussion are indicated below. Discussion forums on the course website will open at least one day prior to in-class discussion dates and will close one day after in-class discussion dates. For each discussion, everyone is required to read the prompt in the online discussion forum before class *even if you plan on participating in person*. The prompts may contain links to readings, videos, etc, and will always provide some context for our discussion, so it is important to read them before attending class. Of course, you are also expected to read any assigned material before class. Two in-class discussions (Discussions 3 and 5) will be based on documentaries which we will view during class time.

## Quizzes

There are 3 quizzes in this course. Quizzes will consist of 3-5 broad, open ended questions to which you will provide a written response (no multiple choice). You may write as much as you would like in response to each question, but there is no required length. Your responses should be thorough but concise, and should clearly demonstrate that you have read and understand the material. If these requirements seem too ambiguous, I would recommend writing at least 3 paragraphs that each consist of at least 5 sentences. Students will receive quiz grades via email before the day the next quiz takes place.

Quizzes will be completed online through the ELC course site. The quiz schedule is as follows:

Quiz 1: Monday, February 7  
Quiz 2: Wednesday, March 2  
Quiz 3: Friday, April 15

On each of these dates an online quiz will be available beginning at 8 a.m. and will close at 8 p.m. There are no time restrictions once you begin the quiz, other than the 8 p.m. deadline.

## **Final Exam**

The final exam will be online and will take place at the date and time indicated below. The format of the exam will be the same as the quizzes described above.

## **Course Website**

The course website can be accessed through [elc.uga.edu](http://elc.uga.edu). You will need to use this site to access the syllabus, course readings that are not available through the library's website, online course materials, and quizzes.

## **Syllabus Change Policy**

The syllabus is a plan for the course, and we may deviate from it. I will clearly communicate to students any changes that become necessary, and will do so in a timely manner.

## **Students with Disabilities**

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.

## **University Honor Code/Academic Honesty Policy**

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

## **Withdrawal Policy**

Students who withdraw from the class before the withdrawal deadline (Thursday, March 24th) will be assigned a grade based on their performance (pass/fail) in the class up the point of withdrawal. This means that students who are failing will be assigned a "WF" grade even if they withdraw before

the deadline. The university automatically assigns a “WF” grade upon withdrawal to students who withdraw from a class after the withdrawal deadline.

## Reading and Assignment Schedule

### 1 States as violent organizations

**Monday Jan 10:** Syllabus review, class overview. No reading.

**Wednesday Jan 12:** Tilly, Charles. 1985. “War Making and State Making as Organized Crime.” in Theda Skocpol (ed.) *Bringing the State Back In.*, Cambridge Press.

**Friday Jan 14:** No reading.

**Monday Jan 17:** Martin Luther King, Jr. Day, no class

**Wednesday Jan 19:** Callimachi, Rukmini. “The ISIS Files: When Terrorists Run City Hall.” *New York Times*, April 4, 2018. ([link](#))

Discussion 1

**Friday Jan 21:** Gurr, T.R. 1988. “War, Revolution, and the Growth of the Coercive State.” *Comparative Political Studies* 21: 45-65.

### 2 Coordination and Collective Action Problems

**Monday Jan 24:** Little, Daniel. 1991. *Varieties of Social Explanation.* Westview Press, chap 3.

**Wednesday Jan 26:** No reading.

**Friday Jan 28:** Weingast, Barry. 1997. “The Political Foundations of Democracy and the Rule of Law.” *American Political Science Review* 91: 245-263.

**Monday Jan 31:** No reading.

**Wednesday Feb 2:** Kuran, Timur. 1991. “Now out of Never: The Element of Surprise in the East European Revolution of 1989.” *World Politics* 44: 7-48.

**Friday Feb 4:** No reading.

Review session

**Monday Feb 7:** Quiz 1

### 3 Civil War

**Wednesday Feb 9:** Horne, Alistair. 2006 [1977]. *A Savage War of Peace: Algeria 1954-1962.* Excerpts from pages 23-74.

**Friday Feb 11:** Fanon, Frantz. 1963. *The Wretched of the Earth.* Selected pages.

Discussion 2

**Monday Feb 14:** Fearon, James and David Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” *American Political Science Review* 97: 75-90.

**Wednesday Feb 16:** Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56: 563-595.

**Friday Feb 18:** Kalyvas, Stathis N. 2001. "New and Old Civil Wars: A Valid Distinction?" *World Politics* 54(1): 99-118.

**Monday Feb 21:** Cederman, Lars-Erik, Kristian Skrede Gleditsch, and Halvard Buhaug. 2013. *Inequality, Grievances, and Civil War*. Cambridge University Press. Chapters 3 and 4.

**Wednesday Feb 23:** Walter, Barbara. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51: 335-364.

**Friday Feb 25:** No reading.

**Monday Feb 28:** No reading.

Review session

**Wednesday Mar 2:** Quiz 2

#### 4 Ethnic Conflict

**Friday Mar 4:** Mueller, John. 2000. "The Banality of Ethnic War." *International Security* 25: 42-70.

**Monday Mar 7:** Spring Break

**Wednesday Mar 9:** Spring Break

**Friday Mar 11:** Spring Break

**Monday Mar 14:** Fearon, James, and David Laitin. 2000. "Violence and the Social Construction of Ethnic Identity." *International Organization* 54: 845-877.

**Wednesday Mar 16:** No reading.

**Friday Mar 18:** Watch excerpts from [PBS documentary](#) "Bitter Rivals: Iran and Saudi Arabia"

**Monday Mar 21:** No reading.

Discussion 3

#### 5 Terrorism

**Wednesday Mar 23:** Stohl, Michael. 1983. "Demystifying Terrorism." In Michael Stohl (ed.) *The Politics of Terrorism*. Marcel Dekker. Pages. 1-19.

**Friday Mar 25:** Horne, Alistair. 2006 [1977]. *A Savage War of Peace: Algeria 1954-1962*. Excerpts from pages 78-188.

**Monday Mar 28:** No class meeting.

**Wednesday Mar 30:** No reading.

Discussion 4

## 6 State Violence in Democracies

**Friday Apr 1:** Rejali, Darius. 2007. *Torture and Democracy*. Princeton University Press. Chapter 2.

**Monday Apr 4:** Horne, Alistair. 2006 [1977]. *A Savage War of Peace: Algeria 1954-1962*. Excerpts from pages 190-207.

**Wednesday Apr 6:** Begin documentary “[Standard Operating Procedure](#)”

**Friday Apr 8:** Continue documentary “[Standard Operating Procedure](#)”

**Monday Apr 11:** No reading.

Discussion 5

**Wednesday Apr 13:** Review session, no reading

**Friday Apr 15:** Quiz 3

## 7 Genocide (and predicting large-scale violence)

**Monday Apr 18:** Brief introduction to the Genocide Convention by William Schabas ([link](#)).

**Wednesday Apr 20:** Harff, Barbara. 2003. “No Lessons Learned from the Holocaust: Assessing Risks of Genocide and Political Mass Murder since 1955.” *American Political Science Review* 97: 57-74

**Friday Apr 22:** Ward, Michael D., Brian D. Greenhill, and Kristin M. Bakke. 2010. “The Perils of Policy by p-value: Predicting Civil Conflicts.” *Journal of Peace Research* 47(4): 363-375.

## 8 International Human Rights Law

**Monday Apr 25:** Moravcsik, Andrew. 2000. “The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe.” *International Organization* 54 (2): 217-252.

**Wednesday Apr 27:** Hathaway, Oona. 2002. “Do Human Rights Treaties Make a Difference?” *Yale Law Journal* 111, skim.

**Friday Apr 29:** Hathaway, Oona. 2002. “Do Human Rights Treaties Make a Difference?” *Yale Law Journal* 111, skim.

**Monday May 2:** No reading.

Review session

**Monday May 9:** Final Exam (online) 8:00 a.m. - 8:00 p.m.

## COVID-19 Information for Students

If you have underlying health conditions or are uncomfortable attending class in person for any reason, please contact me.

## Face coverings

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities. I'll be wearing one.

## How can I obtain the COVID-19 vaccine?

Please get vaccinated if you haven't already. University Health Center is scheduling appointments for students through the [UHC Patient Portal](#). Learn more [here](#). The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go [here](#). In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one [here](#).

## What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see the information [here](#).

## What do I do if I test positive for COVID-19?

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, you are required to report it through the [DawgCheck](#) Test Reporting Survey. Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receive a positive COVID-19 test: Everyone, regardless of vaccination status, should stay home for 5 days. If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class. Continue to wear a mask around others for 5 additional days.

## What do I do if I have been exposed to COVID-19?

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period, while you were unmasked) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

- Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)
  - You do not need to quarantine at home and may come to class.
  - You should wear a mask around others for 10 days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

- Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
  - You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

You should report the need to quarantine on [DawgCheck](#), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)) for assistance.

## Guidelines subject to change

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, or recommendations from people who have no the University System of Georgia, or the Governors Office. For the latest on UGA policy, you can visit [this website](#).

## Well-being, Mental Health, and Student Support

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit [their webpage](#). They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources to support your well-being and mental health. Find out more [here](#).

[Counseling and Psychiatric Services](#) (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support. See also the [Therapy Assistance Online Support](#) site (TAOS), or call 706-542-2273 for 24/7 support . For crisis support see [this page](#). The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators. See [here](#) for more.