

# INTL 4455 Violent Political Conflict

M, W, F, 10:20 - 11:10 am

Caldwell Hall 102

Spring 2023

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Office Hours: Friday 9:00-10:00 am & other times by appointment

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## Course Description and Objectives

Most conflicts today take place within states - either between governments and civilians or among different groups in the country. This course combines theories from international relations and comparative politics to examine a broad range of topics related to political violence. We will discuss various forms of domestic conflicts, including anti-government protests, riots, state repression, civil war, terrorism, coups, electoral violence, and conflict-related sexual violence. We will also investigate the aftermath of conflicts and international interventions in these conflicts.

This class is not a history class or a class on current events. Though current and historical events will be discussed, your grade will not depend on your rote memorization of these events. Instead, the focus will be on understanding the underlying interests of important actors for political conflicts, the arenas in which these actors interact, and the rules which govern their interactions. The goals of this course are twofold. Regarding the substantive topics, students will be able to:

- Evaluate scientific explanations and key concepts of political violence and nonviolence;
- Explain the causes and consequences of various forms of internal conflicts;
- Understand how international community deals with the conflicts;
- Apply theoretical approaches to analyze current events and make predictions about future developments.

The practical skills you will obtain from this course:

- Organize information from a variety of sources and evaluate the information critically;
- Conduct research and write an original paper;
- Express ideas in a professional way on several topics.

## Course Readings

There is no assigned textbook for this course. Course readings include journal articles, news articles, and videos/films. All the readings will be available on the UGA eLearningCommons (eLC) page. This class will consist of a combination of lectures and discussions. Therefore, students are expected to come to class prepared, having completed the readings for the week **BEFORE** the class. When doing all of your readings, it works best to identify each reading's research question, arguments, hypotheses, analysis, and conclusion. Also, try to identify one or two problems or questions you have with the work.

## Grade

### Grading

Your course grade is evaluated based on the following components:

*Participation (30%)*

*Tests (30%)*

*Media Literacy Presentation (10%)*

*Final Paper (30%)*

- **Participation (30%):**

Students are expected to attend all classes and participate in discussions on readings. Your active participation is very important. Always feel free to state your opinions in a way that invites discussion. The participation grade will consist of two parts: contributions to the class discussions and attendance.

- Discussion: During the class, I will regularly ask questions. The questions aim to encourage the discussion in class. The quality of the class discussion relies on your comments on and responses to the readings. Students are expected to answer the following guiding questions:
  1. What is the research question?
  2. What are the main arguments?
  3. What evidence do the author(s) use to support their arguments? Are any examples that the arguments do not explain?
  4. How does this reading relate to the other readings from the course? What are the similarities and differences among them?
- Attendance: Two free class absences are allowed during the semester. Free absence means that students are not required to provide an explanation for the missing class, and the attendance grade will not be reduced. However, I will take 1 point off for each absence if students miss more than two classes. Under special circumstances, students may provide related documentation and a self-signed note with a reasonable excuse for the absence. **Latecomer policy:** Lateness for more than 10 minutes will be considered an absence. This is important because lateness will interrupt the class discussion. Also, it is not fair for other students who come on time.

- **Tests (30% - 2 tests at 15% each):**

There will be two tests throughout the semester. The tests will require students to answer questions demonstrating that they have done the readings. The tests are open note, open book and completed online through the eLC. Doing the reading, watching the short video, and going over the slides for each of the topics should prepare you for each test. I will also provide a study guide prior to the test.

- Test 1: February 10th (Friday).
- Test 2: March 27th (Monday).

There will be no class on test days. Online tests will be available in eLC beginning at 8 am and will close at 8 pm. There are no time restrictions once you begin the quiz, other than the 8 pm deadline.

- **Media Literacy Presentation (10%):** Each student should select a current conflict event, with my permission, trace its development throughout the semester, and provide a 6 minute powerpoint/visual presentation. This assignment has two purposes: expose you to the current situations and keep you aware of the implicit positions of different media. To get the 10 points, students need to update the selected event and brief everyone about the development of your selected event. By the end of Week 5, each student should choose a topic and sign up their presentations. Presentation dates to be scheduled.

- **Media Literacy Paper (30%):** In the final paper, you need to write a complete analysis of your selected conflict event. The content should include: background and development of the event, differences in media reports, your comments on the media variance, your analysis on the event, and the correctness of citation. It would be great if you can incorporate the concepts you have learned in the course in your final paper.

The paper should be **8-10 pages** (double spaced and reference excluded). This is a reasonable length for you to elaborate on your analysis. A rubric for this assignment is available on the eLC. The paper is due by **May 3rd** at 11:59 pm in eLC. Late submission will result in a 5-point deduction for every day they are late. I am happy to discuss the conflict event and media sources of your choosing and offer suggestions.

## **Grade Appeal**

If you wish to appeal the grade received, you must submit a one-page computer-edited (e.g. in Word) statement to me at least 24 hours after receiving the grade. The statement must clearly and thoroughly explain the reasons why your works deserve a higher grade. The assignment will then be re-graded, taking the statement into consideration. The revised grade may be higher, lower, or the same as the initial grade.

## **Grading Scale**

Your final grade will be calculated on the following scale:

- 94 to 100: A
- 90 to 93: A-

- 87 to 89: B+
- 84–86: B
- 80–83: B-
- 77–79: C+
- 74–76: C
- 70–73: C-
- 60–69: D
- 59 and below: F

## **Course Policy and Useful Information**

### **Class Etiquette**

Although all perspectives are welcomed in the class, please keep in mind that not everyone shares the same political stance or viewpoint. Since we are in a political science class, it is likely to have debates on undecided issues. In addition, when email me (or others), please use appropriate language. Email etiquette is the skill you would want to acquire when you are still in school. Here is a link you can refer to if you would like to confirm the dos and don'ts: [“Your Recent Email to Your Professor.”](#)

### **Electronic Devices**

Use of mobile phones is prohibited during the class. The participation grade will be reduced if you are found using mobile phones in class. You may use laptops in class, but only for class-related reasons.

### **Preferred Name and Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records

### **Changes to the Syllabus Could Occur**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. I reserve the right to change the syllabus based on the course's progression.

## University Honor Code and Academic Honesty Policy

I expect you to do your own work and to abide by all university policies on academic integrity and professional conduct. 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: <https://honesty.uga.edu/Academic-Honesty-Policy/>. 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.

## Disabilities Accommodation

- If you plan to request accommodations for a disability, please register with the [Disability Resource Center](#). They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting the Disability Resource Center.
- 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.

## Mental Health and Wellness Resources

- 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 <https://sco.uga.edu/>. 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 for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

## Schedule of Topics and Readings

### Week 1, 01/09 & 01/11 & 01/13: Introduction

- Please read syllabus carefully.
1. Valentino, Benjamin A. 2014. "Why We Kill: The Political Science of Political Violence against Civilians." *Annual Review of Political Science* 17: 89–103.
  2. Gutiérrez-Sanín, Francisco, and Elisabeth Jean Wood. 2017. "What Should We Mean by Pattern of Political Violence? Repertoire, Targeting, Frequency, and Technique." *Perspectives on Politics* 15 (1): 20–41.

## **Week 2, 01/16 & 01/18 & 01/20: Mobilization for Violence**

- No Class on 1/16 (Martin Luther King, Jr. Day).
1. Van Belle, Douglas A. 1996. "Leadership and Collective Action: the Case of Revolution." *International Studies Quarterly* 40(1): 107-132.
  2. Lichbach, Mark Irving. 1994. "What Makes Rational Peasants Revolutionary: Dilemma, Paradox, and Irony in Peasant Collective Action." *World Politics* 46: 383-418 (Skim).
  3. Besançon, Marie L. 2005. "Relative Resources: Inequality in Ethnic Wars, Revolutions, and Genocides." *Journal of Peace Research* 42 (4): 393-415.

## **Week 3, 01/23 & 01/25 & 01/27: Protest 1**

1. Schock, Kurt. 2013. "The Practice and Study of Civil Resistance." *Journal of Peace Research* 50 (3): 277-90.
2. Chenoweth, Erica. 2011. "[Think Again: Nonviolent Resistance.](#)" *Foreign Policy*. August 24.
3. Video: [The success of nonviolent civil resistance: Erica Chenoweth at TEDxBoulder.](#)
4. Stephan, Maria J., and Erica Chenoweth. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33 (1): 7-44 (Skim).
5. Klein, Graig R., and Patrick M. Regan. 2018. "Dynamics of Political Protests." *International Organization* 72 (2): 485-521.

## **Week 4, 01/30 & 02/01 & 02/03: Protest 2**

- Watch documentary film: *A Force More Powerful* on the protest against the dictatorship of General Pinochet in class (1/30).
1. Dahlum, Sirianne. 2019. "Students in the Streets: Education and Nonviolent Protest." *Comparative Political Studies* 52 (2): 277-309.
  2. Kim, Nam Kyu, and Alex M. Kroeger. 2019. "Conquering and Coercing: Nonviolent Anti-Regime Protests and the Pathways to Democracy." *Journal of Peace Research* 56(5): 650-66.
  3. Murdie, Amanda, and Dursun Peksen. 2015. "Women and Contentious Politics: A Global Event-Data Approach to Understanding Women's Protest." *Political Research Quarterly* 68 (1): 180-92.

## **Week 5, 02/06 & 02/08 & 02/10: State Repression**

- Test 1 on 2/10.
1. DeMeritt, Jacqueline H. R. 2016. "The Strategic Use of State Repression and Political Violence." *Oxford Research Encyclopedia of Politics*, 1-23.

2. Carey, Sabine C. 2010. "The Use of Repression as a Response to Domestic Dissent." *Political Studies* 58 (1): 167–86.
3. Way, Lucan A., and Steven Levitsky. 2006. "The Dynamics of Autocratic Coercion after the Cold War." *Communist and Post-Communist Studies* 39(3): 387–410.

#### **Week 6, 02/13 & 02/15 & 02/17: Civil Conflict 1**

- Watch documentary film: *Firestone and the Warlord* PBS Frontline in class (2/17).
1. Regan, Patrick M., and Daniel Norton. 2005. "Greed, Grievance, and Mobilization in Civil Wars." *Journal of Conflict Resolution* 49 (3): 319-336.
  2. Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105 (3): 478-495 (Skim).
  3. Humphreys, Macartan, and Jeremy Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52 (2): 436-455.

#### **Week 7, 02/20 & 02/22 & 02/24: Civil Conflict 2**

1. Henshaw, Alexis Leanna. 2016. "Why Women Rebel: Greed, Grievance, and Women in Armed Rebel Groups." *Journal of Global Security Studies* 1 (3): 204–19.
2. Dahlum, Sirianne, and Tore Wig. 2020. "Peace above the Glass Ceiling: The Historical Relationship between Female Political Empowerment and Civil Conflict." *International Studies Quarterly* 64 (4): 879–93.
3. Zhou, Yang-Yang, and Andrew Shaver. 2021. "Reexamining the Effect of Refugees on Civil Conflict: A Global Subnational Analysis." *American Political Science Review* 115 (4): 1175–96.

#### **Week 8, 02/27 & 03/01 & 03/03: Terrorism 1**

1. Ganor, B. 2002. "Defining Terrorism: Is One Man's Terrorist another Man's Freedom Fighter?" *Policy Practice and Research*. 3(4): 287-304.
2. Shughart II, William F. 2006. "An Analytical History of Terrorism, 1945-2000." *Public Choice* 128(1-2): 7-39.
3. Kydd, Andrew and Barbara Walter. 2006. "The Strategies of Terrorism." *International Security* 31(1): 49-80.

#### **Week 9, Spring Break**

#### **Week 10, 03/06 & 03/08 & 03/10: Terrorism 2**

1. Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49(1): 3-42.
2. Krueger, Alan B. and Jitka Malečková. 2003. "Education, Poverty, and Terrorism: Is There a Casual Connection?" *Journal of Economic Perspectives* 17(4): 110-44
3. Pape, Robert A. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97(3): 343-361.

#### **Week 11, 03/13 & 03/15 & 03/17: Coup**

1. Thyne, Clayton L, and Jonathan Powell. 2019. "Coup Research." In *Oxford Research Encyclopedia of International Studies*, 1–21. Oxford University Press.
2. Powell, Jonathan M., Salah Ben Hammou, Amy Erica Smith, Lucas Borba, Drew Holland Kinney, Mwita Chacha, and Erica De Bruin. 2022. "Forum: A Coup at the Capitol? Conceptualizing Coups and Other Antidemocratic Actions." *International Studies Review* 24 (1).
3. Bruin, Erica De. 2018. "Preventing Coups d'état: How Counterbalancing Works." *Journal of Conflict Resolution* 62 (7): 1433–58.

#### **Week 12, 03/20 & 03/22 & 03/24: Electoral Violence**

1. Hafner-Burton, Emilie M., Susan D. Hyde, and Ryan S. Jablonski. 2014. "When Do Governments Resort to Election Violence?" *British Journal of Political Science* 44 (1): 149–79.
2. Daxecker, Ursula. 2020. "Unequal Votes, Unequal Violence: Malapportionment and Election Violence in India." *Journal of Peace Research* 57 (1): 156–70.
3. Ruiz-Rufino, Rubén, and Sarah Birch. 2020. "The Effect of Alternation in Power on Electoral Intimidation in Democratizing Regimes." *Journal of Peace Research* 57 (1): 126–39.

#### **Week 13, 03/27 & 03/29 & 03/31: Conflict-Related Sexual Violence**

- Test 2 on 3/27.
1. Cohen, Dara Kay. 2013. "Explaining Rape during Civil War: Cross-National Evidence (1980-2009)." *American Political Science Review* 107 (3): 461–77.
  2. Cohen, Dara Kay. 2017. "The Ties That Bind: How Armed Groups Use Violence to Socialize Fighters." *Journal of Peace Research* 54 (5): 701–14.
  3. Butler, Christopher K., Tali Gluch, and Neil J. Mitchell. 2007. "Security Forces and Sexual Violence: A Cross-National Analysis of a Principal-Agent Argument." *Journal of Peace Research* 44 (6): 669–87.



**Week 14, 04/03 & 04/05 & 04/07: The Aftermath of Violent Conflict**

1. Blattman, Christopher. 2009. "From Violence to Voting: War and Political Participation in Uganda." *American Political Science Review* 103 (2): 231–47.
2. Gilligan, Michael J., Benjamin J. Pasquale, and Cyrus Samii. 2014. "Civil War and Social Cohesion: Lab-in-the-Field Evidence from Nepal." *American Journal of Political Science* 58 (3): 604–19.
3. Lake, Milli. 2017. "Building the Rule of War: Postconflict Institutions and the Micro-Dynamics of Conflict in Eastern DR Congo." *International Organization* 71 (2): 281–315.

**Week 15, 04/10 & 04/12 & 04/14: Interventions in Conflict 1**

- No Class on 4/14 due to MPSA conference.

1. Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48 (2): 269–292.
2. Belgioioso, Margherita, Jessica Di Salvatore, and Jonathan Pinckney. 2021. "Tangled up in Blue: The Effect of UN Peacekeeping on Nonviolent Protests in Post-Civil War Countries." *International Studies Quarterly* 65 (1): 1–15.
3. Blair, Robert A. 2021. "UN Peacekeeping and the Rule of Law." *American Political Science Review* 115 (1): 51–68.

**Week 16, 04/17 & 04/19 & 04/21: Interventions in Conflict 2**

1. Lektzian, David, and Patrick M. Regan. 2016. "Economic Sanctions, Military Interventions, and Civil Conflict Outcomes." *Journal of Peace Research* 53 (4): 554–68.
2. Wood, Reed M., and Emily Molfino. 2016. "Aiding Victims, Abetting Violence: The Influence of Humanitarian Aid on Violence Patterns During Civil Conflict." *Journal of Global Security Studies* 1 (3): 186–203.
3. Smidt, Hannah. 2020. "Mitigating Election Violence Locally: UN Peacekeepers' Election-Education Campaigns in Côte d'Ivoire." *Journal of Peace Research* 57 (1): 199–216 (Skim).
4. Jo, Hyeran, and Beth A. Simmons. 2016. "Can the International Criminal Court Deter Atrocity?" *International Organization* 70(3): 443–75.

**Week 17, 05/03: Final Paper Due**