PSCI 7123: CIVIL CONFLICT
KETCHUM 1B31
M 1:30PM - 4:00PM
SPRING 2025

Professor: Megan Shannon
Please call me: Meg or Professor Shannon or Dr. Shannon
Email: Megan.L.Shannon@colorado.edu
Drop-In Office Hours: Mondays 10:15am - Noon in Ketchum 124

Course Description

Why do people use violence to pursue political goals? When asked this question, most people give straightforward answers such as "people will always fight for their religion." But consider this: violence is costly, it often does not result in the desired political outcome, and people have a number of choices besides violence for pursuing their political goals. Further, why do states respond violently to dissident movements? This is particularly puzzling once we think about the costs of repression relative to political concessions. The unfortunate result of political violence is often civil conflict, which imposes enormous political, monetary, and human costs. Why can't actors reach the outcome they will inevitably reach after a conflict ends, but without the pain and suffering of fighting?

This class explores the conditions under which political actors use violence, and the conditions that lead to civil conflict. We approach questions of conflict behavior and political violence from the perspective of strategic choice. Strategic choice explains conflict not as an accident, but as the deliberate result of choices by actors. The choice of conflict is not made because actors are inherently aggressive and war-mongering. Actors want to reach their preferred outcome without fighting, but various obstacles stand in the way. We discover how those obstacles render actors unable to reach and commit to peaceful agreements.

Studying conflict and violence not only tells us a great deal about global politics, it provides insight into the human condition. While we may believe that violence is part of being human, strategic choice tells us that human interests alone do not lead to conflict. It takes two sides to make a war. Understanding how conflict results from human interaction allows us to begin to devise the right prescriptions and policies to produce peace. We study various types of international intervention and civilian strategies to get a sense of if and how actors can work to mitigate the bargaining obstacles behind political violence and civil conflict.

Course Learning Outcomes

Upon completion of this class, successful students will be able to:

(1) Define and identify the characteristics of civil conflict and political violence
(2) Describe the conditions most conducive to civil conflict
(3) Analyze the influence of international institutions on civil conflict
(4) Formulate puzzles in the study of civil conflict and social science
(5) Create a research design to study a puzzle surrounding civil conflict

Course Policies

Commitment to Inclusivity
The University of Colorado is a learning community that seeks to understand the world around us. CU cannot achieve those goals without the engagement of its graduate students. You have unique gifts, skills, and insights that advance our search for truth and knowledge. That means your participation in this class is valuable. My commitment is to make sure that you feel included enough in our class community to participate. If you feel your differences may isolate you from CU's community or if you need specific accommodations, please speak with me early in the semester about what we can do together to help you engage in our class and the CU community. This class stresses active learning and we have a great deal of discussion as a class.

Assignment Policies and use of AI
Assignments must be uploaded to Canvas. Work turned in late will be docked one letter grade for each day late, beginning at the end of class on the day the assignment is due.

For this class, you may use generative AI programs such as ChatGPT to help generate ideas and brainstorm. However, be aware of AIs limitations. The material generated by these programs may be inaccurate, incomplete, and may perpetuate racial, gender, ethnic, and other biases. In fact, you should not trust anything AI says, and you should confirm the information it gives you through other means. The use of AI may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (but consider that the quality of the reference may be poor). Plagiarism or other forms of cheating will be addressed according to CU Honor Code policies (see statement later in this syllabus).

Electronic Device Policy
Research suggests that students who use electronic devices and laptops in the classroom retain less information that those who do not. Research also shows taking written notes leads to better comprehension than other methods. Moreover, electronic devices in the classroom can distract students who are not using these devices. Yet as a user of electronic devices, I understand their utility. To provide the best learning environment for all students, I expect that students will use electronic devices only as e-readers, and will take notes by hand. I will sometimes call on students if I suspect they are distracted by electronic devices. If you need to make a call, send a text, or use an electronic device during class, leave the room and return when you are finished. Students will receive a warning when violating this policy. Students who repeatedly violate this policy will be asked to leave the class. Exceptions to this policy are at my discretion. Please talk to me if you feel you cannot adhere to this policy, and we will find a workable solution.

Coming to my office hours
I will be in my office with the door open and available to talk on Mondays from 10:15am to noon. You do not need to make an appointment or let me know you are coming in advance - just drop by. Im a fairly nice person and I hope you will not feel intimidated to stop by my office hours. You can come alone or with a friend or classmate. You can come to talk about the class, study skills, your career goals, etc. Understandably, you may find it hard to discuss difficulties, dilemmas, and dissatisfaction with me. Please resist the temptation to remain anonymous and let problems fester. If you have concerns about your class performance, the way the class is being taught, the functionality of the class on Canvas, or anything else related to this course,

email me. We will work together to find a solution.

Materials
All readings will either be posted to Canvas or are available from CU libraries. In addition, you may want to read *What Do We Know About Civil Wars?* 2023. ed. by T. David Mason and Sara Mitchell. This is available as an ebook from the library. It has not been assigned in any given week, but it has chapters that are great primers for the topics we are discussing in class.

Grades
Puzzle Paper, 10%
Students will write a short paper that identifies a puzzle in the area of political violence and civil conflict. You'll explain why you have identified a puzzle, not merely a question. You will then propose a theory that answers the puzzle, specify a testable hypothesis, and develop a way to test the hypothesis. You'll also identify relevant scholarly literature to help establish the puzzle and the theory. Ideally, the puzzle paper will be expanded into a research design. The puzzle paper should be no more than four pages, typed, double-spaced, Times New Roman 12 point font, 1" margins, page numbers. It can be written and turned in for a grade at any point during the semester, but at least one attempt at the puzzle paper must be turned in by Monday, February 24. I am happy to meet with you to discuss if and how the puzzle paper can be improved. Final puzzle papers are due Monday, April 21. Required reading: Gustafsson, K. and L. Hagstrom. 2017. What is the Point? Teaching Graduate Students how to Construct Political Science Research Puzzles. European Political Science.

One Analytical Paper, worth 10%
You will write a 3-4 page analytical essay addressing a question pertinent to the reading we have been discussing in class. The question will be distributed on the date identified in the schedule below. The paper does not require original empirical research, but should synthesize the material and place it within a larger context of international relations scholarship. Some basic summary may be required, but the goal is to identify the contributions of the research we have read, what questions it answers, what questions it leaves open, and what areas are fertile for future research. The paper will serve as practice for comprehensive exams.

Two Peer Reviews, each worth 5% for a total of 10%
Choose two assigned articles and write a peer review of each. Your review will be written as if you are reviewing the paper for a professional journal. This entails a vey short summary as well as a critical analysis of the paper. You may also suggest some alternative ways the author could test the theory, or some extensions of the existing empirical tests. Ultimately, offer a recommendation of publish as is, publish with minor revisions, revise and resubmit, or reject. Each article review should be about three pages, typed, double-spaced, Times New Roman 12 point font, 1" margins, page numbers. The review must be turned in the same day the article is discussed in class. **Required reading**: Miller, E., Pevehouse, J., Tingley, D., Rogowski, R., and Wilson, R. 2013. "How to Be a Peer Reviewer: a Guide for Recent and Soon-to-Be Ph.D.'s." PS: Political Science and Politics, 46(1).

Case Exploration and Presentation, 10%
To help develop some contextual knowledge, you will study a specific case within civil conflict and political violence. This might be an overall conflict, the government of a state, a rebel group, a pro-government militia, a terrorist organization, or a civilian organization. You will then relate this case to an academic theory or reading that we have discussed in seminar this semester. To start thinking about this, you might consult some of the readings suggested under 'Additional' for each week. You may also find other pieces on your own. Ideally, you will consult

two or three sources, and they can be news items, academic readings, podcasts, etc. Be creative. Write a paper of no more than four pages, double-spaced, Times New Roman 12 point font, 1" margin paper describing how the case illustrates or relates to what we have studied so far. You will give a short presentation on the case in seminar on Monday, March 31.

Attendance and Participation, 20%
Attendance is expected. To function as a class, your oral participation is needed. This includes asking good questions and offering sound critical analysis to further the class discussion. Further, students should comment on each other's contributions to class.

Discussion Questions, 10%
To engage with the readings, you will write four discussion questions and post them to Canvas each week by 11:59pm of the Sunday before class, beginning with the class readings for Week 2. The questions should be broad and should stimulate discussion across several or all of the readings. You will also respond to at least one question by one peer before class meets at 1:30pm on Monday. Your lowest discussion post grade will be dropped at the end of the semester.

Final Research Design, 30%
As a final project for the class, you will write a research design. It can be an extension of your puzzle paper, or it may be an entirely different idea. The research design should be 12-15 pages in length. It should a) clearly state a research question, b) review and synthesize the relevant literature, c) develop a theory to answer the question and derive testable hypotheses, and d) identify data, case studies, or develop another empirical test of the hypotheses. The research design may not replicate any work that you have previously completed for a graduate seminar, though I'm happy to talk with you if you have a way you'd like to modify or expand previous work. The research design must be turned in to Canvas by Wednesday, May 7th at 1:30pm.

Assignment	My Due Date	Weight	Completed
Analytical Paper	March 17, 1:30pm	10%	
Two Peer Reviews	by 1:30pm the day of class	10%	
Puzzle Paper (First Draft)	February 24		
Puzzle Paper (Final Draft)	April 21, 1:30pm	10%	
Case Presentation	March 31, 1:30pm	10%	
Discussion Questions and Peer Responses	11:59pm Sunday and 1:30pm Monday	10%	
Final Research Design	Wednesday May 7th, 1:30pm	30%	

Grade Scale
The grading scale for the course is as follows. Grades ending in .5 or higher are rounded up to the nearest whole percentage point:

	B+ 89 - 87	C+ 79 - 77
A 93 - 100	B 86 - 83	C 76 - 73
A- 92 - 90	B- 82 - 80	C- 72 - 70

<div align="center">**Schedule of Topics and Readings**</div>

The schedule of readings will be modified as needed. For the most part, you should search for the readings on Google scholar or through the library's website.

Week 1: Why Study Civil Conflict?
January 13
Required:

- Walter, Barbara. *How Civil Wars Start*, Introduction.
- Gustafsson, K. and L. Hagstrom. 2017. What is the Point? Teaching Graduate Students how to Construct Political Science Research Puzzles. European Political Science.

Week 2: What is Civil Conflict?
January 27
Required:

- Sambanis, N. 2004. What is Civil War? Conceptual and Empirical Complexities of an Operational Definition. Journal of Conflict Resolution 48(6):814-858.
- Davies, S., Engstrm, G., Pettersson, T., and Oberg, M. (2024). Organized violence 19892023, and the prevalence of organized crime groups. Journal of Peace Research, 61(4), 673-693. https://doi-org.colorado.idm.oclc.org/10.1177/00223433241262912
- Christopher Blattman and Edward Miguel. 2010. "Civil War." Journal of Economic Literature 48(1):3-57.
- Walter, Barbara. 2017. "The New New Civil Wars." Annual Review of Political Science.

Additional:

- Goldstein, Joshua. 2012. Winning the War on War, Chapter 9.
- Spend some time looking at the Uppsala Conflict Data Program website.

Week 3: Greed, Grievance, and the State Response
February 3
Required:

- Fearon, James and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." American Political Science Review 97(1):75-90.
- Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." Oxford Economic Papers 56(4): 563-595.
- Young, Joseph. 2013. "Repression, Dissent, and the Onset of Civil War." Political Research Quarterly 66(3):516-532.
- Cunningham, Kathleen Gallagher. 2011. "Divide and Conquer or Divide and Concede: How Do States Respond to Internally Divided Separatists? American Political Science Review 105(2):275-297.

Additional:

- Tilly, Charles. 2003. The Politics of Collective Violence. Cambridge University Press.
- Weber, Max. Politics as a Vocation. `http://anthropos-lab.net/wp/wp-content/uploads/2011/12/Weber-Politics-as-a-Vocation.pdf`
- Davenport, Christian. 2007. "State Repression and Political Order." Annual Review of Political Science 10:1-23.
- Ritter, Emily Hencken and Courtenay R. Conrad. 2015. "Preventing and Responding to Dissent: The Observational Challenges of Explaining Strategic Repression."

Week 4: Ethnicity

February 10

Required:

- Mueller, John. "The Banality of Ethnic War." International Security 25(1):42-70.
- Cederman, Gleditsch, and Buhaug. 2013. *Inequality, Grievances, and Civil War*, chapters 2 -5.

Additional:

- Fearon, James, and David Laitin. 2000. Violence and the Social Construction of Ethnic Identity. International Organization 54(4): 845-877.
- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why Do Ethnic Groups Rebel? New Data and Analysis. American Political Science Review 62(1):87119.
- Harris, Adam S. and Michael G. Findley. 2013. "Is Ethnicity Identifiable? Evidence from an Experiment in South Africa. Journal of Conflict Resolution.
- Larson, Jennifer M. and Janet I. Lewis. 2018. "Rumors, Kinship Networks, and Rebel Group Formation." International Organization.
- Nicholas Sambanis. 2001. Do Ethnic and Nonethnic Wars Have the Same Causes?: A Theoretical and Empirical Inquiry (Part 1), Journal of Conflict Resolution 45(3):259-282.
- Lyall, Jason. 2010. "Are Co-Ethnics More Effective Counter-Insurgents? Evidence from the Second Chechen War. American Political Science Review 104(1):120.

Week 5: Democracy, Anocracy, Autocracy

February 17

Required:

- Walter, Barbara. *How Civil Wars Start*, chapter 1.
- Vreeland, J. R. (2008). The Effect of Political Regime on Civil War: Unpacking Anocracy. Journal of Conflict Resolution, 52(3), 401-425.
- Fjelde, H. (2010). Generals, Dictators, and Kings: Authoritarian Regimes and Civil Conflict, 19732004. Conflict Management and Peace Science, 27(3), 195-218.
- Cederman, L.E., Hug, S., & Krebs, L. F. (2010). Democratization and Civil war: Empirical Evidence. Journal of Peace Research, 47(4), 377-394.

Additional:

- Havard Hegre et al. 2001. Toward a Democratic Civil Peace?: Democracy, Political Change, and Civil War, 1816-1992. American Political Science Review 95(1):33-48.

Week 6: Collective Action

February 24

Required:

- First Draft of Puzzle Paper due
- Wood, Elisabeth Jean. 2003. Insurgent Collective Action and Civil War in El Salvador, Ch 1 and 8. (Posted to the class Canvas site).
- Kalyvas, Stathis and Matthew Kocher. 2007. "How Free is Free Riding in Civil Wars?" World Politics 59(2):177-216.
- Walter, B. F., and Phillips, G. 2024. Who uses Internet propaganda in civil wars and why? Journal of Peace Research, 0(0). https://doi-org.colorado.idm.oclc.org/10.1177/002234332412358

Additional:

- Rubin, Michael. 2020. "Rebel Territorial Control and Civilian Collective Action in Civil Wars: Evidence from the Communist Insurgency in the Philippines." Journal of Conflict Resolution 64(2).
- Humphreys, Maccartan and Jeremy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." American Journal of Political Science 52(2):436-455.

Week 7: Bargaining and the Settlement of Civil Wars
March 3
Required:

- Analytical Paper assigned
- Walter, Barbara. 1997. "The Critical Barrier to Civil War Settlement." International Organization 51(3):335-364.
- 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.
- Lake, Milli. 2017. "Building the Rule of War: Post-Conflict Institutions and the Micro-Dynamics of Conflict in Eastern DR Congo." International Organization 71(2):281-315.
- Howard, Lise Morje and Alexandra Stark. "How Civil Wars End: The International System, Norms, and the Role of External Actors." International Security 42(3):127-171.

Additional:

- Fearon, James. 1995. "Rationalist Explanations for War." International Organization 49:379-414.
- Walter, Barbara F. 2009. "Bargaining Failures and Civil War. Annual Review of Political Science 12: 243-261.
- Fearon and Wendt. Rationalism v Constructivism: A Skeptical View.
- Muthoo, Abhinay. 2000. A Non-Technical Introduction to Bargaining. World Economics 1(2): 145-166.
- Fearon, James D. 2004. "Why Do Some Civil Wars Last So Much Longer than Others?" Journal of Peace Research 41(3):275-301.
- Fearon, James. 2013. Obstacles to Ending Syria's Civil War. Foreign Policy.
- Lynch, Marc. 2013. The Political Science of Syria's War. Foreign Policy.
- Fisher, Max. October 23, 2013. "Political Science Says Syria's Civil War Will Probably Last Another Decade." Washington Post.
- Hartzell, Caroline. 1999. "Explaining the Stability of Negotiated Settlements of Intra-State Wars." Journal of Conflict Resolution 43(1).
- Hoddie, Matthew, and Caroline Hartzell. 2003. "Civil War Settlements and the Implementation of Military Power-Sharing Agreements." Journal of Peace Research 40(3).
- Matanock, Aila and Natalia Garbiras Diaz. August 18, 2016. "Could Colombia's Peace Process Still Be Derailed?" Political Violence at a Glance blog post.

Week 8: Violence Against Civilians
March 10
Required:

- Balcells, Laia. 2010. "Rivalry and Revenge: Violence Against Civilians in Conventional Civil Wars." International Studies Quarterly 54(2):291-313.
- Fjelde, Hanne and Lisa Hultman. 2013. "Weakening the Enemy: A Disaggregated Study of Violence Against Civilians in Africa."
- Cohen, Dara Kay. "Explaining Rape During Civil War: Cross-National Evidence (1980-2009)." American Political Science Review 107(3):461-477.

- Schwartz, R. A. and Straus, S. 2018. "What drives violence against civilians in civil war? Evidence from Guatemalas conflict archives." Journal of Peace Research, 55(2), 222235. https://doi.org/10.1177/0022343317749272

Additional:

- Stathis N. Kalyvas. 2006. The Logic of Violence in Civil War. Cambridge: Cambridge University Press. Chapters 6-7.
- Aydin, Aysegul and Cem Emrence. 2015. Zones of Rebellion: Kurdish Insurgents and the Turkish State. Cornell University Press. Chapters 1-3. Available from CU libraries as an ebook.
- Balcells, Laia. 2017. The Politics of Violence During Civil War. Cambridge University Press.
- Wood, Elisabeth Jean. 2018. "Rape as a Practice of War: Toward a Typology of Political Violence." Politics and Society.
- Podcast: "What Happened at Dos Erres?" This American Life.

Week 9: Terrorism
March 17

- Analytical Paper Due
- Kydd, Andrew H., and Barbara F. Walter. The Strategies of Terrorism. International Security, vol. 31, no. 1, 2006, pp. 4980.
- Pape, Robert. 2003. The Strategic Logic of Suicide Terrorism. American Political Science Review 97(3):343-361.
- Fortna, Virginia Page. "Do terrorists win? Rebels' use of terrorism and civil war outcomes." International Organization 69.3 (2015): 519-556.
- Fortna, V. P. (2023). Is Terrorism Really a Weapon of the Weak? Debunking the Conventional Wisdom. Journal of Conflict Resolution, 67(4), 642-671.

Week 10: Present on a Civil Conflict Case
March 31

- No Discussion board this week
- Each student gives a ten minute presentation on a case of civil conflict.

Week 11: The Effects of Intervention on Political Violence and Civil Conflict
April 7
Required:

- Cunningham, David E. 2010. "Blocking Resolution: How External States Can Prolong Civil Wars." Journal of Peace Research 47(2):115-127.
- Hultman, Lisa, Jacob Kathman, and Megan Shannon. 2019. Peacekeeping in the Midst of War, Chapters 4 and 5 (available as an ebook from CU libraries)
- Wood, Reed M. and Christopher Sullivan. 2015. "Doing Harm by Doing Good? The Negative Externalities of Humanitarian Aid Provision During Civil Conflict."

Additional:
What Drives Intervention?

- Gent, Stephen E. 2007. "Strange Bedfellows: The Strategic Dynamics of Major Power Military Intervention. Journal of Politics 69(4):1089-1102.
- Aydin, Aysegul. 2012. Foreign Powers and Intervention in Armed Conflicts. Ch 6. (All chapters available online from CU Libraries).

More on the Effects of Intervention

- Kydd, Andrew H. and Scott Straus. 2013. "The Road to Hell? Third-Party Intervention to Prevent Atrocities." American Journal of Political Science 57(3):673-684.
- Walter, Barbara F., Lise Morje Howard, and V. Page Fortna. "The Extraordinary Relationship between Peacekeeping and Peace." British Journal of Political Science 2020.
- Specia and O'Neill. July 13, 2016. "What Can the United Nations Do When Its Troops Can't, or Won't, Protect Civilians?" New York Times.
- Kuperman, Alan J. 2008. The Moral Hazard of Humanitarian Intervention: Lessons from the Balkans. International Studies Quarterly 52(1):49-80.
- Kuperman, Alan J. 2013. "A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign." International Security 38(1):105-136.
- Narang, Neil. 2015. Assisting Uncertainty: How Humanitarian Aid Can Inadvertently Prolong Civil War. International Studies Quarterly 59(1):184-195.
- Wood, Reed and Emily Molfino. 2016. "Aiding Victims, Abetting Violence: The Influence of Humanitarian Aid on Violence Patterns in Civil Conflict." Journal of Global Security Studies http://dx.doi.org/10.1093/jogss/ogw007

Week 12: Civilian Protection
April 14
Required:
- Fjelde, Hanne, Lisa Hultman, and Desiree Nilsson. 2019. "Protection Through Presence: UN Peacekeeping and the Costs of Targeting Civilians." International Organization. 73(1):103-131.*
- Kaplan, Oliver. 2013. Protecting Civilians in Civil War: The Institution of the ATCC in Colombia. Journal of Peace Research 50(3):351-367.
- Chenoweth, Erica. 2020. "The Future of Nonviolent Resistance." *Journal of Democracy* 31:3.
- Van Baalen, S. 2024. "Civilian Protest in Civil War: Insights from Cote d'Ivoire." American Political Science Review. 118(2):815-830. doi:10.1017/S0003055423000564

Additional:
- Hultman, Lisa. 2013. UN Peace Operations and Protection of Civilians: Cheap Talk or Norm Implementation? Journal of Peace Research 50(1): 59-73.
- Carpenter, Charli R. 2005. Women, Children, and Other Vulnerable Groups: Gender, Strategic Frames and the Protection of Civilians as a Transformational Issue. International Studies Quarterly 49 (2): 295-334.

Week 13: Reflecting on How We Study Political Violence and Civil Conflict
April 21
Required:
- Final Puzzle Paper due
- Dawkins, Sophia. 2020. "The Problem of the Missing Dead." Journal of Peace Research.
- Dietrich, Nick and Kristine Eck. 2020. "Known Unknowns: Media Bias in the Reporting of Political Violence." International Interactions 46(6):1043-1060.

Additional:
- Gohdes, Anita, and Megan Price. 2012. "First Things First: Assessing Data Quality before Model Quality." Journal of Conflict Resolution.
- Lacina, Bethany, and Nils Petter Gleditsch. 2013. "The Waning of War is Real A Response to Gohdes and Price." Journal of Conflict Resolution 57(6): 1109-1127.
- Zvobgo, Kelebogile and Meredith Loken. 2020. "Why Race Matters in International Relations." Foreign Policy `https://foreignpolicy.com/2020/06/19/why-race-matters-internationa` #

- Balcells, Laia and Christopher Sullivan. 2018. "New Findings from Conflict Archives: An Introduction and Methodological Framework." Journal of Peace Research.
- Weidmann, Nils. 2016. "A Closer Look at Reporting Bias in Conflict Event Data." American Journal of Political Science 60(1):206-218.
- Wood, E. J. (2006). The ethical challenges of field research in conflict zones. Qualitative sociology, 29, 373-386.
- Fujii, L. A. (2010). Shades of truth and lies: Interpreting testimonies of war and violence. Journal of peace research, 47(2), 231-241.
- Carpenter, C. (2012). You talk of terrible things so matter-of-factly in this language of science: Constructing human rights in the academy." Perspectives on Politics, 10(2), 363-383.
- Price, Megan and Anita Gohdes. 2014. "Searching for Trends: Analyzing Patterns in Conflict Data." Political Violence at a Glance.
- Kadera, Kelly M. 2013. "The Social Underpinnings of Women's Worth in the Study of World Politics: Culture, Leader Emergence, and Coauthorship." International Studies Perspectives, doi: 10.1111/insp.12028
- Weber, Cynthia. 2016. "Queer intellectual curiosity as international relations method: Developing queer international relations theoretical and methodological frameworks." International Studies Quarterly 60(1):11-23.
- Davenport, Christian. April 10, 2013. "Researching While Black: Why Conflict Research Needs More African Americans (Maybe)." Political Violence at a Glance blog post.
- McClain, Paula D., Gloria Y.A. Ayee, Taneisha N. Means, Alicia M. Reyes-Barrientez, and Nura A. Sedique. 2016. "Race, power, and knowledge: tracing the roots of exclusion in the development of political science in the United States." Politics, Groups, and Identities 4(3):467-482.
- Walter, Maggie and Chris Andersen. Indigenous Statistics: A Quantitative Research Methodology.
- Hutchings, Kimberly and Patricia Owens. 2021. "Women Thinkers and the Canon of International Thought: Recovery, Rejection, and Reconstitution." American Political Science Review.

Week 14: Conflict Behavior and Political Violence Workshop
April 28

- No Discussion board this week
- Students will present puzzle papers or research designs

Additional suggested readings:

- Wendy Pearlman, Narratives of Fear in Syria. Perspectives on Politics 14(1):21-37.
- Williams, Paul R., J. Trevor Ulbrick, and Jonathan Worboys. 2012. Preventing Mass Atrocity Crimes: The Responsibility to Protect and the Syria Crisis. Case Western Reserve Journal of International Law Vol. 45, Available at SSRN: http://ssrn.com/abstract=2174768
- Jo, Hyeran, and Beth A. Simmons. 2016. Can the International Criminal Court Deter Atrocity? International Organization 70(3): 443-475. (read the article and the corrigendum).
- Stanton, Jessica. 2016. Violence and Restraint in Civil War. Cambridge: Cambridge University Press.
- Fazal, Tanisha. 2018. Wars of Law: Unintended Consequences in the Regulation of Armed Conflict. Ithaca: Cornell University Press.

- Jo, Hyeran. 2015. Compliant Rebels: Rebel Groups and International Law in World Politics. Cambridge: Cambridge University Press.
- Additional chapters in Laia Balcells's book

For CU Boulder Policies, see the course syllabus on Canvas