

# PLTC-336: Explaining Wartime Violence

---

**Class Meetings**

Winter Semester, 2023  
Wednesdays, 1:05 - 4:00 PM  
Pettengill 312

**Contact Information**

Instructor: Chris Price (cprice@bates.edu)  
Office: Room 163, Pettengill Hall  
Student Hours: Tuesday and Thursday, 3-5PM

---

Reading the news, violence against civilians is depressingly common. While inter-state war has declined since World War 2, most countries since 1945 have had at least one civil war, and terrorist attacks have occurred even in what are regarded as exceptionally peaceful societies. These patterns raise a number of puzzles: Why are some conflicts more lethal than others? How should we interpret descriptions of violence with normatively loaded terms like ‘genocide’, ‘indiscriminate’, or ‘terror’? Why do the methods of violence vary across conflicts? Why do political actors routinely victimize the very populations they claim to be fighting for? And why does violence often, but not always, fail to achieve political goals?

In this course, we will look at how, why, and when political actors use violence against civilians. We will critically evaluate terms such as violence and war, examine common strategies used by political actors, and discuss why specific modes of violence vary across conflicts.

Throughout the course, you will engage with academic readings, discuss in a seminar format, and build presentation, research, and writing skills through work in small groups. The capstone project is an original research paper, which through a structured process, will prepare you for writing a senior thesis.

**Learning Objectives:**

- Recall specific conflicts and methods of violence.
- Evaluate theories using evidence and counter-factual reasoning.
- Present opinions on controversial social and political events, verbally and in writing.
- Author research in a structured environment.

## **Class Structure**

This class meets for a single three-hour session each week, which will be broken into three sections, with a short break between each section.

The first period will focus on large group discussion of the main works assigned for the week, examining a major theoretical debate. As a seminar, this will largely be based on class discussion, where you and your peers will evaluate the main work and how it applies to the main questions for the week. I will serve as a moderator for this discussion, but its value will largely come from your interaction and engagement with the assigned texts.

The second period will be focused on applying the theoretical debate to cases or else examining particular points in depth. This section will largely be based on small group discussion, presentations, or practical activities.

The third period is set aside for writing groups, a small group of peers you will work with consistently throughout the semester on your writing project, starting in week 4. This part of class is meant to reinforce the importance of thinking about research regularly, gives you a chance to receive more feedback, and helps provide a support structure for the challenges that inevitably occur when carrying out research.

## **Summary Course Calendar:**

<b>Week</b>	<b>Topic</b>	<b>Due</b>
1	Introduction	
2	Defining Terms	1 on 1 Meeting: By January 20
3	Violence Between States	
4	Violence Within States	Initial Proposal: February 3
5	Violence Between Groups	
6	Violence as Social Order	Working Bibliography: February 20
7	No Class – February Recess	
8	Genocide and Mass Killing	Outline: March 10
9	Terrorism	
10	Sexual Violence	
11	March Break	
12	Extra-Lethal Violence	Initial Draft Due: Mar 31
13	Civilian Agency in War	Peer Review Due: April 7
14	The End of War?	
15	Finals Period	Final Paper: April 22

## **Course Materials:**

There are no required textbooks for the course, and required texts consist of academic articles and book chapters. All readings will be posted on Lyceum, and readings from books are available in electronic format from Bates Library.

## **Assessments and Grades**

Grading is based on a model of work either meeting, partially meeting, or not meeting expectations. For graded assessments, I will evaluate your performance against a rubric laying out these expectations, which I will provide to you in advance.

I do not use a curve in grading, as using a curve can create perverse incentives for students to undermine their peers. My expectations are that each of you is capable of achieving an A in this course, and through the assessment process I will let you know how your work can be improved if you are not meeting expectations.

Your final grade will be assigned based on your achievement on the full set of assessments listed below.

### **Seminar Participation (12 x 1%):**

During each class period, we will engage in a class discussion of the assigned readings for that week. While participation grades can be a source of anxiety to shy students, my expectations are that each week you will be prepared by having done the readings, that you interact respectfully with your peers during discussion, and that you are willing to ask questions when you are uncertain about points in the readings or discussions.

### **Brief Reading Reactions (5 x 3%):**

Five times during the semester, by 6 PM the day before class, you should email me a reaction you had on one of the assigned readings for that week.

These should be in the form of a brief (< 250 words) email, and can be any of the following:

- Issues of logic you identify in the paper
- Questions you have but cannot answer about the authors empirics
- A case you know about which is not explained by the author's theory despite meeting their scope conditions.
- Normative concerns you have about the author's research methods

I will provide a more detailed rubric for responses in the course Lyceum page, but please note that you can only submit one of these per week, and that it must be on one of the readings for the first hour of class.

### **Final Writing Project:**

The final project for this course is a paper, between 6,000 and 8,000 words long, in which you apply theories from class readings to a specific case, synthesize or propose a new theory to explain violence during wartime, or critically replicate the findings of an existing work. The goal is to introduce you to the practice of research in a structured manner, and build your skills for either a senior thesis or the capstone project in a research methods course.

As part of this project, the final third of the class period starting in week 4 will be set-aside for writing groups where you will talk through challenges you are facing in research, discuss revisions, and provide constructive criticism to your peers on their research project. These will be permanent groups, and I will assign the members based on research topic.

The evaluation of this assignment is broken up across seven assessments:

### **Initial Meeting (3% of Final Grade):**

By the end of Week 2, I am expecting that we will have had an initial one-on-one meeting in my office to discuss your initial ideas for a project, for you to bring up any concerns you have with the class, and provide suggestions for how to address these.

You are responsible for scheduling this meeting, and it need not be during my scheduled student hours. It should be done by 6PM on Friday, January 20<sup>th</sup>.

### **Initial Proposal (10% of Final Grade):**

At the end of week 4, I will be expecting a short (<500 word) proposal from you, which outlines your choice of a topic, where you will find information for either replicating or doing research on the topic, and any questions or worries you have about the process. I will use these to provide you feedback and suggestions about next steps, to include possible sources or references. I will provide the rubric and examples of topics at the start of week 3, and we will talk about it during our initial introductory meetings which will take place before the end of week 2.

### **Working Bibliography (10% of Final Grade):**

At the end of week 6, I will be expecting a working bibliography, providing an initial list of sources you have found for your paper, as well as your assessment of what value they provide your wider

project. The purpose of this assignment is to sharpen your skills in finding and evaluating works important to your research question.

**Outline (10% of Final Grade):**

At the end of week 9, I will be expecting an outline for the full project, not to exceed three pages. The purpose of this assignment is to push you to clarify your argument and how best to organize it, as well as to provide a structure for your writing.

**Initial Draft (10% of Final Grade):**

At the end of week 12, I will be expecting a partial draft of the project, between 3,000 - 4,000 words. The purpose of this assignment is to provide you with feedback from others and identify challenges that will need to be overcome well in advance of the final deadline.

**Peer feedback (10% of Final Grade):**

At the start of week 13, I will assign you a draft from one of your peers to review, and I will expect you to provide me with written comments by the end of week 13. The purpose of this assignment is to help you provide critical yet constructive comments, as well as to learn from your peers' efforts in writing.

**Final Paper (20% of Final Grade):**

The final paper will be due 6 PM on April 22nd, at the end of the finals time slot assigned to this course. I will post the rubric in advance, and provide written feedback on your final project.

**Grading Standards:**

Above	Below or Equal to	Letter Grade
98	100	A+
93	98	A
90	93	A-
88	90	B+
83	88	B
80	83	B-
78	80	C+
73	78	C
70	73	C-
60	70	D
0	60	F

## **Class Policies**

**Absences:** I understand that like in any professional workplace, there may be occasions where you find you have a schedule conflict or are unable to attend class. As such, you all have one unexcused absence throughout the semester, and I will allow further excused absences for reasons identified by the [Office of Student Affairs](#).

Regular attendance is important for a productive seminar format and a good predictor of positive learning outcomes. As such, if you miss class, please talk with me so that I know you are caught up on the material for that week, as the material will be referred to in future weeks.

**Academic Integrity:** Both the College and myself take academic integrity quite seriously. Throughout this course, the expectation is that in written work you will recognize the sources you used, and that unless an assignment is explicitly stated as a collaborative one, your work is yours and yours alone.

If you have questions about how to cite the works of others, please see the [Writing Center website](#), where you can find information about citation methods and formats.

The College's full policy on academic integrity can be found [here](#), and applies to this course.

**Accessibility:** It is my goal to create a learning experience that is as accessible as possible, and I have tried to design it to minimize the need for students to seek accommodations.

If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to removing barriers in this course, including official accommodations. Please visit their [website](#) for contact and additional information. If you have already been approved for accommodations through the Office of Accessible Education, please meet with me so we can develop an implementation plan together.

**Deadlines and Extensions:** The assignment due dates are set well in advance and are meant to provide you flexibility to budget your time. If something comes up which meets the requirements for an excused absence, please let me know as soon as possible so we can arrange an extension.

For the research paper assignments, late work will be penalized by 5% (approximately the plus or minus of a grade). There are two reasons for this: (1) to make sure that I can provide feedback to you

in a timely manner, and (2) fairness to your peers, who may also have done better if they had additional time, but may have felt unable to put off a deadline.

**Equity, Inclusion, and Respect for Others:** During the semester, we will be talking about religion, ethnicity, gender, class, and violence. Any of these topics alone is likely to raise strong responses, and even with the best of intentions, it's not unlikely someone will make an ill-considered remark when talking about them at length. I ask that we all do our best to be respectful of others, and that you please let me know if there are any issues which come out of class discussion which you believe need to be resolved. If you are uncomfortable talking to me, please use any of the resources available at the [College's Office of Equity and Inclusion](#).

I share the College's [values](#) on equity and inclusion.

**Electronic Devices:** Electronic devices are now ubiquitous, and there will be particular times in class that we will take advantage of them. However, they are often designed in ways that will take your attention away from what is going on around you. I thus reserve the right at any point in the course to ask you to put away your devices, and would ask that you put phones on airplane mode during class to avoid being distracted by notifications.

**Grading Disputes:** I will make every effort to be transparent and to be accurate in grading your assignments. However, in cases where you believe there is an error in grading, I will carry out re-grading by the following process:

- No earlier than 24 hours after you received the grade and no later than one week after, please send an email to me detailing which portion of the assignment you believe was incorrectly graded, as well as your reasoning for why, citing the rubric.
- I will then regrade the item with the rubric, and will adjust the grade accordingly. If there was an error, I will adjust the grade up; If there was no error, I will explain why the item was graded the way it was; and if it appears that there are additional issues with your answer, I may downgrade and will explain why

**Student Hours:** What are student hours? They are a time for you to talk with me about any concerns or issues you have with the class, as well as to ask other questions about topics relating to the study of politics which may not be germane to the whole class. You are encouraged to take advantage of these,

as they can help head off problems, lessen concerns, and give me a better sense for how you are doing in the course and at Bates.

I have set aside Tuesday and Thursday afternoons for student hours, which are the best times to meet with me. I will do my best to honor appointments outside of these hours, and to respond to emails promptly, but realize that it will be slower replies in the evening and weekends. If you make an appointment for a set time, I will honor that over students who have not.

**Student Resources:** Even in the best of times, students often face challenges that they will need help with outside of class; these are not the best of times. Bates College has a [number of resources](#) available to support you, covering physical and mental health, academic and peer support, and conflict resolution. Please take advantage of them.

**Other Unforeseen Issues:** For all other policies not enumerated here, my default will be College policy as listed in the [Bates College Student Handbook](#).



## Detailed Course Schedule

---

### Week 1 - Introduction

Wednesday, January 11th

#### Class Readings:

Syllabus

#### Guiding Questions

What are the expectations for this course? Are there particular cases of conflict or violence you are interested in? What needs clarification from this syllabus?

#### Workshop:

We will discuss how to effectively read academic articles.

- Hoover-Green, Amelia. 2013. "How to Read Political Science: A Guide in Four Steps." Manuscript, Drexel University.

#### Writing Group:

- We will have a speaker from the WLC to discuss support they can give to the writing process.
- We will have a session with the political science librarian to discuss support that the library can provide to the research process.

#### Due:

Schedule an individual introductory meeting with the Professor anytime between January 11<sup>th</sup> and 20<sup>th</sup>.

## Week 2 – Violence

Wednesday, January 18th

### Class Readings:

Arendt, Hannah. 1970. *On Violence*. New York, NY: Harcourt, Brace & World. Part 2: Pages 35-56.

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.

### Guiding Questions

What do we mean when we discuss violence? What elements of this definition are important for future discussion? What definitions of violence have you encountered before in your studies?

### Workshop:

In small groups, you will look at articles by political scientists which show different approaches to conceptualizing and measuring conflict and violence.

- **Group A Reading:** Biddle, Stephen, Jeffrey A. Friedman, and Jacob N. Shapiro. 2012. "Testing the Surge: Why did Violence Decline in Iraq in 2007?" *International Security* 37 (1): 7-40.  
**Group B Reading:** Theidon, Kimberly S. 2013. *Intimate Enemies*. Philadelphia, PA: University of Pennsylvania Press. Excerpts (ix – xiii, 185-208)
- **Group C Reading:** Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. Cambridge, UK: Cambridge University Press. Chapter 1 (P16-30)
- **Group D Reading:** Kijewski, Sara and Markus Freitag. 2018. "Civil War and the Formation of Social Trust in Kosovo: Posttraumatic Growth Or War-Related Distress?" *The Journal of Conflict Resolution* 62 (4): 717-742.

### Writing Group:

We will talk about the difference between topics, puzzles, and research questions. In small groups, we will work on exercises to identify puzzles and frame research questions.

Due: Completed initial individual meeting with Professor by the end of day Friday, January 20<sup>th</sup>

### Week 3 – Violence Between States

Wednesday, January 25th

#### Class Readings:

Clausewitz, Carl von. 1989. *On War*. eds. Michael Howard and Peter Paret. Princeton, NJ: Princeton University Press. Book 1, Chapters 1-2, 4, 7: Pages 75-99, 113-114, 119-121.

Schelling, Thomas C. 1964. *Arms and Influence*. New Haven, CT: Yale University Press. Chapter 1: Pages 1-34.

#### Guiding Questions

How does violence fit into inter-state politics? Who are the important actors in the organization of violence? What are some of the main strategies for using force? Which strategies are most likely to succeed?

#### Workshop:

In small groups, you will examine excerpts from books by practitioners of violence, and compare and contrast their viewpoints with those of political scientists.

- **Group A Reading:** Clark, Wesley. 2003. *Winning Modern Wars*. New York, NY: Public Affairs. Chapter 3, P61-101.
- **Group B Reading:** Smith, Rupert. 2005. *The Utility of Force*. New York, NY: Vintage Books. Chapter 9: P335-373.
- **Group C Reading:** Simpson, Emile. 2012. *War From the Ground Up*. Oxford, UK: Oxford University Press. Chapter 1, P15-P39.
- **Group D Reading:** Summers, Harry. 1982. *On Strategy*. New York, NY: Random House. Introduction, Chapter 8, P1-8, 83-92.

#### Writing Group:

We will talk about getting started on the research process and methods for identifying sources and assessing their usefulness for different parts of your project.

## Week 4 – Violence Within States

Wednesday, February 1st

### Class Readings:

- Kalyvas, Stathis N. 2006. *The Logic of Violence in Civil War*. Cambridge, UK: Cambridge University Press. Chapters 6 and 7, Pages 146 – 209.
- Weinstein, Jeremy M. 2007. *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge, UK: Cambridge University Press. Chapter 1, Pages 1-24.

### Guiding Questions:

What is a ‘civil war’? Do strategies of violence differ between inter- and intra-state wars? What explains why combatants victimize the citizens they claim to represent?

### Workshop:

In small groups, you will examine excerpts from books by civilians describing their experiences in civil war, and compare and contrast their viewpoints with those of political scientists.

- **Group A Reading** – Maas, Peter. 1996. *Love Thy Neighbor: A Story of War*. New York, NY: Vintage Books. Excerpts, Pages 76-87, 105-115, 52-53.
- **Group B Reading** –Wilkinson, Daniel. 2004. *Silence on the Mountain: Stories of Terror, betrayal, and forgetting in Guatemala*. Durham, NC: Duke University Press. Excerpts, Pages 217-252.
- **Group C Reading** – Shadid, Anthony. 2005. *Night Draws Near: Iraq’s People in the Shadow of America’s War*. New York, NY: Henry Holt. Excerpts, 279-292, 332-349
- **Group D Reading** – Gbowee, Leymah. 2011. *Mighty Be Our Powers: How Sisterhood, Prayer, and Sex Changed a Nation at War*. New York, NY: Beast Books. Chapters 1-3, Pages 3-38

### Writing Group:

We will talk about how to identify where your topic fits in a wider set of scholarship and how to organize a literature review.

### Due:

Initial Proposal due, 6 PM, Friday February 3rd

## Week 5 – Violence Between Groups

Wednesday, February 8th

### Class Readings:

- Balcells, Laia, and Abbey Steele. 2016. “Warfare, Political Identities, and Displacement in Spain and Colombia.” *Political Geography* 51: 15–29.
- Downes, Alexander B. 2007. “Draining the Sea by Filling the Graves: Investigating the Effectiveness of Indiscriminate Violence as a Counterinsurgency Strategy.” *Civil Wars* 9(4): 420–44.

### Guiding Questions:

What role do identities such as nationality, ethnicity, or religion in explaining violence during war? Is there a difference in violence between conflicts amongst groups and conflicts against a state?

### Workshop:

In small groups, we will look at different cases of violence, using secondary source histories and seeing how these descriptions of violence do (or don't) match with wider theories we have discussed so far.

- **Group A Reading** – Bertrand, Jacques. 2004. *Nationalism and Conflict in Indonesia*. Cambridge, UK: Cambridge University Press. Chapter 7, Pages 114-134.
- **Group B Reading** – Brennan, James P. 2018. *Argentina's Missing Bones: Revisiting the History of the Dirty War*. Berkeley, CA: University of California Press. Chapter 2, Pages 19-35.
- **Group C Reading** – Tishkov, Valery. 2004. *Chechnya: Life in a War-Torn Society*. Berkeley, CA: University of California Press. Excerpts, Chapter 9, 127-144.
- **Group D Reading** – Campbell, John. 2013. *Nigeria: Dancing on the Brink*. Lanham, MD: Rowman and Littlefield Publishers. Chapter 9: 129-142.

### Writing Group:

We will talk about how to organize an argument, particularly thinking about how to organize a theory section and propose hypotheses.

## Week 6 – Violence as Social Order

Wednesday, February 15th

### Class Readings:

- Reno, William. 2015. Predatory Rebellions and Governance: The National Patriotic Front of Liberia, 1989-1992. In Arjona, Kasfir, and Mampilly, 2015, *Rebel Governance in Civil War*, Cambridge, UK: Cambridge University Press, Chapter 13, pages 265-286.
- Staniland, Paul. 2012. States, Insurgents, and Wartime Political Orders. *Perspectives on Politics* 10(2): 243-264.

### Guiding Questions

What, if any, are the differences between war, criminality, and contentious politics? Why are everyday politics violent in some places, but not others? What explains the very different levels of violence observed across nations?

### Workshop:

In small groups, we will examine writings by anthropologists and journalists on conflict, and see how these can be used as evidence in a paper.

- **Group A Reading** – Gayer, Laurent. 2017. The Sunday Fighter: Doubts, Fears, and Little Secrets of an Intermittent Combatant. Pages 85-101 In *Cityscapes of Violence in Karachi: Publics and Counterpublics*, Nichola Khan, ed. Oxford, UK: Oxford University Press.
- **Group B Reading** – Day, Christopher R. 2017. “Survival Mode”: Rebel Resilience and the Lord’s Resistance Army. *Terrorism and Political Violence* 31(5): 966-986.
- **Group C Reading** – Ahmad, Aisha. 2014. The Security Bazaar: Business Interests and Islamist Power in Civil War Somalia. *International Security* 39(3): 89-117.
- **Group D Reading** – Tate, Winifred. 2015. *Drugs, Thugs, and Diplomats: U.S. Policymaking in Colombia*. Stanford, CA: Stanford University Press. Chapter 1, Pages 28-55.

### Writing Group:

We will discuss how to organize evidence to match with an argument, with particular attention to what this means for finding and assessing sources of evidence.

### Due:

Working Bibliography, 9AM, Monday, February 20<sup>th</sup>

## Week 7 – No Class, February Break

Wednesday, February 22nd

Enjoy your break!

## Week 8 – Mass Killing and State Terror

Wednesday, March 1st

### Class Readings:

- Harff, Barbara. 2003. “No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955.” *American Political Science Review* 97(1): 57–73.
- Valentino, Benjamin A. 2005. *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca, NY: Cornell University Press. Chapter 2, Pages 30-65.

### Guiding Questions:

Why do we see mass killings in some cases, but not others? What conditions make it more likely for individuals to take part in campaigns that kill non-combatants? What can be done to reduce the odds of these types of conflicts?

### Workshop:

We will look at how different authors analyze the same cases, and examine how we can effectively disagree in interpreting evidence for a theory.

- **Group A Reading** – Browning, Christopher R. 1993. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York, NY: Harper Perennial. Chapter 18 – Ordinary Men, Pages 159-190.
- **Group B Reading** – Fujii, Lee Ann. 2009. *Killing Neighbors: Webs of Violence in Rwanda*. Ithaca, NY: Cornell University Press. Chapter 3: Local Narratives and Explanations, Pages 77 – 102.
- **Group C Reading** – Straus, Scott. 2006. *The Order of Genocide: Race, Power, and War in Rwanda*. Ithaca, NY: Cornell University Press. Chapter 4: The Genocidaires, 95-121.
- **Group D Reading** – Valentino, Benjamin A. 2004. *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca, NY: Cornell University Press. Excerpts, Chapter 5: Ethnic Mass Killings, Pages 152-157, 166-187, 192-195.

### Writing Group:

We will talk about how to best use outlining as part of the drafting process, and revisit how we structure a paper.

## Week 9 - Terrorism

Wednesday, March 8th

### Class Readings:

- Goodwin, J. 2006. "A Theory of Categorical Terrorism." *Social Forces* 84(4): 2027–46.
- Kydd, Andrew H., and Barbara F. Walter. 2006. "The Strategies of Terrorism." *International Security* 31(1): 49–80.

### Guiding Questions

What differentiates 'Terrorism' from other common rebel strategies such as insurgency and guerilla warfare? Why do some groups use these methods, and some do not? How effective are these strategies? What are the normative implications of calling a group 'terrorists'?

### Workshop:

In small groups, we will examine newspaper and magazine articles, and see how what is reported as terrorist acts or groups fit with our wider understandings of violence during war and the theories of terrorism discussed today.

- **Group A Reading:** Dreazen, Yochi. 2013, October. The New Terrorist Training Ground. *The Atlantic Monthly* 312(3): 60-70.
- **Group B Reading:** Hoffman, Bruce. 2003, June. The Logic of Suicide Terrorism. *The Atlantic Monthly* 291(5): 40-47.
- **Group C Reading:** Chase, Alston. 2000, June. Harvard and the Making of the Unabomber. *The Atlantic Monthly* 285(6): 41-65.
- **Group D Readings:**
  - Strasser, Steven and Tom Post. 1995, April 3. A Cloud of Terror – And Suspicion. *Newsweek* 125(13). 36-39.
  - Bilski, Andrew. 1995, April 3. Tokyo Terror. *Maclean's* 108(14): 28-31.
  - Wehrfritz, George, Hideko Takayama, and Kay Itoi. 2000, March 13. From Sarin to Software. *Newsweek* 135(11): 40.

### Writing Group:

We will talk about best practices for drafting papers, and then in small groups you will discuss progress and challenges in your writing so far.

### Due:

Outline – 6 PM, Friday, March 10th



## Week 10 – Sexual Violence

Wednesday March 15th

### Class Readings:

- Cohen, Dara Kay. 2016. *Rape during Civil War*. Ithaca, NY: Cornell University Press. Chapter 2, Pages 56-57, 61-97.
- Wood, Elisabeth Jean. 2009. “Armed Groups and Sexual Violence: When Is Wartime Rape Rare?” *Politics & Society* 37(1): 131–61.

### Guiding Questions:

How do political scientists define sexual violence? What factors explain when groups perpetrate sexual violence? How do patterns of sexual violence compare to patterns of lethal violence in conflict?

### Workshop:

In small groups, we will look at cases of sexual violence during civil war, using cases from an edited volume.

- **Group A Reading:** Bennoune, Karima, “‘That’s Not My Daughter’: The Paradoxes of Documenting Jihadist Mass Rape in 1990s Algeria and Beyond”, in Fionnuala Ní Aoláin and others (eds), *The Oxford Handbook of Gender and Conflict* (2018; online edn, Oxford Academic).
- **Group B Reading:** Satkunanathan, Ambika, 'Sri Lanka: The Impact of Militarization on Women', in Fionnuala Ní Aoláin and others (eds), *The Oxford Handbook of Gender and Conflict* (2018; online edn, Oxford Academic).
- **Group C Reading:** Hadzimesic, Lejla, 'Consequences of Conflict-Related Sexual Violence on Post-Conflict Society: Case Study of Reparations in Bosnia and Herzegovina', in Fionnuala Ní Aoláin and others (eds), *The Oxford Handbook of Gender and Conflict* (2018; online edn, Oxford Academic).
- **Group D Reading:** Eriksson Baaz, Maria, and Maria Stern, 'Knowing Masculinities in Armed Conflict? Reflections from Research in the Democratic Republic of Congo', in Fionnuala Ní Aoláin and others (eds), *The Oxford Handbook of Gender and Conflict* (2018; online edn, Oxford Academic)

### Writing Group:

We will talk about the frustrating process of revising writing, and then in small groups you will talk about progress and challenges in your writing.

## Week 11 - No Class – March Recess

Wednesday, March 22nd

## Week 12 – Extra Lethal Violence

Wednesday, March 29th

### Class Readings:

Fujii, Lee Ann. 2013. The Puzzle of Extra-Lethal Violence. *Perspectives on Politics* 11(2): 410-426.

Hoover Green, Amelia. 2018. *The Commander's Dilemma: Violence and Restraint in Wartime*. Ithaca, NY: Cornell University Press. Introduction, Pages 1-24.

### Guiding Questions

Why do armed groups engage in particular methods of violence which break widely held taboos? What explains why we see variation both within and between groups in restraint for carrying out these outrages?

### Workshop:

In small groups, we will compare and contrast armed groups with different repertoires of violence, and the explanations given for this by political scientists.

- **Group A Reading:** Monaghan, Rachel. 2002. The Return of ‘Captain Moonlight’: Informal Justice in Northern Ireland. *Studies in Conflict and Terrorism* 25(1):41-56.
- **Group B Reading:** Bloom, Mia. 2007. Female Suicide Bombers: A Global Trend. *Daedalus* 136(1): 94-102.
- **Group C Reading:** Gutiérrez Sanín, Francisco. 2022. Paramilitary Territorial Control and Patterns of Violence Against Civilians in Colombia: Disappearances in a Stable Paramilitary Fiefdom. *Partecipazione e Conflitto* 15(1): 37-54.
- **Group D Reading:** Mitton, Kieran. 2012. Irrational Actors and the Process of Brutalisation: Understanding Atrocity in the Sierra Leonean Conflict (1991–2002). *Civil Wars* 14(1): 104-122.

### Writing Group:

We will talk about giving effective feedback, and practice this in small groups.

### Due:

Initial Draft - 6PM, Friday March 31<sup>st</sup>

## Week 13 – Civilian Agency and Non-violence in conflict

Wednesday, April 5th

### Class Readings:

Arjona, Ana. 2017. *Rebelocracy Social Order in the Colombian Civil War*. Cambridge: Cambridge University Press. Chapter 3: Pages 41-83.

Stanton, Jessica A. 2016. *Violence and Restraint in Civil War: Civilian Targeting in the Shadow of International Law*. 1st ed. Cambridge University Press. Chapter 1: Pages 25-62.

### Guiding Questions:

Can non-combatants affect the levels or repertoires of violence during wartime? What explains civilian support for combatants? What defines a civilian during wartime? Can civilian legal or judicial institutions shape patterns of violence?

### Workshop:

We will talk about how Political Scientists use non-printed sources, including films, social media, and field methods to understand about conflict. Please read the following source before class:

- Wood, Elisabeth Jean. 2013. “Reflections on the Challenges, Dilemmas, and Rewards of Research in Conflict Zones.” Chapter. In *Research Methods in Conflict Settings: A View from Below*, edited by Dyan Mazurana, Karen Jacobsen, and Lacey Andrews Gale, 295–308. Cambridge: Cambridge University Press.

### Writing Group:

We will talk about how to triage editing when facing a time crunch, and in small groups you will talk about your feedback.

### Due:

Comments on classmate’s draft – 6PM, Friday, April 7th

## **Week 14 – The End of Violence?**

Wednesday, April 12th

### Class Readings:

Mueller, John E. 2007 ed. *The Remnants of War*. Ithaca, NY: Cornell University Press. Preface and Introduction, Pages ix-xi, 1-7.

Braumoeller, Bear F. 2019. *Only the Dead: The Persistence of War in the Modern Age*. New York, NY: Oxford University Press. Chapters 1-2, Pages 3-46.

### Guiding Questions:

Is wartime violence getting worse across time? What patterns exist in violence over the past fifty years? What might explain these trends? How likely do we think these trends are to persist?

### Workshop:

There is no workshop reading this week. We will do a brief summary of the course, answer open questions, and highlight areas for future research or reading.

### Writing Group:

Writing Group will provide a quiet space to write for an hour.

## **Finals Week**

Saturday, April 22nd

DUE: Final Paper Due, Saturday, April 22nd, 6 PM [End of assigned Finals Period]