Overview

This course will run like a research seminar; we will examine recent leading research from political science, economics, history and sociology on political violence. We will examine the strategic use of violence, the logics of the organization of violence and participation in violence, and explanations for the causes of war onset and termination. The course will be demanding and require that you grapple with research written in many traditions including philosophical, statistical, game theoretic, and interpretative contributions. Central questions that we examine throughout the course include: How does violence differ from other types of political action? When and why is violence employed in place of peaceful solutions to conflict? How or why do justifications for violence differ from justifications for other types of political action? What accounts for individual and mass participation in violence? What are the psychological, social and economic effects of violence?

1 Introduction
   1.1  19 JANUARY: CONCEPTS AND REVIEWS

2 Violence
   2.1  26 JANUARY: THE PRACTICE OF VIOLENCE
   2.2  2 FEBRUARY: VIOLENCE, COOPERATION, AND PREHISTORY

3 Why Violence?
   3.1  9 FEBRUARY: BARGAINING, STRATEGY AND VIOLENCE
   3.2  16 FEBRUARY: NORMATIVE JUSTIFICATIONS

4 Macro Empirics
   4.1  23 FEBRUARY: CROSS NATIONAL RESEARCH ON THE CAUSES OF CIVIL CONFLICT
   4.2  2 MARCH: POVERTY AND VIOLENCE

5 Micro Empirics
   5.1  9 MARCH: ORGANIZATION
   5.2  23 MARCH: PARTICIPATION

6 Topics
   6.1  30 MARCH: ETHNIC CONFLICT
   6.2  6 APRIL: GENOCIDE AND MASS PARTICIPATION
   6.3  13 APRIL: SEXUAL VIOLENCE AND VIOLENCE AGAINST CIVILIANS
   6.4  20 APRIL: VIOLENCE OUTSIDE OF WAR

7 Ends to Violence
   7.1  27 APRIL: THE END AND RESULTS OF WARS
REQUIREMENTS

To do now: Fill up this form before Friday 22 January:
http://spreadsheets.google.com/viewform?formkey=dDZseExCaFpRWjlPeGMxWHdNWDdnUWc6MA

Note that we seek to have 16 students in the class and will select based on responses in the form above.

1. Reading: The Syllabus lists both required reading and further reading. All required readings are available on line or on courseworks. You will be expected to have completed all the required readings before class to the point where you can be called on to critique or defend any reading.

The reading loads are not especially heavy but some of the readings are hard. You should aim to read them carefully and reflectively. Before approaching each reading think about what the key questions are for the week and about how the questions from this week relate to what you know from previous weeks. Then skim over the reading to get a sense of the themes it covers, and, before reading further, jot down what questions you hope the reading will be able to answer for you. Next, read the introduction and conclusion. This is normally enough to get a sense of the big picture. Ask yourself: Are the claims in the text surprising? Do you believe them? Can you think of examples of places that do not seem consistent with the logic of the argument? Is the reading answering the questions you hoped it would answer? If not, is it answering more or less interesting questions than you had thought of? Next ask yourself: What types of evidence or arguments would you need to see in order to be convinced of the results? Now read through the whole text, checking as you go through how the arguments used support the claims of the author. It is rare to find a piece of writing that you agree with entirely. So, as you come across issues that you are not convinced by, write them down and bring them along to class for discussion. Also note when you are pleasantly surprised, when the author produced a convincing argument that you had not thought of. In all cases you are encouraged to download this data, replicate results and use it to probe and test the arguments you bring to class.

2. Participation and Presentations (30%).
You will be expected to participate in seminars each week. In general you should come prepared to argue and defend your responses to the readings. In addition, starting in week 3 we will organize the group into a set of about four person research teams—RTs. Each week one RT is charged with: identifying key testable hypotheses from the week’s readings, identifying a dataset or other evidence associated with the topic, and engaging in a replication or theory-testing exercise. In some weeks RTs will be required to engage on one side of a debate or simulation. The RTs are responsible for sending the class, by the Friday before class, a file containing their hypotheses, when appropriate, their tables, simulations, dataset and replication files (written so that other students can run analysis without further editing), and a summary of major findings. A second RT will be charged both with presenting and critiquing the arguments of the first group. Each student should expect to engage in six such RT presentations (three times in each role). Note that replication often means preparing early; if authors have not made their data available you will have to contact them for their data which can take time; moreover while most analyses will be fairly simple, it can sometimes take a while to “get to know” a dataset to the point that you can run such analyses quickly.
3. **Referee Reports (2×15%).** You will be expected to write two referee reports on two of the readings on the syllabus. These reports should be written **before** we discuss these papers in class. The first report should cover one of the readings included in sections 1 to 4, and should be submitted before March 9; the second report should cover one of the readings included in sections 5 to 7 and should be submitted before April 27. These are typically around 2 pages long, they should summarize in a paragraph the core contention of the paper and then critique key aspects of the results, indicating whether the paper should or should not be published and what revisions are required to improve it. The best response papers, going beyond the call of duty, replicate results and submit them to robustness tests. These reports can easily form the basis of your seminar paper.

4. **Seminar Paper (30%).** You will be expected to write a single 15-20 page research paper displaying original research and probing in depth one of the themes of the course and due on 6 May 2009. These research papers will contain (i) a theoretical argument, engaging with one of the key themes of the course and (ii) an empirical test of that argument.

5. **Develop Conflict Expertise (10%):** You are to become our class expert for one major conflict or type of conflict. For each of the topics that we will look at you should read up especially on the situation for your conflict for that topic. In developing this expertise you will be able to get more out of the readings, and you will also be a resource for the rest of the class who will then be able to call on you for your evaluation of the situation for your conflict. We will start off week 2 with a discussion of a set of conflict events. For this one student will be allocated to each of each event and your task will be to generate and present a one page fact sheet on you allocated events (see list below). We encourage you to maintain this case as your case of expertise.
   1. The Shackling Crisis
   2. Katyn massacre
   3. The 1916 Rising
   4. The Guinea Fow War
   5. The 2009 Guinea Stadium Massacre
   6. The Omagh Bombing
   7. Hiroshima
   8. Dresden
   9. Srebrenica
   10. The killing of Thomas Sankara
   11. The killing of Samuel Doe
   12. The Massacre at El Mozote
   13. Kaduna riots
   15. The 2010 Cabinda attack on the Togo team

Your fact sheet should include sections addressing the following and be posted on courseworks before class and provided in class as a handout. Feel free to include links to images and videos. **Any powerpoint presentations should have automatic timing set to 15 seconds per slide and 20 slides.**
CONFLICT EVENT DATA SHEET FOR [CONFLICT NAME]______________________________

FACTUAL INFORMATION:

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of violence</td>
<td>Casualties / direct effects</td>
</tr>
</tbody>
</table>

Short Description: Who was involved and what were their roles: did what to whom, where?

INTERPRETATIONS

Why was violence used?

What other strategies were available?

Why did people take part?

Did the violence have a purpose? What was the purpose of the violence?

Did the violence achieve its purpose?

Was the violence organized? How was it organized?

Was it justified? [What arguments can be or have been made to justify it?]

Could or should external forces have acted to prevent it?

Are there competing accounts of the cause or function of the violence?

Describe a puzzle raised by this event for our general understanding of the uses and meaning of violence.
1 Introduction

1.1 19 January: Concepts and Reviews


Further Reading


2 Violence

2.1 26 January: The Practice of Violence

- **CLASS DISCUSSION OF 16 CASES**

Further Reading

2.2 2 February: Violence, cooperation, and prehistory

- **Axelrod, R.** 1986. *An evolutionary approach to norms.* The American Political Science Review.


  [http://www.sciencedirect.com.ezproxy.cul.columbia.edu/science?_ob=MImg&_imagekey=B6V8F-4CGMBY1-6-4R&_cdi=5869&_user=18704&_orig=search&_coverDate=09%2F30%2F2004&sk=999449998&view=c&wchp=dGLzVzz-zSkzk&md5=7f68a2d2802aaddff997a5f867c89bc8&ie=/sdarticle.pdf](http://www.sciencedirect.com.ezproxy.cul.columbia.edu/science?_ob=MImg&_imagekey=B6V8F-4CGMBY1-6-4R&_cdi=5869&_user=18704&_orig=search&_coverDate=09%2F30%2F2004&sk=999449998&view=c&wchp=dGLzVzz-zSkzk&md5=7f68a2d2802aaddff997a5f867c89bc8&ie=/sdarticle.pdf)


Further Reading


- **Mead, Margaret.** 1940. Warfare is Only an Invention—Not a Biological Necessity. *Asia,* XL, 402-405.  
  [http://www.andrew.cmu.edu/user/jdegolia/Interpretation%20and%20Argument/Suggested%20Readings/Mead.pdf](http://www.andrew.cmu.edu/user/jdegolia/Interpretation%20and%20Argument/Suggested%20Readings/Mead.pdf)


  [http://andromeda.rutgers.edu/~socant/Tribal%20Warfare.pdf](http://andromeda.rutgers.edu/~socant/Tribal%20Warfare.pdf)

  [http://www.umass.edu/preferen/You%20Must%20Read%20This/Clutton-Brock%20Cooperation%20Nature%202009.pdf](http://www.umass.edu/preferen/You%20Must%20Read%20This/Clutton-Brock%20Cooperation%20Nature%202009.pdf)

3 Why Violence?

3.1 9 February: Bargaining, Strategy and Violence


Further Reading


3.2 16 February: Normative Justifications


• Fanon, Frantz. 1965. The Wretched of the Earth. New York: Grove Press. 83-95 (from “Let us return to consider…” to “Violence in the international context”)


Further Reading


4 Macro Empirics

4.1 23 February: Cross National Research on the Causes of Civil Conflict


4.2 2 March: Poverty and Violence


Further Reading


5 Micro Empirics

5.1 9 March: Organization

Further Reading


5.2 23 March: Participation


Further Reading

- [novel] Ahmadou Kourouma. Allah is not obliged (Allah n’est pas obligé) -
  [http://econ.duke.edu/~tk43/abstracts/articles/ar_14A.pdf](http://econ.duke.edu/~tk43/abstracts/articles/ar_14A.pdf)
6 Topics

6.1 30 March: Ethnic Conflict

  [http://pantheon.yale.edu/~jml27/Swept.pdf](http://pantheon.yale.edu/~jml27/Swept.pdf)

Further Reading


6.2 6 April: Genocide and mass participation


Further Reading


• Gourewitch, Philip. 1999. We Wish To Inform You That We Will Be Killed With Our Families: Stories from Rwanda. New York: Picador, pp. 136-142.


6.3 13 April: Sexual Violence and Violence Against Civilians


• Valentino, Benjamin, Paul Huth and Sara Crocco 2006. Covenants without the Sword: International law and the protection of civilians in times of war. World Politics.

Further Readings


• Humphreys, Macartan and Jeremy Weinstein. “Handling and manhandling civilians in civil war.” American Political Science Review.  
   http://sdi.sagepub.com.ezproxy.cul.columbia.edu/cgi/reprint/37/1/83

6.4  20 April: Violence Outside of War
• Police Brutality: An Anthology, Jill Nelson (Editor) Ch 2. Persecution of negroes by roughs and policemen, in the City of New York, August 1900; Ch 12. The Crisis of Police Brutality in America: the Causes and the Cure, by Ron Daniels.
• Farmer, Paul. “On suffering and structural violence.”  
• Hugo Adam Bedau (Editor), Paul G. Cassell (Editor) Debating the Death Penalty: Should America Have Capital Punishment? The Experts on Both Sides Make Their Case, Oxford U. Press Chapter 2 An Abolitionist’s survey of the death penalty in America today, by Hugo Adam Bedau ; Chapter 7: In defense of the death penalty, by Paul G. Cassell

Further Reading

• Michael Biggs. Hunger Strikes by Irish Republicans, 1916-1923
• Donald Horowitz, The Deadly Ethnic Riot, ch. 13
7 Ends to Violence

7.1 27 April: The End and Results of Wars


Further reading