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?

AT A GLANCE

1 Introduction
  1.1 24 JANUARY: CONCEPTS AND REVIEWS

2 Violence
  2.1 31 JANUARY: THE PRACTICE OF VIOLENCE
  2.2 7 FEBRUARY: VIOLENCE, COOPERATION, AND PREHISTORY

3 Why Violence?
  3.1 14 FEBRUARY: BARGAINING, STRATEGY AND VIOLENCE
  3.2 21 FEBRUARY: NORMATIVE JUSTIFICATIONS

4 Macro Empirics
  4.1 28 FEBRUARY: CROSS NATIONAL RESEARCH ON THE CAUSES OF CIVIL CONFLICT
  4.2 7 MARCH: POVERTY AND VIOLENCE
  4.3 8 MARCH: ONE ON ONE MEETINGS

5 Micro Empirics
  5.1 21 MARCH: ORGANIZATION
  5.2 28 MARCH: PARTICIPATION

6 Topics
  6.1 4 APRIL MARCH: ETHNIC CONFLICT
  6.2 11 APRIL: GENOCIDE AND MASS PARTICIPATION
  6.3 18 APRIL: SEXUAL VIOLENCE AND VIOLENCE AGAINST CIVILIANS
  6.4 25 APRIL: VIOLENCE OUTSIDE OF WAR
  6.5 26 APRIL: ONE ON ONE MEETING

7 Ends to Violence
  7.1 2 MAY: THE END AND RESULTS OF WARS
**REQUIREMENTS**

**To do now:** Fill up this form before **midnight Tuesday 25 January:**
https://spreadsheets.google.com/viewform?formkey=dDVPbmY1SUdWOW5zcENpeFjkNmMwUnc6MA

Note that we seek to have no more than 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 coursework.** 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 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.** 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.

- **The goal here is NOT (repeat NOT) to give a summary of arguments but to give one or two well thought through and defended critiques.** A second RT will be charged both with presenting and critiquing the arguments of the first group. Each student should expect to engage in 5 such RT presentations (in one role or other).

- **I strongly encourage you to engage in data replication or using data to test arguments;** although this often means preparing early; contact me to see if I know of any data availability for weeks you are interested in.
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 from before Spring break and should be submitted before March 8.
- The second report should cover one of the readings included after Spring break and should be submitted before 26 April.
- 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 2011. 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. Initial Presentation (10%): Unusually we are going to kick off the class with a set of presentations by students. These are meant to create a common base of cases we can refer to and to give you a chance to become an expert on one of these early on. We will run presentations of these conflicts in week 2 and week 3. For this one student will be allocated to each event and your task will be to generate and present a one page fact sheet on you allocated events (see list below).

1. The Shackling Crisis
2. The Katyn massacre
3. The 1916 Rising
4. Hiroshima
5. Dresden
6. Rape of Nanking December 1937
7. Srebrenica
8. The killing of Samuel Doe
9. The Massacre at El Mozote
10. The Cabinda attack on the Togo team (2010)
12. Tucson shooting (8 Jan 2011)
13. Attack on Luvungi July 2010
14. Tunisian Immolation (17 December 2010) & Copycats
15. Gaza flotilla raid (31 May 2010)
16. Kaduna riots
17. The 2009 Guinea Stadium Massacre
18. The Omagh Bombing
19. Salt Satyagraha, March 1930
20. Peruvian Miguel Castro-Castro Prison
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.*

- Please complete your datasheet here:  
  https://spreadsheets.google.com/viewform?formkey=dDBKX2MzQjBkVmRCWVBMRlRPa1kzMUE6MQ

- Doing so will produce an organized dataset (even if not a very representative one!) which we can later examine systematically

### CONFLICT EVENT DATA SHEET FOR [CONFLICT NAME]

#### FACTUAL INFORMATION:

<table>
<thead>
<tr>
<th>Location</th>
<th>Dates</th>
<th>Type of violence: (Proximity)</th>
<th>Type of violence (Intensity): Casualties / direct effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of perpetrator (eg state)</td>
<td>Degree of organization of perpetrators:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latitude of perpetrators (eg many options—highly constrained)</td>
<td>Signalling value important?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

#### INTERPRETATIONS

<table>
<thead>
<tr>
<th>Why was violence used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What other strategies were available?</td>
</tr>
<tr>
<td>Why did people take part?</td>
</tr>
<tr>
<td>Did the violence have a purpose? What was the purpose of the violence?</td>
</tr>
<tr>
<td>Was the violence organized? How was it organized?</td>
</tr>
<tr>
<td>Did the violence achieve its purpose?</td>
</tr>
<tr>
<td>Was it justified? [What arguments can be or have been made to justify it?]</td>
</tr>
<tr>
<td>Could or should external forces have acted to prevent it?</td>
</tr>
<tr>
<td>Are there competing accounts of the cause or function of the violence?</td>
</tr>
<tr>
<td>Describe a puzzle raised by this event for our general understanding of the uses and meaning of violence.</td>
</tr>
</tbody>
</table>
6 Organize a film

Your last task is to organize a film screening. For all but one week (28 March) we have the Lindsay Rogers room (7\textsuperscript{th} floor IAB) booked for this film viewing. So your job consists of (1) locating the film (or an alternative if you make the case for one) (2) organizing a pool for snacks if people want to do that (3) develop a set of 2 or 3 questions folks should reflect on while viewing the film and distributing these before the viewing.

Here is what I propose as a list of films. Note coming to these is entirely optional and we will do this only if there is sufficient interest.

Film 1: 31 Jan: \textit{The Killing Fields} .................................................................................................................................................................................. 6
Film 2: 7 Feb: Kubrik: \textit{Dr Strangelove} or Morris: \textit{The Fog of War} ........................................................................................................................................................................ 7
Film 3: 14 Feb. Gillo Pontecorvo (1966, 126 min.) \textit{The Battle of Algiers} .................................................................................................................. 8
Film 4: 12 Feb: Malkovitch: \textit{Dancer Upstairs} ........................................................................................................................................................................... 9
Film 5: 28 Feb: \textit{Men with Guns} (1997) ............................................................................................................................................................................. 10
Film 6: 7 March: \textit{The Godfather} (1972)........................................................................................................................................................................... 11
Film 7: 21 March: Kubrik: \textit{Full Metal Jacket} ............................................................................................................................................................................. 12
Film 8: 28 March: Milcho Manchevski (1995) \textit{Before The Rain} [Note: Need to find another room] ....... 13
Film 9: 4 April: Raoul Peck: \textit{Sometime in April} ........................................................................................................................................................................... 14
Film 10: 11 April: Brian de Palma (1989, 114 min.) \textit{Casualties of War} ........................................................................................................................................................................... 15
Film 11: 18 April: Uli Edel \textit{The Baader Meinhof Complex} or Kieslowski. \textit{A short film about killing} ....... 16
Film 12: 25 April: Gomes: \textit{Mortu Nega} ............................................................................................................................................................................. 17
Syllabus

1 Introduction

1.1 24 January: Concepts and Reviews


Further Reading


2 Violence

2.1 31 January: The Practice of Violence

- Presentations I

Further Reading


Film 1: 31 Jan: The Killing Fields
2.2 7 February: Violence, cooperation, and prehistory

- Presentations II

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.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://andromeda.rutgers.edu/~socant/Tribal%20Warfare.pdf
  http://www.umass.edu/preferen/You%20Must%20Read%20This/Clutton-Brock%20Cooperation%20Nature%202009.pdf

Film 2: 7 Feb: Kubrik: Dr Strangelove or Morris: The Fog of War
3 Why Violence?

3.1 14 February: Bargaining, Strategy and Violence

- Presentations II

Further Reading


Film 3: 14 Feb. Gillo Pontecorvo (1966, 126 min.) *The Battle of Algiers*
3.2 21 February: Normative Justifications

- Melian Dialogue [http://www.mtholyoke.edu/acad/intrel/melian.htm](http://www.mtholyoke.edu/acad/intrel/melian.htm) (Enactment: [http://www.youtube.com/watch?v=PNzHOqjMHWY](http://www.youtube.com/watch?v=PNzHOqjMHWY))

Further Reading


Film 4: 12 Feb: Malkovitch: *Dancer Upstairs*
4 Macro Empirics

4.1 28 February: Cross National Research on the Causes of Civil Conflict


Film 5: 28 Feb: *Men with Guns* (1997)
4.2 7 March: Poverty and Violence


Further Reading


Film 6: 7 March: The Godfather (1972)

4.3 8 March: One on One Meetings

- Sign up for 25 min slot to discuss response paper 1 and to discuss plans for final paper Doodle link http://doodle.com/nzazgkrmrwbsa4

[Spring Break]
5 Micro Empirics

5.1 21 March: Organization


Further Reading


Film 7: 21 March: Kubrik: Full Metal Jacket
5.2 28 March: Participation


Further Reading

- [novel] Ahmadou Kourouma. Allah is not obliged (Allah n’est pas obligé) -

Film 8: 28 March: Milcho Manchevski (1995) Before The Rain [Note: Need to find another room]
6 Topics

6.1 4 April March: Ethnic Conflict


Further Reading


Film 9: 4 April: Raoul Peck: *Sometime in April*
6.2 11 April: Genocide and mass participation


Further Reading


Film 10: 11 April: Brian de Palma (1989, 114 min.) *Casualties of War*
6.3 18 April: Sexual Violence and Violence Against Civilians


Further Readings


Film 11: 18 April: Uli Edel *The Baader Meinhof Complex* or Kieslowski. *A short film about killing*
6.4 25 April: Violence Outside of War
- 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
- Donald Horowitz, The Deadly Ethnic Riot, ch. 13

Further Reading
- 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.
- Michael Biggs. Hunger Strikes by Irish Republicans, 1916-1923

6.5 26 April: One on One Meeting
- Sign up for 25 min slot to discuss response paper 1 and to discuss plans for final paper
Doodle link http://doodle.com/pvr56z97kr6dwpfu
7 Ends to Violence

7.1 2 May: The End and Results of Wars


Further reading

- MDRP: Buying Time for Peace: http://video.google.com/videoplay?docid=3649571368648024398#