

# POL 4411: Genocide, Terrorism, and Civil War

University of Missouri

Fall 2022

T R, 12:30 - 1:45 PM, Middlebush Hall, Room 310

Professor Heather M. Kopp, Ph.D. Candidate

Office: Locust Street Building E004

Email: hmk439@mail.missouri.edu

Office Hours: T R 10:00 AM - 12:00 PM, or by appointment

## Overview

Why do people decide to rebel against their governments? What makes a terrorist willing to carry out a bombing? How does government repression affect decisions to rebel or commit terrorism? What makes people participate in genocide? This course focuses on questions like these and delves into the social scientific study of political violence. We will focus on the scientific explanations for the structure and behavior of insurgencies and terrorist networks, the causes of genocide and mass killings, and the effects of governments' responses to these events. After the class, students should achieve the following learning objectives:

- Students will be able to assess the state of the political violence literature and evaluate and critique seminal theories regarding political violence.
- Students will be able to identify the major factors which affect the onset, escalation, and outcome of genocide, terrorism, and civil war.
- Students will understand how differing forms of political violence can interact and affect one another.
- Students will develop knowledge on specific historic and current events.

While this class references historic and current events, this is not a history course. As political scientists, we will focus on the underlying factors that drive these events as understood by published, academic research.

We will start the semester with a brief overview of political violence along with an overview of the social scientific method. Then we will discuss seminal theories of collective action, violence, and state repression. Afterward, we will discuss the factors that lead to genocide and mass killing, the causes of civil war and the behavior of its participants, and the causes and effects of terrorism.

There are a number of ways how students can receive assistance, get feedback, or contact me in case of emergency:

- Email me (see in syllabus heading)
- Attend my weekly office hours
- Post a question on the "Ask Your Instructor" discussion board on Canvas
- Send me a message in Canvas

# Grading

Final grades will be calculated from the following:

- Exam 1: Midterm (**October 13**) (30%)
- Exam 2: Final (**December 12**) (30%)
- Case Study Briefs (3 briefs due at various points in the semester, see “Case Study Briefs” below) (30%)
- Understanding Checks (10 Tuesdays beginning September 6) (5%)
- Discussion Questions (5 assignments due at various points in the semester, see “Discussion Questions” below) (5%)

Students should not solely rely on Canvas’s reporting of grades to calculate their final grades. Rather, students should calculate their own final grade (with estimated or actual grades from various assignments) or contact me via email. To calculate final grades, students should use the following equation:

$$\begin{aligned} \text{FinalGrade} = & (\text{MidtermGradePercentage} * 30\%) + \\ & (\text{FinalGradePercentage} * 30\%) + \\ & (\text{Brief1GradePercentage} * 10\%) + \\ & (\text{Brief2GradePercentage} * 10\%) + \\ & (\text{Brief3GradePercentage} * 10\%) + \\ & (\text{UnderstandingCheckGradesPercentage} * 5\%) + \\ & (\text{DiscussionQuestionsGradesPercentage} * 5\%) \end{aligned}$$

## Exams (60%)

There will be exams held in class **October 13** and **December 12, 12:30 - 2:30 PM**. The exams will consist of a mixture of multiple choice and/or short answer questions that will test students’ general understanding of social science research into political violence. The final exam will not be cumulative, but students will need to maintain a basic understanding of the social science of political violence.

## Case Study Briefs (30% total, 10% for each brief)

In addition to examining theories of political violence, students will be placed into small groups to analyze specific events or politically violent groups. Detailed instructions on these briefs will be posted on Canvas prior to the deadlines. These briefs require students to pick a case appropriate for that project’s topic. In the brief, students will provide a map of where the case took place, state the objective facts of the case (when the case took place, where it took place, which actors were involved, etc.), provide an analysis of the case (using concepts and theories discussed in class and/or in readings), and evaluate whether current political science research adequately explains the case. The three briefs will have the following topics and deadlines:

- Brief 1: Genocide or Mass Killing (Due: **October 2** at 11:59 PM)
- Brief 2: Civil War, Civil Conflict, or Rebels (Due: **October 30** at 11:59 PM)
- Brief 3: Terrorism or Terrorist Groups (Due: **December 11** at 11:59 PM)

Prior to each deadline, I will post on Canvas suggestions for identifying appropriate cases for each brief's topic. Due to the number of students in the class, I will not be able to proofread or edit drafts of briefs prior to their deadline. I encourage students to make an appointment with the MU Writing Center if they want assistance in the writing of the briefs.

**At one point in the semester, groups will present their briefs to the class.** While the briefs are graded, the presentations are pass/fail. Students should view the presentations as an opportunity to share with the class their research, to introduce the class to a case that potentially was not covered in lecture, and to open discussion on how theories of political violence fit (or do not fit) specific real-life cases. After creating the small groups, I will post on Canvas a sign-up sheet for student presentations.

Because we will discuss specific cases at various times throughout the semester, I encourage students to select cases **not** covered during lecture. By researching cases I do not cover in class, students can learn about more cases of political violence, and I look forward most to the cases not brought up in class.

Group assignments will be posted on Canvas after the second week of class. Groups will contain 3-4 students. If there are any concerns or problems with group assignments at any point in the semester, let me know. Each brief is worth 10% of students' grades, so all briefs combined are 30% of the final grade. Group members will have a chance to evaluate each other's contribution following each brief. These peer evaluations will factor into each student's individual brief grade.

## Understanding Checks (5%)

To ensure students are attending class and following course content, there will be an understanding check on most Tuesdays beginning September 6. These checks will comprise of a few questions meant to quiz students on the reading assigned for that Tuesday. Thus, **it is crucial that students read the assigned reading prior to class.**

## Discussion Questions (5%)

To ensure students are participating and following course content, **students will submit 2 discussion questions for 5 weeks in the semester.** There will be a sign-up sheet on Canvas for students to select which 5 weeks they will submit discussion questions. Details on what discussion questions should look like will be posted on Canvas. Discussion questions will be **due most Thursday mornings at 10:00 AM.** In class on Thursdays, I will present some students' questions to the class, and we will have a class-led discussion.

Feel free to state your opinion in a way that invites discussion. No outside knowledge of international relations, political violence, or history is required for discussion, and I welcome questions, comments, or examples from students as long as they are relevant to the discussion at hand. Students will refrain from making offensive remarks or participating in inappropriate classroom behavior during these discussions.

## Canvas

We will use Canvas to provide discussion opportunities, understanding checks, grades, readings, assignment instructions, and announcements. All assignments must be submitted on Canvas by the assigned date. Each student should ensure that they have access to all materials on Canvas and are able to receive notifications via their student account. **Please note that I am not able to accept or respond to any emails that come from non-University of Missouri addresses.**

## Late Work, Absences, and Make-Up Exams

Late work will be deducted 5% for each day late. **I strongly encourage students to turn in the assignments late rather than not at all.** A grade of 0 can be fatal to the final grade.

If you miss class or turn in an assignment late because of illness, send me an email. Stay home if you are not feeling well. To catch up on course material, I suggest first looking at the lecture slides posted on Canvas and then asking a peer what else was covered in class before reaching out to me and asking what you missed.

If students know prior to an exam that they will be gone, please contact me. I cannot schedule a make-up exam for students without a reason to excuse the absence. I will excuse absences on a case by case basis.

## Grading Scale

Final grades will be calculated with the following grading scale:

**A+ = 97.0 - 100**

**A = 93.0 - 96.99**

**A- = 90.0 - 92.99**

**B+ = 87.0 - 89.99**

**B = 83.0 - 86.99**

**B- = 80.0 - 82.99**

**C+ = 77.0 - 79.99**

**C = 73.0 - 76.99**

**C- = 70.0 - 72.99**

**D+ = 67.0 - 69.99**

**D = 63.0 - 66.99**

**D- = 60.0 - 62.99**

**F = 0 - 59.99**

## Readings

There are no assigned textbooks for this course. Instead, I will provide PDFs of book chapters, academic journal articles, and other sources for you to read. These readings will be posted on Canvas.

Students are expected to complete the readings prior to every class. Fully reading and understanding the materials is essential to doing well on the exams.

## Decreasing the Risk of COVID-19

MU cares about the health and safety of its students, faculty, and staff. To provide safe, high-quality education amid COVID-19, we will follow any current campus policies in accordance with the advice of the Center for Disease Control and Boone County health authorities. This statement will be updated as needed.

- If you experience COVID-related symptoms, or otherwise feel unwell, contact your health care provider. COVID symptoms include: fever greater than 100.4 or chills; cough, shortness of breath or difficulty breathing; fatigue; unexplained muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea.

- At any point in the semester, I may change the course's policies to align with federal, state, county, or University of Missouri COVID policies.

## Other Considerations

- Out of respect for fellow students, each person will refrain from talking, whispering, making offensive remarks, newspaper reading, and other disruptive behavior during lecture. This may include cell phones and laptops. Inappropriate classroom behavior may result in the student being requested to leave the classroom.
- In this class, students may not make audio or video recordings of course activity. Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded.
- The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor. **Plagiarism will not be tolerated. Any student plagiarizing (or cheating on tests) will receive an automatic grade of 0 for that assignment.**
- If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary, establish an accommodation plan with the MU Disability Center ([disabilitycenter.missouri.edu](http://disabilitycenter.missouri.edu)) at 573-882-4696. Afterward, notify me of your eligibility for reasonable accommodations.

## Student Support

- If you are in need, the MU Counseling Center offers professional mental health care and can help you find the best approach to treatment based on your needs ([wellbeing.missouri.edu/how-we-support-your-mental-health](http://wellbeing.missouri.edu/how-we-support-your-mental-health)). Call to make an individual appointment or a group counseling appointment at 573-882-6601. Any student in crisis or with urgent concerns can also contact the Counseling Center 24/7 at 573-882-6601.
- If you seek information or support on LGBTQ resources on campus, please contact MU's LGBTQ Resource Center ([lgbtq.missouri.edu](http://lgbtq.missouri.edu)) at 573-884-7750. In addition to the MU Counseling Center, students in need can use any of the crisis hotlines provided by the LGBTQ Resource Center ([lgbtq.missouri.edu/crisis](http://lgbtq.missouri.edu/crisis))
- The Writing Center ([writingcenter.missouri.edu](http://writingcenter.missouri.edu)) offers writing support to all students at the University of Missouri. Although tutors are not editors and therefore will not "fix" a student's writing, they will provide feedback and revision options for any writing project at any stage of the writing process. To make an appointment, submit your work to the Online Writery via their website. To learn more about the Writing Center, call 573-884-8725 or 573-882-6853.

## Course Schedule

See course schedule on next page. Because I am unable to predict in advance how long each topic will take, the schedule below is only a rough guideline. *I expect that you will have read the assigned readings **before***

*the class period for which they are assigned.* I will announce any additional required readings during class meetings. Readings will be posted on Canvas. Full references for each reading are listed following the course schedule.

Week	Day	Topic	Due	Required Readings*
1	August 23	Course Overview		
	August 25	Reading Political Science Articles		
2	August 30	Social Science of Political Violence		Valentino (2014)
	September 1	State Repression		Poe and Tate (1994); Wright (2020)
3	September 6	Causes of Genocide and Mass Killing	Check 1	Valentino (2004)
	September 8	Genocide Duration and Outcome	Discussion Post due at 10:00 AM	Uzonyi (2020)
4	September 13	Preventing Mass Killings	Check 2	Krain (2012)
	September 15	Genocide in Today's International Context	Discussion Post due at 10:00 AM	Nyseth Brehm (2019)
5	September 20	Wrap-up on Genocide Section		
	September 22	Defining Civil War	Discussion Post due at 10:00 AM	Collier and Hoeffler (2006), pages 1-10; von Einsiedel et al. (2017)
6	September 27	Causes of Civil War	Check 3	Walter (2009)
	September 29	<b>Brief 1 Presentations</b>	Written Brief due October 2 at 11:59 PM	
7	October 4	Third Party Intervention	Check 4	Balch-Lindsay, Enterline, and Joyce (2008)
	October 6	UN Peacekeeping I: Effectiveness	Discussion Post due at 10:00 AM	Fortna (2004)
8	October 11	UN Peacekeeping II: Consequences	Check 5	Fjelde, Hultman, and Bromley (2016)
	October 13	<b>Midterm Exam</b>	Midterm Exam	
9	October 18	Geography and Civil War	Check 6	Buhaug and Gates (2002); Reeder (2018)
	October 20	Outcomes of Civil War	Discussion Post due at 10:00 AM	Akcinaroglu (2012)
10	October 25	Wrap-up on Civil War Section		
	October 27	<b>Brief 2 Presentations</b>	Written Brief due October 30 at 11:59 PM	
11	November 1	Defining Terrorism	Check 7	Young and Findley (2011), focus on 411-420; Global Terrorism Index 2022, look at 2-19
	November 3	Terrorist Organizations	Discussion Post due at 10:00 AM	Kydd and Walter (2006); Asal and Rethemeyer (2008)
12	November 8	Determinants of Terrorism: Economic Approaches	Check 8	Piazza (2011)
	November 10	Determinants of Terrorism: Psychological Approaches	Discussion Post due at 10:00 AM	Victoroff (2005)
13	November 15	Targets of Terrorism	Check 9	Murdie and Stapley (2014)
	November 17	State-Sponsored Terrorism	Discussion Post due at 10:00 AM	Berkowitz (2018); Department of State Country Reports on Terrorism 2020, look at 199-201)
14	November 22	No Class		
	November 24	No Class		
15	November 29	Lone Actor Terrorism	Check 10	Kenyon, Baker-Beall, and Binder (2021)
	December 1	Gender and Terrorism	Discussion Post due at 10:00 AM	Thomas (2021); Phelan (2020)
16	December 6	Wrap up on Terrorism Section		
	December 8	<b>Brief 3 Presentations</b>	Written Brief due December 11 at 11:59 PM	
17	December 12	<b>Final Exam, 12:30 - 2:30 PM</b>	Final	

Required Readings (references)\*

Week 2

- Valentino, Benjamin A. 2014. "Why We Kill: The Political Science of Political Violence Against Civilians." *Annual Review of Political Science* 17: 89-103.
- Poe, Steven C., and C. Neal Tate. 1994. "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis." *American Political Science Review* 88(4): 853-872.
- Wright, Thorin M. 2020. "Revisionist Conflict and State Repression." *International Area Studies Review* 23(1): 49-72.

Week 3

- Valentino, Benjamin A. 2004. "Mass Killing and Genocide." Chapter 3 in *Final Solutions: Mass Killing and Genocide in the 20th Century*, ed. Benjamin A. Valentino. Ithaca, NY: Cornell University Press.
- Uzonyi, Gary. 2020. "Group Identification, Uncertainty, and the Duration of Genocide and Politicide." *International Interactions* 46(5): 805-831.

Week 4

- Krain, Matthew. 2012. "J'accuse! Does Naming and Shaming Perpetrators Reduce the Severity of Genocides or Politicides?" *International Studies Quarterly* 56: 574-589.
- Nyseth Brehm, Hollie. 2019. "Moving Beyond the State: An Imperative for Genocide Prediction." *Genocide Studies and Prevention: An International Journal* 13(3): 64-78.

Week 5

- Collier, Paul and Anke Hoeffler. 2006. "Civil War." Draft chapter 4 for *Handbook of Defense Economics*, eds. Todd Sandler and Keith Hartley. Amsterdam, Netherlands: North-Holland.
- von Einsidel, Sebastian, Louise Bosetti, James Cockayne, Cale Salih, and Wilfred Wan. 2017. "Civil War Trends and the Changing Nature of Armed Conflict." *United Nations University Centre for Policy Research Occasional Paper* 10.

Week 6

- Walter, Barbara F. 2009. "Bargaining Failure and Civil War." *Annual Review of Political Science* 12: 243-261.

Week 7

- Balch-Lindsay, Dylan, Andrew J. Enterline, and Kyle A. Joyce. 2008. "Third-Party Intervention and the Civil War Process." *Journal of Peace Research* 45(3): 345-363.
- Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48: 269-292.

Week 8

- Fjelde, Hanne, Lisa Hultman, and Sara Lindberg Bromley. 2016. "Offsetting Losses: Bargaining Power and Rebel Attacks on Peacekeepers." *International Studies Quarterly* 60: 611-623.

Week 9

- Buhaug, Halvard, and Scott Gates. 2002. "The Geography of Civil War." *Journal of Peace Research* 39(4): 417-433.



- Reeder, Bryce W. 2018. "The Political Geography of Rebellion: Using Event Data to Identify Insurgent Territory, Preferences, and Relocation Patterns." *International Studies Quarterly* 62: 696-707.
- Akcinaroglu, Seden. 2012. "Rebel Interdependencies and Civil War Outcomes." *Journal of Conflict Resolution* 56(5): 879-903.

#### Week 11

- Young, Joseph K. and Michael G. Findley. 2011. "Promise and Pitfalls of Terrorism Research." *International Studies Review* 13(3): 411-431.
- "Global Terrorism Index 2022: Measuring the Impact of Terrorism." *Institute for Economics and Peace*. <https://www.visionofhumanity.org/wp-content/uploads/2022/03/GTI-2022-web-09062022.pdf>.
- Kydd, Andrew H. and Barbara F. Walter. 2006. "The Strategies of Terrorism." *International Security* 31(1): 49-80.
- Asal, Victor and R. Karl Rethemeyer. 2008. "The Nature of the Beast: Organizational Structures and the Lethality of Terrorist Attacks." *Journal of Politics* 70(2): 437-449.

#### Week 12

- Piazza, James A. 2011. "Poverty, Minority Economic Discrimination, and Domestic Terrorism." *Journal of Peace Research* 48(3): 339-353.
- Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49(1): 3-42.

#### Week 13

- Murdie, Amanda, and Craig S. Stapley. 2014. "Why Target the "Good Guys"? The Determinants of Terrorism Against NGOs." *International Interactions* 40: 79-102.
- Berkowitz, Jeremy M. 2018. "Delegating Terror: Principal-Agent Based Decision Making in State Sponsorship of Terrorism." *International Interactions* 44(4): 709-748.
- "Country Reports on Terrorism 2020." 2021. *U.S. Department of State*. <https://www.state.gov/reports/country-reports-on-terrorism-2020/>.

#### Week 15

- Kenyon, Jonathan, Christopher Baker-Beall, and Jens Binder. 2021. "Lone Actor Terrorism - A Systematic Literature Review." *Studies in Conflict and Terrorism*, print-version forthcoming.
- Thomas, Jakana L. 2021. "Wolves in Sheep's Clothing: Assessing the Effect of Gender Norms on the Lethality of Female Suicide Terrorism." *International Organization* 75(3): 769-802.
- Phelan, Alexandra. 2020. "Special Issue Introduction for Terrorism, Gender and Women: Toward an Integrated Research Agenda." *Studies in Conflict and Terrorism*, print-version forthcoming.