Academic honesty

Academic honesty: Students and faculty at the University must agree to adhere to high standards of academic honesty in all of the work that we do. As freshmen, students read and sign an academic honesty policy statement to indicate that they understand the general principles upon which our work is based. The College Board on Academic Honesty website gives further information on our policies and procedures: www.rochester.edu/college/honesty.

In this course the following additional requirements are in effect: You are encouraged to discuss course readings and assignments with your fellow students. However, all written work must be done independently and not in collaboration with another. In order to make appropriate help available for your essays, I encourage you to consult with me and with the College Writing Center. The term research paper will require citations and "Works Cited" following an assigned format. Cases of plagiarism will be referred to the Academic Honesty Board.

Attendance

This is a seminar course. Student preparation and participation is vital to the success of the source. Unexcused absences or extreme tardiness will result in no credit for that session's attendance and participation grade.

If you need to miss a class because of a religious holiday, school function, funeral, or other extraordinary circumstances please email me in advance of class. If you are too ill to attend class, please provide me with a note from the Student Health Center stating that your illness prevented you from attending class; this note must be provided within 72 hours of the missed class. Students who follow the above procedure to obtain an excused absence may make-up any in-class

Sept 5: How do insurgents defeat governments?

Reading for the week (132 pages):

Chan, J., A. Ghose, and R. Seamans. 2016. "The Internet and Racial Hate Crime: Offline Spillovers from Online Access." *MIS Quarterly*. (23 pages) https://dx.doi.org/10.2139/ssrn.2335637

Costello, M., J. Hawdon, T. Ratliff, and T. Grantham. "Who views online extremism? Individual attributes leading to exposure." *Computers in Human Behavior*. (10 pages) https://doi.org/10.1016/j.chb.2016.05.033

Reid, E. and H. Chen (2007) "Internet-Savvy U.S. and Middle Eastern Extremist Groups." *Mobilization: An International Quarterly*. (15 pages) https://mobilizationjournal.org/doi/abs/10.17813/maiq.12.2.l86p127t05362654

Sjoberg, L., and C. Gentry. (2016) "It's Complicated: Looking Closely at Women in Violent Extremism." *Georgetown Journal of International Affairs*. (7 pages) http://www.jstor.org/stable/26396168

Week of October 17: Individual meetings with instructor. No class meeting.

One page draft of paper topic (due at meeting with instructor): 5% of final grade.

Oct 24: Internal control

Reading for the week (121 pages):

Berman, E. *Radical, Religious, and Violent*. Pp. 121-155. (35 pages)

Cohen, D. 2013. "Explaining Rape during Civil War: Cross-National Evidence (1980–2009)." *American Political Science Review*. (17 pages) http://doi.org/10.1017/S0003055413000221

Staniland, P. 2012. "Organizing Insurgency: Networks, Resources, and Rebellion in South Asia." *International Security*. (36 pages) https://doi.org/10.1162/ISEC_a_00091

Weinstein, J. *Inside Rebellion*. Chapter 4. (33 pages) https://www.dropbox.com/s/uot2n45fq4wmnzh/Weinstein_InsideRebellion_Chp4.pdf?dl=0

Oct 31: Factionalism

Reading for the week (152 pages):

Driscoll, J. (2015) *Warlords and Coalition Politics in Post-Soviet States*. Chapters 1, 3, 4. (106 pages) https://www.dropbox.com/s/q26m72l4na7i8gu/Driscoll_Chps1_3_4.pdf?dl=0

McLauchlin, T. and W. Pearlman (2012) "Out-Group Conflict, In-Group Unity?" *Journal of Conflict Resolution*. (26 pages) http://doi.org/10.1177/0022002711429707

Johnston, P. (2007) "Negotiated Settlements and Government Strategy in Civil War: Evidence from Darfur." *Civil Wars*. (20 pages) https://www.tandfonline.com/doi/abs/10.1080/13698240701699466

Nov 7: Case study on factionalism

Reading for the week (168 pages):

Autesserre, S. *The Trouble with the Congo*. Pages 1-14 and chapters 2, 4, 5.

Nov 14: Maintaining civilian support

Reading for the week (106 pages):

Kalyvas, S. (2006) *The Logic of Violence in Civil War.* Cambridge University Press. Chapter 5. (35 pages) https://www.dropbox.com/s/fvn1dzubd1bhf8j/Kalyvas_Logicofviolence_chp5.pdf?dl=0

Metelit, C. *Inside Insurgency.* Chapters 1-2. (31 pages)

Wood, E. (2001) "The Emotional Benefits of Insurgency in El Salvador," in Jeff Goodwin et al., eds., *Passionate Politics: Emotions and Social Movements.* University of Chicago Press. (15 pages) https://www.dropbox.com/s/gibczxve8ffkcch/Wood_EmotionalBenefitsInsurgency.pdf?dl=0

Nov 21: Case studies on maintaining civilian support: Sudan, Colombia, Turkey

Reading for the week (131 pages):

Metelit, C. *Inside Insurgency*

Why did the African National Congress in South Africa rely more heavily on attacks on economic targets than the Irish Republican Army in Northern Ireland?

Why was the Shining Path of Peru more resilient against government counter-insurgency than the Tupac Amaru Revolutionary Movement of Peru?

Why were the rebels who overthrew the Shah of Iran in 1979 able to maintain their rule of the country while the rebels who overthrew the government of Nicaragua in 1979 were not able to do so?

Keep two points in mind when choosing the groups that you intend to compare. First, be sure the comparison is non-trivial. That is, ensure there is no obvious but trivial explanation for the differences between the groups. An example of a trivial comparison would be the following: Why was the Taliban successful in capturing Kabul in 1996 but unable to retake the capital between 2001 and 2011? Were you to begin researching this question it would quickly become apparent that NATO was providing extensive military support to anti-Taliban forces between 2001 and 2011 but not in 1996. As a result, Kabul's defenses against outright capture in 2001-2011 were orders of magnitude larger than in 1996.

Second, be sure the proposed juxtaposition is reasonably comparable. That is, the groups are sufficiently similar to warrant the particular comparison you propose. An example of non-comparability would be to ask why the Taliban has been more politically successful than the Islamic State has been. The two groups have radically different goals. The Taliban's stated aim is to rule Afghanistan. The Islamic State's aim is the establishment of a unified, theocratic political system controlling all majority Muslim areas. These goals are so different that comparing these groups in terms of political success is difficult. They might be comparable on other dimensions, however, such as tactics or recruitment.

The components of your final project are:

One-page final paper proposal (5% of course grade)

Due at your meeting with me during the week of October 17. The proposal should include at least a paragraph explaining your chosen topic and how it meets the requirements of the assignment. There should be a bibliography of any sources cited. This assignment will be graded full credit/half credit/no credit. Students must meet ALL the requirements to receive full credit.

Final paper draft (5% of course grade)

Due by email at 5 pm on Monday, December 2nd. The draft must be at least 5 pages of your own writing and use at least 3 sources. There should be a bibliography of sources cited. This assignment will be graded full credit/half credit/no credit. Students must meet ALL the requirements to receive full credit.

Final paper (30% of course grade)

The final paper for the course is due by email by 5pm on December 16. This paper should be 20-25 pages in length not including the bibliography and using 12 point font, 1 inch margins, double-spacing, and in-text ("author-date") citations. The grading rubric for the paper will be distributed in class.

Resources for finding non-state armed groups to compare in the final paper:

Van Inwegen, P. (2011) *Understanding Revolution*. Lynne Rienner. Appendix.

Uppsala Conflict Data Project (http://ucdp.uu.se)

Global Terrorism Database (http://www.start.umd.edu/gtd/)