



POLI:3505:EXW | FALL 2019

CIVIL WARS

Course Instructor

Instructor: Sara Mitchell, F. Wendell Miller
Professor, Department of Political Science
Campus Address: 309 Schaeffer Hall (SH)
Phone: (319) 335-2356
Email: sara-mitchell@uiowa.edu
Office Hours: Tuesday & Wednesday, 1:00-2:30, by appointment, or via email

Academic Course Home

[College of Liberal Arts and Sciences](#)
DEO: Professor Wenfang Tang
Phone: (319) 335-2546
Email: wenfang-tang@uiowa.edu

Class Meeting Times

This course is self-paced within a structure of scheduled course work. Students will progress through the course as a cohort and will complete and/or submit course online. There are no required scheduled (online) class meetings.

Course Site

To access the course site, log into [Iowa Courses Online \(ICON\)](#) using your Hawk ID and password.

Prerequisites

None

Course Description and Goal

Course Description:

Civil war is the most prevalent, deadly form of violence in the international system today. Violent conflict rages all over the world, from Syria and Iraq to Ukraine, Nigeria, and Yemen. What causes these internal conflicts to break out? Are groups like ISIS and Boko Haram motivated by religious extremism or greed? What can be done to end the violence and to minimize the costs of these wars? This course examines the causes, management, and consequences of violent internal conflict. The first part of the class examines factors that make civil wars more (or less) likely to occur, such as greed, grievance, ethnic conflict, economic development, income, natural resources, and regime type. The second part of the course explores how civil wars are fought, why they tend to last so long, the consequences of civil war for civilian populations, and how civil wars end. The final section of the class tackles questions regarding what the international community can do to prevent civil wars in at-risk countries and peacefully resolve ongoing crises in Syria, Iraq, and beyond.

Course Goals:

After taking this class, students should be able to:

- Identify the causes of civil wars over the past two centuries
- Translate knowledge from large-N analyses to specific wars, such as conflicts in Lebanon or Sudan
- Describe empirical findings of articles using statistical analysis
- Devise strategies for terminating civil wars and maintaining post-war peace

Media/System Requirements

Technical requirements for completing University of Iowa Distance and Online Education classes include:

- Student-provided personal computer.

- Computer with reliable Internet access. A wired Ethernet connection to the internet is very strongly suggested. Wireless and cellphone data connections may experience connection problems. Android and iOS operating systems are not fully supported at this time. See specific requirements on the [Distance and Online Education Technical Requirements/Download page](#).
- While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course.

Students who need assistive technologies will have different computer and technology requirements. Please check with your [Student Disability Services](#) to determine the requirements for the specific technologies needed to support your online classes.

For questions, with virtual classrooms (i.e. Zoom) or UICapture (Panopto), please contact [Continuing Education Technical Support](#) (319 335-3925).

Need help with ICON or your Hawkid? Please contact the [ITS Helpdesk](#) (319 384-HELP).

Required Textbook/Media

The **required textbook** is required for this course:

- T. David Mason and Sara McLaughlin Mitchell. 2016. *What do we Know about Civil Wars?* New York: Rowman and Littlefield. ISBN (paperback): 978-1-4422-4225-8 (\$41).
- Electronic links to journal articles or other readings can be found on the course website (icon.uiowa.edu) and they are marked with an asterisk (*) on the syllabus.

Note: The book above may be ordered from the vendor of your choice (e.g. Amazon) or from a local bookstore. Listed below are bookstores in the Iowa City area; students may order books from these vendors **online** (visit vendor website), or by **phone**. **Walk-in orders** are also accepted. **Exact editions are required.**

- **Iowa Book, L.L.C.** Web: <http://www.iowabook.com/> Phone: 319.337.4188
- **Iowa Hawk Shop** (use “Academics” tab to search for textbooks) Web: <http://www.hawkshop.com/> Phone: 319.335.3179

Grading Criteria

Final course grades will be assessed based on the student’s performance in the following items:

Graded Item	Points	% of final grade
Online quizzes (10)	50	10%
Research Paper (1)	125	25%
Class Participation (Discussion Topics)	125	25%
Online Exams (2)	200	40%
Total Points:	500	100%

Course grades will be distributed as follows:

99-100: A+	77-79: C+
93-98: A	73-76: C
90-92: A-	70-72: C-

87-89: B+	67-69: D+
83-86: B	63-66: D
80-82: B-	60-62: D-
	Below 60: F

Course Structure

This course is being offered over the World Wide Web as a Distance and Online Education offering. Students will **login to the course site** on ICON to access the course materials. For details of the course assignments and activities, see the **“Course Work”** section of this syllabus.

Students are expected to visit the course site regularly to:

- **Access assigned course materials (posted on the “Modules” page)** such as pre-recorded lectures and journal articles.
- **Review the course homepage regularly** for any updates related to the course **“Announcements”** and/or **“Calendar.”**
- **Submit** assignments to the course instructor **via the ICON “Assignments.”**
- **Participate** in the **“Discussion” forums.**

Course Work

Quizzes (10): 10%

There will be ten online quizzes covering material from the lectures and assignments. Each quiz is worth 5 points and consists of five multiple choice questions. Students will have 5 minutes to complete each quiz via ICON (“Quizzes” page). Due dates are listed in the course calendar. Students can drop their 2 lowest scores.

Discussions (weekly): 25%

Students will participate in weekly online discussions starting in week #3. Discussions will be based on case studies of civil wars. Students will be split into groups of about ten students each at the beginning of the semester. The groups will be reshuffled after the first exam so that students have an opportunity to interact with many students in the class. Two students will be assigned as discussion leaders each week. One student will read the assigned case study for the topic (e.g. a chapter on the Mozambique civil war) and provide a brief summary to the group, while the other student will do some news searching to find recent articles and videos about the conflict that will be posted on the discussion page. Each discussion page has a set of questions that each group leader should answer. The goal is to understand how the historical case illustrates the theoretical mechanism being examined (e.g. greed) and to learn about how the conflict has evolved (or been resolved) since (e.g. what is happening in Mozambique today). Students assigned as discussion leaders will post their comments and materials on the designated Discussion Topic board for each week by **Wednesday at 11:59pm**. Students not assigned as group leaders are expected to post a minimum of two comments or questions in the group discussion by **Sunday at 11:59pm**. The discussion page contains questions that will guide non-group leaders each week. See the “Course Calendar” for posting deadlines.

Research Paper Assignments (1): 25%

Research Paper (25%): You will write a research paper that applies concepts and theories discussed in the course to a specific civil war. The paper will cover the history and the causes of the war and each student will be assigned to a different civil war. You can find a detailed description of the paper on ICON. The major deadlines for the paper are explained below.

Deadline #1: Submit list of top five civil war preferences: Due on Friday, September 6th

Deadline #2: First Draft of History Section: Due on Friday, October 11th

Deadline #3: First Draft of Theory Section: Due on Friday, November 15th

Deadline #4: Final Paper: Due on Monday, December 16th

If for some reason you are dissatisfied with the final grade received on your paper, you may submit a written memo to the instructor explaining why you think the grade is unfair. This memo must be submitted within 2 weeks of receiving the paper grade. The instructor will read the memo, re-read the paper, and then assign a new grade. The instructor reserves the right to assign a lower grade after rereading the paper a second time.

Exams (2): 40%

Examinations (40%, 2 @ 20% each): There are two exams in this course that must be taken on October 24th-25th and December 5th-6th. The exams include multiple choice and essay questions. The exams cover roughly 1/2 of the course and are non-cumulative.

This course requires a proctored examination. **Local students** will take the exam in the [Distance Education Testing Center](#) (no charge). Off-campus students will take exams using an online proctored exam service. **Off-campus students** are responsible for proctoring fees (\$20 per exam) and must have access to a computer with a webcam and headset/microphone.

- Information regarding **exam registration**, scheduling, and policies is posted on the course homepage (ICON).
- Both local and off-campus students will access and complete their exams via ICON. During the examination date, a proctor will release the exam in ICON for completion.

Course Policies

As a registered student in a Continuing Education course through The University of Iowa, you are responsible for the course and university policies posted below.

Email & Communications: Email is the official method of communication for this course. Students can also expect to find information about course-work through the announcements ICON page (which will also be sent via email). I will try my best to respond to emails, although students should not expect an immediate response after 8:00 pm. I prefer that you email me directly rather than use the inbox feature on ICON.

Due Dates and Missed Deadlines: Due dates are posted on the course outline below as well as on the calendar online. **Students who miss the deadlines will not receive credit for the assignment.**

Netiquette: The term “netiquette” refers to the do’s and don’ts of online communication. As it applies to this online course, it is my expectation that students will communicate effectively and respectfully with each other and the instructor. For tips on “Netiquette” technique, visit: <http://www.albion.com/netiquette/>.

College Policies

As a registered student in a Distance and Online Education course through The University of Iowa, you are responsible for the college policies posted below.

Academic Misconduct: All forms of plagiarism and any other activities that result in a student presenting work that is not his or her own are academic fraud. All academic fraud is reported to the departmental DEO and then to the Associate Dean for the Office of Academic Programs and Student Development. All incidents of academic misconduct (plagiarism and cheating) will be subject to the rules and regulations of the College of Liberal Arts and Sciences as defined and stated in section IX of the Academic Policies Handbook (<http://clas.uiowa.edu/students/handbook>).

Complaint Procedures: If at any time you have concerns about this class or your performance in it, please do not hesitate to contact me. If you do not feel that your concern has been resolved satisfactorily, you may contact the Department Chair (contact information provided at the top of page one of this syllabus). If you still do not feel that your concern has been resolved satisfactorily, you may contact the College of Liberal Arts and Sciences Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633,

clasps@uiowa.edu. All complaints must be made within six months of the incident. The College's complaint procedures are in section IX of the Academic Policies Handbook (<http://clas.uiowa.edu/students/handbook>).

Administrative Home of the Course: The administrative home of this course is the College of Liberal Arts and Sciences, which governs academic matters relating to the course such as the add/drop deadlines, the second-grade-only option, issues concerning academic fraud or academic probation, and how credits are applied for various graduation requirements. Different colleges might have different policies. If you have questions about these or other CLAS policies, contact your academic advisor or the Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633, clasps@uiowa.edu. The CLAS Academic Policies Handbook also contains important CLAS academic policy: <http://clas.uiowa.edu/students/handbook>.

University Policies

As a registered student in a Distance and Online Education course through The University of Iowa, the following University policies apply to you.

Special Modifications: Subsequent to course enrollment, students needing accommodations should register with [Student Disability Services](#), 3100 Burge Hall, (319) 335.1462, and obtain a Student Academic Accommodation Request (SAAR) form. The form will specify what course accommodations are judged reasonable for that student. The Division of Continuing Education is committed to both Section 504 of the Rehabilitation Act of 1973 and Section 508 of the Workforce Investment Act of 1998.

Understanding Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit this site for the [Office of the Sexual Misconduct Response Coordinator](#) for definitions, assistance, and the full University policy.

Course Calendar follows.

Course Calendar

This online course is organized within a structure of scheduled course work (see weekly calendar below). Although you are not required to meet in a classroom, we will progress through the course materials as a class. For this reason, you must manage your time effectively in order to complete the assigned course work according to the firm due dates listed in the calendar below.

Learning Objectives	Assessment/Assignments	Learning Activities
Week 1 Module 1: Course Introduction (August 26-September 1)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Differentiate scholars' definitions of civil wars in history Analyze empirical patterns of civil wars 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Student Introductions: Due 08/30 Watch "Course Tour Video" and review course syllabus 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read Mason & Mitchell, pp. 1-12 (Mason, Mitchell, & Prorok) Read Mason & Mitchell, Chapter 1 (Gleditsch, Melander, & Urdal) Watch "Measuring Civil Wars" (posted on the course site under "Modules" > "Module 1") Watch https://youtu.be/CoL0L_DbuQQ

Week 2 Module 2: Patterns of Civil Wars (September 2-8)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Define civil wars Compare several scholarly civil war datasets Locate important trends in civil war data collection projects 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (1): Due by 09/08 (11:59pm) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read Mason & Mitchell, Chapter 15 (Cunningham, Salehyan, & Gleditsch) Read *Sambanis, Nicholas. 2004. "What is Civil War? Conceptual and Empirical Complexities of an Operational Definition." <i>Journal of Conflict Resolution</i> 48(6): 814-831. Watch "Civil War Patterns" (posted on the course site under "Modules" > "Module 2")
Week 3 Module 3: Greed vs. Grievance (September 9-15)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Analyze how greed and grievance influence civil war onset Apply theories to Mozambique 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (2) Due by 09/15 (11:59pm) Online Discussion Week 3: <ul style="list-style-type: none"> -Leader 1 summarizes Mozambique case study (by 9/11, 11:59pm) -Leader 2 provides updates on Mozambique conflict (by 9/11, 11:59pm) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read *Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." <i>Oxford Economic Papers</i> 56: 563-595. Read Mason & Mitchell, Chapter 2 (Young) Watch "Greed vs. Grievance" (posted on the course site under "Modules" > "Module 3") Engage in Online Discussion for Week 3 (non-group leader comments due by 9/15, 11:59pm)
Week 4 Module 4: State Strength and Insurgency (September 16-22)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Differentiate factors that influence states' abilities to put down insurgencies Evaluate conflict in Northern Ireland 	<p>Assessment/ Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (3): Due by 09/22 (11:59pm) Online Discussion Week 4: <ul style="list-style-type: none"> -Leader 1 summarizes Northern Ireland case study (by 9/18, 11:59pm) -Leader 2 provides updates on Northern Ireland conflict (by 9/18, 11:59pm) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read *Fearon, James D. and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." <i>American Political Science Review</i> 97(1): 75-90. Read Mason & Mitchell, Chapter 4 (DeRouen and Sobek) Watch "State Strength and Insurgency" (posted on the course site under "Modules" > "Module 4") Engage in Online Discussion for Week 4 (non-group leader comments due by 9/22, 11:59pm)
Week 5 Module 5: Natural Resources and Civil Wars (September 23-29)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Describe the relationship between natural resources, the 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (4): Due by 09/29 (11:59pm) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read Mason & Mitchell, Chapter 13 (Smith) Read Mason & Mitchell, Chapter 14 (Hendrix, Gates, & Buhaug)

<p>environment, and civil wars</p> <ul style="list-style-type: none"> Use the theories to understand conflict in Indonesia 	<ul style="list-style-type: none"> Online Discussion Week 5: <ul style="list-style-type: none"> -Leader 1 Indonesia case study (by 9/25, 11:59pm) -Leader 2 provides updates on Indonesia conflict (by 9/25, 11:59pm) 	<ul style="list-style-type: none"> Read *Ross, Michael L. 2004. "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases." <i>International Organization</i> 58: 35-67 Watch "The Resource Curse" (posted on the course site under "Modules" > "Module 5") Engage in Online Discussion for Week 5 (non-group leader comments due by 9/29, 11:59pm)
<p>Week 6 Module 6: Ethnicity and Religion (September 30-October 6)</p>		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Classify identity aspects of civil wars Apply identity concepts to civil conflict in Bosnia 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (5): Due by 10/6 (11:59pm) Online Discussion Week 6: <ul style="list-style-type: none"> -Leader 1 Bosnia case study (by 10/2, 11:59pm) -Leader 2 provides updates on Bosnia conflict (by 10/2, 11:59pm) 	<ul style="list-style-type: none"> Read Mason & Mitchell, Chapter 3 (Seymour & Cunningham) Read *Toft, Monica. 2007. "Getting Religion? The Puzzling Case of Islam and Civil War." <i>International Security</i> 31(4): 97-131. Watch "Ethnic & Religious Conflicts" (posted on the course site under "Modules" > "Module 6") Engage in Online Discussion for Week 6 (non-group leader comments due by 10/6, 11:59pm)
<p>Week 7 Module 7: Geography & Transnational Dimensions (October 7-13)</p>		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Investigate role of geography in civil wars Appraise geographical and transnational dynamics of Lebanon civil conflict 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (6): Due by 10/13 (11:59pm) Online Discussion Week 7: <ul style="list-style-type: none"> -Leader 1 Lebanon case study (by 10/9, 11:59pm) -Leader 2 provides updates on Lebanese conflict (by 10/9, 11:59pm) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read Mason & Mitchell, Chapter 5 (Forsberg) Read *Buhaug, Halvard and Scott Gates. 2002. "The Geography of Civil War." <i>Journal of Peace Research</i> 39(4): 417-433. Read *Salehyan, Idean and Kristian Skrede Gleditsch. 2006. "Refugees and the Spread of Civil War." <i>International Organization</i> 60: 335-366. Watch "The Geography of Civil Wars" (posted on the course site under "Modules" > "Module 7") Engage in Online Discussion for Week 7 (non-group leader comments due by 10/13, 11:59pm)
<p>Week 8 Module 8: Regime Type (October 14-20)</p>		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Recognize connections between democratic institutions and political violence 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (7): Due by 10/20 (11:59pm) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read *Hegre, Havard, Tanja Ellingsen, Scott Gates, and Nils Petter Gleditsch. 2001. Towards a Democratic Civil Peace? Democracy, Political Change, and Civil

<ul style="list-style-type: none"> Demonstrate how domestic institutions influence intrastate conflicts in India 	<ul style="list-style-type: none"> Online Discussion Week 8: <ul style="list-style-type: none"> -Leader 1 India case study (by 10/16, 11:59pm) -Leader 2 provides updates on India conflict (by 10/16, 11:59pm) 	<p>War, 1816-1992." <i>American Political Science Review</i> 95(1): 33-48.</p> <ul style="list-style-type: none"> Read *Vadlamannati, Krishna Chaitanya. 2011. "Why Indian Men Rebel? Explaining Armed Rebellion in the Northeastern States of India, 1970–2007." <i>Journal of Peace Research</i> 48 (5): 605–19. Watch "Regime Type" (posted on the course site under "Modules" > "Module 8") Engage in Online Discussion for Week 8 (non-group leader comments due by 10/20, 11:59pm)
---	--	---

Week 9 | Module 9: EXAM #1 (October 21-27)

<p>Learning Objectives:</p> <ul style="list-style-type: none"> Apply what you have learned to exam #1 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> TAKE EXAM #1 (10/24-10/25) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Review concepts and theories on exam 1 review sheet
---	--	--

Week 10 | Module 10: Termination and Duration of Civil Wars (October 28-November 3)

<p>Learning Objectives:</p> <ul style="list-style-type: none"> Compare civil wars to understand why some last longer than others Use general theories of civil war duration to understand the intractability of the Sudanese conflict 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (8): Due by 11/3 (11:59pm) Online Discussion Week 10: <ul style="list-style-type: none"> -Leader 1 Sudan case study (by 10/30, 11:59pm) -Leader 2 provides updates on Sudan conflict (by 10/30, 11:59pm) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read Mason & Mitchell, Chapter 6 (Linebarger & Enterline) Read *Fearon, James D. 2004. "Why Do Some Civil Wars Last So Much Longer than Others?" <i>Journal of Peace Research</i> 41(3): 275-301. Watch "Duration of Civil Wars" (posted on the course site under "Modules" > "Module 10") Engage in Online Discussion for Week 10 (non-group leader comments due by 11/3, 11:59pm)
--	---	---

Week 11 | Module 12: Civil War Recurrence & Consequences (November 4-10)

<p>Learning Objectives:</p> <ul style="list-style-type: none"> Weigh factors that create severe post-war consequences and renewed violence Evaluate the consequences of decades of fighting in Burundi 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (9): Due by 11/10 (11:59pm) Online Discussion Week 11: <ul style="list-style-type: none"> -Leader 1 Burundi case study (by 11/6, 11:59pm) -Leader 2 provides updates on Burundi conflict (by 11/6, 11:59pm) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read Mason & Mitchell, Chapter 10 (Thyne) Read *Walter, Barbara F. 2004. "Does Conflict Beget Conflict? Explaining Recurring Civil War." <i>Journal of Peace Research</i> 41(3): 371-388. Watch "Consequences & Recurrence" (posted on the course site under "Modules" > "Module 11") Engage in Online Discussion for Week 11 (non-group leader comments due by 11/10, 11:59pm)
---	--	---

Week 12 Module 12: Child Soldiers & Sexual Violence (November 11-17)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Assess civilian risks in war-torn countries Compare prevalence of child soldiers and wartime rape in Nigeria to other civil wars 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (10): Due by 11/17 (11:59pm) Online Discussion Week 12: <ul style="list-style-type: none"> -Leader 1 Nigeria case study (by 11/13, 11:59pm) -Leader 2 provides updates on Nigeria conflict (by 11/13, 11:59pm) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read *Cohen, Dara Kay. 2013. "Explaining Rape During Civil War: Cross-National Evidence (1980-2009)." <i>American Political Science Review</i> 107(3): 461-477. Read *Lasley, Trace and Clayton L. Thyne. 2014. "Secession, Legitimacy, and the Use of Child Soldiers." <i>Conflict Management and Peace Science</i> 32(3): 289-308. Watch "Child Soldiers and Sexual Violence" (posted on the course site under "Modules" > "Module 12") Engage in Online Discussion for Week 12 (non-group leader comments due by 11/17, 11:59pm)
Week 13 Power Sharing Agreements and Peacekeeping (November 18-24)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Construct a post-war agreement that creates more durable peace Assess how natural resources helped to create a power sharing agreement in Sierra Leone 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> Weekly Quiz (11): Due by 11/24 (11:59pm) Online Discussion Week 13: <ul style="list-style-type: none"> -Leader 1 Sierra Leone case study (by 11/20, 11:59pm) -Leader 2 provides updates on Sierra Leone conflict (by 11/20, 11:59pm) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read Mason & Mitchell, Chapter 7 (Kathman & Shannon) Read Mason & Mitchell, Chapter 8 (Hartzell) Read Mason & Mitchell, Chapter 9 (Diehl) Watch "Peace Agreements" (posted on the course site under "Modules" > "Module 13") Engage in Online Discussion for Week 13 (non-group leader comments due by 11/24, 11:59pm)
Week 14 Thanksgiving Break (November 25-December 1)		
Week 15 Module 15: EXAM #2 (December 2-8)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Apply what you have learned to exam #2 	<p>Assessment/Assignments</p> <ul style="list-style-type: none"> TAKE EXAM #2 (12/5-12/6) 	<p>Learning Activities</p> <ul style="list-style-type: none"> Review concepts and theories on exam 2 review sheet

Week 16 | Module 16: Transitional Justice & Nonviolent Movements (December 9-15)

Learning Objectives:

- Summarize what you learned about the causes and consequences of civil wars
- Appraise the effectiveness of non-violent strategies

Assessment/Assignments

- **Weekly Quiz (12):** Due by 12/15 (11:59pm)
- **Online Discussion Week 16:** Class-wide discussion of transitional justice and non-violent strategies

Learning Activities

- **Read** Mason & Mitchell, Chapter 11 (DeMerritt)
- **Read** *Stephan, Maria J. and Erica Chenoweth. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33(1): 7–44.
- **Watch** "TJ & Nonviolent Movements" (posted on the course site under "Modules" > "Module 16")
- **Engage** in Online Discussion for Week 16 (all comments due by 12/15, 11:59pm)

Final Examination Week (December 16): Submit Final Research Paper (by 11:59pm)