Actors and tactics in conflict settings

(Advanced Seminar of International Relations, 6 ECTS)

Spring 2019

| **Instructor:** | Cosima Meyer | **Time:** | Tuesdays, 8:30 – 10:00 |
| **E-mail:** | cosima.meyer@uni-mannheim.de | **Room:** | B6, 23-25 A 102 |

Office hours: Upon request. Please contact me via e-mail (including a short description of your problem or question).

Course description: During the last half-century, the world witnessed an increasing number of civil wars. They are often long-lasting and hard to solve. But who are the actors playing crucial roles in these conflicts? What are their tactics? How do they act and why? And how does their behavior affect the conflict scenario? Approaching these and other questions, the course will address various actors ranging from non-state (armed) actors over national and international governments to international players. Along the way, the course considers their motives as well as their strategies and how this plays out in the conflict field.

Besides the content-based input, this course prepares students to write term papers and incorporates writing as part of the learning process. The readings and class discussions should encourage you already during the semester to think critically about appropriate topics for your final paper. Students work continuously, in guided steps, on their final papers.

To give you a good overview of important datasets, we will also present and discuss parts of the existing data basis.

The course is taught in English.

Learning objectives: The goal of this course is to give students a comprehensive overview of actors and tactics in armed conflicts. By the end of the seminar, students should be able to critically discuss research designs and come up with their own research ideas. Since the grade for the course is based on a written scientific term paper, the readings and class discussions should encourage you already during the semester to think critically about appropriate topics for your final paper.

The specific learning objectives that students will achieve by the end of the course are:

– Analyze and critically discuss academic literature

– Relate academic literature to "real world examples" by gaining case study insights and further knowledge through newspaper articles and practical simulations

– Become accustomed to discussing and debating issues in large and small groups

– Experience writing as an important component of the scientific process and progress

– Conceptualize an academic study and write a seminar paper detailing the research question, theory, hypotheses, and methodology

– Increase knowledge and interest in conflict studies

Important Deadlines:

1) Research question .... 03.04.2019 (ILIAS)
2) Research proposal .... 01.05.2019 (ILIAS)
3) Data presentation .... Respective week (in class, ILIAS)
4) Position paper for the simulation .... 14.05.2019 (in class)
5) Inaugural speech for the simulation .... 14.05.2019 (in class)
6) Term paper .... 30.06.2019 (ILIAS)

Submissions (1), (2), (3), and (6) must be handed in electronically via ILIAS at 23:59 (the latest) on the respective day.

The position paper (4) needs to be submitted in-class after the end of the simulation.

Giving a brief presentation of the dataset (3) and of the inaugural speech (5) is expected to happen in-class.

Late submission policy: Late submissions will not be accepted. If there are any (severe) problems in meeting the deadlines, I expect you to discuss the issues with me *in good time beforehand.*

Plagiarism: The University's minimum penalty for plagiarism is failing the course. Cheating or plagiarism can lead to expulsion from the University of Mannheim. Your written assignments will be checked for plagiarism.

Grading policy: The examination regulation of the University of Mannheim differentiates between coursework ("Studienleistung" or "SL") and examination ("Prüfungsleistung" or "PL"). Coursework is graded as 'passed' or 'failed'. It is defined as a required preliminary coursework and thus necessary for the admission to an examination. *Please keep in mind: without successfully passing the coursework, there is no admission to the final examination.* The final examination is assessed at the end of the semester and is graded according to the grading scheme of the University of Mannheim (for further information please see your examination regulations, in particular §12(2), §13(a), §17; http://bit.ly/2hNyxTS).

1. Data presentation (pass/fail)

2. Research question (pass/fail)

3. Research proposal (pass/fail)

4. Position paper for the simulation (pass/fail)

5. Inaugural speech for the simulation (pass/fail)

6. Term paper (graded)

   You find all essential information on general requirements in the Appendix in the section "Assessment criteria".

Class attendance and participation: The learning process of this class is based on in-class discussion and participation. Attendance and careful preparation of the course material is therefore highly recommended. This includes coming to class on time.

The number of readings is limited and, in return, I expect you to read the assigned texts carefully and critically. Reading and understanding is a crucial ability for research. I recommend to conduct this task with the aid of a reading guide (I uploaded an example on ILIAS).

Laptop and phone policy: In order to ensure an active participation and to keep your attention on the important things (our class), please avoid distracting yourself and others through electronic devices. For further insights on the consequences of multitasking, I recommend the study by Bellur, Nowak, and Hull (2015) (https://bit.ly/2GnyTf2). They found that in-class multitasking leads to significantly lower performance.

Interesting links: As an additional input, I recommend to follow the news regularly and strongly encourage you to refer to them during the class discussions. Besides the newspapers, I also recommend to follow the political science blogs "Monkey Cage", "Political Violence @ a Glance", Christopher Blattman's blog, the talks at "The McMillan Report", or the app "The Economist Espresso" (gives you a daily morning briefing). For further input, have a look at the Chair's homepage.

Schedule

Week 1	Feb 12	**Introduction to the seminar and organizational issues & Scientific working**	
	Feb 12	**Actors and conflict settings – Understanding terms and concepts of the seminar**	*The session will take place in room A 104 (B 6, 23-25).*
	Feb 14	**LaTeX workshop**	*The session will take place in room B 243 (A 5, 6 Bauteil B) at 17:15-18:45.*
Week 2	Feb 19	**State leaders**	
	Feb 21	**Applied academic writing workshop**	*The session will take place in room A 103 (B 6, 23-25 Bauteil A) at 17:15-18:45.*
Week 3	Feb 26	**Security sector**	
Week 4	Mar 5	**Rebel groups**	
Week 5	Mar 12	**Child soldiers**	
Week 6	Mar 19	**Terrorists**	
		*There is **no** class on March 26 and April 2.*	
Week 9	Apr 9	**Civilians**	
		*Easter break – There is **no** class on April 16 and April 23.*	
Week 12	Apr 30	**International community & United Nations**	
		*There is **no** class on May 7.*	
Week 14	May 14	**Simulation – UN Security Council**	*The double session will take place in room A 104 (B 6, 23-25 Bauteil A) at 8:30-11:45.*
Week 15	May 21	**Semester wrap-up and final discussion**	

Course outline:

The readings consist of journal articles, book chapters, and working papers. If appropriate, I will also add some other (non-scientific) articles. They should serve as supplementary "real-life" examples. All *required readings* will be uploaded on ILIAS.

⇒ *Note, only the readings marked as "Required readings" are mandatory readings.*

Session 1 (12.02.2019): Introduction to the seminar and organizational issues & Scientific working

This session will introduce you to the seminar in general, give a brief outline of the course, address organizational issues, and discuss the basics of scientific working.

No readings for this session.

Session 2 (12.02.2019): Actors and conflict settings – Understanding terms and concepts of the seminar

Before we can start with the substantial part of our course, we need to define the underlying concepts. Thus, this week aims at clarifying the concepts of conflict settings, armed conflicts, and actors. The assigned overview article on "Who is who in the Syrian civil war" (`https://on.cfr.org/2tkoEBO`) opens the black box of the important actors in one of the most complex conflicts in our times – Syria's internationalized civil war.

Guiding questions: *Who are the main actors in the conflict? What is their background? And why are they fighting? What is a conflict? What are different types of conflict? How do we define civil wars?*

The session will take place in room A 104 (B 6, 23-25 Bauteil A) at 10:15-11:45.

Required readings:

☐ Laub, Zachary (2017). *Who's who in Syria's civil war.* URL: https://on.cfr.org/2tkoEBO (visited on 04/07/2018)

Optional readings:

* Blattman, Christopher and Miguel, Edward (2010). "Civil war." *Journal of Economic Literature* 48(1): 3–57

* Collins, Alan (2016). *Contemporary security studies.* Oxford University Press

* Cunningham, Kathleen Gallagher (2013). "Actor fragmentation and civil war bargaining: How internal divisions generate civil conflict." *American Journal of Political Science* 57(3): 659–672

∗ Cunningham, David E., Gleditsch, Kristian Skrede, and Salehyan, Idean (2013). "Non-state actors in civil wars: A new dataset." *Conflict Management and Peace Science* 30(5): 516–531

∗ Cunningham, David E., Gleditsch, Kristian Skrede, and Salehyan, Idean (2016). "Trends in civil war data: Geography, organizations, and events." In: Mason, T. David and McLaughlin Mitchell, Sara. *What do we know about civil wars?* Rowman & Little: 247–260

∗ Druckman, Daniel (2005). *Doing research: Methods of inquiry for conflict analysis.* Sage

∗ Gleditsch, Nils Petter, Melander, Erik, and Urdal, Henrik (2016). "Introduction – Patterns of armed conflict since 1945." In: Mason, T. David and McLaughlin Mitchell, Sara. *What do we know about civil wars?* Rowman & Little: 15–32

∗ Mitchell, Sara McLaughlin and Vasquez, John A (2013). *Conflict, war, and peace: An introduction to scientific research.* CQ Press

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Session 3 (14.02.2019): LaTeX workshop

This LaTeX workshop includes a quick introduction, hands-on practices and a template for your term papers and theses. *The aim is to provide you with sufficient knowledge to write (future) term papers with the template and to cope with common problems in LaTeX. However, there is no need to write your term paper with LaTeX. I just experienced that using LaTeX is way more efficient than using Word (or any other text processing program) and want to introduce you to this idea.*
The workshop is co-organized with Christian Gläßel and Anna-Lena Hönig.

Please bring a charged laptop and an old term paper (digital version).

The session will take place in room B 243 (A 5, 6 Bauteil B) at 17:15-18:45.

No readings for this session.

Session 4 (19.02.2019): State leaders

As of this week, we delve into the core topic of this course: the crucially important actors and their roles in conflict settings. Starting with the state, we open the black box and look at (state) leaders specifically. While Yu and Jong-A-Pin (2016) examine whether leaders' individual military background explains how they handle coup attempts, Tiernay (2015) questions if a leadership change – both in states and rebel groups – is associated with civil war termination.

The article published in TIME (`https://bit.ly/2ru6o4R`) is an exclusive interview with Afghanistan's president Ashraf Ghani about the future of this conflict-ridden country.

Guiding questions: *What role do leaders play? How is leadership change related to civil war termination? Is prior military experience a decisive factor when it comes to bargaining power? What type of experience may leaders be equipped with?*

Presentation: *LEAD dataset (Ellis, Horowitz, and Stam 2015) and/or Archigos dataset (Goemans, Gleditsch, and Chiozza 2009)*

Required readings:

☐ Tiernay, Michael (2015). "Killing Kony: Leadership change and civil war termination." *Journal of Conflict Resolution* 59(2): 175–206

☐ Yu, Shu and Jong-A-Pin, Richard (2016). "Political leader survival: Does competence matter?" *Public Choice* 166(1-2): 113–142

Optional readings:

∗ Bueno de Mesquita, Bruce et al. (2005). *The logic of political survival.* MIT press

∗ Chiozza, Giacomo and Goemans, Hein Erich (2011). *Leaders and international conflict.* Cambridge University Press

∗ Colaresi, Michael (2004). "Aftershocks: Postwar leadership survival, rivalry, and regime dynamics." *International Studies Quarterly* 48(4): 713–727

∗ Ellis, Cali Mortenson, Horowitz, Michael C., and Stam, Allan C. (2015). "Introducing the LEAD data set." *International Interactions* 41(4): 718–741

∗ Fjelde, Hanne (2010). "Generals, dictators, and kings: Authoritarian regimes and civil conflict, 1973—2004." *Conflict Management and Peace Science* 27(3): 195–218

∗ Goemans, Henk E., Gleditsch, Kristian Skrede, and Chiozza, Giacomo (2009). "Introducing Archigos: A dataset of political leaders." *Journal of Peace Research* 46(2): 269–283

∗ Horowitz, Michael C. et al. (2018). "Sizing up the adversary: Leader attributes and coercion in international conflict." *Journal of Conflict Resolution* 62(10): 2180–2204

∗ Langdon, Lisa, Sarapu, Alexander J., and Wells, Matthew (2004). "Targeting the leadership of terrorist and insurgent movements: Historical lessons for contemporary policy makers." *Journal of Public and International Affairs* 15: 59–78

∗ Melander, Erik (2005). "Gender equality and intrastate armed conflict." *International Studies Quarterly* 49(4): 695–714

∗ Mitchell, Sara McLaughlin and Vasquez, John A (2013). *Conflict, war, and peace: An introduction to scientific research.* CQ Press, chapter 15.

∗ Svolik, Milan W. (2013). "Contracting on violence: The moral hazard in authoritarian repression and military intervention in politics." *Journal of Conflict Resolution* 57(5): 765–794

∗ Themnér, Anders (2017). *Warlord democrats in Africa: Ex-military leaders and electoral politics.* Zed Books Ltd.

∗ Vreeland, James Raymond (2008). "The effect of political regime on civil war: Unpacking anocracy." *Journal of Conflict Resolution* 52(3): 401–425

∗ Whealey, Robert H. (2015). *Hitler and Spain: The Nazi role in the Spanish Civil War, 1936-1939.* University Press of Kentucky

Session 5 (21.02.2019): Applied academic writing workshop

This workshop provides you with a survival kit how to tackle academic writing. As part of the workshop, you will be exposed to different ways of approaching common challenges that you face when writing your term papers.

I highly recommend to read the short essay by Henry Farrell on good writing in political science (`http://bit.ly/2l0J0tP`). It presents illustratively typical pitfalls and shows solutions how to avoid them while writing your term paper. The article by Maryanne Wolf provides you with food for thought on your regular reading habits. It was recently published in The Guardian and discusses the method of 'skim reading' and its (dangerous) effects (`https://bit.ly/2BMd3Bb`). Concerning the assigned reading of this week, Lynn Nygaard (2017) – who works as a special adviser at PRIO – provides us with a good overview of how to use writing as a way to think.
The workshop is co-organized with Christian Gläßel and Anna-Lena Hönig.

Please bring an old term paper. You will use it as a working example during the session.

The session will take place in room A 103 (B 6, 23-25 Bauteil A) at 17:15-18:45.

Required readings:

☐ Nygaard, Lynn P. (2017). *Writing your Master's thesis: From A to Zen.* Sage. Chapter 5 (53-76).

Optional readings:

∗ Druckman, Daniel (2005). *Doing research: Methods of inquiry for conflict analysis.* Sage

∗ Nygaard, Lynn P. (2017). *Writing your Master's thesis: From A to Zen.* Sage (Rest of the book)

∗ Powner, Leanne C. (2014). *Empirical research and writing: A political science student's practical guide.* CQ Press

∗ Schimel, Joshua (2012). *Writing science: How to write papers that get cited and proposals that get funded.* OUP USA

∗ Schrodt, Philip (2014). "Seven deadly sins of contemporary quantitative political analysis." *Journal of Peace Research* 51(2): 287–300

∗ Strunk, William and White, Elwyn Brooks (2007). *The elements of style.* Penguin

∗ Van Evera, Stephen (1997). *Guide to methods for students of political science.* Cornell University Press. (In particular chapter 1 (page 7-48) and chapter 4 (page 97-108)).

∗ For more books on writing, please see the (non-exclusive but inspiring) list provided by SIGNA-TURE on the 28 best books on writing.

Session 6 (26.02.2019): Security sector

According to Weber (1946), the state possesses the monopoly of violence. However, governments worldwide give arms and the authority of violence to a number of non-state actors. The article by Carey and Mitchell (2017) reviews research on so-called pro-government militias and develops a typology that uses the proximity between the militias and the government and between the society to better understand the differences across these groups.
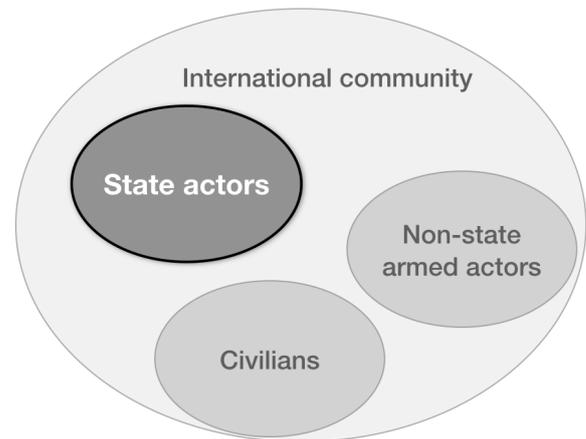
Abrahamsen and Williams (2006) bring the mercenaries in and analyzes whether and to what extent private actors in the security sector are important.

The additional article, published in The Atlantic (https://bit.ly/2DBUI8Q), on how mercenaries change warfare includes an interview with an employee of the US Defense Department.

Guiding questions: *Who are important actors in the security sector? What is the monopoly of violence? What are militias? What are their motivations?*

Presentation: Data on pro-government militias (Carey and Mitchell 2019)

Required readings:

☐ Abrahamsen, Rita and Williams, Michael C. (2006). "Security sector reform: Bringing the private in." *Conflict, Security & Development* 6(1): 1–23

☐ Carey, Sabine C. and Mitchell, Neil J. (2017). "Progovernment militias." *Annual Review of Political Science* 20: 127–147

Optional readings:

∗ Ahram, Ariel I. (2016). "Pro-government militias and the repertoires of illicit state violence." *Studies in Conflict & Terrorism* 39(3): 207–226

∗ Aliyev, Huseyn (2017). "Pro-regime militias and civil war duration." *Terrorism and Political Violence*: 1–21

* Barter, Shane Joshua (2013). "State proxy or security dilemma? Understanding anti-rebel militias in civil war." *Asian Security* 9(2): 75–92

* Brzoska, Michael (2006). "Introduction: Criteria for evaluating post-conflict reconstruction and security sector reform in peace support operations." *International Peacekeeping* 13(1): 1–13

* Carey, Sabine C., Mitchell, Neil J., and Lowe, Will (2013). "States, the security sector, and the monopoly of violence: A new database on pro-government militias." *Journal of Peace Research* 50(2): 249–258

* Carey, Sabine C., Colaresi, Michael P., and Mitchell, Neil J. (2015). "Governments, informal links to militias, and accountability." *Journal of Conflict Resolution* 59(5): 850–876

* Carey, Sabine C. and Mitchell, Neil J. (2019). *Pro-government militias.* URL: http://www.sabinecarey.com/militias/ (visited on 01/07/2019)

* Cohen, Dara Kay and Nordås, Ragnhild (2015). "Do states delegate shameful violence to militias? Patterns of sexual violence in recent armed conflicts." *Journal of Conflict Resolution* 59(5): 877–898

* Eggert, Jennifer Philippa (2018). "Female fighters and militants during the Lebanese Civil War: Individual profiles, pathways, and motivations." *Studies in Conflict & Terrorism*: 1–30

* Jentzsch, Corinna, Kalyvas, Stathis N., and Schubiger, Livia Isabella (2015). "Militias in civil wars." *Journal of Conflict Resolution* 59(5): 755–769

* Mitchell, Neil J., Carey, Sabine C., and Butler, Christopher K. (2014). "The impact of pro-government militias on human rights violations." *International Interactions* 40(5): 812–836

* Francis, David J. (2017). *Civil Militia: Africa's intractable security menace?* Routledge

* Sedra, Mark (2006). "Security sector reform in Afghanistan: The slide towards expediency." *International Peacekeeping* 13(1): 94–110

* Staniland, Paul (2015). "Militias, ideology, and the state." *Journal of Conflict Resolution* 59(5): 770–793

Session 7 (05.03.2019): Rebel groups

Turning to non-state armed actors, we start discussing and analyzing rebel groups. Fjelde and Nilsson (2012) examine why rebel groups fight each other in armed conflicts while this may take up valuable – and scarce – resources. Haer, Banholzer, and Ertl (2011) apply the human resource management (HRM) model to better understand how rebel groups – namely the Lord's Resistance Army (LRA) – manage to survive.

The additional newspaper article on rebel governance in the Central African Republic (https://wapo.st/2RKT3Xa) explains how non-state (armed) actors often use the

(power) vacuum that conflicts generate to generate more influence in the conflict field or in post-conflict environments.

Guiding questions: *Why do rebels fight each other in armed conflicts? Why do fighting parties attack civilians? Do fighting parties need civilian support?*

Presentation: *'Non-state armed actors' dataset (Cunningham, Gleditsch, and Salehyan 2013)*

Required readings:

☐ Fjelde, Hanne and Nilsson, Desirée (2012). "Rebels against rebels: Explaining violence between rebel groups." *Journal of Conflict Resolution* 56(4): 604–628

☐ Haer, Roos, Banholzer, Lilli, and Ertl, Verena (2011). "Create compliance and cohesion: How rebel organizations manage to survive." *Small Wars & Insurgencies* 22(3): 415–434

Optional readings:

∗ Arjona, Ana, Kasfir, Nelson, and Mampilly, Zachariah (2015). *Rebel governance in civil war.* Cambridge University Press

∗ Arjona, Ana (2016). *Rebelocracy.* Cambridge University Press

∗ Berti, Benedetta (2016). "Rebel politics and the state: between conflict and post-conflict, resistance and co-existence." *Civil Wars* 18(2): 118–136

∗ Cunningham, David E., Gleditsch, Kristian Skrede, and Salehyan, Idean (2013). "Non-state actors in civil wars: A new dataset." *Conflict Management and Peace Science* 30(5): 516–531

∗ Dresden, Jennifer Raymond (2017). "From combatants to candidates: Electoral competition and the legacy of armed conflict." *Conflict Management and Peace Science* 34(3): 240–263

∗ Duyvesteyn, Isabelle (2017). "Rebels & legitimacy; an introduction." *Small Wars & Insurgencies* 28(4-5): 669–685

∗ Gade, Emily Kalah, Hafez, Mohammed M., and Gabbay, Michael (2019). "Fratricide in rebel movements: A network analysis of Syrian militant infighting." *Journal of Peace Research*: 1–15

∗ Huang, Reyko (2016). *The wartime origins of democratization: Civil war, rebel governance, and political regimes.* Cambridge University Press

∗ Humphreys, Macartan and Weinstein, Jeremy M. (2006). "Handling and manhandling civilians in civil war." *American Political Science Review* 100(3): 429–447

∗ Humphreys, Macartan and Weinstein, Jeremy M. (2007). "Demobilization and reintegration." *Journal of Conflict Resolution* 51(4): 531–567

∗ Humphreys, Macartan and Weinstein, Jeremy M. (2008). "Who fights? The determinants of participation in civil war." *American Journal of Political Science* 52(2): 436–455

∗ Ishiyama, John and Batta, Anna (2011). "Swords into plowshares: The organizational transformation of rebel groups into political parties." *Communist and Post-Communist Studies* 44(4): 369–379

* Justino, Patricia and Stojetz, Wolfgang (2017). "On the legacies of wartime governance." *Unpublished manuscript.* `https://bit.ly/2omxpHL`.

* Lidow, Nicholai (2010). "Rebel governance and civilian abuse: Comparing Liberia's rebels using satellite fata."

* Lidow, Nicholai Hart (2011). *Violent order: Rebel organization and Liberia's civil war.* Stanford University

* Pearlman, Wendy and Cunningham, Kathleen Gallagher (2012). "Nonstate actors, fragmentation, and conflict processes." *Journal of Conflict Resolution* 56(1): 3–15

* Mitton, Kieran (2015). *Rebels in a rotten state: Understanding atrocity in the Sierra Leone civil war.* Oxford University Press

Session 8 (12.03.2019): Child soldiers
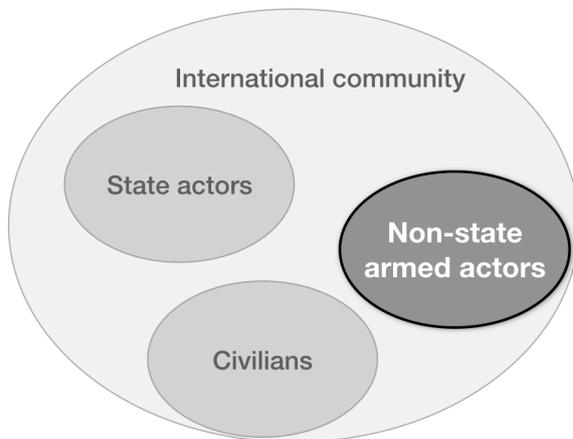
This week deals with the phenomenon of recruiting approximately 300,000 children as soldiers in conflicts worldwide. Beber and Blattman (2013) explain why the Lord's Resistance Army, a powerful rebel group in sub-Saharan Africa, choose to recruit children as fighters. McKay (2005, 385) examines how female child soldiers were effectively used as "weapons of terror".

Additionally, The Guardian tells a narrative story of a former child soldier of the LRA (`https://bit.ly/2m6VjFG`), while The New York Times reports on the psychological consequences of child soldiers in South Sudan (`https://nyti.ms/2o54nh4`).

Guiding questions: *Why do rebel groups 'recruit' children as soldiers? Which role do girls play as child soldiers? Are they treated differently? If so, why?*

Presentation: *Survey of War Affected Youth (SWAY) dataset (Blattman 2013)*

Required readings:

☐ Beber, Bernd and Blattman, Christopher (2013). "The logic of child soldiering and coercion." *International Organization* 67(01): 65–104

☐ McKay, Susan (2005). "Girls as "weapons of terror" in Northern Uganda and Sierra Leonean rebel fighting forces." *Studies in Conflict & Terrorism* 28(5): 385–397

Optional readings:

* Blattman, Christopher (2009). "From violence to voting: War and political participation in Uganda." *American political Science review* 103(2): 231–247

∗ Blattman, Christopher and Annan, Jeannie (2010). "The consequences of child soldiering." *Review of Economics and Statistics* 92(4): 882–898

∗ Blattman, Christopher (2013). *Uganda: Survey of War Affected Youth.* URL: https://chrisblattman.com/projects/sway/ (visited on 04/07/2018)

∗ Annan, Jeannie et al. (2009). "Women and girls at war: 'Wives', mothers and fighters in the Lord's Resistance Army." *Unpublished manuscript. Retrieved September* 28: 2009

∗ Annan, Jeannie et al. (2011). "Civil war, reintegration, and gender in Northern Uganda." *Journal of conflict resolution* 55(6): 877–908

∗ Boothby, Neil, Crawford, Jennifer, and Halperin, Jason (2006). "Mozambique child soldier life outcome study: Lessons learned in rehabilitation and reintegration efforts." *Global public health* 1(1): 87–107

∗ Fox, Mary-Jane (2004). "Girl soldiers: Human security and gendered insecurity." *Security Dialogue* 35(4): 465–479

∗ Haer, Roos and Böhmelt, Tobias (2016). "Child soldiers as time bombs? Adolescents' participation in rebel groups and the recurrence of armed conflict." *European Journal of International Relations* 22(2): 408–436

∗ Maclure, Richard and Denov, Myriam (2006). ""I didn't want to die so I joined them": Structuration and the process of becoming boy soldiers in Sierra Leone." *Terrorism and Political Violence* 18(1): 119–135

∗ Mazurana, Dyan and McKay, Susan (2001). "Child soldiers: What about the girls?" *Bulletin of the Atomic Scientists* 57(5): 30–35

∗ Mazurana, Dyan and McKay, Susan (2003). "Girls in fighting forces in Northern Uganda, Sierra Leone, and Mozambique: Policy and program recommendations." *Research funded by CIDA's Child Protection Research Fund*

∗ Mitton, Kieran (2015). *Rebels in a rotten state: Understanding atrocity in the Sierra Leone civil war.* Oxford University Press

∗ Schauer, Elisabeth and Elbert, Thomas (2010). "The psychological impact of child soldiering." In: *Trauma rehabilitation after war and conflict.* Springer: 311–360

Session 9 (19.03.2019): Terrorists
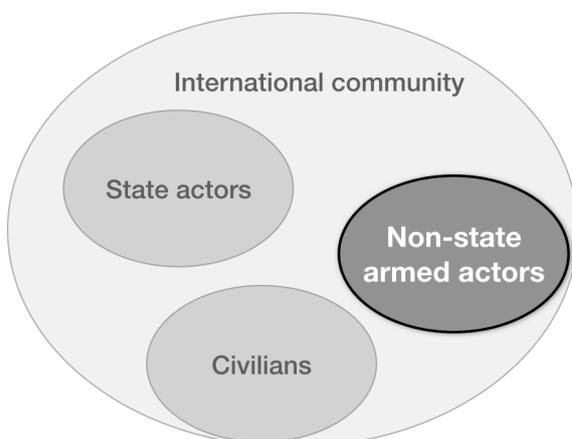
The assigned reading by Phillips (2015) discusses the concept of terrorist groups and the consequences that occur when there is a lack of clarity with central terms such as terrorist groups. Blomberg, Gaibulloev, and Sandler (2011) analyze 367 terrorist organizations that operated during 1970–2007 and seek to uncover why and how these terrorist groups survived.

As an additional input, I recommend this short article (`http://bit.ly/1YtGuJb`) about the narratives of two terrorist groups and (partly in-between the lines) of their recruitment techniques as well as the article by the New York Times on how the Islamic State sought to ensure its survival (`https://nyti.ms/2WcmRLd`).

Guiding questions: *What is terrorist violence? What are tactics? How do terrorist groups survive? Which factors are important?*

Presentation: *Global terrorism database (LaFree and Dugan 2007; LaFree 2010)*

Required readings:

☐ Blomberg, S. Brock, Gaibulloev, Khusrav, and Sandler, Todd (2011). "Terrorist group survival: Ideology, tactics, and base of operations." *Public Choice* 149(3-4): 441

☐ Phillips, Brian J. (2015). "What is a terrorist group? Conceptual issues and empirical implications." *Terrorism and Political Violence* 27(2): 225–242

Optional readings:

∗ Balcells, Laia and Torrats-Espinosa, Gerard (2018). "The electoral consequences of terrorism. Evidence from a natural experiment". *Unpublished manuscript.* `https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2995032`.

∗ Butcher, Charity (2017). "Civil war and terrorism: A call for further theory building." In: *Oxford Research Encyclopedia of Politics*

∗ Cockburn, Patrick (2015). *The rise of Islamic State: ISIS and the new Sunni revolution.* Verso Books

∗ Collins, Alan (2016). *Contemporary security studies.* Oxford University Press, chapter 21.

∗ Cronin, Audrey Kurth (2015). "ISIS is not a terrorist group: Why counterterrorism won't stop the latest jihadist threat." *Foreign Affairs* 94: 87

∗ Findley, Michael G. and Young, Joseph K. (2012). "Terrorism and civil war: A spatial and temporal approach to a conceptual problem." *Perspectives on Politics* 10(2): 285–305

∗ Kalyvas, Stathis N. (2004). "The paradox of terrorism in civil war." *Journal of Ethics* 8(1): 97–138

∗ LaFree, Gary and Dugan, Laura (2007). "Introducing the global terrorism database." *Terrorism and Political Violence* 19(2): 181–204

∗ LaFree, Gary (2010). "The Global Terrorism Database (GTD) accomplishments and challenges." *Perspectives on Terrorism* 4(1): 24–46

∗ McCormick, Gordon H. (2003). "Terrorist decision making." *Annual Review of Political Science* 6(1): 473–507

∗ Pape, Robert (2003). "The strategic logic of suicide terrorism." *American Political Science Review* 97(03): 343–361

∗ Polo, Sara (2019). "The quality of terrorist violence: Explaining the logic of terrorist target choice." *Journal of Peace Research*

* Wiegand, Krista E. (2009). "Reformation of a terrorist group: Hezbollah as a Lebanese political party." *Studies in Conflict & Terrorism* 32(8): 669–680

* Weiss, Michael and Hassan, Hassan (2016). *ISIS: Inside the army of terror (updated edition).* Simon and Schuster

Session 10 (09.04.2019): Civilians

Are civilians active or passive actors in armed conflicts? While Wood (2010) explores why warring parties attack civilians in armed conflicts, Barter (2012) critically analyze the active role of civilians in civil wars and how civilian strategies impact the conflict itself. The article published in the New York Times by Jeffrey Gettleman deals with the question why rape occurred in the midst of an ongoing conflict
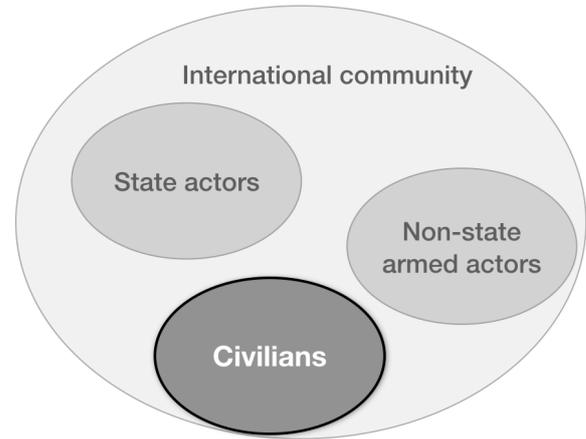
in the Democratic Republic of the Congo (https: // nyti. ms/ 2MqomAH).

Guiding questions: *Are civilians active or passive actors in armed conflict settings? Why do warring factions use violence against civilians? Which type of violence do they use? Why is rape a tool of war? How does rape become normalized in warscapes?*

Presentation: *UCDP's dataset on one-sided violence against civilians (Eck and Hultman 2007); you may also want to introduce to the general logic of UCDP's datasets (https: // ucdp. uu. se/ downloads/).*

Required readings:

☐ Barter, Shane Joshua (2012). "Unarmed forces: Civilian strategy in violent conflicts." *Peace & Change* 37(4): 544–571

☐ Wood, Reed M. (2010). "Rebel capability and strategic violence against civilians." *Journal of Peace Research* 47(5): 601–614

Optional readings:

* Baaz, Maria Eriksson and Stern, Maria (2009). "Why do soldiers rape? Masculinity, violence, and sexuality in the armed forces in the Congo (DRC).". *International Studies Quarterly* 53(2): 495–518

* Bop, Codou (2001). "Women in conflicts, their gains and their losses." In: Meintjes, Sheila, Turshen, Meredeth, and Pillay, Anu. *The aftermath: Women in post-conflict transformation.* Zed Books London, New York: 19–34

∗ Brück, Tilman and Schindler, Kati (2009). "The impact of violent conflicts on households: What do we know and what should we know about war widows?" *Oxford Development Studies* 37(3): 289–309

∗ Card, Claudia (1996). "Rape as a weapon of war." *Hypatia* 11(4): 5–18

∗ Cohen, Dara Kay (2013). "Female combatants and the perpetration of violence: Wartime rape in the Sierra Leone civil war." *World Politics* 65(3): 383–415

∗ Eck, Kristine and Hultman, Lisa (2007). "One-sided violence against civilians in war: Insights from new fatality data." *Journal of Peace Research* 44(2): 233–246

∗ Fjelde, Hanne and Hultman, Lisa (2014). "Weakening the enemy: A disaggregated study of violence against civilians in Africa." *Journal of Conflict Resolution* 58(7): 1230–1257

∗ Humphreys, Macartan and Weinstein, Jeremy M. (2006). "Handling and manhandling civilians in civil war." *American Political Science Review* 100(3): 429–447

∗ Justino, Patricia and Stojetz, Wolfgang (2017). "On the legacies of wartime governance." *Unpublished manuscript.* `https://bit.ly/2omxpHL`.

∗ Raleigh, Clionadh (2012). "Violence against civilians: A disaggregated analysis." *International Interactions* 38(4): 462–481

∗ Seidman, Gay (2001). "Guerrillas in their midst: Armed struggle in the South African anti-apartheid movement." *Mobilization: An International Quarterly* 6(2): 111–127

∗ Shoemaker, Jolynn (2001). "Women and wars within states: Internal conflict, women's rights and international security." *Civil Wars* 4(3): 1–34

∗ Stephan, Maria J. and Chenoweth, Erica (2008). "Why civil resistance works: The strategic logic of nonviolent conflict." *International Security* 33(1): 7–44

∗ Terpstra, Niels and Frerks, Georg (2017). "Rebel governance and legitimacy: understanding the impact of rebel legitimation on civilian compliance with the LTTE rule." *Civil Wars* 19(3): 279–307

∗ Wood, Elisabeth Jean (2006). "Variation in sexual violence during war." *Politics & Society* 34(3): 307–342

∗ Wood, Elisabeth Jean (2009). "Armed groups and sexual violence: When is wartime rape rare?" *Politics & Society* 37(1): 131–161

∗ Wood, Reed M., Kathman, Jacob D., and Gent, Stephen E. (2012). "Armed intervention and civilian victimization in intrastate conflicts." *Journal of Peace Research* 49(5): 647–660

Session 11 (30.04.2019): International community & United Nations

"The most effective and efficient solution to civil war" are, as Stojek and Tir emphasize, the UN peacekeeping operations (PKO) (Stojek and Tir 2015, 7). Their article deals with the question whether the proximity to the P5 UN Security Council (UNSC) members plays a crucial role in determining whether PKOs are deployed to conflicts.

Hultman, Kathman, and Shannon (2014) analyze whether the troop composition (observers, military and police personnel) helps to explain the effectiveness of PKOs in reducing battle-related deaths. The Monkey Cage blogpost by Allard Duursma sums up the research on what can undermine peacekeeping missions (https://wapo.st/2R8RTQh).

Guiding questions: *How are UN peacekeeping troops composed? When does the UN decide to deploy peacekeeping operations? How effective – and under which conditions – are these troops in settling conflict?*

Presentation: *Data on United Nations peacekeeping personnel commitments (Kathman 2013)*

Required readings:

☐ Hultman, Lisa, Kathman, Jacob D., and Shannon, Megan (2014). "Beyond keeping peace: United Nations effectiveness in the midst of fighting." *American Political Science Review* 108(4): 737–753

☐ Stojek, Szymon M. and Tir, Jaroslav (2015). "The supply side of United Nations peacekeeping operations: Trade ties and United Nations-led deployments to civil war states." *European Journal of International Relations* 21(2): 352–376

Optional readings:

∗ Doyle, Michael W. and Sambanis, Nicholas (2000). "International peacebuilding: A theoretical and quantitative analysis." *American Political Science Review* 94(4): 779–801

∗ Doyle, Michael W. and Sambanis, Nicholas (2006). *Making war and building peace: United Nations peace operations.* Princeton University Press

∗ Druckman, Daniel and Wagner, Lynn (2017). "Justice matters: Peace negotiations, stable agreements, and durable peace." *Journal of Conflict Resolution*: 287–316

∗ Dumas, Lloyd J. (2011). "The economics of peacekeeping." In: Coyne, Christopher J. and Mathers, Rachel L. *The handbook on the political economy of war.* Edward Elgar: 589–606

∗ Fortna, Virginia Page (2004). "Does peacekeeping keep peace? International intervention and the duration of peace after civil war." *International Studies Quarterly* 48(2): 269–292

∗ Hafner-Burton, Emilie M. and Montgomery, Alexander H. (2006). "Power positions: International organizations, social networks, and conflict." *Journal of Conflict Resolution* 50(1): 3–27

∗ Heldt, Birger and Wallensteen, Peter (2011). "Peacekeeping operations: Global patterns of intervention and success, 1948-2004." *Unpublished manuscript.* *https: // papers. ssrn. com/ sol3/ papers. cfm? abstract_ id= 1899505 .*

∗ Hoeffler, Anke (2014). "Can international interventions secure the peace?" *International Area Studies Review* 17(1): 75–94

∗ Hultman, Lisa (2013). "UN peace operations and protection of civilians: Cheap talk or norm implementation?" *Journal of Peace Research* 50(1): 59–73

∗ Jetschke, Anja and Schlipphak, Bernd (2019). "MILINDA: A new dataset on United Nations-led and non-united Nations-led peace operations." *Conflict Management and Peace Science*: 1–25

∗ Karreth, Johannes and Tir, Jaroslav (2012). "International institutions and civil war prevention." *The Journal of Politics* 75(1): 96–109

∗ Kathman, Jacob D. (2013). "United Nations peacekeeping personnel commitments, 1990–2011." *Conflict Management and Peace Science* 30(5): 532–549

∗ Levin, Andrew (2019). "Peacekeeper fatalities and force commitments to UN operations." *Conflict Management and Peace Science*: 1–24

∗ Mikulaschek, Christoph (2010). "The United Nations Security Council and the responsibility to protect: Policy, process, and practice." *Unpublished manuscript.* *https: // papers. ssrn. com/ sol3/ papers. cfm? abstract_ id= 1618890 .*

∗ Regan, Patrick M., Frank, Richard W., and Aydin, Aysegul (2009). "Diplomatic interventions and civil war: A new dataset." *Journal of Peace Research* 46(1): 135–146

∗ Sandler, Todd (2017). "International peacekeeping operations: Burden sharing and effectiveness." *Journal of Conflict Resolution* 61(9): 1875–1897

∗ Shannon, Megan (2009). "Preventing war and providing the peace? International organizations and the management of territorial disputes." *Conflict Management and Peace Science* 26(2): 144–163

∗ Stojek, Szymon M. and Chacha, Mwita (2015). "Adding trade to the equation: Multilevel modeling of biased civil war interventions." *Journal of Peace Research* 52(2): 228–242

∗ Ward, Hugh and Dorussen, Han (2016). "Standing alongside your friends: Network centrality and providing troops to UN peacekeeping operations." *Journal of Peace Research* 53(3): 392–408

Session 12 & 13 (14.05.2019): Simulation – UN Security Council
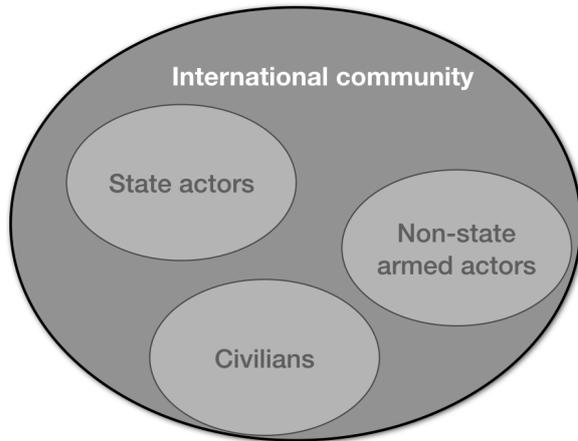
This double session hosts a simulation of the UN Security Council. As part of this, I ask you to prepare your inaugural speeches and your position papers. Additionally, I will assign you a short reading on the decision-making level and the role of leaders. You have the chance to experience the processes and complexities of negotiations and apply previously learned knowledge throughout the rounds of debate.

As an additional input, you may also want to watch the award-winning movie "Waltz With Bashir" by Ari Folman (for the trailer: `https://youtu.be/_J9uoLMhMhs`). It's an Israeli animated war documentary on Folman's memories being a soldier during the 1982 Lebanon War.

The double session will take place in room A 104 (B 6, 23-25 Bauteil A) at 8:30-11:45.

Required readings:

☐ Barash, David P. and Webel, Charles P. (2017). *Peace and conflict studies.* Sage Publications, Chapter 9 "The decision-making level", pp. 205-224

Session 14 (28.05.2019): Semester wrap-up and final discussion

This week, we will have a final discussion and deal with potential challenges of your term papers. If you have any further questions or would like to discuss something particular, please feel free to contact me beforehand.

No readings for this session.

Additional offer to support academic writing (voluntary)

Writing sessions "Shut up and write"

"Shut up and write" *is dedicated to getting together and writing in an inspiring environment. It is based on relatively short (but intense) writing sprints of 20-25 minutes (with the Pomodoro principle) and breaks in-between. As the writing sessions start already at the beginning of the semester, they should ideally offer you the time to think about your theory, a peer review, and your research design. However, feel free to work on whatever is best for you and join quietly whenever it's best for you. These sessions should show you an alternative approach of how to address writing issues, overcome potential blockages and start writing as early as possible.*
The sessions are co-organized with Anna-Lena Hönig.

Monday, 18.02.2019 10:15-10:40

Monday, 25.02.2019 10:15-11:45

Monday, 04.03.2019 10:15-11:45

Monday, 11.03.2019 10:15-11:45

Monday, 18.03.2019 10:15-11:45

Monday, 08.04.2019 10:15-11:45

Monday, 29.04.2019 10:15-11:45

The venue is Parkring 47, room 121.

Further dates will be announced as the semester proceeds.

Assessment criteria

Coursework

1. Data presentations

The data presentations should give you a broad overview of potential data sources that are common in the various sub-fields of conflict studies.

The data presentations should not be longer than 15 minutes (**maximum**) with slides (PowerPoint, LaTeX (PDF), or Prezi) and a handout for the rest of the class.

Deadline: Respective week

Formal requirements: 15 minutes presentation with slides, 1-page handout

Submission:

- Handout (to be uploaded on ILIAS)

- Presentation (in-class, in the respective session)

Should be included:

- What is the data about?

- What is the unit of analysis and the time frame?

- How was the data collected?

- What could you do with the data? (Come up with some descriptive analysis or present some paper where the dataset was already used.)

- Where can I access the data? (Reference, format)

- Brief concluding discussion

2. Research question

The goal of this seminar is both to provide you a broad insight into the literature on actors and tactics in conflict settings and enable you to write a complete empirical term paper.

I therefore ask you to submit your research question and I will provide you with feedback afterwards.

Deadline: April 3, 2019 (23:59)

– **Submission:** On ILIAS

– **Should be included:**

- Analytical research question

- (You may also add a few explanatory sentences.)

3. Research proposal

To give you the chance to think already early about your final project, I ask you therefore to submit a research proposal, presenting your idea and your research approach.

A good starting point to do so may be going through the syllabus and check both scientific articles (skim abstracts), read attached newspaper articles, and/or read news in general for inspiration.

Deadline: May 01, 2019 (23:59)

– **Formal requirements:** 1000 words (+/- 10% tolerance), Times New Roman, 1.5 line spacing, font size 11

– **Submission:** As PDF on ILIAS

– **Should be included:**

– Research question

– Explain why this question is interesting (motivation)

– Briefly review the state of the art

– Elaborate on your theoretical assumptions and how you would like to analyze your question

4. Position paper for the simulation

The position paper is the core part that helps you to manoeuver through the simulation. It serves as a glossary that you may want to consult when needed. You should therefore spend a sufficient time for preparation and address the required points thoroughly. I also provide you with a good example for a position/policy paper on ILIAS.

Deadline: May 14, 2019

– **Formal requirements:** min. 1000 words (10% tolerance; *you may write a longer position paper but it still needs to be concise!*), Times New Roman, 1.5 line spacing, font size 11

– **Submission:** In-class (at the simulation), to be submitted as a hardcopy after the simulation

– **Should be included:**

  – Background information (1 paragraph)

    – Briefly summarize background information
    – Identify and define key terms

  – Analysis (1 paragraph)

    – Analyze past international actions
    – Which past actions were already taken?
    – Identify who could be a potential ally?

  – Policy positions – Position your country/organization policy (*Put the emphasis of your position paper on this section!*)

    – Go through the resolution draft step by step
    – Address paragraphs and positions – Can you support the initiative/claim? If so, why? Or why not? Come up with credible arguments!
    – Address possible solutions

  – References

5. Inaugural speech for the simulation

The inaugural speeches give you some space to present yourself (your country or your organization) at the beginning of the simulation. As part of this, you want to briefly deliver the key points of your policy positions to all present members at the UN Security Council.

Deadline: May 14, 2019

– **Formal requirements:** 50 seconds (max.)

– **Submission:** Delivered in-class as part of the simulation

– **Should be included:**

  – Present yourself briefly and make your position clear

  – Should contain **all** arguments

Final examination

Term paper

The deadline for the term paper is June, 30 2019 (23:59; upload on ILIAS as PDF).
For the purpose of consistency, please use a *coherent citation style* (see for example the APSA citation guidelines (uploaded on ILIAS) or Mannheim's "Arbeitshilfen-Reader" (also uploaded on ILIAS; unfortunately only in German)).

General requirements

1. Formal requirements

    - Cover page: university, chair, semester, course type and title, name of the instructor, title of the term paper, date; name, contact information, program and semester of the student; indicate word count

    - Table of contents: complete structure of the final paper including page numbers and informative headlines

    - Length: 20 pages in total (max. 4,000 words, will be checked); 4,000 words include only the content (*no* cover page, table of content, references, or appendices)

    - Signed statutory declaration (both in English and in German, as uploaded on ILIAS)

    - Layout: 1.5 line spacing, font size 11, Times New Roman, pagination of the text

    - Orthography and grammar

    - Formatted as a PDF

2. Scientific standards

    - Appropriate use and formal correctness of references, e.g. for example according to APSA or Mannheim's citations style (as uploaded on ILIAS)

    - Independent research

    - List of references: coherent citation style, e.g. for example according to APSA or Mannheim's citations style (as uploaded on ILIAS).

Content

1. Introduction

    - Relevance

    - Analytical research question

    - Overview of the paper's structure

2. Theoretical part

   2.1 Literature Review

   - Overview of the state of the art research in the literature
   - Critical discussion of the literature

   2.2 Theory and Hypotheses

   - Definition of key terms
   - Theoretical argument and argumentative structure
   - Generating hypotheses

3. Empirical part

   3.1 Research Design

   - Discussion of sample and time span/case selection
   - Discussion operationalization
   - If you are conducting a quantitative analysis: brief model justification and regression diagnostics

   3.2 Discussion

   - Testing hypotheses
   - Description and visualization of empirical findings; if you are conducting a quantitative analysis please send me your do-files/R-files, Excel-files and dataset(s) as well
   - Interpretation of results

4. Conclusion

   - Summary and critical discussion
   - Answering the research question
   - Outlook

The following illustration provides you an example how the cover page and a good structure of a term paper could look like:

University of Mannheim
Chair of Political Science IV
Spring 2019
Advanced Seminar in International Relations:
Actors and tactics in conflict settings
Instructor: Cosima Meyer

TITLE OF TERM PAPER

Date

Your Name

Your Contact Info
Your Program
Semester You Are Enrolled

Word Count: X,XXX

Table of Content

1. Introduction .... ?
2. Literature Review .... ?
3. Theory and Hypotheses .... ?
4. Research Design .... ?
5. Analysis... ?
6. Conclusion... ?
References .... ?
(Appendix) .... ?
Statutory Declaration .... ?

The section titles are just examples of what should be included in the text - if you prefer, you are of course welcome to change the headlines (content should remain the same)