

**PLSC 50801: Research Seminar in Political Violence**  
Department of Political Science  
University of Chicago

Spring 2016  
Time: Wednesday, 9:30 am-12:20 pm  
Room: WB 102  
Office Hours: Tuesday, 2:00-4:00 pm and by appt.

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**Course Description**

The goal of this course is to help graduate students transition from being consumers to producers of research on political violence. The course will begin with a brief overview of recent work on political violence to make students aware of the scholarly cutting edge and emerging new questions. The rest of the course will involve graduate students workshopping their MA theses, dissertation prospectuses, and draft doctoral thesis chapters. All participants must have an ongoing research project to circulate and present. Students who have already taken PLSC 48700 and/or PLSC 36100 will be best prepared for this course.

**Course Requirements**

**Participation.** Students are expected to have carefully done the required reading and to be prepared to discuss it in detail while providing feedback to the presenter. The unusual structure of this course makes this absolutely necessary. Not providing feedback or engaging with the discussion will mean you can get, at best, a C- in the course. I am serious about this: please do not test me. Participation will account for 35% of your grade.

**Paper.** You need to email your paper to the entire class by 5 pm CST Friday of the week before your presentation. Papers sent after that time (even by a few minutes) will drop a full letter grade immediately, and another full letter grade every 12 hours subsequently. They should be 15 pages at absolute minimum, and I expect that they will be reasonably polished and complete, not incomplete outlines or collections of thoughts. In general, each should include a clear discussion of the core research question, existing literature, an argument or set of hypotheses, and either actual evidence or an extremely detailed research design. The specifics will obviously depend on the type of writing sample. The paper will account for 35% of your grade.

**Presentation.** You are required to give a careful, well-prepared overview of your project. Depending on course size, each presentation will range from 20-30 minutes, with Powerpoint available if you would like. There will then be a Q&A session of 20-30 minutes; your ability to handle questions will also be evaluated as part of the grade. The presentation will account for 30% of your grade.

## Electronic Etiquette

I request that students not use their cell phones during class for any reason. This will allow more focused discussion and intellectual exchange. Laptops should only be used if this will facilitate actively engaging with readings in class.

I aim to be responsive to appropriate email from students. However, please do not expect an answer to your question any sooner than 48 hours after it is sent. Last-minute email questions and requests are bad for everyone involved. I prefer that students use office hours rather than email for asking substantive questions.

## Academic Integrity

This is the University of Chicago's Academic Integrity statement:

“It is contrary to justice, to academic integrity, and to the spirit of intellectual inquiry to submit the statements or ideas of work of others as one's own. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously. Proper acknowledgment of another's ideas, whether by direct quotation or paraphrase, is expected. In particular, if any written or electronic source is consulted and material is used from that source, directly or indirectly, the source should be identified by author, title, and page number, or by website and date accessed. Any doubts about what constitutes "use" should be addressed to the instructor.”

If you have questions, ask me and/or consult Charles Lipson's *Doing Honest Work in College* (Chicago: University of Chicago Press, 2008).

## **Week 1. (March 30): Organization; Emotions**

Petersen, Roger Dale. 2002. *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth-Century Eastern Europe*. Cambridge [England]: Cambridge University Press. Chapters 2 and 3 (Course e-reserves)

Varshney, Ashutosh. 2003. “Nationalism, Ethnic Conflict, and Rationality.” *Perspectives on Politics* 1(01): 85–99.

Pearlman, Wendy. 2013. “Emotions and the Microfoundations of the Arab Uprisings.” *Perspectives on Politics* 11(02): 387–409.

Mercer, Jonathan. 2013. “Emotion and Strategy in the Korean War.” *International Organization* 67(02): 221–52.

Costalli, Stefano, and Andrea Ruggeri. 2015. “Indignation, Ideologies, and Armed Mobilization: Civil War in Italy, 1943–45.” *International Security* 40(2): 119–57.

## **Week 2 (April 6): World War II: What is it Good for?**

Ferwerda, Jeremy, and Nicholas L. Miller. 2014. "Political Devolution and Resistance to Foreign Rule: A Natural Experiment." *American Political Science Review* 108(03): 642–60.

Matthew Kocher and Nuno Monteiro. 2015. "What's in a Line? Natural Experiments and the Line of Demarcation in WWII Occupied France."  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2555716](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2555716)

Finkel, Evgeny. 2015. "The Phoenix Effect of State Repression: Jewish Resistance during the Holocaust." *American Political Science Review* 109(02): 339–53.

Braun, Robert. 2016. "Religious Minorities and Resistance to Genocide: The Collective Rescue of Jews in the Netherlands during the Holocaust." *American Political Science Review*.  
<https://braunrobert.files.wordpress.com/2011/11/articlesubmission5.pdf>

## **Week 3 (April 13) NO CLASS MEETING**

## **Week 4 (April 20): The Field Experimental Turn**

Humphreys, Macartan, and Jeremy M. Weinstein. 2009. "Field Experiments and the Political Economy of Development." *Annual Review of Political Science* 12(1): 367–78.

Gilligan, Michael, Benjamin Pasquale & Cyrus Samii. (2014). "Civil War and Social Cohesion: Lab-in-the-Field Evidence from Nepal." *American Journal of Political Science* 58(3):604-619.

Blattman, Christopher, Alexandra C. Hartman, and Robert A. Blair. 2014. "How to Promote Order and Property Rights under Weak Rule of Law? An Experiment in Changing Dispute Resolution Behavior through Community Education." *American Political Science Review* 108(01): 100–120.

Fearon, James D., Macartan Humphreys, and Jeremy M. Weinstein. 2009. "Can Development Aid Contribute to Social Cohesion after Civil War? Evidence from a Field Experiment in Post-Conflict Liberia." *American Economic Review* 99(2): 287–91.

Andrew Beath, Fotini Christia, Ruben Enikolopov. 2012. "Winning Hearts and Minds through Development: Evidence from a Field Experiment in Afghanistan."  
<http://fotini.mit.edu/sites/default/files/documents/Hearts%20and%20Minds.docx>

## **Week 5 (April 27)**

Slot 1:

Slot 2:

Slot 3:

**Week 6 (May 4)**

Slot 1:

Slot 2:

Slot 3:

**Week 7 (May 11)**

Slot 1:

Slot 2:

Slot 3:

**Week 8 (May 18)**

Slot 1:

Slot 2:

Slot 3:

**Week 9 (May 25)**

Slot 1:

Slot 2:

Slot 3:

**Week 10.A (June 1)**

Slot 1:

Slot 2:

Slot 3:

**Week 10.B (June 3)**

Slot 1:

Slot 2:

Slot 3: