

Recent years have seen a dramatic growth in research on the roles and experiences of civilians during civil conflict. This class explores three important and interconnected themes in this area: (1) the nature of contemporary forms of civil conflict and the use of violence; (2) the experiences of civilians in conflict zones; and (3) the responsibilities (and efforts) of domestic institutions and the international community to seek the protection of civilians in (and after) conflict. This class will read, analyse, and discuss both established works and cutting-edge research in these areas. The first part of the semester focuses on how political institutions, government actors, rebel leaders, civilians and rank-and-file soldiers use violence and the intended and unintended effects of this violence. The second explores civilian experiences in war. It asks why civilians are targeted, how civilian and soldier experiences often vary by gender, why sexual violence is used as a tool of war, and how children experience and are affected by violence. The third and final part of the semester is spent analysing the new and established roles of international military intervention, peacekeeping, and law in preventing violence against civilians. This is a small seminar class focused on discussion and analysis. Over the course of the semester students prepare their own discussion questions, write critical reviews of selected works, and develop their own research agenda on a related topic. The class culminates with a poster session highlighting student research projects.

Mode of Delivery	Three on-campus contact hours (one three-hour seminar). Students are expected to commit a further eight hours per week to reading and preparation and assessment tasks. This sounds like a lot (and it is), but regular effort
Prerequisites	To enroll in this course you must be studying a Bachelor of Arts (Honours) (HARTS or HART2), Bachelor of International Relations (Honours) (HIR), Bachelor of Policy Studies (Honours) (HPOLS), Bachelor of Public Policy (Honours) (HPPOL), Bachelor of Development Studies (Honours) (HDEVS), Bachelor of European Studies (Honours) (HEURO), Bachelor of Latin American Studies (Honours) (HLAMS), Bachelor of Politics, Philosophy and Economics (Honours) (HPPE), or completion of 144 units towards the Bachelor of Philosophy (Arts) (APHAR or APNAR). You are not able to enroll in this course if you have previously completed POLS8021 .
Incompatible Courses	none
Course Convener	Dr. Richard W. Frank
Office	RSSS Building (#146), Rm. 2.39
Email	richard.frank@anu.edu.au
Office hours	As needed. Email me to set up a time, or we can talk before or after class.
Research Interests	Human Rights, Peace & Conflict Studies
Relevant administrators	
Phone	6125 4521
Email	admin.spirsocy@anu.edu

I. COURSE OVERVIEW

Learning Outcomes

Upon successful completion of this course, students will have the knowledge and skills to:

1. demonstrate a strong understanding of the drivers of civil conflict violence, the impact of conflict on civilians, the global civilian protection framework, and the competing theories explaining these outcomes;
2. be capable of identifying and debating the strengths and weaknesses of different approaches to understanding the use of violence and civilian protection;
3. develop strong research, analysis, and critical thinking skills; and
4. develop strong written and oral communication skills.

Assessment Summary

Assessment task	Value	Linked learning outcomes	Due date
Critical discussion/participation	10%	1,2,3,4	n/a
Response papers (5)	40%	1,2,3,4	Self-selected
Research proposal	10%	1,2,3,4	1 April (3pm)
Research essay	30%	1,2,3,4	1 June (3pm)
Poster presentation	10%	1,2,3,4	24 May

Course Outline

Week	Summary
Part 1: Using violence	
Week 1	Introduction—Defining our terms and semester overview
Week 2	Political institutions and violence
Week 3	The role of government actors (alternate date due to holiday)
Week 4	The role of rebel leaders
Week 5	The role of the rank and file
Week 6	Using violence and its effects
<i>Teaching break (no class)</i>	
Part 2: Civilian experiences	
Week 7	Why target civilians?
Week 8	Gender and conflict (alternate date due to holiday)
Week 9	Conflict and sexual violence
Week 10	Children and violence
Part 3: Preventing civilian violence	
Week 11	International intervention and peacekeeping
Week 12	Domestic and international law

Required Resources

There are no required textbooks for this course. All assigned readings will be made available on the course's Wattle page, and they are all also available online via the university library's website or a quick Google Scholar search.

Additional course costs

There are no additional costs associated with this course.

Research-led teaching

International Relations is a discipline with a breadth of perspectives and approaches. This course is but one way of approaching the emerging literature on civilian protection in civil conflict. Its structure and presentation have been (and will be) shaped by Dr. Frank's research interests. This is fitting given ANU's focus on research-led teaching.

Dr. Frank's research focuses on how international politics affects domestic political violence and human rights practices. Specific areas of current interest include modelling the strategic dynamics of electoral violence, understanding the drivers of human trafficking flows, and exploring the domestic and international causes of civil conflict.

Research-led teaching is not simply about the research expertise that conveners are able to bring to a course, it also includes the ways in which courses' skills acquisition and assessment are designed to enable students to acquire sound knowledge-acquisition skills. To this end, the course's activities have been designed around reading comprehension as a skill central to political analysis. Evidence gathering is also a core research skill. To this end, students are alerted to a number of potential sources for information and evidence that can be useful for students' research essays. Thoughtful analysis and presentation of research findings is a crucial core research skill, and therefore the course contains three writing assessments to provide students with an opportunity to practice those skills.

II. ASSESSMENT REQUIREMENTS

The ANU uses Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the [ANU Online](#) website.

Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

1. SEMINAR PARTICIPATION

Due Date: Weekly throughout the semester; **Value:** 10%

Participation marks will be based upon evidence of having done the assigned readings, evidence of having thought about the issues, contribution and participation in class and consideration and respect for other class members. Students are also expected to prepare two discussion questions each week to raise during class.

2. SUMMARY AND RESPONSE PAPERS

Due Date: Sundays throughout the semester; **Value:** 40% (8% each)

During the course of the semester, selected seminar participants will write five (5) brief responses to the set of readings assigned for the week. We will discuss the details of these responses in Week 1's class. No more than two students can write on a particular week, and response papers should be submitted to both Turnitin and the response paper forum on Wattle by 11:59pm on the Sunday before Monday's class. The response paper forum will be made available at 10am Tuesday 23 February so students can request particular weeks. First come, first served.

In brief, for each reading you will: 1) identify the central puzzle or question the piece addresses; 2) provide a brief (1-2 sentence) summary of the argument/thesis; 3) develop 3-4 questions or critiques about each reading.

3. ESSAY PROPOSAL

Due date: 3pm 1 April; **Word limit:** 500 words; **Value:** 10%.

The proposal is a way for you to map out your approach to the final paper and receive feedback and suggestions from me on this approach.

Rubric for essay proposal

Topic (20%): The proposal identifies a relevant and suitable topic and clearly demonstrates why it constitutes an important concern in contemporary political science.

Research question (20%): The proposal clearly states the research question being examined.

Argument (20%): The proposal clearly states the argument that the author thinks answers the proposed question.

Evidence (20%): The proposal clearly outlines appropriate sources to be used in evaluating the paper's argument.

Structure, citation, & errors (20%): The essay has clear topic sentences, is well structured, and paragraphs are clearly organised. The paper's footnotes, references, and bibliography are properly set out. The essay has clearly been proof-read and drafted and contains no/few grammatical errors.

4. FINAL ESSAY

Due date: 3pm 1 June; **Word limit:** 2,500-3,000 words; **Value:** 30%.

This essay is the culmination of your studies in this class. It represents the final product of research conducted over the course of the semester. A discussion of final essays and possible topics will be included during workshops over the course of the semester.

Rubric for final essay

Topic (20%): The proposal identifies a relevant and suitable topic and clearly demonstrates why it constitutes an important concern in contemporary political science.

Research question (20%): The proposal clearly states the research question being examined.

Argument (20%): The proposal clearly states the argument that the author thinks answers the proposed question.

Evidence (20%): The proposal clearly outlines appropriate sources to be used in evaluating the paper's argument.

Structure, citation, & errors (20%): The essay has clear topic sentences, is well structured, and paragraphs are clearly organised. The paper's footnotes, references, and bibliography are properly set out. The essay has clearly been proof-read and drafted and contains no/few grammatical errors.

5. POSTER PRESENTATION

Due date: Week 12 Monday; **Value:** 10%.

Students will present posters summarizing their research in a conference room on the 2nd floor of Building 146. The International Studies Association has a useful guide for preparing a poster presentation (<https://www.isanet.org/Professional-Resources/Short-Term-Release-1>). We will also be discussing poster ideas during the semester.

Assignment submission

Online Submission: Assignments (the response papers, proposal, and final essay) are submitted using Turnitin on the course Wattle site. You will be required to electronically sign a declaration of authorship as part of the submission of your assignment. Please keep a copy of the assignment for your records. ANU's Academic Skills and Learning Centre has a practice Wattle site (available from <https://academicskills.anu.edu.au>) that allows users to learn about and practice submitting papers to Turnitin without works being stored in Turnitin's repository.

Extensions and penalties: Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure. The course convener may grant extensions for assessment pieces that are not examinations or take-home examinations. If you need an extension, you must request it in writing on or before the due date. If you have documented and appropriate medical evidence that demonstrates you were not able to request an extension on or before the due date, you may be able to request it after the due date.

According to ANU policy, late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day (or part thereof). Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

Requests for Extension: Additional time to submit essays may be granted on medical or other special grounds. Such requests must be made to the course convener prior to the essay's due date and students must provide relevant evidentiary documentation upon making such requests. Unless there are extreme circumstances, requests for extensions after the essay's due date will not be approved.

Returning assignments

All marks and feedback on your writing will be available on Turnitin.

Resubmission of assignments

Students may resubmit their assignments on Turnitin before the due date if they are not happy with their text-matching report. Turnitin allows only one resubmission per 24 hours. There are no other conditions under which assignments may be resubmitted.

Referencing requirements

It is a requirement of this course that your essay conform to academic writing standards and referencing. The Chicago in-text referencing style is preferred. You may contact the ANU Academic Skills and Writing Centre for further advice. For details about both citation style please see the ANU style guide website at <https://academicskills.anu.edu.au/resources/handouts/referencing-style-guides>.

Research quality assurance

The convener may ask to speak with you regarding your research for your essays (the process by which you gathered and analysed your research materials). These meetings are usually designed to help students improve their research skills and ensure their approach to research is of university standard. To this end, please keep all the notes, plans, drafts and research that you use for this essay.

Support for students

The University offers a number of support services for students. Information on these is available online from <http://students.anu.edu.au/studentlife/>.

Policies

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at <http://policies.anu.edu.au/>.

Students are expected to have read the Student Academic Integrity Policy before the commencement of their course.

Other key policies include:

- Student Assessment (Coursework);
- Hurdle Requirement for Assessment; and
- Student Surveys and Evaluations

Feedback

Staff Feedback

Students will receive ongoing feedback on their work in this course in a number of ways:

- Workshops offer immediate feedback on your ideas and your understanding of course materials.
- The course convener is available to provide feedback on your essay plans prior to its due date.
- The course convener will provide written feedback on all written assignments on Wattle.

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognize excellent teaching, and opportunities for improvement. For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

<http://unistats.anu.edu.au/surveys/selt/students/>

<http://unistats.anu.edu.au/surveys/selt/results/learning/>

III. COURSE SCHEDULE

The course outline below describes the topic of each week's workshop, the assigned readings, and additional readings. All **assigned readings** should be completed before class because workshops will assume familiarity with the readings. **Additional readings** are relevant to the week's topic and may be of particular interest for those students thinking about related research paper topics.

PART 1: Using Violence

Week 1: Introduction—Concepts

Required reading

Arendt, Hannah. 1969. *On Violence*. Seattle, WA: Stellar Classics (Part 2: 35-56).

Mao Tse-tung, translated by Samuel B. Griffith II. 1962. *On Guerrilla Warfare* (Ch. 1, 5—41-50; 71-87).

Kalyvas, Stathis. 2007. *The Logic of Violence in Civil War*. Cambridge: Cambridge University Press. Ch. 1 & 2—1-51).

Tilly, Charles. 2003. *The Politics of Collective Violence*. Cambridge: Cambridge University Press (Ch. 1 & 2—1-54).

Week 2: Political institutions and violence

Required reading

Doctor, Austin, and John D. Willingham. 2020. "Foreign Fighters, Rebel Command Structure, and Civilian Targeting in Civil War." Forthcoming from *Terrorism and Political Violence*.

Stewart, Megan A., and Yu-Ming Liou. 2017. "Do Good Borders Make Good Rebels? Territorial Control and Civilian Casualties" *Journal of Politics* 79(1): 284-301.

Weinstein, Jeremy M. 2007. *Inside Rebellion: The Politics of Insurgent Violence*. New York: Cambridge University Press. Ch 1.—27-60).

Wood, Reed M. 2010. "Rebel Capability and Strategic Violence Against Civilians." *Journal of Peace Research* 47(5): 601–614.

Week 3: The role of government actors

Required reading

Davenport, Christian. 2007. "State Repression and Political Order." *Annual Review of Political Science* 10:1-23.

Kalyvas, Stathis N. 1999. "The Logic of Massacres in Algeria." *Rationality and Society* 11(3): 243-285.

Valentino, Benjamin, Paul Huth, and Dylan Balch-Lindsay. 2004. "'Draining the Sea': Mass Killing and Guerrilla Warfare." *International Organization* 58: 375-407.

Young, Joseph. 2013. "Repression, Dissent, and the Onset of Civil War." *Political Research Quarterly* 66(3):516-532.

Week 4: The role of rebel leaders

Required reading

Adams, Jerome R. 2010. "Ernesto 'Che' Guevara: Existential Rebel." In *Liberators, Patriots, and Leaders of Latin America: 32 Biographies*. Second edition. Jefferson, NC: McFarland & Company: 183-193.

Green, Amelia Hoover. 2016. "The Commander's Dilemma: Creating and Controlling Armed Group Violence." *Journal of Peace Research* 53(5): 619-632.

- Kaufman, Michael T. 2002. "Jonas Savimbi, 67, Rebel Of Charisma and Tenacity." *New York Times*. 23 February.
- Mampilly, Zachariah Cherian. 2011. *Rebel Rulers: Insurgent Governance and Civilian Life during War*. Ithaca, NY: Cornell University Press (Ch 2.—25-47).
- Ottmann, Martin. 2017. "Rebel Constituencies and Rebel Violence Against Civilians in Civil Conflicts." *Conflict Management and Peace Science* 34(1): 27-51.

Week 5: The role of the rank and file

Required reading

- Eck Kristine. 2014. "Coercion in Rebel Recruitment." *Security Studies* 23(2): 364–398.
- Humphreys, Macartan, and Jeremy M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52(2): 436-455.
- Jentzsch, Corinna, Stathis N. Kalyvas, and Livia Isabella Schubiger. 2015. "Milicias in Civil Wars." *Journal of Conflict Resolution* 59(5): 755-769.
- Mitchell, Neil J. 2004. *Agents of Atrocity: Leaders, Followers, and the Violation of Human Rights in Civil War*. New York: Palgrave Macmillan (Ch. 1 & 2—1-56).

Week 6: Using violence and its effects

Required reading

- Gilligan, Michael J. Eric N. Mvukiyehe, and Cyrus Samii. 2013. "Reintegrating Rebels into Civilian Life: Quasi-Experimental Evidence from Burundi." *Journal of Conflict Resolution* 57(4): 598-626.
- Grossman, Dave. 1996. *On Killing: The Psychological Cost of Learning to Kill in War and Society*. New York: Back Bay Books. Section V: Killing and Atrocities: 'No Honor Here, No Virtue.' 195-230.
- McCarroll, James E; Robert J Ursano, Xian Liu, Laurie E Thayer, John H Newby, Ann E Norwood & Carol S Fullerton. 2000. "Deployment and the probability of spousal aggression by US Army soldiers." *Military Medicine* 165(1): 41–44.
- Osiel, Mark j. 1998. "Obeying Orders: Atrocity, Military Discipline, and the Law of War." *California Law Review* 86(5): 944-965 (read the introduction and general background sections).

PART 2: CIVILIAN EXPERIENCES

Week 7: Why target civilians?

Required reading

- Balcells, Lisa and Jessica A. Stanton. 2021. "Violence Against Civilians During Armed Conflict: Moving Beyond the Macro- and Micro-Level Divide" Forthcoming from *Annual Review of Political Science*.
- Cederman, Lars-Erik, Simon Hug, Livia I. Schubiger, Francisco Villamil. 2020. "Civilian Victimization and Ethnic Civil War." *Journal of Conflict Resolution* 64 (77-8): 1199-1225.
- Fjelde, Hanne & Lisa Hultman. 2013. "Weakening the Enemy: A Disaggregated Study of Violence Against Civilians in Africa." *Journal of Conflict Resolution* 58(7): 1230–1257.
- Humphreys, Macartan and Jeremy M. Weinstein. 2006. Handling and Manhandling Civilians in Civil War. *American Political Science Review* 100(3): 429-47.

Week 8: Gender and conflict

Required reading

- Carpenter, Charli R. 2005. "Women, Children, and Other Vulnerable Groups: Gender, Strategic Frames and the Protection of Civilians as a Transformational Issue." *International Studies Quarterly* 49(2): 295-334.
- Krause, Jana, Werner Krause, and Piia Bränfors. 2018. "Women's Participation in Peace Negotiations and the Durability of Peace." *International Interactions* 44(6): 985-1016.
- Thomas, Jakana L. and Kanisha D. Bond. 2015. "Women's Participation in Violent Political Organizations." *American Political Science Review* 109(3): 488-506.
- Wood, Reed M., and Jakana L. Thomas. 2017. "Women on the Frontline: Rebel Group Ideology and Women's Participation in Violent Rebellion." *Journal of Peace Research* 54(1) 31-46.

Week 9: Conflict and sexual violence

Required reading

- Cohen, Dara Kay. 2013. "Explaining Rape during Civil War: Cross-National Evidence, 1980-2009." *American Political Science Review* 107(3): 461-477.
- Loken, Meredith. 2017. "Rethinking Rape: The Role of Women in Wartime Violence." *Security Studies* 26(1): 60-92.
- Mehrl, Marius. 2020. "Female Combatants and Wartime Rape: Reconsidering the Role of Women in Armed Conflict." Forthcoming from *Armed Forces and Society*.
- Wood, Elisabeth Jean. 2009. "Armed Groups and Sexual Violence: When Is Wartime Rape Rare?" *Politics and Society* 37(1): 131-61.

Week 10: Children and violence

Required reading

- Achvarina, Vera, and Simon F. Reich. 2006. "No Place to Hide: Refugees, Displaced Persons, and the Recruitment of Child Soldiers." *International Security* 31(1): 127-164.
- Beber, Bernd and Christopher Blattman. 2011. "The Logic of Child Soldiering and Coercion." *International Organization* 67(1): 65-104.
- Haer, Roos, and Tobias Böhmelt. 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.
- Lasley, Trace, and Clayton Thyne. 2014. "Secession, Legitimacy, and the Use of Child Soldiers." *Conflict Management and Peace Science* 32(3): 289-308.

PART 3: PREVENTING CIVILIAN VIOLENCE

Week 11: International intervention and peacekeeping

Required reading

- DeMeritt, Jacqueline. 2015. "Delegating Death: Military Intervention and Government Killing." *Journal of Conflict Resolution* 59(3): 428-454.
- Fjelde, Hanne, Lisa Hultman, and Desiree Nilsson. 2019. "Protection Through Presence: UN Peacekeeping and the Costs of Targeting Civilians." *International Organization* 73(1): 103-131.
- Hultman, Lisa. 2013. "UN Peace Operations and Protection of Civilians: Cheap Talk or Norm Implementation?" *Journal of Peace Research* 50(1): 59-73.
- Kreutz, Joakim, Magda Cardenas. 2017. "Women, Peace and Intervention: How the International Community Responds to Sexual Violence in Civil Conflict." *Canadian Foreign Policy Journal* 23(3): 260-276.

Week 12: Domestic and international law

Required reading

- Jo, Hyeran, and Beth A. Simmons. 2016. "Can the International Criminal Court Deter Atrocity?" *International Organization* 70(3): 443-475.
- Stanton, Jessica. 2020. "Rebel Groups, Humanitarian Law, and Civil War Outcomes in the Post-Cold War Era." *International Organization* 74(3): 523-559.