

Political Science (POL S) 487, Spring 2026  
Political Science Honors Seminar: Conflict, Crime, and Repression  
Tuesdays and Thursdays 10:30am – 12:20pm  
THO 215

Instructor: Gabriella Levy ([glevy2@uw.edu](mailto:glevy2@uw.edu))  
Office Hours: Thursdays 1-3pm, Gowen 37

**Course Overview:**

Why do civil wars begin and end? Which people join rebellions? Why do states and non-state groups hurt civilians? What are the differences between rebel groups, terrorist organizations, and organized criminal groups? The seminar-based class aims to introduce students to theories about and cases of sub-state political violence. It primarily draws on research in Political Science, though it also includes work from Economics, Criminology, and Philosophy. Grades will be based on class participation, a written critique of a course reading, a written application of an argument made in a course reading to a new empirical case not discussed in that reading, and a literature review.

By the end of this course, students should be able to:

1. Understand and critique the key arguments made in social science research publications
2. Draw from empirical cases to evaluate theoretical arguments
3. Use scholars' theoretical arguments to inform their understanding of empirical cases
4. Marshal evidence and logic to present their arguments in both written and verbal form

After taking the course, students will be prepared to take POL S 488 (Honors Thesis Design Seminar) and POL S 489 (Honors Thesis Writing).

**Readings:**

All readings are to be read before the day they are assigned. They are all available on Canvas. While many of the readings are quantitative in nature, a previous background in statistics is not required for the course. I expect you to consider the argument made, the kinds of data used, and the conclusions of each piece.

**Assignments:**

<i>Assignment</i>	<i>Percentage</i>	<i>How it will be assessed</i>	<i>Date</i>
Class Participation	20	Engagement in class discussion	Every week
Critique Short Paper	20	4-page critique of a course reading	Beginning of class on April 21st
Application Short Paper	20	4-page application of the argument made in a course reading (which is different from	Beginning of class on May 12th

		the reading discussed in the critique short paper) to a new empirical case not discussed in the reading	
Literature Review	40	9-12-page discussion of the state of literature on a topic relevant to this class with a minimum of 20 sources	June 9 <sup>th</sup> at 10:30am

**Policies:**

Missed examinations due to university events may be accommodated with two weeks' notice. Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

Only after written confirmation from the professor should the student consider an extension to an assignment granted. Late at-home assignments for which no extension has granted will result in a 5% reduction in the grade for each day the assignment is late.

I will assign each student a participation grade for each class meeting, and the lowest two such grades will be dropped. There is no makeup work which can replace participation in class.

If you would like to appeal a grade, please wait 24 hours from the time you receive the grade. After reviewing your answers and the comments, provide a typed statement to the professor explaining why you believe the grade you received should be altered. This typed statement must be about the substance of the work, not the effort you put into it or the class. Bring the work and your written concerns to the professor's office hours within one week of receiving the graded assignment for a discussion; submission of your statement beyond one week will not be considered. The professor will reread the work, reevaluate it if appropriate, and return it to the student within 2 days. The professor has the right to leave the grade as is, raise the grade, or lower the grade. If you would like to appeal the regrade, then a similar procedure must be followed. You must provide a typed statement to the Associate Chair of the Political Science department explaining why you believe the grade (and regrades) you received you should be altered. Bring your work and your written statement to the Associate Chair within 10 days of receiving the regrade decision from the course professor. The Associate Chair will confer with relevant department faculty, reevaluate the assignment, and return it to the student within 1 week. The departmental grade appeal decision from the Associate Chair is final.

I expect you to comply with the University of Washington's policies regarding student misconduct, which can be found here: <https://www.washington.edu/cssc/for-students/student-code-of-conduct/>.

The assignments in this class have been designed to challenge you to develop creativity, critical thinking, and problem-solving skills. Using AI technology will limit your capacity to develop these skills and to meet the learning goals of this course. All work submitted for this course must be your own. Any use of generative AI tools, such as ChatGPT, when working on assignments is forbidden. Use of generative AI will be considered academic misconduct and subject to investigation.

See the grade scale for this course on Canvas and below at the end of this document.

### **Resources and Support:**

- 1) My goal is to create a learning environment that supports a diverse range of perspectives, experiences, and identities.
  - The topics that we're covering in this class are often difficult, not just intellectually but also emotionally. While I expect there will be rigorous discussion and even disagreement during our class discussions, I ask that you engage in each class meeting with care and empathy for the other members in the classroom. I will not tolerate insults; gender or racial slurs; or any other form of bullying, intimidation, or hate speech. I expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of this class.
  - Please inform me early in the term if you require accommodations or modification of any of course procedures. Accommodations must be established and documented with [Disability Resources for Students \(DRS\)](#).
- 2) Resources, Questions, and Communication:
  - You do not need to sign up for office hours and are welcome to drop by to talk about assignments, readings, or other course content; careers; etc.
  - If you have an administrative or logistical question, please consult the syllabus first, and then email your TA if you remain uncertain. If you still do not have an adequate answer, please email the professor. Please allow 24 hours for email replies during the week, and 72 hours on the weekends.
  - Students are encouraged to take full advantage of the [POL S/JSIS/LSJ/GWSS Writing Center](#) and the [Odegaard Writing and Research Center](#).
  - [UW Seattle Health Services](#) is available to assist students dealing with a range of health-related issues and concerns. Health care on campus is provided through the [Hall Center](#) and the [Counseling Center](#).
  - For tips on how to read academic articles, I recommend resources from [Amelia Hoover Green](#) and [Leanne C Powner](#).

### **Schedule:**

1. March 31<sup>st</sup> – Introduction
  - a. Readings
    - i. This syllabus

- ii. International Crisis Group. 2025. “10 Conflicts to Watch in 2026.” *International Crisis Group*. <https://www.crisisgroup.org/cmt/global/10-conflicts-watch-2026>.
    - iii. Stares, Paul B. 2025. “Conflicts to Watch in 2026.” *Council on Foreign Relations*. <https://www.cfr.org/reports/conflicts-watch-2026>.
  - b. In-class: presentation of syllabus & critique short essay
- 2. April 2<sup>nd</sup> – What is political violence?
  - a. Readings
    - i. Davies, Shawn, Therése Pettersson, Margareta Sollenberg, and Magnus Öberg. 2025. “Organized violence 1989-2024, and the challenges of identifying civilian victims.” *Journal of Peace Research* 62(4): 1223-1240.
    - ii. Tilly, Charles. 2003. *The Politics of Collective Violence*. Cambridge University Press. → Chapter 1
    - iii. Barnes, Nicholas. 2017. “Criminal Politics: An Integrated Approach to the Study of Organized Crime, Politics, and Violence.” *Perspectives on Politics* 15(4): 967–87.
    - iv. Staniland, Paul. 2012. “States, Insurgents, and Wartime Political Orders.” *Perspectives on Politics* 10(2): 243–64.
  - b. In-class: investigation of commonly used datasets
- 3. April 7<sup>th</sup> – Civil Wars 1, State Level Causes
  - a. Readings
    - i. Fearon, James D., and David D. Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” *American Political Science Review* 97 (01): 75–90.
    - ii. Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. “Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison.” *American Political Science Review* 105 (3): 478–95.
    - iii. Walter, Barbara F. 2015. “Why Bad Governance Leads to Repeat Civil War.” *Journal of Conflict Resolution* 59(7): 1242–72.
    - iv. Lewis, Janet I. 2017. “How Does Ethnic Rebellion Start?” *Comparative Political Studies* 50 (10): 1420–50.
  - b. In-class: each small group should decide which country, based on the factors discussed today, is at risk of new conflict in 2025
- 4. April 9<sup>th</sup> – Civil Wars 2, Individual-Level Mobilization
  - a. Readings
    - i. Humphreys, Macartan, and Jeremy M. Weinstein. 2008. “Who Fights? The Determinants of Participation in Civil War.” *American Journal of Political Science* 52 (2): 436–55.
    - ii. Parkinson, Sarah Elizabeth. 2013. “Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War.” *The American Political Science Review* 107 (3): 418–32.

- iii. Thomas, Jakana L and Kanisha D. Bond. 2015. “Women’s Participation in Violent Political Organizations.” *The American Political Science Review* 109 (3): 488–506.
    - iv. Mitts, Tamar. 2021. “Countering Violent Extremism and Radical Rhetoric.” *International Organization* 76(1): 251-272.
  - b. In-class: recruitment techniques of modern rebel groups simulation (from Livia Schubiger)
- 5. April 14<sup>th</sup> – Civil Wars 3, Violence Against Civilians
  - a. Readings
    - i. Balcells, Laia, and Jessica Stanton. 2021. “Violence Against Civilians During Armed Conflict: Moving Beyond the Macro- and Micro- Level Divide.” *Annual Review of Political Science* 24: 2.1-2.25.
    - ii. Hoover Green, Amelia. 2016. “The Commander’s Dilemma: Creating and Controlling Armed Group Violence.” *Journal of Peace Research* 53 (5): 619–32.
    - iii. Kalyvas, Stathis N., and Matthew Adam Kocher. 2007. “How ‘Free’ Is Free Riding in Civil Wars? Violence, Insurgency, and the Collective Action Problem.” *World Politics* 59 (2): 177–216.
    - iv. Cohen, Dara Kay. 2013. “Explaining Rape during Civil War: Cross-National Evidence (1980–2009).” *American Political Science Review* 107 (03): 461–77.
  - b. In class: explore & evaluate prediction (VIEWS Forecasting, Civic Space Early Warning System, Conflict Forecast)
- 6. April 16<sup>th</sup> – Working class
  - a. Reading: None
  - b. In-Class: Peer editing, drafts of critique short papers
- 7. April 21<sup>st</sup> – Civil Wars 4, Third Parties and Endings (**Critique Short Paper Due on Canvas**)
  - a. Readings
    - i. Fortna, Virginia-Page. 2004. “Does Peacekeeping Work? International Intervention and the Duration of Peace After Civil War.” *International Studies Quarterly* 48: 269–92.
    - ii. Stanton, Jessica A. 2020. “Rebel Groups, International Humanitarian Law, and Civil War Outcomes in the Post-Cold War Era.” *International Organization* 74 (3): 523–59.
    - iii. Hartzell, Caroline, and Matthew Hoddie. 2003. “Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management.” *American Journal of Political Science* 47 (2): 318–32.
    - iv. Cunningham, David E. 2010. “Blocking Resolution: How External States Can Prolong Civil Wars.” *Journal of Peace Research* 47(2): 115–27.
  - b. In-class: presentation of application short paper assignment
- 8. April 23<sup>rd</sup> – extended simulation

- a. Readings
    - i. Council on Foreign Relations UNSC South Sudan 2014 Case Overview, UNSC Guide, Case Notes, & Roles
    - ii. Additional resources you think would be helpful to play your role in the simulation
    - iii. Note: your roles will be assigned April 21st
  - b. In-class: Council on Foreign Relations simulation (UNSC South Sudan 2014)
9. April 28<sup>th</sup> – State-Sponsored Violence 1, Repression
- a. Readings
    - i. González, Yanilda, and Lindsay Mayka. 2023. “Policing, Democratic Participation, and the Reproduction of Asymmetric Citizenship.” *American Political Science Review* 117(1): 263–79.
    - ii. Magaloni, Beatriz, and Luis Rodriguez. 2020. “Institutionalized Police Brutality: Torture, the Militarization of Security, and the Reform of Inquisitorial Criminal Justice in Mexico.” *American Political Science Review* 114(4): 1013–34.
    - iii. Hafner-Burton, Emilie M. 2008. “Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem.” *International Organization* 62(4): 689–716.
    - iv. Wallace, Geoffrey P.R. 2013. “International Law and Public Attitudes Toward Torture: An Experimental Study.” *International Organization* 67(1): 105–40.
  - b. In-class: debate
10. April 30<sup>th</sup> – State-Sponsored Violence 2, Genocide
- a. Readings
    - i. Braun, Robert. 2016. “Religious Minorities and Resistance to Genocide: The Collective Rescue of Jews in the Netherlands during the Holocaust.” *The American Political Science Review* 110 (1): 127–47.
    - ii. Yanagizawa-Drott, David. 2014. “Propaganda and Conflict: Evidence from the Rwandan Genocide.” *The Quarterly Journal of Economics* 129 (4): 1947–94.
    - iii. Fittante, Daniel. 2024. “Memory Entrepreneurship: Armenian Genocide Recognition in Europe.” *International Studies Quarterly* 68(1): 1-13.
    - iv. Fujii, Lee Ann. 2013. “The Puzzle of Extra-Lethal Violence.” *Perspectives on Politics; Cambridge* 11 (2): 410–26.
  - b. In-class: groups outline application short paper based on Hafner-Burton (2008)
11. May 5<sup>th</sup> – Terrorism
- a. Readings
    - i. Shapiro, Jacob N. and C. Christine Fair. 2010. “Why Support Islamic Militancy? Evidence from Pakistan.” *International Security* 34: 79-118.
    - ii. Abrahms, Max. 2012. The Political Effectiveness of Terrorism Revisited. *Comparative Political Studies* 45(3): 366-393.

- iii. Berrebi, Claude, and Esteban F. Klor. 2008. "Are Voters Sensitive to Terrorism? Direct Evidence from the Israeli Electorate." *American Political Science Review* 102(3): 279–301.
      - iv. Jasko, Katarzyna, Gary LaFree, James Piazza, and Michael H Becker. 2022. "A Comparison of Political Violence by Left-Wing, Right-Wing, and Islamist Extremists in the United States and the World." *Proceedings of the National Academy of Sciences* 119(30).
    - b. In-class: comparison of governmental definitions & lists of terrorist groups
12. May 7<sup>th</sup> – Working class
- a. Reading: None
  - b. In-class: Peer editing
13. May 12<sup>th</sup> – Hate crimes (**Application Short Paper Due on Canvas**)
- a. Readings
    - i. Farrell, Amy, and Sarah Lockwood. 2023. "Addressing Hate Crime in the 21st Century: Trends, Threats, and Opportunities for Intervention." *Annual Review of Criminology* 6(Volume 6, 2023): 107–30.
    - ii. Dancygier, Rafaela, Naoki Egami, Amaney Jamal, and Ramona Rischke. 2022. "Hate Crimes and Gender Imbalances: Fears over Mate Competition and Violence against Refugees." *American Journal of Political Science* 66(2): 501–15.
    - iii. Jassal, Nirvikar. 2023. "Does Victim Gender Matter for Justice Delivery? Police and Judicial Responses to Women's Cases in India." *American Political Science Review*: 1–27.
    - iv. Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2016. "The Political Legacy of American Slavery." *The Journal of Politics* 78(3): 621–41.
  - b. In-class: group research and presentations based on SPLC census of hate groups
14. May 14<sup>th</sup> – Organized Crime
- a. Readings
    - i. Trejo, Guillermo, and Sandra Ley. 2018. "Why Did Drug Cartels Go to War in Mexico? Subnational Party Alternation, the Breakdown of Criminal Protection, and the Onset of Large-Scale Violence." *Comparative Political Studies* 51 (7): 900–937.
    - ii. Dube, Arindrajit, Oeindrila Dube, and Omar García-Ponce. 2013. "Cross-Border Spillover: U.S. Gun Laws and Violence in Mexico." *The American Political Science Review; Washington* 107 (3): 397–417.
    - iii. Blattman, Christopher, Gustavo Duncan, Benjamin Lessing, and Santiago Tobón. 2024. "Gang Rule: Understanding and Countering Criminal Governance." *The Review of Economic Studies* Forthcoming.
    - iv. Acemoglu, Daron, Giuseppe De Feo, and Giacomo Davide De Luca. 2020. "Weak States: Causes and Consequences of the Sicilian Mafia." *The Review of Economic Studies* 87(2): 537–81.
  - b. In-class: presentation of literature review assignment

15. May 19<sup>th</sup> – Ethics of political violence

- a. Readings
  - i. Walzer, Michael. 2015. *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books. → Ch. 3, Ch. 8-9
  - ii. McMahan, Jeff. 2004. “The Ethics of Killing in War.” *Ethics* 114 (4): 693–733.
  - iii. Dill, Janina, and Livia I Schubiger. 2021. “Attitudes toward the Use of Force: Instrumental Imperatives, Moral Principles, and International Law.” *American Journal of Political Science* 65(3): 612–33.
- b. In-class: how Walzer & McMahan would evaluate various scenarios

16. May 21<sup>st</sup> – Nonviolent Resistance

- a. Readings:
  - i. Stephan, Maria J., and Erica Chenoweth. 2008. “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict.” *International Security* 33(1): 7–44.
  - ii. Manekin, Devorah, and Tamar Mitts. 2022. “Effective for Whom? Ethnic Identity and Nonviolent Resistance.” *American Political Science Review* 116(1): 161–120.
  - iii. Reny, Tyler T., and Benjamin J. Newman. 2021. “The Opinion-Mobilizing Effect of Social Protest against Police Violence: Evidence from the 2020 George Floyd Protests.” *American Political Science Review* 115(4): 1499–1507.
  - iv. Ketchley, Neil, and Thoraya El-Rayyes. 2020. “Unpopular Protest: Mass Mobilization and Attitudes to Democracy in Post-Mubarak Egypt.” *The Journal of Politics* 83(1): 291–305.
- b. In-class: discussions of research questions (bring ideas about them!)

17. May 26<sup>th</sup> – Elections and Violence

- a. Readings:
  - i. Matanock, Aila M. 2016. “Using Violence, Seeking Votes: Introducing the Militant Group Electoral Participation (MGEP) Dataset.” *Journal of Peace Research* 53(6): 845–53.
  - ii. Klaus, Kathleen, and Megan Turnbull. 2025. “Democracy Dismissed: When Leaders and Citizens Choose Election Violence.” *Journal of Peace Research*: 62(5): 1447-1462
  - iii. van Baalen, Sebastian. 2024. “Polls of Fear? Electoral Violence, Incumbent Strength, and Voter Turnout in Côte d’Ivoire.” *Journal of Peace Research* 61(4): 595–611.
  - iv. Chu, Jonathan A., Scott Williamson, and Eddy S. F. Yeung. 2025. “Are People Willing to Trade Away Democracy for Desirable Outcomes? Experimental Evidence From Six Countries.” *Comparative Political Studies* OnlineFirst.
- b. In-class: forward and backward citation searching

18. May 28<sup>th</sup> – Revolutions

- a. Protests
  - i. Kuran, Timur. 1991. "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44 (1): 7–48.
  - ii. Hager, Anselm, and Krzysztof Krakowski. 2022. "Does State Repression Spark Protests? Evidence from Secret Police Surveillance in Communist Poland." *American Political Science Review* 116(2): 564–79.
  - iii. Ang, Milena, and Monika Nalepa. 2019. "Can Transitional Justice Improve the Quality of Representation in New Democracies?" *World Politics* 71(4): 631–66.
  - iv. King, Gary, Jennifer Pan, and Margaret E. Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *American Political Science Review* 107(2): 326–43.
- b. In-class: "The Peasants Are Revolting" game (from Asal et. al)

19. June 2<sup>nd</sup> – Legacies of violence

- a. Readings:
  - i. Blattman, Christopher. 2009. "From Violence to Voting: War and Political Participation in Uganda." *American Political Science Review* 103 (02): 231–47.
  - ii. Grasse, Donald. 2024. "State Terror and Long-Run Development: The Persistence of the Khmer Rouge." *American Political Science Review* 118(1): 195-212.
  - iii. Rozenas, Arturas, Sebastian Schutte, and Yuri Zhukov. 2017. "The Political Legacy of Violence: The Long-Term Impact of Stalin's Repression in Ukraine." *The Journal of Politics* 79(4): 1147–61.
  - iv. Wayne, Carly, and Yuri M. Zhukov. 2022. "Never Again: The Holocaust and Political Legacies of Genocide." *World Politics* 74(3): 367-404.
- b. In-class: ask Prof. Levy about your lit review!

20. June 4<sup>th</sup> – Working class

- a. Readings: None
- b. In-class: Peer editing & course evaluations

**Final Literature Review Due June 9<sup>th</sup> at 10:30am on Canvas**

<b>Grade</b>	<b>Percent</b>	<b>Letter</b>
4.0	95-100	A
3.9	93-94	A
3.8	91-92	A-
3.7	90	A-
3.6	89	A-
3.5	88	A-
3.4	87	B+
3.3	86	B+
3.2	85	B+
3.1	84	B
3.0	83	B
2.9	82	B
2.8	81	B-
2.7	80	B-
2.6	79	B-
2.5	78	B-
2.4	77	C+
2.3	76	C+
2.2	75	C+
2.1	74	C
2.0	73	C
1.9	72	C
1.8	71	C-
1.7	70	C-
1.6	69	C-
1.5	68	C-
1.4	67	D+
1.3	66	D+
1.2	65	D+
1.1	64	D
1.0	63	D
.9	62	D
.8	61	D-
.7	60	D-
0.0	<60	E

## Critique Short Paper

For this assignment, please write a 4-page paper (double spaced, 12-point Times New Roman, 1-inch margins) critiquing one of the readings for the course. The assignment contributes 20% of your course grade. A strong short paper:

1. Has no more than one paragraph of pure article summary
2. Has a thesis to which all sections of the essay contribute
3. Contains original ideas and supports those ideas with evidence from the piece
4. Focuses on both the theory and the empirics of the article
5. Considers both strengths and weaknesses of the article
6. Is clear and grammatically correct

Here are some tips:

- One way to distinguish your thoughts and ideas from summary is to ask, “could someone disagree with this?”
- The essay should not merely repeat what we have talked about in class
- Please do not use external sources, only focus on the one article
- Point to specific parts of the article when referencing it
- Reverse outline: <https://writing.wisc.edu/handbook/process/reverseoutlines/>
- Write your first draft early enough that you have time to revise

## Application Short Paper

For this assignment, please write a 4-page paper (double spaced, 12-point Times New Roman, 1-inch margins) applying one reading from the course to a new empirical case not discussed in that reading. The reading that you choose should be different than the one you chose for the critique short paper. The assignment contributes 20% of your course grade. This essay builds on the previous one by asking you to not only critique the internal logic of a paper, but to critique the paper by considering how well its logic explains a new case. See the italicized points below for parts of this assignment which differ from the critique short paper. A strong application short paper does the following:

1. Has no more than one paragraph of pure article summary
2. Has a thesis to which all sections of the essay contribute
3. Contains original ideas and supports those ideas with evidence from the piece *and from the empirical case*
4. Is clear and grammatically correct
5. *Chooses an appropriate empirical case study and explains why that case is suitable*
6. *Identifies ways in which the article can help us understand the case (“strengths”)*
7. *Identifies ways in which the case diverges from the argument of the article (“weaknesses”)*
8. *Suggests at least one way to improve the article based on the analysis of similarities and differences between the article and the case*

Here are some tips:

- Make sure that your selected case fits within the scope conditions of the article
- Boil down the article to the independent variable(s) (IVs), the dependent variables(s) (DVs), and mechanism by which the IVs affects the DVs; this will help you identify similarities and differences between the case and the article

## Literature Review

For this assignment, please write a 9–12-page paper (double spaced, 12-point Times New Roman, 1-inch margins) reviewing the existing political science literature that has addressed a question relevant for this class. Your question should be 1) narrow enough that you can review a sizeable portion of the literature, 2) broad enough that you can find sufficient academic sources examining the question. It should also be a question for which you do not need to collect your own data. Too broad: “Why do wars start?” Too narrow: “What role did graffiti play in X war?” Reasonable: “What is the role of economic inequality in causing civil wars?” This assignment builds on previous ones by asking you to critique not only one reading but a range of articles. In answering your research question, you should reference at least 20 academic sources. This assignment contributes 40% to your course grade.

A strong literature review:

1. Has a clear research question of appropriate breadth
2. Has a thesis to which all sections of the literature review contribute
3. Contains limited article summary
4. Contains original ideas and supports those ideas with evidence from a range of articles
5. Is clear and grammatically correct
6. Successfully discusses similarities and differences between sets of sources
7. Identifies at least 1 area where the literature is inconclusive (scholars disagree)
8. Identifies at least 1 sub-question that the literature has not yet considered
9. Identifies at least 1 way that the literature could integrate a broader variety of cases (e.g., a new region, a slightly different kind of violence, linking to another related literature)

Some hints:

- I strongly encourage you to come to office hours to discuss your research question before you start writing
- It shouldn't take more than one sentence to summarize a given article, and an even stronger sentence will summarize more than one article (e.g., “both X and Y suggest that...”)
- If you are not finding enough sources, I suggest you search the journals that we read in this class.