University of Maryland
School of Public Policy

PUAF689V: Forecasting and Analyzing Political Violence
Spring 2013
Wednesday 1:30-4:00
Room VMH 1207

Course Faculty:
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Office Hours: Wed. 4:30-5:30

Overview
On December 17, 2010, when twenty-six year old fruit vendor Mohamed Bouazizi lit himself on fire in front of a police station in the small Tunisian town of Sidi Bouzid, there was no indication that this would be the flame that would engulf the entire Middle East and North Africa region in protests and civil violence and lead to the collapse of several governments.

Research in the field of civil violence and political instability has yielded important baseline information about general conditions associated with the emergence of mass violence, political instability and state failure, making it possible to identify a range of countries that might experience political violence in the near future. Unfortunately, current methods of predicting future instability are of little use to a policy maker, analyst or practitioner who needs to know in real time which of the violence-prone countries might be moving towards political upheaval and how that process is unfolding.

Civil violence, state collapse and political protests all share a common theme as non-linear emergent events that are intrinsically challenging to forecast, track and interpret. These types of events do not follow simple linear models of small events having a small impact and a large event having a large impact. As the recent protest events in North Africa clearly demonstrate, the small action of a single protester significantly outweighs the overwhelming response of the government.

Course Description
The course introduces students to the theoretical approaches of emergent phenomenon, political instability and political violence forecasting. It provides students an opportunity to design and develop new and innovative solutions to forecast and analyze emerging political dynamics through hands-on practical group projects. The course reviews the history and current techniques used in political violence analysis, from both the practitioner and user perspective. The course
also examines case studies, methodologies used by political forecast practitioners and organizations, software used to help make political risk forecasts and trend analysis.

The theoretical portion of the course will build on three literatures:
- Complex and emergent systems (game theory, systems dynamics theory, & network analysis)
- Political violence (state failure & protest dynamics)
- Forecasting and analysis (analytical processes, forecasting methodologies, & decision matrices)

**Course Objectives**

- Review the relevant theoretical arguments for emergent behavior and how that applies to political instability.
- Explain the key attributes and processes professional analysts have identified in assessing the political dynamics and instability in a specific country.
- Identify the current models for state failure and forecasting and their application in working projects by the UN, ICG, State Failure Task Force, etc.
- Develop student’s analytical skills to discern the critical variables needed to assess a particular risk problem and to develop forecasting techniques for particular analytical situations.
- Apply the course knowledge to designing and developing alternative approaches to political forecasting and risk analysis.

**Course Structure**

The course is structured to provide the students with maximum hands-on experience in country risk analysis. There will be no pre-requisites, although previous course work in economics, statistics, international finance, or political economy will be helpful. While some basic understanding of quantitative methods is necessary to interpret and understand various quantitative forecasting models, this is not a modeling course. The focus is on understanding the underlying premises and inputs for various models as well as when human analytical ability is a more useful asset.

The course will be interactive and involve intense student participation. The class sessions will be a mixture of lecture, student led discussion, and group presentations. It will be organized around a series of books and supplemental readings from journal articles as needed to supplement the material in the books.

This course takes an integrated approach to identifying, tracking, analyzing, and responding to civil violence and state collapse and is open to students of all concentrations and academic focus. Understanding emergent phenomenon and specifically intractable problems of civil violence requires input from multiple disciplines.

**Course Requirements**

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
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<tr>
<td>Mid-term Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Team Project 1</td>
<td>10% (5% students/5% teacher)</td>
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Students who take this course must satisfy four basic requirements.

1. **Classroom Participation**

   Graduate students are expected to complete each week’s readings and participate in class discussions. Everyone will be called upon to speak at least once each week and will be asked to reflect on the readings. This is an important requirement. If you are preparing for a career as an analyst, challenging each other’s ideas and offering reasons for disagreements will be a critical part of your career. Honing your ability at respectful and insightful discourse is an invaluable work skill.

2. **Mid-term Paper**

   I will assign at least two analytic questions focusing on the first-half of the course at the end of class on March 6th. An analytical brief of about 1500 words (about 3 single spaced pages) will be due by midnight on the 12th.

3. **Team Projects**

   The class will be randomly seeded into teams at the start of the course. There will be three in class presentations of about 25-30 minutes as well as short written executive summaries (500-800 words). The composition of the teams will change for each assignment to give maximum interaction among course participants. A portion of each student’s grade will be comprised of a peer evaluation from their fellow team members. Over the course of the semester each student will receive approximately 12-15 evaluations. Some amount of course time will be allocated for groups to meet to reduce outside of class scheduling. These projects provide several real-world benefits for graduate students:

   1) Learn how to give evaluations to peers. Evaluation is a key skill that students in government or business will regularly be required to demonstrate, but rarely ever gain practice or experience in evaluating other students.

   2) Learn to receive evaluations from their peers. Learning to receive an evaluation and focus on ones strengths and weaknesses is the first step towards learning and maturing as a professional.

   3) Learn how to work in teams to solve complicated problems. Student’s have to learn how to work through the challenges and difficulties encountered in group dynamics. Because the teams will be mixed and changed throughout the semester, they will have the opportunity of assessing different interactions and dynamics.

4. **Final Paper**

   I will assign at least two analytic questions focusing on the second-half of the course at the end of class on May 8th. An analytical brief of about 3000 words (about 6 single spaced pages) will be due by midnight on May 15th.
Course Readings and Schedule

Required Books


Recommended Books


Canvas
I will be posting reading materials (such as journal articles, reference articles) on Canvas throughout the course. All papers will be submitted through Canvas.

January 23: Course Overview and Intro to Risk and Forecasting

January 30: Probability and Forecast Theory

Book Readings:
- M&M pg. 11-19, pg. 36-43
- N&S pg. 61-73, Ch.4 (108-141)

Article Readings:
- Hounshell, Blake, “Dark Crystal - Why Didn't Anyone Predict the Arab Revolutions?,” Foreign Policy, (July/August 2011).

February 6: Forecasting and Political Risk Analysis

Book Readings:
- M&M Ch. 3 (pg. 83-133)
- NS pg. 240-261,
**Article Readings:**

- Eurasia Group, 2011 & 2012 top risks

**February 13:** **Political Risk Analysis**

**Book Readings:**

- NS Ch. 6
- MSS Ch. 8 (PDF to be posted)

**Article Readings:**

- PRS Methodology, PRS Group
- ICRG Methodology, PRS Group

**February 20:** **1st Presentation**

**February 27:** **Civil and Political Violence**

**Book Readings:**

**Article Readings:**

March 6:   Political Violence Forecasting

Book Readings:

Article Readings:


March 13:   Political Forecasting: Comparing Models (1)

Book Readings:

— M&M Ch. 4

Article Readings:


— How the Failed States Index is made: FAQ & Methodology, Failed States Project


March 27:   2nd Presentation
April 3: Political Forecasting: Comparing Models (2)

Book Readings:

Article Readings:

April 10: Political Forecasting: Alternative Models

Book Readings:
- M&M Ch. 7
- NS pg 47-61

Article Readings:
- Holly Donaldson, et al, An Analysis of the Accuracy of Forecasts in the Political Media, Course Paper

April 17: Political Forecasting: New Models

Book Readings:

Article Readings:
- Jay Ulfelder, Predicting Coups, Dart Throwing Chimp Blog.
April 24: Forecasting for the Intelligence Community

Book Readings:
   — MSS Ch. 3 (PDF to be posted)
   — NS Ch. 13

Article Readings:
   — 9/11 Commission Report, Ch. 8
   — NIC 2020

May 1: Guest Lecturers

May 8: 3rd Presentation
The School of Public Policy is pleased to announce that CEU's Academic Support Committee has awarded three research grants to SPP faculty through its Research Support Scheme: Michael T. Dorsch: 'History, Trust and Behavior during Covid-19: Case of Italy and Austria'. The School of Public Policy is pleased to announce that Assistant Professor Cameran Ashraf will start as the head of human rights at the Wikimedia Foundation (parent organization of Wikipedia) on January 18. Assistant Professor Cameran Ashraf will start as the head of human rights at the Wikimedia Foundation (parent organization of Wikipedia) on January 18. University of Maryland School of Public Policy. Learn more about Explore course offerings in race and social justice. Explore course offerings in race and social justice. Read more. Learn more about Alexis Robinson '20 founds high school STEM program. Alexis Robinson '20 founds high school STEM program. Learn More. Learn more about New report charts pathways for China to achieve carbon neutrality. University of Maryland School of Public Policy. Learn more about Explore course offerings in race and social justice. Learn more about Explore course offerings in race and social justice. Read more. Learn more about Alexis Robinson '20 founds high school STEM program. Alexis Robinson '20 founds high school STEM program. Learn More. Learn more about New report charts pathways for China to achieve carbon neutrality. Experience Policy the Maryland Way. Join a community at the center of the policy world committed to making a difference. Read more about How Mentorship in the Classroom Helped Martin Sanders MPP '21 Come Full Circle. How Mentorship in the Classroom Helped Martin Sanders MPP '21 Come Full Circle. SPRING TERM Students complete their course requirements with a block week study of Communicating Policy. During the spring and summer term, students work on an individual Capstone Paper. Learn more about this academically sound, professional-quality paper focused on a public policy. PREPARATORY COURSES These foundational courses are prerequisites for all program courses, as they provide students with the necessary skills to succeed in their course work. PPOL 600: The Study of Public Policy Provides an introduction to the study of public policy, focusing on defining the boundaries of public policy and approaches to the study of public policy. University of Calgary. Jump to Headline. Jump to Navigation. Discover the best homework help resource for PUAF at University of Maryland, College Park. Find PUAF study guides, notes, and practice tests for University Of. Syllabi. Test Prep. Showing 1 to 15 of 15. University of Maryland. Sustainability. PUAF 301 - Spring 2014. Register Now. PUAF301 MIDTERM STUDY GUIDE.pdf. University of Maryland. Special Topics in Intelligence. PUAF 388I - Spring 2013. Register Now. TY Midterm PUAF 388I.