

POLS 273

Civil Wars & Consequences

Instructor:	Christine Sylvester SCHU 14D Christine.sylvester@oneonta.edu (607) 436-3055 Office Hours: Tues & Thurs 11AM-12PM, or by appointment	Class:	Tues. & Thurs. 2:30-3:45PM SCHU 209 SUNY Oneonta Fall 2019 3 s.h.
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Course Description

This course will provide a survey of scholarly literature about intra-state (or civil) wars. Rather than being a survey of a civil war (such as the U.S. Civil War) this course will delve into all civil wars, more specifically this course will address questions related to what starts civil wars, makes them last longer, makes them bloodier, what makes them more likely to end with one side winning rather than a mutual compromise, makes them recur, and ultimately what are the consequences of these wars for the states where they occur. In addition, this course will explore international aspects of civil war, such as international interventions, spill over, rebel sanctuaries, uses of political violence like terrorism, and the transformation of intra- to inter-state conflict. This is quite a large undertaking in one course which is further complicated by how intrinsically interconnected these topics are. By the end of the course is should become evident how complicated a topic civil wars are and how scholars don't really agree on our understanding of them.

This course is organized topically but will draw on a wide range of peer review literature in political science and policy research. By the conclusion of this course students should: 1) be able to identify the factors commonly thought to contribute to civil war outbreak, magnitude, longevity, recurrence, resolution, and consequences, 2) have an understanding of the essential components of a policy briefing, and 3) have gained deeper knowledge of some countries.

Course Requirements

This seminar is grounded in core reading materials. All students are expected to come to class each week having completed all the assigned readings. Final grades for the course will be tabulated from a distribution of the following components:

Attendance & Participation (30%): You will be expected to have completed all reading assignments each week and to actively join in class discussions of them. Attendance is mandatory. Participation cannot be made up, if you don't show up or arrive late your participation for that day will be zero. Mere attendance (showing up but not contributing to discussion) is not enough. You will be graded on the depth and thoughtfulness of your comments not the volume. The two best rules to consider in discussions are "*Will this comment further substantive and supportive discussion amongst my classmates?*" and "*Does this comment provide insight into this or prior week's material?*"

Weekly Assignments and Quizzes (20%): Throughout the course students will complete short assignments or quizzes that relate to the topic of the week. Students will have several quizzes and short written assignments over the course of the semester, either during class or as homework. The quizzes

will not be announced in advance. Written assignments will be either announced in class or on Blackboard and must be submitted at the beginning of class. Unless otherwise specified, written assignments should be double-spaced and stapled. They must also use 12-point Times New Roman font, normal (one-inch) margins, and employ a proper method of citation (both in-text and bibliography). Failure to abide by these formatting requirements will result in a grade deduction (for example, an assignment receiving an A will be reduced to an A- etc.). Failure to employ a proper method of citation may be construed as plagiarism and result in disciplinary action. Students will be required to submit for all assignments a hard copy in class. No assignments will be accepted after class has begun or via email. At the end of the semester, the lowest score will be dropped.

Civil War Journals (20%): Throughout the course students will keep a civil war journal. Each entry entails keeping abreast of current affairs related to political violence for at least one of the following countries by identifying and reading a news article and drafting a short summary and commentary on it. The countries students may choose from include: Yemen, Syria, South Sudan, Somalia, Libya, Myanmar, Mali, Turkey, Lebanon, Democratic Republic of Congo, Central African Republic, Nigeria, Cameroon, Burkina Faso, Venezuela, Mexico, and Papua New Guinea. Each selected article should come from a reputable news source (see below) and be recent, within the last month. Each journal entry should run at least a couple of paragraphs and should include: a very brief description of what the story is about before diving in to offer some analysis or commentary on its significance. Some of these countries have ongoing civil wars while other are possibly teetering on the brink. I will look favorable on entries which relate to civil war concepts we have covered in class, the degree to which it reflects change or continuity, or its overall significance. As long as you meet the assignment requirements for journal entries you will get B. Higher levels of engagement and analysis will increase your grade. Students will complete a total of six journal entries, with two submitted each month (September, October, and November). It is at the student's discretion which weeks within each month they wish to submit their entries, but only two per month will be graded. Entries should be submitted at the start of class. Entries submitted through any other format will not receive credit. Entries should be formatted using the course guidelines. Failure to abide by these formatting requirements will result in a grade deduction (for example, an assignment receiving an A will be reduced to an A- etc.). The lowest entry grade will be dropped.

Three times during the term students will present a brief elevator talk for one of the articles they previously chose to write about. These presentations will take place in class on Oct 3rd, Oct 31st, and Nov 26th and cannot be made up, please plan accordingly. The elevator talks are designed to prepare each student to represent a policy issue or event. Being able to articulate a point and persuade your audience orally is just as important as being able to do so with your writing. Imagine you are a staffer for a member of congress and one morning on your way into work you find yourself alone in an elevator with the Congressperson. You have 120 seconds to tell them (i.e. myself and your classmates) about the situation in your country of study and why it is the most important issue they will address that day. No notes, computers, smartphones, or any other aid besides your memory. You will be graded on the quality of your presentation as well as the substance and persuasiveness of your argument.

Reliable In-depth News Sources:

- The New York Times (<http://www.nytimes.com/>)
- The Guardian (<http://www.guardian.co.uk/>)
- The Economist (<https://www.economist.com/>)
- The Wall Street Journal (<https://www.wsj.com/>)
- Washington Post (<https://www.washingtonpost.com/>)
- Time (www.time.com)
- BBC News (<https://www.bbc.com/news>)
- Al Jazeera (<https://www.aljazeera.com>)

Policy Memos (20%) and Briefing (10%): Students will draft a policy memo on one civil war. The memo should be both descriptive and analytical, meaning the best papers will provide a brief summary of events before applying the theoretical literature. Papers should be between 5-10 pages in length and following the formatting and citation guidelines for the course. Students will submit a hard copy of their paper in class. More detailed instructions on memo requirements will be discussed throughout the semester. The best rule of thumb is to pick your civil war and get writing early.

Students are expected to prepare both a preliminary and final version of their policy memos. Both versions should be complete documents; however, while the preliminary will receive substantial peer and instructor review, the final version is expected to incorporate and apply these reviewer comments with the end product being a thoroughly excellent memo. Hard copies of both the preliminary and final memo are due at the start of class on October 31st and November 26th respectively. Late papers will be penalized by one grade each calendar day they are late including those submitted after class has begun (for example, a paper receiving an A that is submitted 1 day late will receive an A-, 2 days late will receive a B+, etc.).

On December 3rd and 5th students will be responsible for presenting their memo in a briefing. While the memo must be an individual exercise, the final briefing may be a group endeavor. In fact, I strongly encourage students to pair up early on and research the same civil war as a team. During the briefing each student will be given five minutes to brief the class on their civil war beginning with its onset and an additional aspect of civil wars (duration, severity, outcome, recurrence, consequences, etc.). These briefings should take the form of a slightly longer elevator talk and will be described in more detail throughout the term. Briefings will count towards the student's overall paper grade.

A Note on Missed Presentations. Presentations missed without a valid and prearranged excuse cannot be made up, effectively resulting in a zero. Missing presentation day will greatly reduce your chances of receiving a passing grade for the semester. Please plan accordingly.

Grading Scale: Your semester grade will be computed on a 100-point scale as follows: 95-100 = A; 91-94 = A-; 88-90 = B+; 84-87 = B; 81-83 = B-; 78-80 = C+; 74-77 = C; 71-73 = C-; 65-70 = D; 0-64 = F. You will receive a letter grade on your policy memo which corresponds to numeric grades as follows: A = 100; A- = 94; B+ = 89; B = 85; B- = 82; C+ = 79; C = 75; C- = 72; D = 67; F = 50. You will receive a numeric grade on participation, quizzes, assignments, and presentations.

General Course Policies and Additional Resources

Announcements. Course announcements will be posted to the Blackboard page. Each student should ensure they have access to Blackboard and check it regularly for updates.

Attendance and comporment. Arriving after class has commenced is disruptive to both the instructor and other students, especially in such a small class space, please me mindful of this. Further, this class is an encouraging and supportive environment and as such students should refrain from disruptive behavior such as side conversations, whispering, or offensive remarks. I reserve the right to ask students to leave if they are disruptive.

Rules governing late submission. It is your responsibility to ensure that I receive your assignments on time. Late assignment grades will be reduced for each 24-hours the assignment is late. The date of exams and presentations is outlined in this syllabus and owing to term time limitations cannot be rescheduled.

Grade appeals must be submitted in writing. If you have a concern regarding your grade on an assignment you may write a one-page letter explaining your specific concerns and request your assignment be regraded. This letter should be submitted to me in hard-copy along with the original graded assignment within one week of the assignment having been returned to the class or instructor assignment comments being posted online. Once I have reviewed and considered your request I will respond in writing. The revised grade may be higher, lower, or the same as your original grade. Under no circumstances will I discuss appeals to your grade with you in person.

Electronic policy. Cell phone use in class is disruptive and discourteous to others, as such, cell phones should be silenced and stored so they are not visible. Students using their cell phones during class will be asked to leave and will be marked as absent for that day. Laptops will be used to aid collaborative work and may only be used when you have been instructed. Students using laptops or tablets outside of these designated times or for purposes other than the task at hand will be asked to leave and marked as absent for that day. No other electronic devices may be used in the classroom and class sessions may not be recorded.

Extreme Content. Material in this course may at times cover subject matter of a violent nature. These materials are used to meet clear course objectives and I will do my best to warn students prior to upsetting material.

Disability-Related Equal Access Accommodations. “All individuals who are diagnosed with a disability are protected under the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. As such, you may be entitled to certain accommodations within this class. If you are diagnosed with a disability, please make an appointment to meet with Accessibility Resources, 133 Milne Library, ext. 2137. All students with the necessary supporting documentation will be provided appropriate accommodations as determined by the Accessibility Resources Office. It is your responsibility to contact Accessibility Resources and concurrently supply me with your accommodation plan, which will inform me exactly what accommodations you are entitled to. You will only receive accommodations once you provide me with an Accessibility Resources accommodation plan. Any previously recorded grades will not be changed.”

Emergency Evacuation/Shelter-in-Place Procedures. In the event of an emergency requiring evacuation from Schumacher 209, please evacuate to the IRC Lobby so that College officials can account for you. All students are encourage to review the College’s Emergency Evacuation Procedures and Shelter-in-Place Procedures at the following link:

(<http://www.oneonta.edu/security/documents/EmergencyEvacuationProcedures.pdf>). All students are also encouraged to register for NY Alert at <http://www.oneonta.edu/security> for immediate notification of campus emergencies on or near the campus.

Academic Integrity. The College provides explicit guidelines in the SUNY College of Oneonta's Student Code of Conduct (<https://suny.oneonta.edu/policy-library/policies/code-student-conduct#article2>). I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course in addition to any penalty imposed by the college. If you have any questions about what constitutes plagiarism or cheating, please ask me. You may also find the library's tutorials on avoiding plagiarism and integrating sources useful to review

(http://lgapi.libapps.com/widgets.php?config_id=1434381445673&enable_navigation=1&guide_id=300602&output_format=1&page_id=0&site_id=376&widget_embed_type=2&widget_type=9).

Resources for Students in Distress. If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support. I am available to talk with you about stresses related to your work in my class. However, problems with relationships, family worries, loss, or a personal struggle or crisis may require additional professional support. The College provides a variety of support resources:

Health & Wellness Center: (607) 436-3573
College Police: On campus emergency, 911
Counseling Center: (607) 436-3368
24-Hour Crisis Hotline: (844) 732-6228
Interpersonal Violence Prevention: (607) 436-3540
Academic Advisement: (607) 436-3390

Student Learning Center. SLC offers free tutoring for undergraduate students. All SLC tutoring appointments must be scheduled online at <https://suny.oneonta.edu/student-learning-center/tutoring>. If you have any questions about SLC, call 607-436-3010, email slc@oneonta.edu, or visit their website.

Course Schedule

Below is a tentative schedule of topics, readings, assignments, and presentations that will be covered in this course. I reserve the right to make changes to the schedule, including dates, and it is the student's responsibility to be aware of these changes. Date changes will be announced well in advance during class. **All readings are required.**

27 August – Introductions & Course Requirements

29 August – What is a Civil War?: Contemporary Civil Wars (No assigned reading)

3 September – Civil War Onset, Part 1: Greed or Grievance?

Readings:

- Paul Collier and Anke Hoeffler. 1998. "On Economic Causes of Civil War." *Oxford Economic Papers* 50:563-573.
- Paul Collier, Anke Hoeffler, and Dominic Rohner. 2009. "Beyond Greed and Grievance: Feasibility and Civil War." *Oxford Economic Papers* 61(1):1-27.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

5 September – Civil War Onset, Part 2: Strategy of Insurgency

Readings:

- James Fearon and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1):75-90.
- Macartan Humphries and Jeremy M. Weinstein. 2008 "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52: 436-455.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

10 September – Civil War Onset, Part 3: Political Systems and Violence

Readings:

- Håvard Hegre, et al. 2001. "Toward a Democratic Civil Peace?: Democracy, Political Change, and Civil War, 1816-1992." *American Political Science Review* 95(1):33-48.
- Barbara Walter. 2006 "Building Reputation: Why Governments Fight Some Separatists but not Others." *American Journal of Political Science* 50: 313-330.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

12 September – Civil War Duration

Readings:

- David Cunningham. 2006. "Veto Players and Civil War Duration." *American Journal of Political Science* 50(4):875-892.
- Halvard Buhaug, Scott Gates and Päivi Lujala. 2009 "Geography, Rebel Capability, and the Duration of Civil Conflict." *Journal of Conflict Resolution* 53: 544-569.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

17 September – Civil War Severity, Part 1: Battle Deaths

Readings:

- Bethany Lacina. 2006. "Explaining the Severity of Civil Wars." *Journal of Conflict Resolution* 50(2):276-289.
- Luiz Miranda et al. 2016. "The Evolution of Civil War Severity, 1816-2005." *Peace Economics, Peace Science and Public Policy* 22(3):247-276.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

19 September – Civil War Severity, Part 2: Impact on Civilians

Readings:

- Macartan Humphreys and Jeremy Weinstein. 2006. "Handling and Manhandling Civilians in Civil War." *American Political Science Review* 100(3):429-447.
- Jason Lyall. 2009 "Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya." *Journal of Conflict Resolution* 53:331-362.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

24 September – Civil War Outcome, Part 1: How do they end?

Readings:

- Barbara Walter. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51(3):335-364.
- Barbara Walter. 2013. "The Four Things We Know About How Civil Wars End (and What This Tells Us About Syria)." *Political Violence at a Glance*.
<http://politicalviolenceataglance.org/2013/10/18/the-four-things-we-know-about-how-civil-wars-end-and-what-this-tells-us-about-syria/>

Assignment: LTDs of only the 1997 Walter article (bring two hard-copies and turn one in at the start of class, the second is for you during discussion)

26 September – Civil War Outcome, Part 2: Who wins?

Readings:

- Dylan Balch-Lindsay, et al. 2008. "Third-Party Intervention and the Civil War Process." *Journal of Peace Research* 45(3):345-363.
- Patrick M. Regan. 2002 "Third-Party Intervention and the Duration of Intrastate Conflicts." *Journal of Conflict Resolution* 46: 55-73.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

1 October – Civil War Team Coordination (No assigned reading)

3 October – Civil War Journal Elevator Talks (No assigned reading)

8 October – Civil War Recurrence, Part 1: Return to Arms

Readings:

- Barbara Walter. 2004. "Does Conflict Beget Conflict?: Explaining Recurring Civil War." *Journal of Peace Research* 41(3):371-388.
- Barbara Walter. 2014. "Why Bad Governance Leads to Repeat Civil Wars." *Journal of Conflict Resolution* 59(7): 1242-1272.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

10 October – Civil War Recurrence, Part 2: the UN & Peacekeeping

Readings:

- Kyle Beardsley et al. 2019. "International Influences on Nonviolent and Violent Contention." *International Interactions*
<https://www.tandfonline.com/doi/abs/10.1080/03050629.2019.1638375?journalCode=gini20>
- Virginia Paige Fortna. 2004. "Does Peacekeeping Keep Peace?: International Intervention and the Duration of Peace after Civil War." *International Studies Quarterly* 48:269-292.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

15 October – NO CLASS (College closed)**17 October – Civil War Consequences, Part 1: Genocide****Readings:**

- United Nations. "Genocide: Background."
<https://www.un.org/en/genocideprevention/genocide.shtml>
- Benjamin Valentino, et al. 2004. "Draining the Sea: Mass Killing and Guerrilla Warfare." *International Organization* 58(2):375-407.

Assignment: LTDs of only the Valentino article (bring two hard-copies and turn one in at the start of class, the second is for you during discussion)

22 October – Civil War Consequences, Part 2: State-Making**Readings:**

- Paul Collier, et al. 2003. "Civil War as Development in Reverse." Chapter 1 in P. Collier et al. *Breaking the Conflict Trap*. Washington, DC: The World Bank.
- Megan Stewart. 2018. "Civil War as State-making: Strategic Governance in Civil War." *International Organization* 72(1):205-226.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

24 October – Civil War Consequences, Part 3: Mediation**Readings:**

- Kyle Beardsley. 2008. "Agreement without Peace?" *American Journal of Political Science* 52: 723-740.
- Scott S. Gartner and Jacob Bercovitch. 2006. "Overcoming Obstacles to Peace: The Contribution of Mediation to Short-Lived Conflict Settlements." *International Studies Quarterly* 50: 819-840.

Assignment: LTDs of each of the assigned readings (bring two hard copies of each and turn one set in at the start of class, the second set is for you during discussion)

29 October – Terrorism

Readings:

- Ethan Bueno de Mesquita. 2005. "Conciliation, Counterterrorism, and Patterns of Terrorist Violence." *International Organization* 59: 145-176.
- Erica Chenoweth. 2010. "Democratic Competition and Terrorist Activity." *Journal of Politics* 72: 16-30.

Assignment: LTD of only one of the assigned readings (you pick!) (bring two hard-copies and turn one in at the start of class, the second copy is for you during discussion)

31 October – Civil War Journal Elevator Talks & Preliminary Memo DUE TODAY (No assigned reading, but bring two hard copies of your memo for both instructor and peer review)

5 November – Ethnicity and Civil War

Readings:

- Lars-Erik Cederman and Luc Girardin. 2007. "Beyond Fractionalization: Mapping Ethnicity onto Nationalist Insurgencies." *American Political Science Review* 101(1):173-185.
- James Fearon, et al. 2007. "Ethnic Minority Rule and Civil War Onset." *American Political Science Review* 101(1):187-193.

Assignment: LTD of only one of the assigned readings (you pick!) (bring two hard-copies and turn one in at the start of class, the second copy is for you during discussion) **AND** completed peer review of one colleague's preliminary memo to be submitted to the instructor

7 November – Natural Resources and Civil War

Readings:

- Michael Ross. 2004. "How Do Natural Resources Influence Civil War?: Evidence from Thirteen Cases." *International Organization* 58(1):35-67.
- Paivi Lujala. 2009 "Deadly Combat over Natural Resources: Gems, Petroleum, Drugs, and the Severity of Armed Civil Conflict." *Journal of Conflict Resolution* 53: 50-71.

Assignment: LTD of only one of the assigned readings (you pick!) (bring two hard-copies and turn one in at the start of class, the second copy is for you during discussion)

12 November – Rebel Recruitment

Readings:

- Will Moore. 1995. "Rational Rebels: Overcoming the Free-Rider Problem." *Political Research Quarterly* 48(2):417-454.
- Jeremy Weinstein. 2005. "Resources and the Information Problem in Rebel Recruitment." *Journal of Conflict Resolution* 49(4):598-624.

Assignment: LTD of only one of the assigned readings (you pick!) (bring two hard-copies and turn one in at the start of class, the second copy is for you during discussion)

14 November – Rebel Sanctuaries

Readings:

- Idean Salehyan. 2007. "Transnational Rebels: Neighboring States as Sanctuary for Rebel Groups." *World Politics* 59(2):217-242.
- Kyle Beardsley and Brian McQuinn. 2009 "Rebel Groups as Predatory Organizations: The Political Effects of the 2004 Tsunami in Indonesia and Sri Lanka." *Journal of Conflict Resolution* 53: 624-645.

Assignment: LTD of only one of the assigned readings (you pick!) (bring two hard-copies and turn one in at the start of class, the second copy is for you during discussion)

19 November – Civil War Spillover

Readings:

- Kristian Skrede Gleditsch, et al. 2008. "Fighting at Home, Fighting Abroad: How Civil Wars Lead to International Disputes." *Journal of Conflict Resolution* 52(4):479-506.
- Halvard Buhang & Kristian Skrede Gleditsch. 2008. "Contagious or Confusion? Why Conflicts Cluster in Space." *International Security Studies* 52(2):215-233.

Assignment: LTD of only one of the assigned readings (you pick!) (bring two hard-copies and turn one in at the start of class, the second copy is for you during discussion)

21 November – Civil War versus Sub-national Violence or Interstate War

Readings:

- David Cunningham and Douglas Lemke. 2012. "Beyond Civil War: A Quantitative Analysis of Sub-State Violence." Unpublished manuscript.
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1900695
- David Cunningham and Douglas Lemke. 2012. "Combining Civil and Interstate Wars." *International Organization* 67(3): 609-627.

Assignment: LTD of only one of the assigned readings (you pick!) (bring two hard-copies and turn one in at the start of class, the second copy is for you during discussion)

26 November – Civil War Journal Elevator Talks (No assigned reading)

28 November – NO CLASS (Thanksgiving)

3 December – Memo Briefings & Final Memo DUE (No assigned reading)

5 December – Memo Briefings (No assigned reading)