

# **POL 415: The Scientific Study of Civil Wars**

FALL 2015

## **Course Description**

What conditions are sufficiently dire—or inspiring—to make someone take up arms and risk his (or her) life as part of a rebel group? By the end of this advanced undergraduate-level course, you should be able to answer this question just like the leading academic minds in the field of international relations. This class will provide you with extensive exposure to the quantitative study of civil wars around the world. We will start off by defining what constitutes a civil war and how this form of conflict is different from (or comprises) events such as international war, protests, riots, coups, genocide, and terrorism. We will then examine what factors influence the onset, duration, termination, and recurrence of civil wars. Also, we will discuss some international dimensions of civil wars: the spread of conflicts across borders, refugee flows, and interventions. While this course is focused on large-N cross-national quantitative studies of civil wars, we will frequently discuss real-world examples of civil wars, and you will be expected to write about a civil war that is of interest to you (more on this later in the syllabus).

## **Location and Times**

Chavez 104  
Tues/Thurs 12:30–1:45

## **Instructor Information**

Dr. Jessica Braithwaite  
Email: [jbraith@arizona.edu](mailto:jbraith@arizona.edu)  
Office hours: Tues/Thurs 10:30–12:00  
Office location: Social Sciences 337

## **Course Objectives and Expected Learning Outcomes**

Develop an extensive knowledge of several civil wars over time and space.  
Gain an increased understanding of quantitative approaches to social science questions.  
Nurture critical thinking skills by assessing applicability of general theories to specific cases.

## **Course Format and Teaching Methods**

This course will be a combination of lecture and discussions, including in-class small group activities. Occasional pop quizzes will be given in class in addition to the midterm exam. You will be expected to write a series of short papers, culminating in a larger writing project at the end of the semester.

## **Required/Recommended Knowledge**

This course has two prerequisites: **SBS 200** (Introduction to Statistics for the Social Sciences) and **POL 202** (International Relations).

## Grading Policy

A breakdown of final grade calculations is as follows:

Attendance and Participation = 20%  
Midterm Exam = 20%  
Short Papers = 30%  
Final Paper = 30%

The grading scale for this course is as follows:

A: 90-100  
B: 80-89.9  
C: 70-79.9  
D: 60-69.9  
E: 59.9 and below

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at <http://catalog.arizona.edu/2015-16/policies/grade.htm> and <http://catalog.arizona.edu/2015-16/policies/grade.htm> respectively.

### *Honors Credit*

Students wishing to take this course for Honors Credit should email me at the start of the semester to set up an appointment to discuss the terms of the contract and to sign the Honors Course Contract Request Form. The form is available at: <http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf>.

### *Late Work Policy*

As a rule, work will not be accepted beyond the terms described in this syllabus, except in case of documented emergency or illness. You may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late.

### *Attendance and Participation*

Your attendance and participation grade will be determined by a number of occasional in-class activities and reading guide checks, your presence in class, and your willingness to participate in class discussion.

Participating in discussion and attending lectures and other course events are vital to the learning process. As such, attendance is required at all meetings of this course. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

The UA's policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htm>

The UA policy regarding absences on and accommodation of religious holidays is available at <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: <http://uhap.web.arizona.edu/chapter7#7.04.02>

### *Short Papers*

You are expected to complete a detailed worksheet (short “paper” 1) and write two short (3-4 pages, double-spaced) papers about a specific civil war that is of interest to you. You **MUST** select a civil war that has terminated (one that has ended and restarted again is acceptable). Choose wisely, as this conflict will be the subject of all your writing assignments for this course. Good papers will engage relevant course readings and all references must be cited appropriately. **Each paper is worth 10 percent of your final grade. Late assignments will be accepted, but at a penalty of one letter grade for each day it is late.** Papers are considered late even if they are submitted less than one minute after the deadline. We will discuss these papers in greater detail as their due dates approach, but an overview is as follows:

**Paper #1:** you’ll answer a series of questions describing the civil war you’ll be researching this semester. You will have to summarize the course of events, identify the actors involved, and highlight any of the causes of the conflict. **DUE THURSDAY, SEPTEMBER 10**

**Paper #2:** after having read some of the academic literature on the various phases of civil wars, you will have to provide an assessment of the causes of your chosen civil war and how it ended. **DUE THURSDAY, OCTOBER 8**

**Paper #3:** after having read some of the academic literature on effects of civil wars, you will have to discuss some of the repercussions of the civil war you chose (e.g. genocide, regime change, spillover). **DUE TUESDAY, NOVEMBER 24**

### *Final Paper*

This exercise is aimed at encouraging you to think about the scientific process behind studying a phenomenon like civil war. Provided you make a solid effort in writing all three short papers, the final paper should be an easy task to complete. This is a longer paper (approx. 10 pages, double-spaced) critiquing the readings of the semester, making reference to the civil war that has been the subject of your short papers. Good papers will compare and contrast what general arguments and findings have been identified in the literature, and discuss these with respect to the civil war you chose.

**This paper is worth 30 percent of your final grade. A penalty of one letter grade will be assessed for each day that your paper is late. Papers turned in one week or more after the original due date will not be accepted.**

### *Exam*

You will have one midterm exam (OCT. 15). The exam will draw on information from the readings and from lectures, and will be a mixture of multiple choice, matching, fill-in-the-blank, and short answer questions.

**The midterm exam is worth 20 percent of your final grade.** Make-up exams will only be given in exceptional circumstances with appropriate documentation of absence.

## Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

## Classroom Behavior

To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/threatening-behavior-students>.

## Student Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

**I take academic integrity violations very seriously. Plagiarism and cheating of any sort will not be tolerated.** The first such incidence will be met with a failing grade (zero points) for the assignment, and any subsequent violation will result in a failing grade for the course. Any violation of academic integrity will be reported immediately to the dean's office, and they reserve the right to administer additional sanctions on top of my rules. The University Libraries have some excellent tips for avoiding plagiarism available at: <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

The instructor holds the copyright to her lectures and course materials, including student notes or summaries that substantially reflect them. Student notes and course recordings are for individual use or for shared use on an individual basis. Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to the instructor's copyright are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students

who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses.

### **Confidentiality of Student Records**

<http://www.registrar.arizona.edu/ferpa/default.htm>

### **Subject to Change Statement**

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

### **Additional Resources for Students**

UA Non-discrimination and Anti-harassment policy is available at:

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

UA Academic policies and procedures are available at:

<http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

### **Course Materials**

All assigned articles and book chapters will be made available to students on the course D2L website. **It is expected that you will have read the assigned article prior to each class, and will have filled out the reading guide to the best of your ability.** Course lectures will incorporate ideas and material from the articles, and your participation grade will benefit greatly from being familiar with the material prior to coming to class. No textbooks are required for this course, but there are a number of excellent books about civil war. A few are listed below, but feel free to ask me for recommendations if you are particularly interested in a specific subject.

#### ***Recommended books***

Paul Collier et al. 2003. *Breaking the Conflict Trap: Civil War and Development Policy*. Washington, DC: The World Bank and Oxford University Press.

Stathis N. Kalyvas. 2006. *The Logic of Violence in Civil War*. New York: Cambridge University Press.

Jeremy Weinstein. 2007. *Inside Rebellion*. New York: Cambridge University Press.

Barbara Walter. 2009. *Reputation and Civil War: Why Separatist Conflicts Are So Violent*. New York: Cambridge University Press.

David Cunningham. 2011. *Barriers to Peace in Civil War*. New York: Cambridge University Press.

DeRouen, Karl. 2015. *An Introduction to Civil Wars*. Congressional Quarterly Press.

# Course Schedule

## **August 25: Greetings and Introductions**

No assigned readings

## **August 27: Defining civil war**

Paul Collier and Anke Hoeffler. 2007. "Civil War." In *Handbook of Defense Economics*, Vol. 2, ed. Todd Sandler and Keith Hartley. p. 711-740. Oxford: Elsevier, North-Holland.

## **September 1: Civil war onset I, NO CLASS (professor at conference)**

### **WATCH LECTURE ON D2L**

Paul Collier and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56(4):563-595.

## **September 4: NO CLASS (professor at conference)**

## **September 8: Civil war onset II**

James D. Fearon and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1):75-90.

## **September 10: Civil war onset III**

Havard Hegre and Nicholas Sambanis. 2006. "Sensitivity Analysis of Empirical Results on Civil War Onset." *Journal of Conflict Resolution* 50(4):508-535.

## **SHORT PAPER #1 DUE AT 11:59 PM ON SEPT. 10**

## **September 15: "Types" of civil war**

Halvard Buhaug. 2006. "Relative Capability and Rebel Objective in Civil War." *Journal of Peace Research*. 43(6):691-708.

## **September 17: Civil war duration I**

Paul Collier, Anke Hoeffler, and Mans Soderbom. 2004. "On the Duration of Civil War." *Journal of Peace Research* 41(3): 253-273.

### **September 22: Civil war duration II**

Dylan Balch-Lindsay and Andrew J. Enterline. 2000. "Killing Time: The World Politics of Civil War Duration, 1820-1992." *International Studies Quarterly* 44(4): 615-642.

### **September 24: Civil war duration III**

David Cunningham. 2006. "Veto Players and Civil War Duration." *American Journal of Political Science* 50(4):875-892.

### **September 29: Civil war termination I**

Karl R. DeRouen, Jr. and David Sobek. 2004. "The Dynamics of Civil War Duration and Outcome." *Journal of Peace Research* 41(3): 303-320.

### **October 1: Civil war termination II**

Barbara Walter. 1997. "The Critical Barrier to Civil War Settlement." *International Organization* 51(3):335-364.

### **October 6: Civil war recurrence**

J. Michael Quinn, T. David Mason, and Mehmet Gurses. 2007. "Sustaining the Peace: Determinants of Civil War Recurrence." *International Interactions* 33 (2): 167-193.

### **October 8: Interventions**

Virginia Page Fortna. 2004. "Does Peacekeeping Keep Peace?: International Intervention and the Duration of Peace after Civil War." *International Studies Quarterly* 48:269-292.

### **SHORT PAPER #2 DUE AT 11:59 PM ON OCT. 8**

### **October 13: Midterm review**

### **October 15: MIDTERM EXAM**

### **October 20: International dimensions of civil war I**

Idean Salehyan. 2008. "No Shelter Here: Rebel Sanctuaries and International Conflict." *Journal of Politics* 70(1):54- 66.

### **October 22: International dimensions of civil war II**

Idean Salehyan and Kristian Skrede Gleditsch. 2006. "Refugees and the Spread of Civil War." *International Organization* 60(2):335-366.

### **October 27: Regime types and civil war I**

Havard 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.

### **October 29: Regime types and civil war II**

Hanne Fjelde. 2010. "Generals, Dictators, and Kings: Authoritarian Regimes and Civil Conflict, 1973-2004." *Conflict Management and Peace Science* 27(3):195-218.

### **November 3: Civil war severity I**

Bethany Lacina. 2006. "Explaining the Severity of Civil Wars." *Journal of Conflict Resolution* 50(2):276-289.

### **November 5: Civil war severity II**

Benjamin Valentino, Paul Huth, and Dylan Balch-Lindsay. 2004. "Draining the Sea: Mass Killing and Guerrilla Warfare." *International Organization* 58(Spring):365-407.

### **November 10: Ethnicity and civil war**

Nicholas Sambanis. 2001. "Do Ethnic and Nonethnic Civil Wars Have the Same Causes?" *Journal of Conflict Resolution* 45(3): 259-282.

### **November 12: NO CLASS (professor at conference)**

### **November 17: Natural resources and civil war I**

Michael L. Ross. 2004. "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases." *International Organization* 58: 35-67.

### **November 19: Natural resources and civil war II**

Paiva Lujala, Nils Petter Gleditsch, and Elisabeth Gilmore. 2005. "A Diamond Curse? Civil War and a Lootable Resource." *Journal of Conflict Resolution* 49(4): 538-562.

### **November 24: NO CLASS (Thanksgiving break)**

### **SHORT PAPER #3 DUE AT NOON ON NOV. 24**

### **November 26: NO CLASS (Thanksgiving break)**



**December 1: Who rebels?**

Weinstein, Jeremy M. 2005. "Resources and the Information Problem in Rebel Recruitment." *Journal of Conflict Resolution* 49(4): 598-624.

**December 3: Who suffers?**

Macartan Humphreys and Jeremy M. Weinstein. 2006. "Handling and Mishandling Civilians in Civil War." *American Political Science Review* 100(3):429-447.

**December 8: Review day**

**December 10: NO CLASS (Reading Day)**

**December 15 & 17: FINALS WEEK**

**FINAL PAPERS DUE FRIDAY, DEC. 18 AT NOON.**