

POLS 344: CIVIL WARS

Indiana University

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Spring 2017
Course Time: Monday & Wednesday 11:15-12:30 p.m.
Course Location: Ballantine Hall 347

“War is only a cowardly escape from the problems of peace.”
- Thomas Mann

Introduction

This course will examine modern civil wars, focusing on the causes, conduct, and consequences of these conflicts. The goal of this class is to better understand how civil wars begin and progress so we can ultimately work to end or prevent this type of violence. Emphasis will be placed on applying research and theory within the field of political science to contemporary cases of civil war.

Course Objectives

Upon completion of the course, students will be expected to demonstrate a working understanding of civil wars, including knowledge of why civil wars begin, who fights and how, as well as how civil wars come to an end. Expected learning outcomes include the ability to demonstrate the following:

- A strong understanding of the main motivations for individuals to participate in armed conflict
- General knowledge of indicators and risk factors which make civil war in a country more likely
- Detailed understanding of a particular civil war
- A strong ability to articulate civil war research and theories in the context of a particular country or rebel group

Course Requirements

Students are expected to participate actively in course discussions and to complete readings and assignments prior to each class. The requirements for this course consist of weekly reading assignments as well as case study assignments and a final exam. In addition to these requirements, students will be graded on attendance and class participation. Readings and assignments are due on the day they are listed on the syllabus.

1. Readings

Readings for this course will consist of articles and book chapters and are designed to give students a necessary introduction to the major works and theories of civil war. The majority of the readings are academic articles designed to give you exposure to the academic literature on these topics. One of the objectives of the course is to work to translate these readings into policy relevant and relatable ideas.

Reading is essential and will be necessary to participate in class discussion. Students are responsible to bring a copy of the readings to every class. Article and book chapter assignments will be available on the course's Canvas page. It is your responsibility to complete all readings before class. If one of the readings is not available on Canvas, please contact me as soon as possible. The course text book, Mason and Mitchell ed. *What Do We Know About Civil Wars?* (2016) has been ordered through the University book

store. Non-scheduled reading quizzes will be given throughout the semester to test for reading comprehension.

Adding on to the course readings, you are required to subscribe to and follow the blog *Political Violence at a Glance*: <http://politicalviolenceataglance.org>. This blog covers contemporary questions regarding political violence and will be relevant for the material in the course. When relevant, material from the blog will be discussed in class.

2. Participation/Attendance

Students are expected to participate heavily in class discussion. Students should complete all readings before class and should come to class ready to discuss and debate the individual arguments presented in the readings.

For each reading you should establish the theory, hypothesis, and research design. In addition, you should be able to distill the policy relevance of the research findings—the “so what” question. What question is the author(s) asking? What is the answer to that question? How does he/she find the answer? Students should come to class prepared with the answers to these questions for each reading.

Attendance of each class in its entirety is mandatory and is included as a component of the final grade. Two absences are permitted for the semester. Additional absences will result in a reduction of the final participation/attendance grade of 1 grade point per absence. Absences resulting from extreme and unpredictable circumstances will be dealt with on an individual basis. Students observing University designated days of religious observance should notify me at the beginning of term.

3. Case Study Analysis

Each student will be responsible for researching and reporting on a single civil war throughout the course. Cases will be selected by January 23. Case study assignments (CSA) are listed with the course readings for each class and are due on the day they are listed.

A CSA should be approximately 3-5 pages in length (double spaced) and should answer all parts of the question. The CSA should address the questions provided using independent research from outside material including news sources, human rights reports, and academic articles. Only reputable sources and material should be used. All material used must be properly cited using an in-text citation format. The CSA should address all parts of the question and be well-written and proofread. Points will be deducted for poor spelling and grammar.

The CSA is due for the week that it is listed i.e. the CSA listed for February 1 must be turned in during the class period on February 1. Late CSAs will not be accepted. Each CSA will be scored out of a total of 10 points.

4. Case Study Final Report

The Case Study Final Report is a compilation of all of your previous CSA information applied to the class material. This report should discuss the civil war you have chosen and apply the theories that we have discussed in class to understanding how the conflict started, how it progressed, and why it ended. The final report should rely on course readings as well as the materials in your CSA assignments. The report should be approximately 15 pages in length, double spaced. Additional details on the report and the grading rubric will be distributed later in the semester. The report will be graded out of a total of 15 points and will be due in class on **April 12th**.

5. Final Exam

The final exam will be a take home exam. It will be cumulative and will address the concepts, theories, and debates that we cover in class. This includes the readings, films, and discussions. Note, readings and their content not discussed in class may still appear on the final exam. Students are urged to do all the reading assignments and take notes accordingly. The final exam should showcase your progress towards the course objectives both in terms of course material and in your ability to develop an argument and articulate your viewpoint. The exam will be graded on your demonstration of these objectives as well as grammar and spelling.

The main objective of this assignment is for you to demonstrate a working knowledge of civil wars and the current debates surrounding these processes. The final exam is 30% of your final grade and an important indicator of your learning in this course. The exam will be distributed on April 19 and will be due in my office (Woodburn 339) by **3pm on Thursday April 27**. No extensions will be given. Please budget your time efficiently.

Grading

15 points	Participation/ Attendance
10 points	Reading Quizzes
30 points	Case Study Assignments
15 points	Case Study Final Report
30 points	Final Exam

Grade Assignment:

90-100 points	A
80-89 points	B
70-79 points	C
60-69 points	D
59 points and below	F

Academic Integrity Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct (*Code*). Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. All suspected violations of the *Code* will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions. Should you have any questions about possible improper research citations or references, or any other activity that may be interpreted as an attempt at academic misconduct, please see me *before* the assignment is due to discuss the matter.

A Note on the Course

Due to the nature of the subject matter of this course at times you will be exposed to descriptions of violent acts (including mass killings and sexual crimes), confessions of perpetrators, testimony of victims, and difficult moral and ethical questions. Furthermore, movie and video content on these subjects may be graphic and contain potentially disturbing images. If at any point you anticipate that particular readings, videos or topics will be difficult for you, please contact me in advance. Similarly, if after readings or a discussion, you feel unsettled or troubled in anyway, please contact me.

Date	Topic	Readings	Additional Assignment
<u><i>INTRODUCTIONS AND DEFINING CIVIL WARS</i></u>			
January 9	INTRODUCTION TO THE COURSE		
January 11	INTRODUCTION TO CIVIL WARS	1. “What do we know about Civil Wars? Intro and Overview” WDWK 2. “ (1) Introduction” WDWK	
January 16	NO CLASS- MLK DAY		
January 18	CIVIL WAR DATA	1. Eck, Kristine, 2005. ‘A Beginner’s Guide to Conflict Data: Finding and Using the Right Dataset,’ UCDP Research Paper Series. 2. Sambanis, Nicholas. 2004. “What Is Civil War?: Conceptual and Empirical Complexities of an Operational Definition.” <i>Journal of Conflict Resolution</i> 48(6):814-831. 3. UCDP Coding Rules 4. COW Coding Rules	Select one dataset from Eck’s paper and download the coding rules. Come to class prepare to discuss your chosen dataset.
<u><i>FACTORS THAT BRING ABOUT CIVIL WAR</i></u>			
January 23	CIVIL WAR ONSET	“(2) Antecedents of Civil War” WDWK	** Civil War Selection Due
January 25	STATE CAPACITY AND REGIME TYPE	“(4) State Capacity, Regime Type and Civil War” WDWK	
January 30	IDENTITY AND CIVIL WAR	“(3) Identity Issues and Civil War” WDWK	
February 1		Kalyvas, Stathis. 2001. “New and Old Civil Wars: A Valid Distinction?” <i>World Politics</i> 54(1):99-118.	CSA1: Describe the factors which brought about civil war in your case. Include a discussion of the capacity and regime type of your country, perceived grievances, human rights record, geography and demographics.

<u><i>CIVIL WAR DYNAMICS</i></u>			
February 6	GOVERNMENT AND REBEL BEHAVIOR DURING CIVIL WAR	<p>1. Valentino, Benjamin, Paul Huth, and Dylan Balch- Lindsay. 2004. "Draining the Sea: Mass Killing and Guerrilla Warfare." <i>International Organization</i> 58(Spring):365-407.</p> <p>2. Humphreys, Macartan and Jeremy M. Weinstein. 2006. "Handling and Manhandling Civilians in Civil War." <i>American Political Science Review</i> 100(3): 429-447.</p>	
February 8		<p>1. Cohen, Dara. "Explaining Rape During Civil War: Cross- National Evidence (1980-2009)," <i>American Political Science Review</i> 107(3): 461- 477 (August 2013).</p> <p>2. Humphreys, Macartan and Jeremy Weinstein. 2008. "Who Fights?: The Determinants of Participation in Civil War." <i>American Journal of Political Science</i> 52(2):436-455.</p>	
<u><i>FACTORS THAT END CIVIL WARS AND PROMOTE PEACE</i></u>			
February 13	THIRD PARTY INTERVENTION	“(6) Third Party Intervention” WDWK	
February 15	THIRD PARTY MEDIATION AND NEGOTIATION	“(7) Third Party Mediation” WDWK	
February 20	RESOURCE WARS	“(13) Exploring the Resource- Civil War Nexus” WDWK	
February 22	NO CLASS- INTERNATIONAL STUDIES ASSOCIATION ANNUAL MEETING		
February 27	RESOURCE WARS (CONTINUE)	1. Ross, Michael L. 2004. "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases." <i>International</i>	

		<p><i>Organization</i> 58: 35-67.</p> <p>2. Ross, Michael L. 2006. "A Closer Look at Oil, Diamonds, and Civil War." <i>Annual Review of Political Science</i>. 9:265-300.</p>	
March 1		<p>Film in Class: <i>Blood Diamonds</i> (2006)</p>	<p>CSA2: Describe your civil war. How long did it last? What tactics were primarily used by the government and rebel group? Did strategies change over time? Include a description of your rebel group. How did it mobilize recruits? What are its main motivations for fighting/grievances?</p>
March 6			
March 8			
March 13-15	NO CLASS- SPRING BREAK		
March 20	POWER SHARING	" (8) Negotiated Peace" WDWK	
March 22		<p>Binningsbø, Helga Malmin and Kendra Dupuy (2009) "Using Power-Sharing to Win a War: The Implementation of the Lomé Agreement in Sierra Leone" <i>Africa Spectrum</i> 44(3): 87–107.</p>	<p>CSA3: How did your civil war end? What were the main factors which resolved the conflict? How many people were killed during your conflict? What were the additional costs in terms of displacement, economic costs, etc.?</p>
March 27	PEACEKEEPING	" (9) Breaking the Conflict Trap" WDWK	
March 29		<p>Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War" <i>International Studies Quarterly</i>. 48, 269–292</p>	
April 3	CIVIL WAR LEGACIES	" (10) Legacies of Civil War" WDWK	
April 5		Ghobarah, Hazem Adam, Paul	

		Huth, and Bruce Russett. 2003. "Civil Wars Kill & Maim People—Long After the Shooting Stops." <i>American Political Science Review</i> 97(2): 189-202.	
<u>EMERGING TRENDS IN CIVIL WAR RESEARCH</u>			
April 10	TRANSITIONAL JUSTICE	" (11) Transitional Justice" WDWK	
April 12		Binningsbø, Helga, Cyanne E. Loyle, Scott Gates and Jon Elster "Armed Conflict and Post-Conflict Justice, 1946- 2006: A Dataset". <i>Journal of Peace Research</i> . 49(5) Sept. 2012.	** Final CSA report due
April 17	GENDER AND CIVIL WARS	" (12) Gender and Civil War" WDWK	
April 19		Sjoberg, Laura. 2015. "Seeing sex, gender, and sexuality in international security" <i>International Journal</i> . 70(3): 434-453.	** Final Exam distributed in class
April 24	ENVIRONMENT AND CONFLICT	" (14) Environment and Conflict" WDWK	
April 26	COURSE WRAP-UP AND FINAL EXAM REVIEW		** Bring internet enabled device to class for evaluations

**** FINAL EXAM DUE THURSDAY APRIL 27 BY 3PM IN WOODBURN 339 ****