

Civil War and Conflict Resolution
PSCI 4316
Spring 2020
Tuesday and Thursday: 4:00pm-5:15pm
Room: FN 2.104

Professor: Rebecca Cordell
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Course Description

What is a civil war? What causes civil wars? Why do some civil wars last longer than others? Why are some civil wars more violent than others? Why do civil wars end? What are the political and socio-economic consequences of civil wars? This course explores the domestic and international dynamics of civil wars and conflict resolution in a scientific and rigorous way. Students will gain an understanding of how to ask and answer questions on the causes and consequences of civil war onset, duration and termination from a social science perspective.

We begin the course by exploring the history, concepts, patterns and trends of civil wars, and transition to an overview of what factors cause civil wars. We proceed to consider major issues related to civil wars such as ethnic inequalities, collective action, political violence and terrorism. We then explore how civil wars can be resolved using methods such as humanitarian intervention, peace keeping and peace agreements. The course concludes by exploring contemporary issues in civil war and a discussion of what the future holds for civil wars.

This course's goal is to teach undergraduates the major theories and explanations of the causes, consequences and dynamics of civil war in different countries and in different time periods. The readings for this course survey major explanations of civil wars and the causes and effects of social movements, political violence, terrorism, climate change and migration. Students will be exposed to theoretically driven as well as empirical research.

Course Objectives and Learning Outcomes

Upon completion of this course, students should:

- Gain familiarity with the major theories of the causes of civil war onset, duration and termination.

- Gain understanding with concepts in civil war research and contemporary debates on conflict resolution.
- Be able to apply explanations of civil war and conflict resolution to the explanation and understanding of real-world scenarios.
- Be able to explain historical cases in light of the theories presented in class.
- Be able to read and understand empirical research in the social sciences.

Textbooks and Materials

Mason, David T. And Sara Mclaughlin Mitchell. 2016. *What Do We Know About Civil Wars?* Rowman & Littlefield.

The textbook is available to students free of charge as an eBook. It can be accessed via eLearning.

Assignments & Academic Calendar

Week 1 (January 14-16): Introduction: Patterns and Trends

1. Mason, David T., Sara Mclaughlin Mitchell and Alyssa K. Prorok. 2016. "What Do We Know About Civil Wars?: Introduction and Overview." In David T. Mason and Sara Mclaughlin Mitchell. *What Do We Know About Civil Wars?* Rowman & Littlefield. Chapter: Introduction and Overview.
2. Gleditsch, Nils Petter and Erik Melander and Henrik Urdal. 2016. "Introduction-Patterns of Armed Conflict since 1945." In David T. Mason and Sara Mclaughlin Mitchell. *What Do We Know About Civil Wars?* Rowman & Littlefield. Chapter 1.

Week 2 (January 21-23): Concepts and Debates

1. Sambanis, Nicholas. 2004. "What Is A Civil War? Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48 (6): 814-858.
2. Kalyvas, Stathis N. 2001. "New and Old Civil Wars: A Valid Distinction?" *World Politics* 54(1): 99-118.

Week 3 (January 28-30): Political Explanations of Civil War

1. Young, Joseph K. 2016. "Antecedents of Civil War Onset: Greed, Grievance, and State Repression." In David T. Mason and Sara Mclaughlin Mitchell. *What Do We Know About Civil Wars?* Rowman & Littlefield. Chapter 2.
2. DeRouen, Karl Jr. and David Sobek. 2016. "State Capacity, Regime Type, and Civil War." In David T. Mason and Sara Mclaughlin Mitchell. *What Do We Know About Civil Wars?* Rowman & Littlefield. Chapter 4.

Week 4 (February 04-06): Ethnicity, Inequalities and Civil War

1. Seymore, Lee J. M. and Kathleen Gallagher Cunningham. 2016. "Identity Issues and Civil War: Ethnic and Religious Divisions." In David T. Mason and Sara McLaughlin Mitchell. *What Do We Know About Civil Wars?* Rowman & Littlefield. Chapter 3.
2. Cederman, Lars-Erik, Kristian Skrede Gleditsch, and Nils B. Weidmann. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105 (3): 478-495.

Thursday: Case Study Paper First Draft Due

Week 5 (February 11-13): Collective Action, Bargaining and Civil War

1. Stephan, Maria J. and Chenoweth, Erica. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33(1): 7-44.
2. Walters, Barbara F. 2009. "Bargaining Failures and Civil War." *Annual Review of Political Science* 12: 243-261.

Week 6 (February 18-20): Terrorism and Civil War

1. Belgioioso, Margherita. 2018. "Going Underground: Resort to Terrorism in Mass Mobilization Dissident Campaigns." *Journal of Peace Research* 55(5): 641-655.
2. Sara M T Polo and Kristian Skrede Gleditsch. 2016. "Twisting Arms and Sending Messages: Terrorist Tactics in Civil War." *Journal of Peace Research* 53(6): 815-829.

Week 7 (February 25-27): Political Violence and Civil War

1. Valentino, Benjamin A. "Why We Kill: The Political Science of Political Violence Against Civilians." *Annual Review of Political Science* 17 (2014): 89-103.
2. Davenport, Christian. 2007. "State Repression and Political Order." *Annual Review of Political Science* 10: 1-23.

Week 8 (March 03-05): Catch-up, Review and First Exam

Thursday: In Class Exam 1

Week 9 (March 10-12): International Relations and Civil War

1. Forsberg, Erika. 2016. "Transnational Dimensions of Civil Wars: Clustering, Contagion and Connectedness." In David T. Mason and Sara McLaughlin Mitchell. *What Do We Know About Civil Wars?* Rowman & Littlefield. Chapter 5.
2. Gleditsch, Kristian Skrede. 2009. "Transnational Dimensions of Civil War." *Journal of Peace Research* 44(3): 293-309.

Week 10 (March 17-19): No Classes

Spring Break

Week 11 (March 24-26): Case Studies in Civil War

1. Lynch, Marc. 2016. "Syria's Uprising." *The New Arab Wars: Uprisings and Anarchy in the Middle East*. PublicAffairs. Chapter 4.
2. Gourevitch, Philip. 1995. "After the Genocide." *The New Yorker*. Available at: <https://www.newyorker.com/magazine/1995/12/18/after-the-genocide>.

Tuesday: In class film

Thursday: In class film

Thursday: Case Study Paper Final Draft Due

Week 12 (March 31-April 02): Peacekeeping and Conflict Resolution

1. Cordell, Rebecca, Thorin M. Wright and Paul F. Diehl. 2019. "Extant Commitment, Risk and UN Peacekeeping Authorization." Working Paper.
2. Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48: 269-292.

Week 13 (April 07-09): Gender and Civil War

1. Melander, Erik. 2016. "Gender and Civil Wars" In David T. Mason and Sara Mclaughlin Mitchell. *What Do We Know About Civil Wars?* Rowman & Littlefield. Chapter 14.
2. Cohen, Dara Kay. 2013. "Explaining Rape during Civil War: Cross-National Evidence (1980-2009)." *American Political Science Review* 107(3): 461-477.

Week 14 (April 14-16): Contemporary Issues in Civil War and Conflict Resolution

1. Cunningham, David E., Kristian Skrede Gleditsch and Idean Salehyan. 2016. "Trends in Civil War Data: Geography, Organizations and Events." In David T. Mason and Sara Mclaughlin Mitchell. *What Do We Know About Civil Wars?* Rowman & Littlefield. Chapter 15.
2. Smith, Benjamin. 2016. "Exploring the Resource-Civil War Nexus." In David T. Mason and Sara Mclaughlin Mitchell. *What Do We Know About Civil Wars?* Rowman & Littlefield. Chapter 13.

Week 15 (April 21-23): The Future of Civil War and Conflict Resolution

1. Hendrix, Cullen, Scott Gates and Halvard Buhaug. 2016. "Environment and Conflict. In David T. Mason and Sara Mclaughlin Mitchell. *What Do We Know About Civil Wars?* Rowman & Littlefield. Chapter 14.
2. Salehyan, Idean. 2014. "Forced Migration as a Cause and Consequence of Civil War. In Edward Newman and Karl DeRouen Jr. *Routledge Handbook of Civil Wars*. Chapter 21.

Week 16 (April 28-30): Catch-up, Review and Second Exam

Thursday: In Class Exam 2

Grading Policy

Assignments

Attendance and Participation (15% of your grade): Students will be evaluated on 1) attendance 2) contributions to class discussions 3) in class group exercises.

Weekly Reading Quizzes (15% of your grade): Once a week there will be a quiz on eLearning designed to assess your comprehension of the weekly readings. **Due every Monday before class.**

Case Study Paper (30% of your grade): 7 pages (12-point font, 1-inch margin, double spaced). Write a research paper that applies the theories explored in the course to a civil war. In the paper you should describe 1) Why you chose this civil war 2) the history of the civil war 3) the causes of the civil war. Students should discuss their case selection with the Professor at least two weeks prior to the due date for this assignment.

First draft due: February 06.

Final draft due: March 26.

First Exam (20% of your grade): The first exam will cover material in the first half of the semester. The exam will contain multiple choice questions only. **In class exam: March 05.**

Second Exam (20% of your grade): The second exam will cover material in the second half of the semester. The exam will contain multiple choice questions only. **In class exam: April 30.**

Grading Scale:

A+ = 97-100%

A = 94-96%

A- = 90-93%

B+ = 87-89%

B = 84-86%
B- = 80-83%
C+ = 77-79%
C = 74-76%
C- = 70-73%
D+ = 67-69%
D = 64-66%
D- = 60-63%
F = 0-59%

Course & Instructor Policies

Attendance and Participation: Regular attendance and participation in class is essential to your success in this course and will be considered in the calculation of your final grade. Students are expected to arrive in class before the start of the class period. Students who arrive late will only be able to achieve a maximum grade of 50% for their attendance that day. Student participation will be assessed on the quantity and quality of contributions to class discussions and class group exercises. Excused absences are limited to religious and cultural holidays, official UTD events/business, and extreme emergency or serious illness.

Late assignments and missed exams: Written assignments are due on the date assigned, in the form specified. Students who submit their assignments late will only be able to achieve a maximum grade of 50% for their assignment. The Professor reserves the right to make exceptions to this policy as circumstances warrant, usually only with prior approval or under instances of extreme emergency or serious illness. Appropriate documentation might be required in some cases.

Grade disputes: If you have questions or concerns regarding your grade, you must wait 48 hours after your assignment/exam has been returned to you before contacting the Teaching Assistant or Professor. You should always email the Teaching Assistant before the Professor to discuss your grade as they will have graded your assignment/exam and are in the best position to provide you with the reasons for your grade. In your email, you must provide an argument explaining why you believe your grade should be changed. If your conversation with the Teaching Assistant has not resolved the issue, you can request that I regrade the entire assignment/exam. I reserve the right to raise your grade or lower it on any part of the assignment/exam.

Academic misconduct: Students are expected to do their own assignments, and not in collaboration or consultation with others. The Professor will follow all UTD rules and processes regarding academic dishonesty including plagiarism, collusion, cheating and fabrication. For more information see:

<http://www.utdallas.edu/deanofstudents/dishonesty/>
[http://www.utdallas.edu/deanofstudents/managing.](http://www.utdallas.edu/deanofstudents/managing/)

Classroom conduct: Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated. Students who disrupt the class through private conversations with their peers will only be able to achieve a maximum grade of 50% for their participation that day. Students whose behavior is disruptive and/or threatening either to the Professor, Teaching Assistant or other students will be asked to refrain from such behavior or, in severe cases, to leave the classroom.

Technology in the classroom: Students are allowed to use laptop computers to take class notes or when instructed to do so by the Professor. All other technology must be turned off and stowed away. Students violating this rule will only be able to achieve a maximum grade of 50% for their participation that day.

If you need help: There are many issues that you might be dealing with in your college career or personal life that can prevent you from succeeding on this course. At UTD, you are not alone. There are many free resources available on campus to help support you during times of struggle, including the Student Success Center, the Student Wellness Center, and Student Counselling Center. For more information, see here: <https://www.utdallas.edu/studentaccess/campus/>.

Sexual misconduct: UTD prohibits sexual misconduct as defined in the University Policy Statement. The University will promptly discipline any individuals or organizations within its control who violate this Policy. If you or someone you know has been sexually assaulted, harassed, or been a victim of relationship violence or stalking, you can find the appropriate resources here: <http://www.utdallas.edu/oiec/title-ix/resources>. Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching associates/assistants and graduate/research assistants are required by UTD policy to report information about sexual misconduct to the UTD Title IX Coordinator. Per university policy, Sexual Misconduct Policy - UTDBP3102, faculty have been informed that they must identify the student to the UTD Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255), the, a health care provider in the Student Health Center (972-883-2747), a clergy person (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UTD Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-5202. Additional information and resources may be found at <https://www.utdallas.edu/institutional-initiatives/title-ix/resources/>.

Accommodations for persons with disabilities: It is the policy and practice of UTD to make reasonable accommodations for students with properly documented disabilities. If you are a student with a disability and believe you will need academic accommodations

for this class, you are encouraged to register with the Office of Student AccessAbility (OSA). Some aspects of the course, the assignments, the in-class activities, and the way the course is typically taught may be accommodated to facilitate your participation and progress. OSA will assist you in determining academic accommodations that are appropriate for your situation. Any information you provide is private and confidential and will be treated as such. To avoid any delay, please contact OSA as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until an OSA Letter of Accommodation has been given to the instructor. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, AD 2.224 They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Diversity in the classroom: It is the Professor's intention to create a learning environment that is intentionally inclusive and appreciative of diversity in all its forms including ethnicity, race, gender, sexual orientation, disability, age, socioeconomic status, religion and culture. Students may share their preferred names and pronouns to the class or privately to the Professor. These gender identities and expressions should be honored by the Professor, Teaching Assistant and students.

Communication:

- Email: The best way to get in touch with me outside of class and office hours is to contact me via email. I will try to respond to your email within 48 hours (excluding weekends). When you contact me or the Teaching Assistant, you should communicate professionally and avoid informal salutations and unprofessional or casual language. The appropriate salutations in emails to me are "Dr. Rebecca Cordell" or "Professor Cordell". Your email should be clear and concise and end with a signature e.g. "Yours Sincerely, Student". You should always consult the syllabus and course materials on eLearning before emailing me to see if the answer to your question can be found there. The ability to write effective emails is an important job skill that will help you to succeed in your future career.
- Office Hours: You are strongly encouraged to visit me during office hours. I am committed to answering your questions and concerns. If you would like the Professor or Teaching Assistant to provide specific feedback on your work during office hours, you should send email the relevant materials 24 hours in advance. Office hours provide an excellent opportunity for you to gain feedback on ideas for your assignments and for me to get to know you. This is especially helpful if you require a reference letter for graduate school, a professional college, or job at a later date.

Course website: The syllabus, all announcements, information on assignments, and other materials related to the course will be available on eLearning.

Off-campus Instruction and Course Activities: N/A.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

UTD Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.