

# **IR/PSC 265: Civil War and the International System**

University of Rochester  
Fall 2012  
Mondays & Wednesdays, 12:30 - 1:45 pm  
Dewey, 1101

Civil war is by far the most common form of armed conflict in the contemporary world. Internal wars, such as those in Iraq and Afghanistan, are also central to the major foreign policy debates in the United States and the United Nations. The first half of this course addresses the question of when and where civil wars occur and what their effects are domestically and internationally. The second half of the class examines external actors' role in civil war, such as financial support to governments or insurgents, armed interventions, and peacekeeping missions.

## **Instructor**

Professor Lacina  
Email: [blacina@ur.rochester.edu](mailto:blacina@ur.rochester.edu)  
Office: Harkness 320B  
Office hours: Thursdays, 9:30-11:30

## **Teaching assistant**

William Spaniel  
Email: [williamspaniel@gmail.com](mailto:williamspaniel@gmail.com)  
Office: Harkness 305  
Office hours: Tuesdays, 2:30-4:30

## Course materials

All required materials will be available through Blackboard. Lecture slides will be available on Blackboard before the start of each class.

## Evaluation

Students will take 2 in-class midterms, each worth 30% of the final grade, and a cumulative final worth 40% of the final grade.

There are no make-up exams, so please make any travel plans accordingly.

The time and location of the final will be determined by the registrar. Please note that the registrar has the prerogative to change the time or location of the final without notifying the course instructor. Therefore, you should always check the registrar's website or office for up-to-date information on the scheduling of exams.

If you are entitled to examination accommodations, please coordinate these with the Center for Excellence in Teaching and Learning in advance of the examination (see <http://www.rochester.edu/college/cetl/>). Please also be aware that CETL has changed its policies on late requests for accommodations as of January 2011. Students will not be able to obtain special examination accommodations directly from the instructor or the TA.

### Grading scale

A ( $93.0\% < x$ )

A- ( $90.0\% < x \leq 93.0\%$ )

B+ ( $87.0\% < x \leq 90.0\%$ )

B ( $84.0\% < x \leq 87.0\%$ )

B- ( $80.0\% < x \leq 84.0\%$ )

C+ ( $77.0\% < x \leq 80.0\%$ )

C ( $74.0\% < x \leq 77.0\%$ )

C- ( $70.0\% < x \leq 74.0\%$ )

Non-passing grades ( $x \leq 70.0\%$ )

### Course evaluations and extra credit

Everyone in the class will receive extra credit (an additional 3% added to their final grade—e.g., 90% to 93%) if there is at least 95% class participation in the on-line course evaluations.

# Format and grading of the midterm and final examinations

## Format

The in-class midterms will consist of two essays. The final will require three essays.

All of the essays will be *randomly chosen* from a list of questions distributed in advance of the exam. There will not be a choice of questions.

You may not bring any notes or other class materials to the exam. Any backpacks, computers, or phones that you bring to the classroom on examination day will need to be left at the front of the room.

Conduct during tests and in class is governed by the University's policies on academic honesty. See <http://www.rochester.edu/college/honesty/> for details.

## Studying for the exam

You are welcome to work with other students on preparing for the exams. There will also be in-class review sessions.

However, neither the TA nor the instructor will read over or evaluate answers or partial answers to the exam questions in advance of the test.

## Grading

The detailed grading rubric for the essays is available below. Each essay is graded out of 100 points.

## Policy on re-grades

If there is an arithmetical error in the grading of an exam, the student should approach the TA, who will correct the error. If a student wishes to challenge the grade assigned to all or part of an essay, the following steps must be taken:

1. Students must email the professor a request for a re-grade within 72 hours of the exams being returned to the class.
2. A request for a re-grade must explain which aspect(s) of the grading rubric the student believes should have been assigned a higher score. For each disputed aspect, students must justify why they should be given a higher grade given the standards in the grading rubric and cite specific materials in the readings or lectures if applicable.
3. The professor will re-grade all aspects of the essay. The student's final score on the essay may go up or down or be unchanged.

### Grading Rubric

|  | A (Above Standards)<br>100%   | B (Meets Standards)<br>90%  | C (Approaching Standards)<br>80%  | D (Below Standards)<br>70%   |
|--|---|---|---|--|
| Thesis Statement<br><i>(10 points)</i> | The thesis statement summarizes a clear and complete answer to the prompt.                        | The thesis statement summarizes an answer to the prompt but one aspect of the prompt is unclear or missing.   | The thesis statement summarizes an answer to the prompt but more than one aspect of the prompt is unclear or missing.                             | The thesis statement is missing, irrelevant, or incoherent.  |
| Completeness<br><i>(15 points)</i>     | All parts of the prompt are addressed.  | A minor part of the prompt is unaddressed or it is unclear how the author is addressing it.   | A major part of the prompt is unaddressed or it is unclear how the author is addressing it.   | Two or more major parts of the prompt are unaddressed or it is unclear how the author is addressing them.            |
| Clarity<br><i>(15 points)</i>          | Ideas are provided in a logical order that makes it easy to follow the author's train of thought. | Ideas are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.   | A few ideas are not in an expected or logical order, making the essay a little confusing.   | Many ideas are not in an expected or logical order, making the essay confusing.                                      |
| Support<br><i>(40 points)</i>          | Every point in the argument is supported with germane evidence or logic.                          | Minor points are unsupported or supported with non-germane evidence and/or flawed logic.  | A major point in the argument is unsupported or supported with non-germane evidence and/or flawed logic.  | More than one major point in the argument is unsupported or supported with non-germane evidence and/or flawed logic. |
| Course material<br><i>(20 points)</i>  | Thoroughly incorporates pertinent information from BOTH lecture and readings.                     | Incorporates a substantial amount of pertinent information from BOTH lecture and readings. However, one or two highly relevant pieces of information are missing. | Incorporates at least two pieces of pertinent information from the lecture and/or readings. However, most of the relevant information is missing. | One or fewer pieces of pertinent information from the lecture and/or readings.                                       |

# Course Schedule

## **Class 1 (9/5): Introduction to the course**

### **Unit 1: Geopolitics and the origins of civil war**

## **Class 2 (9/10): Inside civil war (24 pages)**

Collier, P. et al. (2003) *Breaking the Conflict Trap*. The World Bank and Oxford University Press. Pp. 93-97 & 100-118. (24 pages)

## **Class 3 (9/12): Background conditions for civil war (22 pages)**

Collier, P. (2000) "Doing well out of war: An economic perspective." In *Greed and Grievance: Economic Agendas in Civil War*, eds. M. R. Berdal, and D. M. Malone. Lynne Rienner.

## **Class 4 (9/17): Sanctuaries and spillovers (24 pages)**

Salehyan, I. (2009) *Rebels without Borders*. Cornell University Press. Pp. 19-26 & 35-50.

## **Class 5 (9/19): Case study of Sudan (23 pages)**

de Waal, A. (2005) "Darfur, Sudan: Prospects for peace." *African Affairs*. (9 pages)

Anderson, J.L. (2012) "A History of Violence." *New Yorker*. (14 pages)

## **Class 6 (9/24): The superpowers and civil war: The Cold War (25 pages)**

Human Security Report Project (2005) *The Human Security Report 2005*. Oxford University Press. Pp. 15-39.

## **Class 7 (9/26): The superpowers and civil war: After the Cold War (30 pages)**

Human Security Report Project (2005) *The Human Security Report 2005*. Oxford University Press. Part 5. (15 pages)

Kalyvas, S. N. and L. Balcells (2010) "International system and technologies of rebellion: How the end of the Cold War shaped internal conflict." *American Political Science Review*. (15 pages)

## **Class 8 (10/1): Review session for Midterm 1 & discussion of essay writing**

Optional. Normal class time and place.

**Midterm I (10/3): Based on classes 2-7**

**Class 9 (10/10): After the Cold War: Globalization (38 pages)**

Kaldor, M. (2006) *New and Old Wars*. Polity. Selections.

**Class 10 (10/15): After the Cold War: Ethnicity and civil war (24 pages)**

Bass, G.H. (2006) "What really causes civil war?" *The New York Times*, August 13. (2 pages)

Bakker, H. (1991) "Ayodhya: A Hindu Jerusalem." *Numen*. (22 pages)

**Class 11 (10/17): After the Cold War: Environmental scarcity (18 pages)**

Dabelko, G.D. (2009) "Environmental Security Heats Up." *ECSP Report*. (3 pages)

Goldstone, J. (2009) "Flash Points and Tipping Points: Security Implications of Global Population Changes." *ECSP Report*. (8 pages)

Raleigh C. and H. Urdal (2009) "Climate Change, Demography, Environmental Degradation, and Armed Conflict." *ECSP Report*. (7 pages)

**Unit 2: International intervention in civil war**

**Class 12 (10/22): Civil war and international crisis (28 pages)**

Gleditsch, K.S., I. Salehyan, and K. Schultz (2008) "Fighting at home, fighting abroad: How civil wars lead to international disputes." *Journal of Conflict Resolution*.

**Class 13 (10/24): One-sided intervention (24 pages)**

Lounsbury, M.O. and F. Pearson. 2009. *Civil Wars: Internal Struggles, Global Consequences*. University of Toronto Press. Pp. 83-103, 114-116.

**Class 14 (10/29): Counter-insurgency debates (20 pages)**

Killcullen, D. (2006) "Counter-insurgency redux." *Survival*.

**Class 15 (10/31): Case study of Iraq I (72 pages)**

Kilcullen, D. (2009) *The Accidental Guerrilla*. Oxford University Press. Chapter 3.

**Class 16 (11/5): Case study of Iraq II (48 pages)**

Ollivant, D.A. (2011) *Countering the New Orthodoxy: Reinterpreting Counterinsurgency in Iraq*. The New America Foundation. (14 pages)

Biddle, S., J.A. Friedman, and J.N. Shapiro. 2012. "Testing the Surge: Why Did Violence Decline in Iraq in 2007?" *International Security*. (34 pages)

**Class 17 (11/7): Case study of Afghanistan (17 pages)**

Filkins, D. "After America." *The New Yorker*.

**Class 18 (11/12): Midterm 2 Review**

Optional. Normal class time and place.

**Midterm 2 (11/14): Based on classes 9-17**

**Class 19 (11/19): Complete airing of *On Our Watch***

Optional. Normal class time and place.

**Class 20 (11/26): What is neutral intervention and how might it succeed? (57 pages)**

Walter, B. F. (1999) "Designing transitions from civil war: Demobilization, democratization, and commitments to peace." *International Security*. (29 pages)

Fortna, V.P. (2008) *Does Peacekeeping Work? Shaping Belligerents' Choices after Civil War*. Princeton University Press. Chapter 4. (28 pages)

**Class 21 (11/28): Post-Cold War peacekeeping (36 pages)**

Howard, L. M. (2008) *UN Peacekeeping in Civil Wars*. Cambridge University Press. Selections from Chapter 4.

**Class 22 (12/3): The rise and fall of UN-led humanitarian intervention**

No new reading. Begin reading for Class 23.

**Class 23 (12/5): Contemporary debates in humanitarian intervention (55 pages)**

Luttwak, E.N. (1999) "Give war a chance." *Foreign Affairs*. (9 pages)

G. Evans and M. Sahnoun (2002) "The responsibility to protect," *Foreign Affairs*. (6 pages)

Pape, R.A. (2012) “When Duty Calls: A Pragmatic Standard of Humanitarian Intervention,” *International Security*. (40 pages)

**Class 24 (12/10): Civil war and the international system after 9/11 (59 pages)**

Kilcullen, D. (2009) *The Accidental Guerrilla*. Oxford University Press. Pp. 28-38, 283-288. (17 pages)

Rubin, M. (2012) “Supporting the global campaign against terror.” American Enterprise Institute. (12 pages)

Mueller, J., and Mark G. S. 2012. “The Terrorism Delusion: America’s Overwrought Response to September 11.” *International Security* 37(1): 81–110. (30 pages)

**Class 25 (12/12): Final review session**

Optional. Normal class time and place.

**Cumulative final at time and place designated by registrar**

**Legal Disclaimer**

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.