University of Rochester
Department of Political Science
IR 233 Internal Conflict and Military Intervention
Fall 2011
Monday 2 p.m.-4:40 p.m.
Morey 525

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About this course: This course examines great power military intervention in internal conflicts since World War II. It focuses on great power intervention because of its policy relevance in an era when the United States considers non-state actors such as insurgents and the terrorists who mingle with them, along with the so-called ungoverned spaces that sometimes shelter them, to pose its most immediate national security threat. The larger theoretical relevance involves the uses and limitations of military force for states attempting to change the behavior of other states and non-state actors. The course also explores pressing policy questions: Under what conditions can states hope to effectively intervene militarily in internal conflicts, and what tools are available to do so? Understanding what policy options are available for interveners and understanding determinants of success and failure is important to states attempting to assure their own security and to states and international organizations hoping to prevent or end bloodshed within conflict-ridden states.

Educational goals: Build students’ analytical abilities; develop students’ ability to present a logically consistent argument that accords with the available evidence; to find and use evidence effectively; to analyze others’ use of evidence and logic; to analyze world events and state policies through a social science lens; to increase students’ understanding of states’ foreign policy choices in order to build their ability to act as responsible and informed citizens; to increase their ability to assess certain types of potential national security threats and to understand the tools available to meet these threats.

Course requirements: Students are expected to have read and considered the material prior to the class for which it is assigned, and be prepared to discuss it in class. Students are expected to attend all classes. No late assignments will be accepted without documentation of a medical or personal emergency. Throughout the course, students are required to develop and submit a series of assignments that culminate in a final paper. Details are below.

Academic Integrity: Be familiar with the University's policies on academic integrity and disciplinary action (http://www.rochester.edu/living/urhere/handbook/discipline2.html#XII). Violators of University regulations on academic integrity will be dealt with severely, which means
that your grade will suffer and I will forward your case to the Chair of the College Board on Academic Honesty.

**Books Suggested for Purchase**


*All other material is available online, either on Blackboard or in the public realm. Assigned books will be on reserve in the library. Scholarly articles are also available through the library's online resources.*

**Course Requirements**

1. **Twenty-page final paper**: Write a clear, succinct, focused comparative analysis of the outcome of two post-WWII interventions into internal conflicts. What was the internal problem, what was the external threat, what response was chosen, by whom, why, what was the outcome, and how well did it match the interveners’(‘s) goals. Strength of argument, relevance of evidence, clarity and precision of expression, grammar, punctuation, and proper formatting count.
   Included:
   a) **Prospectus with initial bibliography** (15% of final grade): Does the prospectus include an answerable research question? Does it explain why the question matters? Does it include the steps to be taken to complete the project? Is the project one that can be accomplished in 20 pages and 14 weeks? Does the bibliography show that the student has identified at least 10 key sources to begin with? **Due September 26 in class.**
   b) **Outline with annotated bibliography** (15% of final grade): Does the outline clearly indicate the student’s research question and preliminary answer based on early research? Is the argument clear and logical? Are key terms clearly and succinctly defined? Does the evidence gathered so far pertain to the research question? Does the annotated bibliography show that the student has noted the main points about each entry? **Due October 31 in class.**
c) **Presentation on findings** (15% of final grade): Does the student make his/her research question, answer, argument, and evidence clear? Is the argument logical? Is there additional evidence that would support or challenge his/her thesis?

**Presentations on November 28 and December 5.** I will distribute a sign-up sheet early in the term.

d) **Final version of paper** (40% of final grade): Due December 17 by email by 5 p.m.

   a) Methodology: pay attention to definitions, scope of theories and types of conflicts
   b) Theoretical analysis: use theories from class to understand and analyze cases
   c) Empirical analysis: use empirical evidence to understand and analyze actors' policy choices
   d) Policy analysis: lay out and consider interests and costs for key actors, discuss how these drive choices
   e) Style and formatting: Clear writing, correct grammar, syntax, and spelling, accurately typed and proofread, standard formatting
   f) Logically coherent argument
   g) Effective presentation of evidence, with attention to any limitations in what claims the evidence will bear

2. **Class participation** (15% of final grade). Are comments based in familiarity with the class material? Are they focused on the topic at hand? Are they civil and constructive?

   We will discuss how to read scholarly work, research and write essays, do presentations, and conduct interviews. Feel free to discuss your thoughts and class material with others, but you will be graded solely on the work you present.

   The Department of Political Science reference librarian, Ann Marshall, is available to students. Contact her at amarshall@library.rochester.edu.

   **Course Outline**

I. **The Problem**
   Internal conflict/weak states/failed states

II. **Causation**
   a. Material, nonmaterial, systemic
   b. Why causation matters: diagnosis and prescription

II. **So What?**
   a. Internal costs: human, economic, and environmental
   b. External threats: spread of conflict, refugee flows, terrorist havens, criminal states and networks

III. **Intervention as the Solution**
   a. Neo-trusteeship, shared sovereignty
   b. Humanitarian intervention
   c. Peacemaking and peacekeeping
   d. Counterinsurgency
   e. State building
IV. Case Studies

Kosovo
Dhofar, Oman
El Salvador
Iraq
Afghanistan

V. Student presentations

Students present findings to date on their papers and comment on the findings of others.

VI. Final class

What do we know?
What do we need to know?
What are the uses and limits of the military as a tool of foreign policy?

Class Schedule

I may modify or update this schedule and the readings pending developments.
We will start each class with student summaries of the assigned material. Be ready!

Introduction

What is the problem?

Internal conflict/revolution/rebellion/civil war/insurgency/state failure/weak states/rogue states

Class 1 Monday, September 12: Overview and Discussion

a) Course structure, requirements, goals, and overview of content
b) Questions
c) What do we know: What is internal conflict? Does it threaten other states?
Which ones? How? What is intervention? What is success and for whom?

For this class, read:


www.whitehouse.gov/sites/default/files/rss.../national_security_strategy.pdf

http://www.defense.gov/QDR/

Additional reading:


http://www.foreignpolicy.com/articles/2009/06/22/2009_failed_states_index_disorder_in_the_ranks


Why They Fight
Incomplete modernization, poverty, relative deprivation, repression, occupation, lack of democracy, democratization, religion, ideology ...
Why do we care about causation?

Class 2 Monday, September 19: Causes of Conflict, Why it Matters

For this class, read:


Additional reading:


Nicholas Sambanis, ‘‘Do Ethnic and Nonethnic Civil Wars Have the Same Causes?’’ *The Journal of Conflict Resolution* 45:3 (June 2001), pp/ 259-282.


**Internal Conflict as an External Threat**

- Bloodshed, pain, death, destruction of property, economic disaster, contagion, bad neighborhoods, refugees, disease, criminal networks and states, terrorist havens
- Or not.

**Class 3 Monday, September 26: The Threat and Spread of Internal Conflict**

**PROSPECTUS AND INITIAL BIBLIOGRAPHY DUE IN CLASS**

**For this class, read:**


**Additional reading:**


**International Intervention**

Obligation or Pandora’s box?

Options for intervention, and objections:
- Neo-trusteeship, shared sovereignty
- Humanitarian intervention
- Peacemaking, peacekeeping
- State building
- Counterinsurgency
- Invasion and occupation

**Class 4 Monday, October 3: The Uses and Costs of Force**

**For this class, read:**


**Additional reading:**


The Geneva Conventions of August 12, 1949. URL: http://www.icrc.org/IHL.nsf/52d68d14de6160e0c12563da005fdb1b/6756482d86146898c125641e004aa3c5?OpenDocument


United Nations Charter, Chapters VI and VII


No class Monday, October 10, holiday

Class 5 Monday, October 17: The Intervener and the Intervened


Additional reading:


**Class 6 Monday, October 24: Counterinsurgency and State-building**

**For this class, read:**


http://www.rand.org/pubs/monographs/MG557/


**Additional reading:**


Class 7 Monday, October 31: Invasion and Occupation

OUTLINE AND ANNOTATED BIBLIOGRAPHY DUE IN CLASS


CASES

Questions for all cases:
Who are the key actors within the state?
What is the type of conflict?
What is/are the cause(s) of the conflict?
What are the key actors’ interests and goals?
What constraints do they face?
What are their strategies, and do they change?
Who are the key actors outside the state?
What are their interests and goals?
What constraints do they face?
What are their strategies, and do they change?
What is the outcome of the conflict and of the intervention?
How close did it come to meeting the goals of the key actors within the state and the key external actors?

Class 8, Monday, November 7: Dhofar, Oman

For this class, read:


Additional reading:


**Class 9 Monday, November 14: Kosovo**

For this class, read:


**Additional reading:**


Adam Roberts, “NATO’s ‘Humanitarian War’ Over Kosovo,” *Survival* 41:3 (Autumn 1999), 102-123.


**Class 10 Monday, November 21: El Salvador**

For this class, read:


**Additional reading:**


**Class 11 Monday, November 28 Afghanistan and Iraq* 


*Readings may be updated with developments

**Additional reading:


The Associated Press, ‘‘Text of President Bush’s Address to the Nation Monday,’’ October 7, 2002.


U.S. State Department, Federal Information and News Dispatch, Inc., ‘’Haass: U.S. Has Responsibility to Promote Democracy in Muslim World; State's Haass says U.S. will be more actively engaged in effort,’’ December 4, 2002.


*The Guardian* (London), ‘’What would you do?: You don’t want war. But how do we stop Saddam doing this again?: In recent weeks, it has become the hawks favorite riposte to mounting anti-war sentiment. But should critics of military action have to answer it? And, if so, can they offer any real alternative? We asked 30 high-profile opponents of the war to tackle the question,’’ February 27, 2003.


**Student presentations**

Each student will have 10 minutes to present his/her findings to date on their final paper. A discussant will have 3 minutes to comment on the findings, then the class will discuss the student’s project. The goal is to help students hone their presentation skills, their verbal clarity, their ability to present a focused argument, and to follow a verbal argument to analyze its logic and evidence. The goal is also to help students identify strengths and weaknesses in their projects and further develop their work for their final paper.

Presentation is 15% of final class grade. Discussion and comments as discussant are included in the 15% of students’ final class grade that is based on class participation.

**Class 12 Monday, December 5: Presentations**

**Class 13 Monday, December 12: Presentations**

**Class 14 Monday, December 12: Where Are We?**

What do we know? What don’t we know? How can we find out? What can states do with the military as a foreign policy tool? What should they do? How?

**FINAL PAPERS DUE ON SATURDAY, DECEMBER 17, 5 P.M. BY EMAIL**