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. Students are expected to lead class discussions and provide useful feedback on others' work. Assignments turned in late without documented evidence of an emergency will be dropped one full grade for every day they are late, starting on the day the assignment is due. The assignments are discussed in more detail below.
Should I make any changes in the syllabus or assignments, I will notify students through the Blackboard system. Students should feel free to email or meet with me to discuss class material and assignments.

**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.

**Additional Resources:** I encourage students to use the university's resources. The Writing Center, other tutoring, and the Department of Political Science librarian are all here to work with you. Note that the Writing Center apparently requires a professor's approval to work on a class assignment with you, so plan ahead.

The Office of the Dean, through the Center for Excellence in Teaching and Learning and the College Center for Academic Support, provides tutoring. Students wanting information may go to CCAS in Lattimore 312, 275-2354.

The College Writing Program offers tutoring on written assignments. http://writing.rochester.edu/help/index.html

Valuable information on research and writing is at http://www.lib.rochester.edu/index.cfm?page=3869&this_pageID=59. Resources also appear on a page within the Blackboard course.

The Department of Political Science reference librarian, Ann Marshall, is a terrific resource. Contact her at amarshall@library.rochester.edu.

**Books Suggested for Purchase**


Hazelton Internal Conflict and Military Intervention Spring 2013


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 available through the library's online resources.

**Course Requirements**

In this class you will write a research paper based on scholarly theories, arguments, and evidence from within and outside class. It requires you to conduct your own research (the department librarian and I are happy to consult with you), to plan ahead, to present your work in progress in order to strengthen it with further revisions, to write and rewrite your work incorporating feedback as well as the knowledge and understanding you gain throughout the term, and to produce a thoughtful, polished final paper. It is a lot of work. Do not take these assignments lightly and do start early. There are hard deadlines throughout the semester and your final grade will suffer if you miss them.

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.

Your written work must be succinct, well written, and clearly focused. You must make a clear, logical, strong argument and support it with directly relevant evidence. You must draw on scholarly theories from class and outside it. You must include empirical research that goes beyond class material. You must use a standard citation format. You must use correct spelling, grammar, syntax, and word choice. Clarity and precision of expression count. Accuracy of theories and evidence counts. You must format your work properly. No fiddling with margins or font size; use the standard settings. Pay attention to the scope of theories and the definitions used. If you cite Wikipedia, you will receive a failing grade on the assignment. There are many differences between formal writing, on the one hand, and informal spoken and online-style speech, on the other. I expect you to use formal writing and speech in your papers and presentations.

Assignments culminating in the final paper are:

a) **Prospectus** (12% of final grade): Five paragraphs. What is your topic? Why do we care about this topic? What is the conventional wisdom on this topic? Why do you think the conventional wisdom is wrong? What is your research question and how will you go about answering it? In addition, it must be clear that the project
is one you can accomplish in 20 pages and 14 weeks. DUE FEBRUARY 25 in my email inbox by start of class.

Presentations February 13, 18, 20, 22

b) Outline (12% of final grade): This outline shows the structure of your paper and the argument and evidence you plan to present. The outline should clearly indicate your research question and preliminary answer based on initial research. Your argument should be clear and logical. Key terms should be clearly and succinctly defined. The evidence presented should pertain directly to the research question. DUE MARCH 8 in my email inbox by start of class.

c) Literature review (12% of course grade): The literature review summarizes what we know now about your topic and identifies gaps in our knowledge that your research will fill. What are the key arguments and dominant viewpoints in the scholarly literature today? Van Evera discusses the literature review in greater detail. DUE MARCH 22 in my email inbox by start of class.

d) Argument (12% of course grade): This document is a draft of the main body of your paper, the meat of it. It includes your argument and evidence. It does not include the introduction, literature review, or conclusion. DUE APRIL 15 in my email inbox by start of class.

Presentations April 1, April 8, April 10, April 12

e) Final, polished draft of 20-page paper (32% of course grade): This is the complete, polished, professional looking final draft of your paper, with every element rewritten to reflect the feedback you have received over the course of the term. FINAL PAPER DUE 9 a.m., Monday, May 6, in my inbox.

Presentations April 22, April 24, April 26, April 29

For your papers:

i) Methodology: pay attention to definitions, scope of theories and types of conflicts
ii) Theoretical analysis: use theories from class to understand and analyze cases
iii) Empirical analysis: use empirical evidence to understand and analyze actors' policy choices
iv) Policy analysis: lay out and consider interests and costs for key actors, discuss how these drive choices
v) Style and formatting: Clear writing, correct grammar, syntax, and spelling, accurately typed and proofread, standard formatting
vi) Logically coherent argument
vii) Effective presentation of evidence, with attention to any limitations in what claims the evidence will bear
2. Class participation, including constructive comments on others' work, and presentations on your prospectus, argument, and final paper (20% of course grade).

Make sure your comments and questions in discussions are based on familiarity with the class material, are focused on the topic at hand, and are civil and constructive. I will let you know what your preliminary, informal participation grade is about halfway through the term.

There are no lectures in this class. You are responsible for making sure you understand the material and asking questions to help you do so, and for leading class discussions. At the beginning of each class, students will be called on to begin the discussion of the readings, including their assessment of it and their elicitation of other students' analyses of the work. Students will be called on at random throughout class sessions; so come prepared. Class participation includes questions, comments, and analysis, but no opinions, based on the course reading. You are also expected to provide kind, thoughtful, constructive feedback to your classmates on their work in the discussions that follow presentations. Assessing others' work will improve your own.

Each presentation will be a well-planned, well-organized, succinct discussion of the project element you are focusing on. The point of asking you to present on your work as you develop it is to give you the opportunity to hone your verbal presentation skills, your verbal clarity, your ability to make and present a focused argument, and your to follow a verbal argument to analyze its logic and evidence. The presentations will also help you identify strengths and weaknesses in your projects as you go along and further develop your work for your final draft.

In analyzing class material and your colleagues' work, there are many questions you may ask and there are a variety of ways in which to lead the discussion. What is the author’s topic? Argument? Evidence? What are the author’s assumptions? Does the evidence match the theoretical argument? Is the argument logically consistent? What is the author’s critique of the conventional wisdom, i.e., what is the author’s contribution to knowledge? What is the scope of the author’s theory or argument? Are there counter-arguments to that posed by the author? What did you not understand in the material? What is new to you in the material? How does it fit together with or challenge other material we are reading?

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

Written assignments are due to me by email by the due date and time. Remember to put your name on your work.

Course Outline

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

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

Hazelton Internal Conflict and Military Intervention Spring 2013
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 military intervention
   c. Peacemaking and peacekeeping
   d. Counterinsurgency
   e. State building
   f. Invasion and occupation

IV. Case Studies
   a. Kosovo
   b. Dhofar, Oman
   c. El Salvador
   d. Iraq
   e. Afghanistan

V. Final class
   a. What do we know?
   b. What do we need to know?
   c. How can we try to find out?

Class Schedule

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

Introduction
What is the problem?
Internal conflict/revolution/rebellion/civil war/insurgency/state failure/weak states/rogue states

Wednesday, January 16: 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:


Friday, January 18: Overview and Discussion


Additional reading:


Why They Fight
Incomplete modernization, poverty, relative deprivation, repression, occupation, lack of democracy, democratization, religion, ideology ...

Why do we care about causation?

Monday, January 21 NO CLASSES

Wednesday, January 23: Causes of Conflict, Why it Matters

Hazelton Internal Conflict and Military Intervention Spring 2013
For this class, read:


**Friday, January 25: Causes of Conflict, Why it Matters**


**Monday, January 28: Causes of Conflict, Why it Matters**


**Additional reading:**


Vo Nguyen Giap, People’s War People’s Army (Hanoi: Foreign Languages Publishing House, 1961).


Osama bin Laden, Messages to the World: The Statements of Osama bin Laden (New York: Verson, 2005), Bruce Lawrence, ed.


**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.

**Wednesday, January 30: The Threat and Spread of Internal Conflict**


**Friday, February 1: The Threat and Spread of Internal Conflict**


**Additional reading:**


**International Intervention**

Obligation or Pandora’s box?
Options for intervention, and objections:
   Neo-trusteeship, shared sovereignty
   Humanitarian military intervention
Monday, February 4: The Uses and Costs of Force


Wednesday, February 6: The Uses and Costs of Force


Friday, February 8: The Uses and Costs of Force


Additional reading:


*The Geneva Conventions of August 12, 1949. URL:*
http://www.icrc.org/ihl.nsf/52d68d141de6160e0c12563da005fd1b/6756482d86146898c125641e004a3c5?OpenDocument

*Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II), 8 June 1977 in Adam Roberts and Richard Guelff, Documents on the Laws of War (London: Oxford University Press, 2000).*

United Nations Charter, Chapters VI and VII

Medill National Security Zone, "Laws of War 101."
http://nationalsecurityzone.org/site/101-law-of-war-intro/


**Monday, February 11: The Uses and Costs of Force**


**Wednesday, February 13: PROSPECTUS PRESENTATIONS**

**Friday, February 15: NO CLASS**

**Monday, February 18: PROSPECTUS PRESENTATIONS**

**Wednesday, February 20: PROSPECTUS PRESENTATIONS**

**Friday, February 22, PROSPECTUS PRESENTATIONS**

**Monday, February 25: The Uses and Costs of Force**

**PROSPECTUSES DUE IN MY INBOX BY START OF CLASS**


**Wednesday, February 27: Intervener and the Intervened**


**Friday, March 1: Intervener and Intervened**


**Monday, March 4: Intervener and Intervened**


**Additional reading:**


**Wednesday, March 6: Counterinsurgency and State-building**


**Friday, March 8: Counterinsurgency and State-building**

OUTLINES DUE BY START OF CLASS IN MY INBOX

Paul Dixon, “‘Hearts and Minds?’ British Counterinsurgency Strategy from Malaya to Iraq,” *Journal of Strategic Studies* 32:3 (June 2009), pp. 353-381


**Additional reading:**


**Monday, March 11-Friday, March 15 NO CLASSES**

**Monday, March 18: Invasion and Occupation**


**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?

**Wednesday, March 20: Dhofar, Oman**


**Additional reading:**


**Friday, March 22: Kosovo**

**LITERATURE REVIEW DUE IN MY INBOX BY START OF CLASS**


**Monday, March 25: Kosovo**


**Additional reading:**


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


**Wednesday, March 27: El Salvador**

Friday, March 29: El Salvador


**Additional reading:**


Monday, April 1: ARGUMENT PRESENTATIONS

Wednesday, April 3 NO CLASS

Friday, April 5 NO CLASS

Monday, April 8: ARGUMENT PRESENTATIONS

Wednesday, April 10: ARGUMENT PRESENTATIONS

Friday, April 12: ARGUMENT PRESENTATIONS

Monday, April 15: Iraq*

ARGUMENT DUE BY START OF CLASS IN MY INBOX


Wednesday, April 17: Iraq*


**Friday, April 19: Afghanistan***


*Readings may be updated with developments

**Additional reading:**


Andrew J. Bacevich, “No Exit: America Has an Impressive Record of Starting Wars but a Dismal One of Ending Them Well,” The American Conservative, February 1, 2010.


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 thehawks 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.


Monday, April 22: FINAL PRESENTATIONS

Wednesday, April 24: FINAL PRESENTATIONS

Friday, April 26: FINAL PRESENTATIONS

Monday, April 29: FINAL PRESENTATIONS

Wednesday, May 1: Where are we? What have we learned? What can intervention achieve? Under what conditions? What don't we know? How can we try to find out?

FINAL PAPER DUE 9 a.m., Monday, May 6, in my inbox.