

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

University of Rochester  
Fall 2011  
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**

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## **Teaching assistants**

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## 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 Learning Assistance Services in advance of the examination (see <http://www.rochester.edu/college/las/>). Please also be aware that LAS 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 TAs.

### 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% participation in the on-line course evaluations.

### 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 ( $x \leq 70.0\%$ )

# **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 drawn 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(s) 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 and will be assessed in terms of the quality of the thesis statement; overall clarity; completeness; support for the student's position; and the evidence and examples given.

## **Policy on re-grades**

If there is an arithmetical error in the grading of an exam, the student should approach the TAs, 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 (see below) 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) 100%	B (Meets Standards) 90%	C (Approaching Standards) 80%	D (Below Standards) 70%
Thesis Statement <i>(10 points)</i>	The thesis statement clearly summarizes a relevant and complete answer to the prompt.	The thesis statement summarizes a relevant answer to the prompt but is somewhat unclear and/or misses an aspect of the prompt.	The thesis statement summarizes a relevant answer to the prompt but is very unclear and/or misses 2 or more aspects of the prompt.	The thesis statement is missing, irrelevant, or incoherent.
Clarity <i>(20 points)</i>	Arguments and support are provided in a logical order that makes it easy to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the supporting details or arguments are not in an expected or logical order, making the essay confusing.	Many of the supporting details or arguments are not in an expected or logical order, making the essay very confusing.
Completeness <i>(20 points)</i>	All parts of the prompt are answered in a coherent and complete manner.	A secondary part of the prompt is not addressed coherently and/or thoroughly.	A central part of the prompt is not addressed coherently and/or thoroughly.	The essay is only tangentially related to the prompt and/or entirely incoherent.
Support for position <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.
Evidence and examples <i>(30 points)</i>	All of the evidence and examples are accurate, specific, and relevant. Convincing explanations show how each piece of evidence or example supports the author's position.	Most of the evidence and examples are accurate, specific, and relevant and accompanied by a convincing explanation of how they support the author's position.	At least one piece of evidence or example is accurate, specific, and relevant and accompanied by a convincing explanation of how it supports the author's position.	Evidence and examples are inaccurate, vague and/or irrelevant and/or are not explained.

# Course Schedule

## **Class 1 (8/31): Introduction to the course**

### **Unit 1: Patterns in civil war, 1945-2010**

## **Class 2 (9/7): Trends in civil war, 1945-1989 (25 pages)**

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

## **Class 3 (9/12): Trends in civil war, 1990-2010 (15 pages)**

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

## **Class 4 (9/14): Inside civil war (39 pages)**

Collier, P. et al. (2003) *Breaking the Conflict Trap*. The World Bank and Oxford University Press. Pp. 93-97 & 100-118. (24 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 5 (9/19): Mass killing and civil war**

Guest lecturer: Cara Jones, Fellow of the University of Rochester

Reading TBA

## **Class 6 (9/21): Sanctuaries and spillovers (24 pages)**

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

## **Class 7 (9/26): Case study of Darfur, Sudan (9 pages)**

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

**Class 8 (9/28): Civil war and interstate conflict (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 9 (10/3): Review session for Midterm 1 & discussion of essay writing**

Optional. Normal class time and place.

**Midterm I (10/5): Based on classes 2-8**

**Unit 2: Causes of civil war**

**Class 10 (10/12): 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 11 (10/17): Bargaining theories of civil war (18 pages)**

Walter, B. (2009) "Bargaining failures and civil war." *Annual Review of Political Science*.

**Class 12 (10/19): Commitment problems and civil war (30 pages)**

Weingast, B.R. (1998) "Political stability and civil war: Institutions, commitment, and American democracy." In *Analytic Narratives*, eds. Bates, R.H. et al. Princeton University Press. Selections.

**Unit 3: International interventions**

**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 (10/26): Problems of overseas counterinsurgency (26 pages)**

Mack, A. (1975) "Why big nations lose small wars." *World Politics*.

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

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

**Class 16 (11/2): Counter-insurgency debates**

Reading TBA

**Class 17 (11/7): Case study of Afghanistan (34 pages)**

Caldwell, D. (2011) *Vortex of Conflict: US Policy toward Afghanistan, Pakistan, and Iraq*. Stanford University Press. Pp. 30-52, 82-90, 172-173.

**Class 18 (11/9): Midterm 2 Review**

Optional. Normal class time and place.

**Midterm 2 (11/14): Based on classes 10-17**

**Class 19 (11/16): Introduction to neutral intervention (11 pages)**

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

**Class 20 (11/21): Theories of peacekeeping (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 (11/23): Post-Cold War peacekeeping (36 pages)**

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

**Class 22 (11/28): The rise of coercive peacekeeping (49 pages)**

Howard, L. M. (2008) *UN Peacekeeping in Civil Wars*. Cambridge University Press. Chapter 5.

**Class 23 (11/30): Case study of Bosnia-Herzegovina (23 pages)**

Secretary General of the United Nations (1999) *The Fall of Srebrenica: Report of the Secretary-General Pursuant to General Assembly Resolution 53/35*. Selections.



**Class 24 (12/5): Peacekeeping retrenchment (15 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)

**Class 25 (12/7): Civil war and the international system after 9/11 (33 pages)**

Mallaby, S. (2002) "The reluctant imperialist: Terrorism, failed states, and the case for American empire." *Foreign Affairs*. (4 pages)

Kilcullen, D. (2009) *The Accidental Guerrilla*. Oxford University Press. Pp. 28-38, 272-289. (29 pages)

**Class 26 (12/12): Case study of Libya**

Reading TBA

**Class 27 (12/14): 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.