Dr. Aaron Gold   **Spring 2018**
Office hours: MWF 1300-1350   Section 2: TR 1425-1540
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Description
This course examines the causes, dynamics, outcomes, and effects of civil war, the most common type of political violence in the international system today. The goal is to ground cadets in a theoretical as well as substantive understanding of the actors and processes in order to develop more effective policy outcomes. In the first section, we explore the rational choice, inequality, resource, ethnic and other causes of civil war. The second section investigates civil war dynamics, including rebel recruitment and cohesion, third party intervention, patterns of violence, and the strategies actors' use. Lastly, the third section studies the ways civil wars end and the post-conflict environment. Topics for this section include mediation efforts, conflict recurrence, peace agreement design, peacekeeping, and post-war institution-building.

Required Texts
None

Classroom Policies
No tobacco products, food, beverages (except water in a closed container), or gum are allowed. Profanity and racial or gender slurs will not be tolerated. Use of cell phones or smart phones or other electronic devices for non-course-related communication during class is prohibited. Late submission results in ten points per day. Qualified cadets are permitted to take 3.2 cuts with the prior approval of the instructor.

Disabilities and Accommodations
VMI abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which mandate reasonable accommodations are provided for all cadets with documented disabilities. If you have a registered disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disabilities Services, the designated office on Post to provide services for cadets with disabilities. The office is located on the 2nd floor of the VMI Health Center. Please call or stop by the office of LTC Jones, Director of Disabilities Services, for more information, 464-7667 or jonessl10@vmi.edu.

Grading
The requirements for this course include a participation grade (20%), two data presentations (20%), and policy memo research project (60%)

Participation: 20%
Cadets are expected to attend every class period on time, having read the material and ready to make reasonable contributions to the day's topic. This is not a lecture class. It is taught from the level of an introductory graduate seminar, which means cadets are expected to analyze, critique, and discuss the author's work in class with the goal of assessing whether it contributes to our understanding of intrastate war. For each reading, one cadet will start the discussion with his or her critique.

Two Data Presentations: 20%
Cadets will give a short five to ten minute presentation on two data sources. These presentations should help you identify data sources to use for your poster. Each data source (almost always) comes with two things, a codebook and a corresponding journal article. Cadets are required to read the codebook and/or journal article, and summarize the data. Some questions to answer:

- Topic the data covers (e.g., civil war events, external support, peace agreements)
- Unit of analysis (e.g., monadic, directed dyad, nondirected dyad, triadic)
- Time period, spatial/geographic locations covered
- Names and definitions of key variables
- Hypotheses the data can answer, why it is important, how it differs from other data sources; limitations
- New information gathered from this data source

The following data sources are:

1. The Armed Conflict Location and Event Data Project (ACLED)
2. Correlates of War (COW) Intra-State War Data
3. UCDP/PRIO Armed Conflict Dataset, v18.1
4. UCDP Georeferenced Event Dataset (GED), v18.1
5. Non-State Actors (NSA) in Armed Conflict Dataset (ACD) (Cunningham, Gledistch, and Salehyan)
6. UCDP External Support Dataset
7. Nonstate Armed Groups (NSA) Dataset (San-Akca)
8. The Global Terrorism Database (GTD)
9. International Terrorism: Attributes of Terrorism Events (ITERATE) Data
10. Enders et al. Decomposition of GTD and ITERATE
11. Minorities at Risk (MAR) Data
12. Minorities at Risk Organizational Behavior (MAROB) Data
13. Ethnic Power Relations (EPR) Data
14. Civil War Mediation (CWM) Dataset
15. Third Party Interventions in Civil Conflict Dataset (Regan et al.)
16. UCDP Managing Intrastate Conflict (MIC) Dataset
17. UCDP Conflict Termination Dataset

18. UCDP Peace Agreement Dataset
19. Peace Accords Matrix Project
20. Resources in Conflict Project (Walsh et al.)
21. Social Conflict Analysis Database (SCAD)
22. The Sexual Violence and Armed Conflict (SVAC) Dataset
23. The Nonviolent and Violent Campaigns and Outcomes (NAVCO) Data Project
24. PRIO-GRID

Poster and Presentation: 60%
There is no midterm or final exam in this class. In its place cadets will make a professional academic poster and give a 15-minute presentation on any aspect involving civil war (e.g., onset, participation, mobilization, resolution, effects). This project should be treated as a research project that will be presented to a public official. The poster and presentations will be due on the last days of class that you are assigned to present. Due dates:

- Proposal topic (5 points): Due on 2/7 at 2359 via Canvas
- Draft of your graphs (10 points): Due on 2/28 at 2359 via Canvas
- Two-page double spaced summary (15 points): Due on 3/14 at 2359 via Canvas
- Poster (50 points): Due on your assigned day in class (4/25, 4/30, or 5/2)
- Presentation (20 points): Due on your assigned day in class (4/25, 4/30, or 5/2)

Requirements for the poster are:

- **Description.** Describe your topic thoroughly. You have wide latitude to pick a topic of your choosing and as so a lot of discretion about identifying what is important about it. My goal is for you to use this project to establish some specific descriptive expertise. This is not necessarily a theoretical exercise where you are required to make an argument that X has some affect on Y.
- **Two different data sources to identify empirical trends.** We will use the ACLED data in class to describe empirical trends, specifically time-series and cross-tabulation graphs. You are required to use two different data sources to create what ever kind of graphic, visual, table you see fit to professionally identify information about your group, country, location, topic, etc. There are 26 data sources at your disposal via this syllabus. You can pick two from these or find your own.
- **Two findings/theories/arguments from class.** You need to use two findings/theories/arguments from class to tie to your topic. These findings can be in support or not in support of your argument. Explain why they fit or do not fit with your topic. In this assignment, you are not required to make an argument based on or not based on theory. What is important is to identify what researchers say about your topic and explain why their findings are either relevant or fall short.
- **Recommendations.** Based on your research and findings, give a set of detailed recommendations to a public official (e.g., president, cabinet secretary, IGO leader) on how to manage the conditions of your topic.
- **Sources.** Ten sources minimum outside of the class articles. No Wikipedia.

Syllabus Alteration
The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified by email and/or Canvas of any such revisions, alterations, and/or amendments.

Due Dates in One Place

1/16:	First day of class
1/23:	Last day for curriculum and course changes
2/7:	**Poster presentation topic due via Canvas at 2359**
2/28:	**Draft of your graphs due via Canvas at 2359**
3/15 (CAD)-3/24:	Spring Furlough
3/14:	**Two-page double spaced summary due via Canvas at 2359**
4/5 (CAD)-4/9:	Spring FTX
4/15-4/16:	1st Spring Reunion Weekend
4/19 (CAD)-4/22:	Easter Break
4/25:	**Poster presentations**
4/26-4/27:	2nd Spring Reunion
4/30:	**Poster presentations**
5/2:	**Poster presentations**
5/3:	Classes end
5/6:	Reading Day
5/14:	Institute Awards Ceremony
5/14:	Graduation Parade
5/15:	Commissioning Ceremony
5/15:	New Market Day Ceremony
5/16:	Commencement

Course Schedule and Reading Assignments

I. Introduction and Causes

1/17: Introduction and Review of the Syllabus
- No readings

1/22: Introduction, Conceptualization, and Measurement
- Kalyvas, Stathis N. (2001). ""New" and "Old" Civil Wars: A Valid Distinction?" *World Politics* 54(1): 99-118.

1/24: Introduction, Part Two
- Sambanis, Nicholas (2004). "What Is Civil War? Conceptual and Empirical Complexities of an Operational Definition." *The Journal of Conflict Resolution* 48(6): 814-858.

1/29: Data Analysis
- No readings
- Data: The Armed Conflict Location and Event Data Project (ACLED)
- Data: Correlates of War (COW) Intra-State War Data

1/31: Data Analysis
- No readings
- Data: UCDP/PRIO Armed Conflict Dataset, v18.1
- Data: UCDP Georeferenced Event Dataset (GED), v18.1

2/5: The State
- Fearon, James and David Laitin (2003). "Ethnicity, Insurgency, and Civil War." *American Politial Science Review* 97(1).
- Collier, Paul and Anke Hoeffler (2004). "Greed and Grievance in Civil War." *Oxford Economic Papers* 56(4): 563-595.
- Data: Non-State Actors (NSA) in Armed Conflict Dataset (ACD) (Cunningham, Gledistch, and Salehyan)
- Data: UCDP External Support Dataset

2/7: Inequality
- Boix, Carles (2008). "Economic Roots of Civil Wars and Revolutions in the Contemporary World." *World Politics.* 60(3).
- Cederman, Lars-Erik et al. (2011). "Horizontal Inequalities and Ethnonationalist Civil war: A Global Comparison." *American Political Science Review* 105(3).
- Data: Nonstate Armed Groups (NSA) Dataset (San-Akca)

2/7: Poster presentation topic due via Canvas at 2359

2/12: Ethnicity
- Fearon, James and David Laitin (2000). "Violence and the Social Construction of Ethnic Identity." *International Organization.* 54(4): 845-877
- Data: The Global Terrorism Database (GTD)
- Data: International Terrorism: Attributes of Terrorism Events (ITERATE) Data

2/14: Nationalism
- Lawrence, Adria (2010). "Triggering Nationalist Violence: Competition and Conflict in Uprisings Against Colonial Rule." *International Security* 35 (2): 88–122
- Data: Enders et al. Decomposition of GTD and ITERATE

2/19: Religion
- Capoccia et al. (2012). "When State Responses Fail: Religion and Secessionism in India 1952-2002." *Journal of Politics* 74(4): 1010-1022.
- Basedau et al. (2016). "Bad Religion? Religion, Collective Action, and the Onset of Armed Conflict in Developing Countries." *Journal of Conflict Resolution* 60(2): 226-255.
- Data: Minorities at Risk (MAR) Data

II. Participation and Civil War Dynamics

2/21: Free Riding
- Kalyvas, Stathis N. and Matthew Adam Kocher (2007). "How 'Free' Is Free Riding in Civil Wars? Violence, Insurgency, and the Collective Action Problem." *World Politics* 59(2): 177-216.
- Data: Minorities at Risk Organizational Behavior (MAROB) Data

2/26: Participation
- Humphreys, Macartan and Jeremy M. Weinstein (2008). "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52(2): 436-455.
- Data: Ethnic Power Relations (EPR) Data

2/28: Mobilization and Social Networks
- Parkinson, Sarah (2013). "Organizing rebellion: Rethinking high-risk mobilization and social networks in war." *American Political Science Review* 107(3): 418-432
- Data: Civil War Mediation (CWM) Dataset
- Data: Third Party Interventions in Civil Conflict Dataset (Regan et al.)

2/28: Draft of your graphs due via Canvas at 2359

3/5: Business and Religious Alliances
- Ahmad, Aisha (2015). "The Security Bazaar: Business Interests and Islamist Power in Civil War Somalia." *International Security* 39(3): 89–117.
- Data: UCDP Managing Intrastate Conflict (MIC) Dataset
- Data: UCDP Conflict Termination Dataset

3/7: Defection
- Oppenheim, Ben, Abbey Steele, Juan F. Vargas, and Michael Weintraub (2015). "True Believers, Deserters, and Traitors: Who Leaves Insurgent Groups and Why." *Journal of Conflict Resolution* 59: 794-823
- Data: UCDP Peace Agreement Dataset
- Data: Peace Accords Matrix Project

3/12: Female Participation
- Jakana Thomas and Kanisha Bond (2015). "Women's Participation in Violent Political Organizations." *American Political Science Review* 109(3): 488-506
- Data: Resources in Conflict Project (Walsh et al.)

3/14: Foreign Fighters
- Hegghammer, Thomas (2013). "Should I Stay or Should I Go? Explaining Variation in Western Jihadists Choice Between Domestic and Foreign Fighting." *American Political Science Review* 107(1): 1-15
- Data: Social Conflict Analysis Database (SCAD)

3/14: Two-page double spaced summary due via Canvas at 2359

3/26: Transnational Dimensions
- Gleditsch, Kristian S. (2007). "Transnational Dimensions of Civil War." *Journal of Peace Research* 44(3): 293-309.
- Holtermann, Helge (2016). "Relative Capacity and the Spread of Rebellion: Insights from Nepal." *Journal of Conflict Resolution* 60(3): 501-529.
- Data: PRIO-GRID

3/15 (CAD)-3/24: Spring Furlough

3/28: Patterns of Violence I
- Cohen, Dara Kay (2013). "Explaining Rape During Civil War: Cross-National Evidence (1980–2009)." *American Political Science Review* 107(3): 461-477.
- Data: The Sexual Violence and Armed Conflict (SVAC) Dataset
- Data: The Nonviolent and Violent Campaigns and Outcomes (NAVCO) Data Project

4/2: Patterns of Violence II
- Humphreys, Macartan and Jeremy Weinstein (2006). "Handling and Manhandling Civilians in Civil War." *American Political Science Review* 100(3): 429-447.
- Toft, Monica Duffy and Yuri Zhukov (2015). "Islamists and Nationalists: Rebel Motivation and Counterinsurgency in Russia's North Caucasus." *American Political Science Review* 109(2).

III. Civil War Outcomes

4/4: Duration and Recurrence
- Fearon, James (2004). "Why do Some Civil Wars Last so Much Longer than Others?" *Journal of Peace Research.* 41(3): 275-301.
- Prorok, Alyssa (2016). "Leader Incentives and Civil War Outcomes." *American Journal of Political Science* 60(1): 70-84.

4/11: International Intervention
- Salehyan, Idean et al. (2011). "Explaining External Support for Insurgent Groups." *International Organization* 65(4): 709-744.

4/9: FTX (No class)

4/16: Peace Agreement Design
- Mattes, Michaela and Burcu Savun (2010). "Information, Agreement Design, and the Durability of Civil War Settlements." *American Journal of Political Science* 54(2): 511-524.

4/18: Power Sharing
- Hartzell, Caroline and Matthew Hoddie. 2003. "Institutionalizing Peace: Power Sharing and Post Civil War Conflict Management." *American Journal of Political Science* 47(2): 318-332.

4/23: Integration
- Samii, Cyrus (2013). "Perils or Promise of Ethnic Integration? Evidence from a Hard Case in Burundi." *American Political Science Review* 107(3): 558-573.

4/19-4/22: Easter Furlough

4/25: Poster Presentations

4/30: Poster Presentations

5/2: Poster Presentations

WORK FOR GRADE POLICY

Development of the spirit as well as the skills of academic inquiry is central to the mission of VMI's Academic Program. As a community of scholars, posing questions and seeking answers, we invariably consult and build upon the ideas, discoveries, and products of others who have wrestled with related issues and problems before us. We are obligated ethically and in many instances legally to acknowledge the sources of all borrowed material that we use in our own work. This is the case whether we find that material in conventional resources, such as the library or cyberspace, or discover it in other places like conversations with our peers.
Academic integrity requires the full and proper documentation of any material that is not original with us. It is therefore a matter of honor. To misrepresent someone else's words, ideas, images, data, or other intellectual property as one's own is stealing, lying, and cheating all at once. Because the offense of improper or incomplete documentation is so serious, and the consequences so potentially grave, the following policies regarding work for grade have been adopted as a guide to cadets and faculty in upholding the Honor Code under which all VMI cadets live:

1) Cadets' responsibilities

"Work for grade" is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet's own work. **"Cadet's own work"** means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet's own work and ideas and the work and ideas of others is known as **plagiarism**. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words **"HELP RECEIVED"** conspicuously on the document, and he or she must then do one of two things: (1) state "none," meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one's feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court. Each cadet

bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no confusion, however, on the basic principle that it is never acceptable to submit someone else's work, written or otherwise, formally graded or not, as one's own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

2) Faculty members' responsibilities

Each academic department will publish an official statement of supplementary departmental policies regarding work for grade, titled "Departmental Statement Concerning VMI's Policies Regarding Work for Grade." Each departmental statement will include explicit policies on the following: (a) tutoring* [e.g., Writing Center, Learning Center, athletic tutors, private tutors], (b) peer collaboration*, and (c) computer aids, including calculators, translators, spelling, style, and grammar checkers. Individual course assignments that deviate from the departmental work for grade policies must be approved by the department head in advance and must be explained to cadets in writing.

No departmental or individual assignment policies may contradict or compromise the Institutional principles expressed in the Academic Regulations, particularly notions of academic integrity and the requirement to document borrowed material and help received. Each departmental statement must be approved by the Deputy Superintendent for Academics and Dean of the Faculty following review by the Academic Policy Committee of the Academic Board. A copy of the document must be filed with the Superintendent, the Deputy Superintendent for Academics and Dean of the Faculty, and the Superintendent's Representative to the Honor Court. Such a statement must be signed by the department head and must be posted in each classroom used by the department.

As an essential part of the duty of teaching and a matter of professional citizenship, faculty are expected to adhere to established work for grade policies and to communicate clearly and regularly with their cadets about the values and practices of academic honesty and integrity. Each faculty member must therefore include work for grade policies in a syllabus for every course he or she teaches. Each syllabus must include an exact transcription of the section titled "Cadets' Responsibilities" from "Work for Grade Policies" in the VMI Academic Regulations and a full statement of the established departmental policies regarding work for grade, plus any approved course-specific policies.

Furthermore, all faculty members are responsible for discussing with all of their students the details, definitions, and implications of (1) the entire section of the Academic Regulations entitled "Work for Grade Policies"; (2) the relevant sections on quotations, paraphrasing, and documentation in the current VMI- authorized handbook; and (3) the departmental and any approved course- specific policies regarding Work for Grade. This discussion must take place before any work is submitted for grade, and it should be treated with the gravity and level of

detail that it merits.

Faculty must also review the Institute policy regarding the discussion of quizzes and exams with their classes. Specifically, faculty must remind cadets that they are prohibited from discussing the contents of a quiz/exam with anyone except the professor until it is returned to them or final course grades are posted.

If a member of the faculty believes that a cadet has violated one or more of VMI's, the department's, or the instructor's work for grade policies, he or she should report the evidence to the head of the department. The department head will decide whether the collected evidence justifies referral to the Deputy Superintendent for Academics and Dean of the Faculty. If the department head decides that the evidence does not justify referral, then he or she will conclude the investigation. Otherwise, the department head will submit a written report to the Deputy Superintendent for Academics and Dean of the Faculty. The report must contain both a recommendation for action and all relevant documents, including a statement signed by the faculty member who reported the violation.

The instructor will assign a grade of "I" following a formal charge of an Honor Court academic violation in his or her course until the issue is resolved.

*Departmental policies must include a statement on whether tutors and peers may offer cadets **critical comments** on their papers. Offering **critical comments** means giving general advice on such matters as organization, thesis development, support for assertions, and patterns of errors. It does not include proofreading or editing.

Proofreading means correcting errors (e.g., in spelling, grammar, punctuation). It is the last step taken by the writer in the **editing** process. In addition to the corrections made in proofreading, **editing** includes making such changes as the addition, deletion, or reordering of paragraphs, sentences, phrases, or words. **A cadet may not have his or her work proofread or edited by someone other than the instructor. [Instructors may grant exceptions to this rule only if they have received written permission from the department head for a particular assignment.]**

Department of International Studies & Political Science
Work for Grade Policy

Work for Grade in this department is generally of the following types.

1. Written quizzes, tests, or examinations

2. Book reviews

3. Research Papers, policy memoranda, briefing papers, and discourse analysis-- identification and analysis of the critical differences in the findings and opinions of scholars on issues of interest to the discipline.

Cadets are permitted and encouraged to study with their peers to prepare for quizzes, tests and exams. However, when a cadet takes either written or oral quizzes, tests, and examinations, answers must be his/her own work without help from any other source including notes or consultation with others.

In the case of book reviews, research and other papers, as described in "2" and "3" above, research and composing of such works must be done by the cadet alone. Cadets are permitted to use spell and grammar-checking facilities.

IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments (defined above). Cadets who do so and mark "Help Received" will not receive a lower grade on an assignment. Cadets are also permitted to seek critical comments on their written work from their peers. However, proof-reading and editing (**defined above**) of a cadet's written work is not permitted.

Any exceptions to these rules, including the use of tutors, collaboration among cadets, and the use of computer style, spell and grammar checkers; must be explained in writing by the course instructor. Instructors are at liberty to stipulate exceptions only with the written approval of their department head.

If you have any questions about the application of these rules, consult your instructor. Do not leave anything to chance.

Colonel Dennis M. Foster
Professor and Head