

**POLS 300: SYMPOSIUM IN POLITICS**  
**GENOCIDE, CIVIL WAR, AND THE INTERNATIONAL SYSTEM**

Monday/Wednesday 4:30 – 5:45 pm

BSB 311

Fall 2018

**INSTRUCTOR:**

Dr. Katharine M. Floros

BSB 1170B

email: kmfloros@uic.edu

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phone: 312-996-8778

**COURSE CONTENT:**

This course explores the conditions that affect the initiation, tactics, and termination of civil wars as well as the circumstances that promote or restore peace within states. Additional topics include the links between civil conflict and terrorism and the use of genocide during conflict. The ultimate goal of this course is to provide a broad theoretical treatment of civil wars and a better understanding of international relations. Upon completion of this course, students should be familiar with the factors that mitigate or exacerbate conflict within states and develop informed insights about the mechanisms of conflict management and resolution.

**EVALUATION (3 cr):**

**10% Attendance**

- Attendance will be taken in every class beginning September 10. Student may miss two (2) classes after this date before it will begin to affect the grade.
  - University- or military-*required* events are the only activities that will warrant an excused absence. If a student does not have a university- or military-required excuse for missing class, the professor does not need to be informed that the student will miss class or why the student missed class.
  - All university- and military-required events should be disclosed to the professor as soon as possible, and students are responsible for any material missed and to make up any work missed in class.
  - Unless explicitly approved by the instructor, university- or military-required events do not absolve students from turning in assignments on time.

**15% “A Long Time Gone” Argument Paper (Oct. 10)**

- This paper is meant to encourage students to think deeply about the Beah memoir.
- The essay is expected to be a 2-3 page, *single spaced* paper in which the student will analyze some aspect of the book which struck the student in a meaningful way.
- The essay should follow the traditional 5 paragraph format, in which a thesis statement is provided in an introductory paragraph, three paragraphs of argument follow, and a concluding paragraph restates the thesis and illustrates how it was supported by the essay. (See Blackboard for information on argumentative essays.)
- The topic of analysis should be narrow – one incident/scenario should be enough to serve as a jumping off point for the essay.
- This paper is **not** intended to summarize the book, but it will allow students to explore an intriguing point deeply.
- Students should not simply present their opinions about something. Rather, they should support their statements with arguments and/or justifications.

- Students may use concepts learned in the class to support/augment their arguments.
- All information that is not original work of the student must be cited using Chicago Style citations. A bibliography is required only if a student cites material from sources other than the Beah book or class textbook. If only the Beah book or class textbook is used, a citation is needed but not a bibliography.

## **50% Civil War Case Study**

**5% Introduction (September 26)**

**10% Causes Paper (October 17)**

**15% Tactics Paper (November 14)**

**20% Resolution Paper (December 11 by 5:00 PM)**

On **September 10**, we will be holding a civil war lottery in which students will select from the following list the civil war they would like to research this semester. Students should come to class on the day of the lottery prepared to pick the civil war they want to write about, but they should also have a few back-up options in the event that their preferred civil war is already selected when their name is called. If for some reason, a student cannot attend class on September 10 s/he must inform me of his/her top 5 choices. If all preferred choices are taken, the student will be able to select from the remaining available wars at a later date. Dates in parentheses are the generally accepted start and end dates of the conflict. Please make sure you are researching the correct war as several of the countries below experienced several wars in the last century.

For details of each paper, please see the Paper Instruction sheet posted on Blackboard.

### *List of Civil Wars:*

- |                           |                            |                           |
|---------------------------|----------------------------|---------------------------|
| 1. Uganda (1981-1986)     | 2. Sudan (1983-2005)       | 3. Nigeria (1967-1970)    |
| 4. Zimbabwe (1973-1979)   | 5. Algeria (1992-1997)     | 6. Yemen (1962-1970)      |
| 7. Lebanon (1975-1989)    | 8. El Salvador (1979-1991) | 9. Nicaragua (1982-1990)  |
| 10. Guatemala (1960-1996) | 11. Chechnya (1994-1996)   | 12. Bosnia (1992-1995)    |
| 13. Indonesia (1999-2005) | 14. Cambodia (1970-1975)   | 15. Sri Lanka (1983-2009) |

## **25% War Presentations**

**5% -- Evaluation (due the day of the presentation)**

**20% -- Presentation (See schedule below)**

Because students will be focused on one particular conflict throughout the semester, they may not have the opportunity to read about other wars as well. Therefore, at the end of the semester, students who selected the same war will team up to present a narrative of their war, including primarily the information required in the case papers. Presentations should be no longer than 10 minutes with a few minutes for questions afterward. Students must provide, at minimum, a map of the country so fellow students can visualize the country. Students should focus more on *what* they present than *how* they present it.

Students will also be asked to evaluate themselves and their partner(s) on their collaborative experience, including willingness/flexibility to meet, friendliness, and effort. Please be thorough in your evaluations, explaining any problems you encountered when working with your partner. Students who provide commentary about the experience will receive a slightly higher grade than they would have without the commentary. More information about what should be included in the presentation will be available later in the semester.

## **GRADES**

90-100: A      80-89: B      70-79: C      60-69: D      <60: F

## REQUIRED READINGS

- M&M: Mason, T. David and Sara McLaughlin Mitchell, eds. 2016. *What Do We Know About Civil Wars?* Lanham, MD: Rowman & Littlefield Press.
- Beah, Ishmael. 2007. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Farrar, Straus and Giroux.

## GUIDELINES:

**1. Late papers:** Late papers will be penalized 1 letter grade (10 points) per day including weekends and holidays, except in the case of a verified emergency or documented medical excuse. [An assignment is late as soon as class is over, though all papers are due at the beginning of class.] In order for the penalty for tardiness to be waived, students must contact the professor **before** the due date. I WILL NOT accept papers via e-mail.

- Any email with the professor **on or after** the due date about turning a paper in late should include a copy of the finished paper as an attachment. I will want to see evidence that the paper is complete before determining whether it is appropriate to waive the late penalty. A hard copy must be turned in at the earliest possible time.

**2. Academic Integrity:** The University expects students to fulfill their academic obligations through honest and independent effort. Any of the work you do in this course is expected to be your own and according to university and class rules. Any attempt to gain an advantage not given to all students is considered dishonest whether or not it is successful. Academic dishonesty is considered a serious offense subject to strong disciplinary actions, including but are not limited to failing this course. For additional information, see the Student Code of Conduct at:

<http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy%202011-12%20Final-1.pdf>

- Students found to be plagiarizing will receive the following:
  - For a first offense: A “0” grade will be awarded to the offending assignment and the student’s final grade (after calculating in the “0”) will be lowered one letter grade.
  - For a second offense: The student will receive an “F” for the final grade of the course.
- There is **NO** instance or circumstance in which cutting and pasting from any material into an assignment is acceptable.
- Citations
  - When student is providing a direct quote from a resource, the author, date, and *page number* of the quote should be included in the citation. The direct quote should also be enclosed in quotation marks.
  - Paraphrasing involves taking an author’s words and putting them into our own words. Using a thesaurus to change a few words is **NOT** paraphrasing but may constitute plagiarism.
  - Class lecture is **NEVER** to be cited. Go back to the readings on which the lecture is based for the citation.

**3. Special provisions:** Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312-413-2183 (voice) or 312-413-0123 (TTY) and consult the following: <http://drc.uic.edu/guide-to-accommodations>. Accommodation letters should be provided to the professor as early in the semester as possible.

**4. Grade disputes:** Students must wait 24 hours after receiving a grade or graded work before approaching the professor about the grade. All challenges must be made *in writing* (typed hard copy) to the professor more than 24 hours after the grade was received. Students must be able to explain *in writing* (typed hard copy) why the grade deserves to be adjusted. Students should submit the written grade dispute along with the *original* graded

work to the professor. The professor reserves the right to either raise or lower the grade, based on her assessment of the material.

**OTHER STUDENTS IN THE CLASS:**

If you have any questions about assignments, deadlines, or other matters in the class, you may wish to contact other students before contacting the instructor or teaching assistant. Use the following space to collect information from other students in the class.

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(name) (phone #) (e-mail)

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(name) (phone #) (e-mail)

**READING SCHEDULE**

	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments/Exams</b>
<b>1</b>	Aug. 27	Class introduction		
	Aug. 29	What is a civil war?	Sambanis, pp. 814-825, 828-831 Gleditsch, et. al. (2002), pp. 615-620. <del>M&amp;M Intro, pp. 1-4</del>	
<b>2</b>	Sept. 3	<b>No class – Labor Day!</b>		
	Sept. 5	War aims Trends in armed conflict	Lounsbury & Pearson, Ch. 1, pp. 13-16 M&M, pp. 1-4, Ch. 1	
<b>3</b>	Sept. 10	Picking wars		<b>Civil War Lottery</b>
	Sept. 12	Researching Wars	<b>Meet in IDEA Commons in Daley Library</b>	
<b>PART I: CIVIL WAR ONSET</b>				
<b>4</b>	Sept. 17	Greed v. Grievance	M&M, Ch. 2 Collier & Hoeffler (2004), pp. 563-572	
	Sept. 19	Identity	M&M, Ch. 3 Denny & Walter (2014) Kaufmann (1996)	
<b>5</b>	Sept. 24	Natural resources	DeRouen, Ch. 5	
	Sept. 26	State Factors	M&M, Ch. 4	<b>Case paper #1: Is my war a war?</b>
<b>6</b>	Oct. 1	Rationalist explanations for war	Fearon (1995)	
	Oct. 3	Internal conflicts spread	M&M, Ch. 5	
<b>PART II: FIGHTING A WAR</b>				
<b>7</b>	Oct. 8	Location, location, location	Buhaug (2010)	
	Oct. 10	Vulnerable civilians: children and women in war	Beah memoir	<b>A Long Time Gone essay</b>
Oct. 15	Achvarina & Reich (2006) Morris & Dunning (2018)			
Oct. 17	Cohen (2013)		<b>Case paper #2:</b>	

			Wagner (2005) Sivakumaran (2007)	<b>Onset</b>	
<b>9</b>	Oct. 22	Genocide	Harff (2003)		
	Oct. 24		de Waal (2015) Brown (2014)		
<b>10</b>	Oct. 29	Terrorism	DeRouen, Ch. 8		
	Oct. 31		Polo & Gleditsch (2016) Smith & Zeigler (2017) Iyekepolo (2016)		
<b>PART III: RESOLVING CIVIL WARS</b>					
<b>11</b>	Nov. 5	Veto players	Cunningham (2006)		
	Nov. 7	Third-party intervention	M&M, Ch. 6		
<b>12</b>	Nov. 12	Mediation and negotiation	M&M, Ch. 7		
	Nov. 14	Power sharing	M&M, Ch. 8	<b>Case Paper #3: During the war</b>	
<b>13</b>	Nov. 19	Post-conflict	M&M, Ch. 9		
	Nov. 21	<i>No class - Thanksgiving Break (You're welcome!)</i>			
<b>14</b>	Nov. 26	Conflict Presentations		<b>Sri Lanka El Salvador Zimbabwe Lebanon</b>	
	Nov. 28			<b>Nigeria Yemen Nicaragua Bosnia</b>	
<b>15</b>	Dec. 3			<b>Sudan Algeria Chechnya Cambodia</b>	
	Dec. 5			<b>Uganda Guatemala Indonesia</b>	
	<b>Tues., Dec. 11, 5:00 PM</b>				<b>Case paper #4: Resolution due in Professor Floros' mailbox or office</b>

### Additional Readings

#### August 29

- Gleditsch, Nils Petter, Peter Wallensteen, Mikael Eriksson, Margareta Sollenberg, and Håvard Strand. 2002. "Armed Conflict 1946–2001: A New Dataset" *Journal of Peace Research* 39(5): 615–637.
- Sambanis, Nicholas. 2004. "What is a Civil War? Conceptual and Empirical Complexities of an Operational Definition," *Journal of Conflict Resolution* 48(6): 814-858.

#### September 5

- Lounsbury, Marie Olson and Frederic Pearson. 2009. *Civil Wars: Internal Struggles, Global Consequences*. Toronto: University of Toronto Press, Chapter 1.

#### September 17

- Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War," *Oxford Economic Papers* 56(4): 563-595.

#### September 19

- Denny, Elaine K. and Barbara F. Walter. 2014. "Ethnicity and Civil War," *Journal of Peace Research* 51(2): 199-212.
- Kaufman, Stuart J. 1996. "Spiraling to Ethnic War: Elites, Masses, and Moscow in Moldova's Civil War," *International Security* 21(2): 108-138.

#### September 24

- DeRouen, Jr., Karl. 2014. *Introduction to Civil Wars*. Los Angeles: CQ Press, Chapter 5.

#### October 1

- Fearon, James D. 1995. "Rationalist Explanations for War," *International Organization* 49(3): 379-414.

#### October 8

- Buhaug, Halvard. 2010. "Dude, Where's My Conflict? LSG, Relative Strength, and the Location of Civil War," *Conflict Management and Peace Science* 27(2): 107-128.

#### October 15

- Achvarina, Vera and Simon F. Reich. 2006. "No Place to Hide: Refugees, Displaced Persons, and the Recruitment of Child Soldiers," *International Security* 31(1): 127-164.
- Morris, James and Tristan Dunning. 2018. "Rearing Cubs of the Caliphate: An Examination of Child Soldier Recruitment by Da'esh," *Terrorism and Political Violence* July: 1-19.

#### October 17

- Cohen, Dara Kay. 2013. "Explaining Rape during Civil War: Cross-National Evidence (1980-2009)," *American Political Science Review* 107(3): 461-477.
- Sivakumaran, Sandesh. 2007. "Sexual Violence Against Men in Armed Conflict," *European Journal of International Law* 18(2): 253-276.
- Wagner, Justin. 2005. "The Systematic Use of Rape as a Tool of War in Darfur: A Blueprint for International War Crimes Prosecutions," *Georgetown Journal of International Law* 37(1): 193-243.

#### October 22/24

- Brown, Sara E. 2014. "Female Perpetrators of the Rwandan Genocide," *International Feminist Journal of Politics* 16(3): 448-469.
- de Waal, Thomas. 2015. "The G-Word: The Armenian Massacre and the Politics of Genocide," *Foreign Affairs* 94(1): 136-148.
- Harff, Barbara. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder Since 1955," *American Political Science Review* 97(1): 57-73.

#### October 29/31

- DeRouen, Jr., Karl. 2014. *Introduction to Civil Wars*. Los Angeles: CQ Press, Chapter 8.
- Iyekepolo, Widsom Oghosa. 2016. "Boko Haram: Understanding the Context," *Third World Quarterly* 37(12): 2211-2228.
- Polo, Sara MT and Kristian Skrede Gleditsch. 2016. "Twisting Arms and Sending Messages: Terrorist Tactics in Civil War," *Journal of Peace Research* 53(6): 815-829.
- Smith, Meagan and Sean M. Zeigler. 2017. "Terrorism Before and After 9/11 – A More Dangerous World?" *Research and Politics* October-December: 1-8

November 5

- Cunningham, David E. 2006. "Veto Players and Civil War Duration," *American Journal of Political Science* 50(4): 875-892.

## **UIC RESOURCES**

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, in the Undergraduate Success Center (USC) at [usc@uic.edu](mailto:usc@uic.edu).

**The Writing Center**, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by Grant Hall 105. Visit the Writing Center website at [www.uic.edu/depts/engl/writing](http://www.uic.edu/depts/engl/writing) for more information.

### **The UIC Library**

The library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>. The political science research guide may be found at <https://researchguides.uic.edu/politicalscience>. If you have any questions about political science research, reach out to the Social Science librarian, Anna Kozłowska ([akozlows@uic.edu](mailto:akozlows@uic.edu)).

**The Academic Center for Excellence** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (312) 413-0031.

### **Public Computer Labs**

These labs are available throughout campus where you may write and/or print out your work. For a list of labs and the hours they're open, go to [www.acc.uic.edu/pclabs](http://www.acc.uic.edu/pclabs). NOTE: Do not wait until the last minute to print out papers. Sometimes labs have long lines of students waiting for access.

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center [www.counseling.uic.edu](http://www.counseling.uic.edu). The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

### **Campus Advocacy Network**

Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, contact Rebecca Gordon, EdD at [TitleIX@uic.edu](mailto:TitleIX@uic.edu) or (312) 996-5657.

## **Campus Security**

As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are **discouraged** from staying in university buildings alone, including lab rooms, after hours and are **encouraged** to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling 312-996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312-996-6800) if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. Consult the following for more information:  
<http://www.uic.edu/uic/studentlife/campus/safety.shtml>

Also you can subscribe your cell phone to receive text message alerts. An immediate SMS text alert will be sent in case of a serious crime in progress, a weather emergency, or other urgent situation. (<http://sms.accc.uic.edu>). Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, 1-312-355-5555, on speed-dial on your cell phone. For more information contact: <http://www.uic.edu/uic/studentlife/campus/emergency-information.shtml>

## **Emergency Response Recommendations**

The emergency response guide can be found at the following website:  
[https://www.ready.uic.edu/emergency\\_guide](https://www.ready.uic.edu/emergency_guide). It is encouraged that you to review this website and guide as well as the campus building floor plans website within the first 10 days of class:  
<https://fimweb.fim.uic.edu/Home.aspx>.