Professor Nikola Mirilovic

Politics of Civil Wars (INR6068.0001)
Credit: 3 Units
University of Central Florida, Fall 2018
Time: Tue 6:00PM - 8:50PM
Location: Howard Phillips Hall (HPH) O305G

Office	Phillips Hall 311 D
Office hours	Tue 1:30-2:55 PM, 4:35-5:55 PM; Thu 1:30 PM–2:45 PM; or by appointment.
Voice	(407) 823-5082
Email	Via the course page on Webcourses
Required book	Horowitz, Donald L. *Ethnic Groups in Conflict*. ISBN: 9780520227064 Kalyvas, Stathis. *The Logic of Violence in Civil War*. ISBN 9780521670043. Weinstein, Jeremy. *Inside Rebellion: The Politics of Insurgent Violence.* ISBN: 9780521677974

Course description: In the contemporary world, civil wars occur more frequently and lead to more casualties than interstate wars. In this course we examine the causes of civil war onset, the dynamics of violence within civil wars, and the international aspects of civil wars. We will address questions such as the extent to which political economy and identity variables influence civil war onset and the determinants of external intervention into civil wars.

Course Goals: 1) Students will learn the fundamental perspectives and the key analytical tools needed to understand civil war onset, patterns of violence committed during civil wars, and the relevant international aspects of civil wars. 2) Students will further their knowledge of key facts relevant to the study of civil war. 3) Students will improve their writing, analytical and research skills.

Requirements: The final grade will be based on class participation, two short papers, a research design presentation, and a research design project. Participation will count for 15% of the final grade. The short papers (6 pages maximum for each paper, double spaced, standard fonts and margins) will each count for 20% of the final grade. The papers will assess your writing and analytical skills. The research design is for an original research project on the politics of civil wars: it will count for 40% of the final grade. The research design should include a research question, key hypotheses, an explanation of the relevant causal logic, a discussion of alternative arguments and a literature review, and an explanation for how

the hypotheses will be tested, clearly identifying and describing the data and the methods. The word limit for the research design is no more than 6,000 words (not including the works cited). The research design accounts for 40% of the final grade. The research design will be an original work that the student produced for this class.

Research presentations (5% of the final grade): students will formally present their research project to their colleagues.

Turnitin.com: In addition to submitting your research design on Webcourses, the students are also required to submit it electronically on the same day that the research design is due to turnitin.com. The professor will use turnitin.com to verify the research design's originality.

Class Participation: active participation is expected in every class. Students should be prepared to identify, explain and critique arguments from the readings.

Course Correspondence: All correspondence with the instructor will be via Webcourses. I will usually respond to your message within 48 hours on business days.

Paper Lateness Policy: The penalty for submitting a paper late is 10 points (one letter grade) for each calendar day of lateness (i.e., an A paper submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.).

Academic Activity and Financial Aid: All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course: on the course page on Webcourses, post a brief description (up to a paragraph) of why you are interested in taking this course. Failure to do so may result in a delay in the disbursement of your financial aid.

Course Prerequsites/Corequisites: Admission to degree-seeking program or CI. Corequisite(s): None.

UCF Academic Integrity Statement: The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://www.academicintegrity.org/icai/assets/FVProject.pdf

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken

from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

UCF Emergency Procedures and Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student

Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Religious observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy.

Grading Scale:

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Part I: Introduction, Definitions, Cases and Global Trends

Week 1: August 21: Introductory Session

No readings

Week 2: August 28: Defining Civil War and Global Trends

Nicholas Sambanis. 2004. "What Is Civil War?: Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48(6): 814-858.

Stathis Kalyvas. 2001. "New and Old Civil Wars: A Valid Distinction?" *World Politics* 54(1): 99-118.

Nicholas Sambanis. 2001. “Do Ethnic and Nonethnic Civil Wars Have the Same Causes?” *Journal of Conflict Resolution* 45(3): 259-282.

Erik Melander, Therése Pettersson & Lotta Themnér. 2016. “Organized violence, 1989–2015.” *Journal of Peace Research* 53(5): 727–742.

Week 3: September 4: Sri Lanka

Benedikt Korf. 2005. “Rethinking the Greed–Grievance Nexus: Property Rights and the Political Economy of War in Sri Lanka.” *Journal of Peace Research.* 42(2): 201-217.

Neil DeVotta. 2007. “Sinhalese Buddhist Nationalist Ideology: Implications for Politics and Conflict Resolution in Sri Lanka.” East-West Center Washington Policy Studies 40.

James Fearon & David Laitin. 2011. “Sons of the Soil, Migrants, and Civil War.” *World Development* 39(2): 199–211.

Sirimal Abeyratne. 2004. “Economic Roots of Political Conflict: The Case of Sri Lanka.” *The World Economy* 27(8): 1295–1314.

Week 4: September 11: Yugoslavia

V. P. Gagnon, Jr. 2004. *The Myth of Ethnic War: Serbia and Croatia in the 1990s.* Chapters 4 and 5.

Robert Kaplan. 1994. *Balkan Ghosts*. Pp. 3-49, 71-76.

Barry Posen. 1993. “The Security Dilemma and Ethnic Conflict” *Survival* 35(1): 27-47.

Susan Woodward. 1995. *Balkan Tragedy: Chaos and Dissolution after the Cold War*. pp. 1-21, 223-251.

Week 5: September 18: Syria

Colin P. Kelley, Shahrzad Mohtadib, Mark A. Canec, Richard Seagerc, & Yochanan Kushnirc. “Climate change in the Fertile Crescent and implications of the recent Syrian drought.” *Proceedings of the National Academy of Sciences*. 112(11): 3241–3246.

Jan Selby, Omar S. Dahi, Christiane Frohlich, and Mike Hulme. 2017. “Climate change and the Syrian civil war revisited.” *Political Geography*. 60: 232-244.

Dana Moss. 2016. “Transnational Repression, Diaspora Mobilization, and the Case of the Arab Spring.” *Social Problems*. 63: 480–498.

Daniel Corstange and Erin A. York. 2018. “Sectarian Framing in the Syrian Civil War.” *American Journal of Political Science*. 62(2): 441–455.

Kristian Skrede Gleditsch. 2017. "Civil War from a Transnational Perspective" In: Thompson, WR, (ed.) *Oxford Research Encyclopedia of Politics*. Oxford University Press. Available: http://repository.essex.ac.uk/20067/

Part II: Explaining Civil War Onset and Patterns of Civil War Violence

Week 6: September 25: Civil War Onset – Political Economy

James Fearon & David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97: 75-90.

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

Michael Ross. 2004. "How Do Natural Resources Influence Civil War?: Evidence from Thirteen Cases." *International Organization,* 58(1): 35-67.

Michael Mousseau. 2012. "Capitalist Development and Civil War." *International Studies Quarterly* 56: 470–483.

Week 7: October 2: Civil War Onset – Identity

Tedd Gurr. 1993. "Why Minorities Rebel: A Global Analysis of Communal Mobilization and Conflict since 1945." *International Political Science Review* 14(2): 161-201.

Joel Sawat Selway. 2011. "Cross-Cuttingness, Cleavage Structures and Civil War Onset." *British Journal of Political Science*. 41(1): 111-138.

Jonathan Fox. 2004. "The Rise of Religious Nationalism and Conflict: Ethnic Conflict and Revolutionary Wars, 1945–2001*" *Journal of Peace Research* 41(6): 715-731.

Matthias Basedau, Birte Pfeiffer, and Johannes Vullers. 2016. "Bad Religion? Religion, Collective Action, and the Onset of Armed Conflict in Developing Countries." *Journal of Conflict Resolution* 60(2): 226-255.

Week 8: October 9: Ethnic Conflict

Donald L. Horowitz. *Ethnic Groups in Conflict*. Pp. 1-288; 563-684.

NOTE: first paper due at the beginning of class

Week 9: October 16: Violence Patterns (Part I)

Stathis Kalyvas. 2006. *The Logic of Violence in Civil War*.

Week 10: October 23: Violence Patterns (Part II)

Jeremy Weinstein. 2007. *Inside Rebellion: The Politics of Insurgent Violence*.

Week 11: October 30: Civil War and Mass Killings

T. David Mason & Dale A. Krane. 1989. "The Political Economy of Death Squads: Toward a Theory of the Impact of State-Sanctioned Terror." *International Studies Quarterly* 33(2): 175-198.

Jason Lyall. 2009. "Does Indiscriminate Violence Incite Insurgent Attacks?" *Journal of Conflict Resolution* 53(3): 331-362.

Matthew Krain. 1997. "State Sponsored Mass Murder: The Onset and Severity of Genocides and Politicides."*Journal of Conflict Resolution* 41(3): 331-360.

Michael Mann. 2005. *The Dark Side of Democracy: Explaining Ethnic Cleansing*, pp. 1-33.

NOTE: second paper due at the beginning of class

Week 12: November 6: Research design presentations

Week 13: November 13: Research design presentations

Part III: International Elements and Secession

Week 14: November 20: Civil War and International Intervention

Dylan Balch-Lindsay, Andrew Enterline & Kyle Joyce. 2008. "Third-Party Intervention and the Civil War Process." *Journal of Peace Research* 45(3): 345–363.

James D. Fearon. 2017. "Civil War & the Current International System." *Daedalus*. 146(4): 18-32.

Barry Posen. 2017. "Civil Wars & the Structure of World Power." *Daedalus* 146(4): 167-179.

Stephen Van Evera. 1994. "Hypotheses on Nationalism and War" *International Security* 18(4): 5-39.

Lars-Erik Cederman, Kristian Skrede Gleditsch, Idean Salehyan, and Julian Wucherpfennig. 2013. "Transborder Ethnic Kin and Civil War." *International Organization* 67: 389–410

Week 15: November 27: Secession and Aspiring States

Chaim Kaufmann. 1996. "Possible and Impossible Solutions to Ethnic Civil Wars." *International Security* 20(4): 136-175.

Jeffrey Herbst. 1989. "The Creation and Maintenance of National Boundaries in Africa" *International Organization*. 43(4): 673-692.

Barbara Walter. 2006. “Building Reputation: Why Governments Fight Some Separatists but Not Others.” *American Journal of Political Science* 50(2): 313-330.

Nikola Mirilovic & David Siroky. 2015. “Two States in the Holy Land?: International Recognition and the Israeli-Palestinian Conflict.” *Politics and Religion* 8(2): 263-285

December 3: Research design project is due by 11:59 PM.

Note: This syllabus is subject to change at the instructor’s discretion if necessary. Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted on Webcourses.