Professor Nikola Mirilovic

Politics of Civil Wars (INR6068.0001)
Credit: 3 Units
University of Central Florida, Fall 2020
Time: Thu 6:00PM - 8:50PM (weekly Zoom meetings)
Location: Zoom Class

Office	Phillips Hall 311 D
Office hours	Online: Tue 1-3 PM, Thu 2-4 PM. Please call the SPSIA main office (407 823-2608) to have your call transferred to me during office hours
Voice	(407) 823-5082
Email	Via the course page on Webcourses
Required book	Kalyvas, Stathis. *The Logic of Violence in Civil War*. ISBN 9780521670043. Weinstein, Jeremy. *Inside Rebellion: The Politics of Insurgent Violence.* ISBN: 9780521677974 Gagnon, V.P. Jr. *The Myth of Ethnic War: Serbia and Croatia in the 1990s*. ISBN: 9780801472916

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, paper 1, a research design presentation, and a research design project. Participation will count for 20% of the final grade. Participation is an important component of a seminar class. Students should regularly participate in class discussions: active participation is expected in every class. Quality of participation is also important: quality questions and comments are stated clearly, informed by the class readings, and offer insightful

and original arguments. Students should be prepared to identify, explain and critique arguments from the readings.

Paper 1 (up to 1,800 words, not including the works cited page) will count for 30% of the final grade. The paper will assess your analytical and writing skills. Students choose one of the three cases emphasized in part 1 of the class (Sri Lanka, Yugoslavia or Syria) and analyze the key causes of civil war onset in that case based on the class readings. Paper 1 is not a research paper and external research is neither required nor expected. Paper 1 is an original work that the student produced for this class.

The research design is for an original research project on the politics of civil wars: it will count for 45% 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 is an original work that the student produced for this class.

Research presentations (5% of the final grade): students will formally present their research design project to their colleagues and submit their presentation PowerPoint to the professor by uploading it on Webcourses.

Turnitin.com: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. You will submit assignments through the Canvas Assignment Tool as pdf or docx files. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Zoom and Synchronous Meetings: This is a remote, video-delivered course. No in-person classroom attendance is required. Students are expected to attend virtually at designated days and times as specified in the class meeting pattern. Internet access, browser, and e-mail required. Webcams and microphones will be required for class meetings. Moved to distance learning due to COVID-19.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

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/Research Design Lateness Policy: The penalty for submitting a paper or research design 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.).

Required Readings: In addition to the three required books listed on the previous page of the syllabus, required readings include articles and book chapters listed under "course schedule" below. Students should use their online UCF Library access to download all of those readings at the beginning of the class.

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: Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

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.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

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 access to course content due to course design limitations 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). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.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 (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.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.

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 at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

University Writing Center: Address and contact info: Colbourn Hall 105**;** Satellite Locations: Main Library, Rosen Library, Online**;** 407-823-2197 http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Required Statement Regarding COVID-19:

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses

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 27: Introductory Session

No readings

Week 2: September 3: 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 10: Sri Lanka

Neil DeVotta. 2009. "The Liberation Tigers of Tamil Eelam and the Lost Quest for Separatism in Sri Lanka." *Asian Survey* 49(6): 1021-1051.

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.

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.

Week 4: September 17: Yugoslavia

V. P. Gagnon, Jr. 2004. *The Myth of Ethnic War: Serbia and Croatia in the 1990s.* Preface, chapters 1, 4 and 5.

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

Jack Snyder & Karen Ballentine. 1996. "Nationalism and the Marketplace of Ideas." *International Security* 21(2): 5-40.

Susan Woodward. 1995, B*alkan Tragedy: Chaos and Dissolution After the Cold War*. "The Argument in Brief," pp. 15-17; Chapter 6 "Western Intervention" pp. 146-198.
The book is available as an eBook via the UCF library.

Week 5: September 24: Syria

Colin P. Kelley, Shahrzad Mohtadib, Mark A. Canec, Richard Seagerc, & Yochanan Kushnirc. 2015. "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.

Konstantin Ash & Nick Obradovich. 2020. "Climatic Stress, Internal Migration, and Syrian Civil War Onset." *Journal of Conflict Resolution*. 64(1): 3-31.

Daniel Corstange & 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: Civil War Onset

Week 6: October 1: 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 8: 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.

Ashutosh Varshney. 2007. "Ethnicity and Ethnic Conflict." *The Oxford handbook of comparative politics*. http://ashutoshvarshney.net/wp-content/files_mf/varshneyethnicityandethnicconflict.pdf

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

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.

Part III: Civil War Violence and International Elements

Week 9: October 15: Violence Patterns (Part I)

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

NOTE: October 15 11:59 PM: paper 1 due (upload on Webcourses)

Week 10: October 22: Violence Patterns (Part II)

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

Week 11: October 29: Research design presentations

Week 12: November 5: Research design presentations

Week 13: November 12: Research design presentations

Week 14: November 19: November 26: 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.

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

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

Daniel Krcmaric. 2018. Varieties of civil war and mass killing: Reassessing the relationship between guerrilla warfare and civilian victimization. *Journal of Peace Research*. 55(1) 18–31

Week 15: November 26: Thanksgiving: no class

Week 16: December 3: 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.

Bridget Coggins. 2011. "Friends in High Places: International Politics and the Emergence of States from Secessionism." *International Organization* 65: 433-67.

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, & Julian Wucherpfennig. 2013. "Transborder Ethnic Kin and Civil War." *International Organization* 67: 389–410

December 8: Research design project is due by 11:59 PM (upload on Webcourses).

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.