Course Description: This course reviews both classic and cutting-edge scholarship on internal political violence, with an emphasis on the causes, organization, consequences, and termination of civil wars. The incidence of civil war has risen rapidly in the past two decades and poses a major humanitarian issue; roughly one dozen ongoing major conflicts were estimated to have caused over 100,000 direct fatalities in 2012 alone. The readings explore why political leaders, communities, and individual citizens turn to violence against their neighbors and how order can be re-established. We will also study the organization, recruitment strategies, and battle tactics armed groups. Throughout the course we will also discuss methods available to political scientists researching ethnic violence or civil war.

Requirements: There are no course pre-requisites, although PL SC 200 or comparable quantitative training will be helpful for reading comprehension. Statistical portions of chapters or articles may be skimmed but should not be skipped over entirely.

This is an advanced, accelerated course, so the reading load may be heavy. Students are expected to complete reading assignments before class on the date listed on the syllabus and participate in class discussions. Optional but highly recommended readings are marked on the schedule with an asterisk (*). If you anticipate that you will be unable to finish a significant portion of a certain assignment, please email me prior to class. Repeated failure to fulfill assignments on time or contribute meaningfully during class time will result in a reduced participation grade.

Grading:
Participation (readings, 12 class discussions, pop quizzes) 36%
Short essays (4) 24%
Final paper 40%
Total 100%

Assignments:
Reading assignments are listed on the course schedule below. With the exception of the three required texts, required readings are posted in PDF format on BYU Learning Suite and are due before class on the day they are listed. Please note that some electronic readings may include chapters or pages that are not required; consult the syllabus before starting your reading. I encourage students to read ahead if they choose, but note that I may adjust reading assignments before they are due. Class participation will be scored each class period on a scale of 0-3 (a score of 0 indicates an unexcused absence, while 3 shows that the student made regular and useful contributions to the discussion). Each student will be
assigned a specific civil war which they are encouraged to research and comment on during class. Penalties will apply for disruptive or distracting activities such as arriving late, texting, checking email, playing games, and browsing the internet.

Throughout the term students should turn in at least four short critical essays, explaining how two or more of the readings from that class period relate to each other and to the civil war that they have personally been assigned to study. Essays are worth up to 6 points each. Students may turn in more than four essays – in this case, the four highest scores count towards the final grade. Essays can be turned in for any of the next twelve weeks, but essays for each class period will not be accepted later than the start of class and must be turned in as hard copies. You may cite readings from earlier classes, but the primary focus should be on the readings for the current class session. Essays ought to be about 1 ½ -2 double-spaced pages aside from citations (no more than 4 pages, please), typewritten and stapled, with your name and the date on it.

A final paper is due by 9:00 PM on Thursday, August 15, submitted in hard copy to my office. This paper will be 12-18 pages (not including citations or title page) and will outline how six of the larger themes discussed in class relate to the country and civil war you were assigned to research throughout the course, along with an introduction and conclusion. Four or more of the six sections may be revised versions of the short essays you previously submitted. The paper will be graded for clarity, accuracy, and critical application of concepts. More paper-writing guidelines and a full breakdown of scoring will be provided later.

Up to 15 points extra credit may be earned by volunteering to present one of the readings to the class and lead a short discussion (5 points possible for each 10-15 minute presentation/discussion). This must be arranged with me in advance.

Academic Integrity: As a student, it is your responsibility to cite your sources, avoid cheating, and collaborate with others only when permitted. Writing and citing sources can be stressful and confusing, however this is part of the skill set college students must build. Please consult http://saas.byu.edu/catalog/2011-2012ucat/Generallnfo/AcademicHonesty.php for examples of plagiarism, inadvertent plagiarism, fabrication and falsification. Writing submitted for this course ought to consist of your own ideas, supported by quotations or references that are attributed a clearly identified source or author. In-text citations should refer to footnotes or end notes with a full citation in a standard format (MLA or Turabian, for example). Another speaker’s words or ideas may not be substituted as if they were your own, or used without adequate acknowledgement. Plagiarism, whether intentional or not, is an ethical, academic, and legal violation that may result in a failing grade not only for the assignment, but for the entire course. If you are unsure whether your paper falls within these guidelines, please consult the Writing Lab or a style handbook. Students in this course may discuss assignments with each other outside of class, but you must do your reading and write ups individually.

Discrimination: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student to student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.
Access: Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (2170 WSC, 422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Required Texts:


Class Schedule:

June 25 (T) – Class Introduction

No reading due, please review course syllabus posted on Learning Suite and email me by June 27th with a list of at least three countries that experienced civil war or ethnic violence (between 1945-present) that you are interested in researching personally. Readings reviewed in class (available online for reference):


June 27 (Th) – Individual and Collective Violence

Email me a list of at least three countries you are interested in researching.


---

**July 2 (T) – Ethnic & Group Identification**


---

**July 4 (Th) – Holiday**
July 9 (T) – Motivations for Conflict


July 11 (Th) - Onset and Escalation of Conflict


July 16 (T) – Recruitment, Group Bonding, Civilian Relations, and Repertoires of Violence


---

**July 18 (Th) – Armed Group Organization, Part II**


---

**July 23 (T) – Culture, Religion and Magic**


July 25 (Th) – Media, Aid, and Humanitarian Intervention


July 30 (T) – Civilian Dimensions


Baines, Erin and Emily Paddon. 2012. “‘This is how we survived’: Civilian Agency and Humanitarian Protection,” *Security Dialogue* 43: 231.


---

**August 1 (Th) – Termination of War, Peace Settlements, and Third Parties**


---

**August 6 (T) – Aftermath of War, Part I**


August 8 (T) – Aftermath of War, Part II


August 15 (Th) – Final Day

Hard copy of final paper due in my office by 9:00 P.M.

**Possible Case-Study Countries**

- Afghanistan
- Albania
- Algeria
- Angola
- Armenia
- Azerbaijan
- Bosnia-Herzegovina
- Burma
- Burundi
- Cambodia
- Chad
- Chechnya
- China
- Colombia
- Cote d’Ivoire
- Cyprus
- DRC (Zaire)
- El Salvador
- Eritrea
- Ethiopia
- Georgia
- Greece
- Guatemala
- India
- Indonesia
- Iraq
- Kosovo
- Kuwait
- Laos
- Lebanon
- Liberia
- Libya
- Mali
- Mexico
- Mozambique
- Nepal
- Nicaragua
- Northern Ireland
- Pakistan
- Palestine
- Philippines
- Republic of Congo
- Senegal
- Somalia
- Sri Lanka
- Sudan
- Syria
- Thailand
- Turkey
- Uganda
- Vietnam
- Yemen
- Yugoslavia/Serbia

[Consult me if you would like to study a country not on this list]