
Political Science 640: Civil War and Intrastate Instability

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Classroom: Park 502
Monday 9am – 11:40
Office Hrs: by appointment

Course Overview

Course Description: This class is an introduction to the scientific study of civil war processes. It straddles the comparative and international political perspectives on intrastate conflict. It will introduce students to the theoretical and empirical approaches to studying these topics, their causes and consequences. By semester's end, students should have a strong grasp on the foundational topics in this literature and should be able to critically evaluate existing research. Further, by the end of the semester students will have cultivated an ability to design their own research projects. Thus, a primary goal of this course is to help students transform from consumers of information on civil war to producers of theoretical and empirical advances in our understanding of these processes.

Learning Outcomes: By the end of this course, you should be

- familiar with literature on the scientific study of civil war and associated phenomena;
- able to read, analyze, and critique the extant research;
- able to recognize and formulate testable research questions;
- comfortable with theory generation, methodological rigor, and data analysis;
- able to analyze and critique statistical approaches to course subjects;
- able to craft your own research program that contributes to the literature.

Books: You are not required to buy books for this class. All readings will be available through www.jstor.org, the University Library's online journal catalogue, or from me.

Assessment

Readings: Each week, you will complete the readings prior to class. Read carefully and critically. Since this is a seminar course, our class discussions are important to the success of the course. Pay attention to the reading workload each week. Some weeks have more reading than others. Knowing this will allow you to plan ahead such that you can finish each reading prior to class. I cannot stress enough the importance of carefully reading all that is assigned for each week. If you are cramming the work into the night prior to class you likely will not have read with the depth that will be required of you in discussion.

The amount of reading for this course is necessarily constrained by our time limits. The field of civil war scholarship is substantially larger than what you will be exposed to here. Reading more widely will pay dividends when you are preparing for your own research programs and when you begin formulating ideas for your dissertation.

Questions that you should ask yourself when doing the readings:

1. What is the research question? What phenomenon is the author trying to explain?
2. What is the author's argument? What assumptions does the author make?
3. What factors are important to explaining this phenomenon? What theory does the author propose to answer the RQ?
4. What are the deficiencies of the literature that the author notes?
5. What method(s) does the author use to test his/her argument empirically? Is this approach appropriate for answering the RQ? Does this approach match the theory?
6. How well has the author answered the question? Can you think of alternative explanations for the results that the author provides.
7. What conclusions can we draw from this research?
8. What are the weaknesses of the author's logic?
9. How can this research be improved or advanced?
10. *What research ideas can be built upon this work, and how would you do it?!*

Leading Discussion:

The readings will be the foundation from which you will lead discussion. You will divide each of the meeting periods equally between you such that two of you will lead discussion each week. In leading discussion, you will be required to facilitate an open and wide-ranging analytical discussion of the readings and/or the topics that they address. In each class session, you should plan to spend a few minutes summarizing the readings, noting their contributions to the field, and what is to be gained from them. After sufficiently summarizing the readings, you should be prepared with a substantial number of questions that you believe will provoke an interesting discussion regarding the value, purpose, or quality of the readings. Be critical, refer to the questions listed above, and be prepared to hold court for the full duration of the class. ***Importantly, I expect discussion leaders to use their time to facilitate an interesting discussion on how new research programs can be built from what has been read in the assigned week and from weeks previous!*** The class will benefit if this is done effectively. This will take substantial preparation, so make sure to plan accordingly.

For those students who are not leading discussion in a particular week, bear in mind that just because you are not a discussion leader, you are not exempted from doing the readings. Doing all of the readings is critical, as your care in doing them will manifest itself in the quality of your participation. Indeed, the success of discussion is predicated more upon the willingness of the students to engage with the discussion leaders than it is predicated upon the discussion leaders' ability to prod contributions from the class.

Participation:

Rarely will I lecture in class. The students are expected to lead class sessions, taking discussions in productive directions, and learning from one another's insights. I will direct you and help to facilitate, but the onus is on the students to make the sessions satisfying. Your participation grade will be based on the quality of your contributions. Be prepared to speak often on the strengths and weaknesses of the readings and directions for new research programs. If you do not participate regularly, you should not expect a satisfactory grade. If our discussions are dynamic and unforced, your participation scores will not be a concern.

Discussion Memos:

You will write a 3-page (max) memo (double-spaced, Times New Roman, 12 font, 1" margins) for each class session in which you are assigned to lead discussion. Each will focus on the readings for which you are leading discussion. Do not waste space

summarizing the readings. Rather, each memo should outline how a research project could improve upon or advance the topics under study. I expect your critiques to be polished. These memos may be helpful to you as you are preparing for your final research paper. Your memos will be handed in prior to the start of class.

Final Papers: You have two options for writing your final paper.

1. You may write a solo-authored paper of original scholarship, completed up to and including the research design. Your paper would include: introduction, literature review, theoretical argument complete with testable hypotheses, & research design-data section which would delineate the means by which you would test the hypotheses empirically. [Of course, you are welcome to write a solo-authored, fully complete manuscript. However, this is not required.]
2. You may write a fully complete coauthored [2 authors max] manuscript. In addition to all of the elements included in option #1, you would also conduct an empirical analysis, include an evaluation of the results, and write a discussion/conclusion section. If you choose this option, please choose your coauthor carefully. I will not accept complaints about a coauthor not pulling his/her weight. There will only be one grade assigned to both authors. There are no exceptions to this.

At some point in the early part of the semester, you will need to determine which topics and research questions you find appealing. This may require you to read ahead on topics of interest. On the final two weeks of class, you will present your projects in a 15 minute PowerPoint presentation, which will be followed by Q&A of 10-15 minutes, longer if a coauthored paper.

You will be required to turn in this paper in segments:

-2/27: Turn in a document that states your research question and includes an annotated bibliography of at least 10 sources that notes the relevance of each source to your project (a couple sentences on each is sufficient).

-3/27: First draft of your paper is due. For Option 1, please turn in a document [approximately 12 pages] that focuses on the advances your paper will make on the extant literature and delineates your theoretical argument. [In other words, this draft should include your introduction, literature review and theory section.] For Option 2, turn in the same material as Option 1 with the addition of a research design section.

-5/1, 5/8: Presentations, Q&A.

-5/12: Email me a copy of your final paper no later than 9am Friday morning.

You may not use a paper from another class, research practicum, or MA thesis to write this paper. However, you are encouraged to use your interests in these other research projects to extend previous work to new topics, phenomena, research questions, etc.

Grades

Memos:	15%
Leading Discussion:	15%
Participation:	40%
Final Paper:	30%

Learning Outcome	Assessment Measure
Students should be:	
-familiar with literature on the scientific study of civil war	Memos, Leading

	Discussion, Participation
-able to read, analyze, and critique the extant research	Memos, Participation, Paper
-able to recognize and formulate testable research questions	Memos, Paper
-comfortable with theory generation, methodological rigor, and data analysis	Memos, Paper
-able to analyze and critique statistical approaches to course subjects	Memos, Leading Discussion, Participation
-able to craft your own research program that contributes to the literature	Memos, Paper

Schedule of Readings

Jan 30	Introduction
Reading:	<p>You need not read the following books. But if you want an accessible primer on what the quantitative research on civil war has found, the following three books are decent:</p> <ul style="list-style-type: none"> • Regan, Patrick. <i>Sixteen Million One: Understanding Civil War</i>. Paradigm Publishers. • Collier, Paul, Lani Elliot, Havard Hegre, Anke Hoeffler, Marta Reynal-Querol, and Nicholas Sambanis. <i>Breaking the Conflict Trap: Civil War and Development Policy</i>. A World Bank Policy Research Report. You can find it for free online in PDF format by Googling the title/authors. • Mason, T. David and Sara McLaughlin Mitchell. 2016. <i>What Do We Know about Civil Wars?</i> New York: Rowman and Littlefield. <p>Additionally, the scientific civil war literature is one that still highly values depth of knowledge in addition to breadth. Stated differently, a strong understanding of individual cases will be valuable to you. While this class will primarily be oriented toward a quantitative approach to studying civil war, the following resources will be valuable as you improve your understanding of intrastate conflict processes at the case level:</p> <ul style="list-style-type: none"> • Collier, Paul and Nicholas Sambanis. 2005. <i>Understanding Civil War, Volume 1: Africa</i>. Washington, DC: The World Bank. • Collier, Paul and Nicholas Sambanis. 2005. <i>Understanding Civil War, Volume 2: Europe, Central Asia, and Other Regions</i>. Washington, DC: The World Bank. • Heo, Uk and Karl De Rouen, Jr. <i>Civil Wars of the World: Major Conflicts since World War II</i>, eds., ABC-CLIO.
Feb 6	Challenges Confronting the Study of Civil War
Reading:	<ul style="list-style-type: none"> • Enterline. "A Guide to Writing Research Projects in Graduate Political Science Courses." [GET THIS FROM ME] • Salehyan & Thyne. 2012. "Civil Wars" in Guide to the Scientific Study of International Processes. Mitchell, Diehl, Morrow (eds). Malden, MA: Wiley-Blackwell Publishers. Get it here: http://www.uky.edu/~clthyn2/salehyan_thyne.pdf • Hegre and Sambanis. 2006. "Sensitivity Analysis of Empirical Results on Civil War." <i>Journal of Conflict Resolution</i> 50(4): 508-535. • Collier and Hoeffler. 2002. "Understanding Civil War: A New Agenda." <i>Journal of Conflict Resolution</i> 46(1): 3-12. • Mack 2002. "Civil War: Academic Research and the Policy Community." <i>Journal of Peace Research</i> 39(5): 515-525. • Also, spend time looking through several different datasets on civil war: <ul style="list-style-type: none"> --Uppsala Conflict Data Program/Peace Research Institute, Oslo Armed Conflict Data and its many associated datasets. --Correlates of War Intra-State War Dataset

	--Fearon and Laitin. https://web.stanford.edu/group/fearon-research/cgi-bin/wordpress/paperspublished/journal-articles-2/ -- look for the data from “Ethnicity, Insurgency, and Civil War.” 2003. <i>APSR</i> .
Feb 13	Civil War Causes
Reading:	<ul style="list-style-type: none"> • Collier and Hoeffler. 2004. “Greed and Grievance in Civil War.” <i>Oxford Economic Papers</i> 56: 563-595 • Hegre, Ellingsen, Gates, & Gleditsch. 2001. “Toward a Democratic Civil Peace? Democracy, Political Change, and Civil War, 1816-1992.” <i>American Political Science Review</i> 95(1): 33-48 • Fearon and Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” <i>American Political Science Review</i> 97(1): 75-90. • Regan and Norton. 2005. “Greed, Grievance, and Mobilization: The Onset of Protest, Rebellion, and Civil War.” <i>Journal of Conflict Resolution</i> 49(3): 1-18. • Snyder and Jervis. 1999. “Civil War and the Security Dilemma” in <i>Civil Wars, Insecurity, and Intervention</i>, Walter & Snyder (eds.) New York: Columbia Press.
Feb 20	Civil War Duration & Outcome
Reading:	<ul style="list-style-type: none"> • Cunningham, Gleditsch, and Salehyan. “It Takes Two: A Dyadic Analysis of Civil War Duration and Outcome.” <i>Journal of Conflict Resolution</i> 53(4): 570-597. • Balch-Lindsay and Enterline. 2000. “Killing Time: The World Politics of Civil War Duration, 1820-1992.” <i>International Studies Quarterly</i> 44(4): 615-642. • Fearon. 2004. “Why Do Some Civil Wars Last So Much Longer than Others?” <i>Journal of Peace Research</i> 41(3): 275-301. • Cunningham. 2006. “Veto Players and Civil War Duration.” <i>American Journal of Political Science</i> 50(4): 570-597. • Thyne. 2012. “Information, Commitment, and Intra-War Bargaining: The Effect of Governmental Constraints on Civil War Duration.” <i>International Studies Quarterly</i> 56: 307-321.
Feb 27	Difficulties in Getting to and Sustaining Negotiated Outcomes
Reading:	<p><i>[Research Question and Bibliography Due]</i></p> <ul style="list-style-type: none"> • Wood & Kathman. 2014. “Too Much of a Bad Thing? Civilian Victimization and Bargaining in Civil War.” <i>British Journal of Political Science</i> 44(3): 685-706. • Walter. 1997. “The Critical Barrier to Civil War Settlement.” <i>International Organization</i> 51(3): 335-364. • Woodward. 1999. “Bosnia and Herzegovina: How Not to End Civil War” in <i>Civil Wars, Insecurity, and Intervention</i>, Walter & Snyder (eds.) New York: Columbia Press. • Kuperman. 2008. “The Moral Hazard of Humanitarian Intervention: Lessons from the Balkans.” <i>International Studies Quarterly</i> 52: 49-80. • Mattes & Savun. 2010. “Informaiton, Agreement Design, and the Durability of Civil War Settlements.” <i>American Journal of Political Science</i> 54(2): 511-524.
Mar 6	International Components and Externalities I: The Spread of Civil War
Reading:	<ul style="list-style-type: none"> • Buhaug and Gates. 2002. “The Geography of Civil War.” <i>Journal of Peach Research</i> 39(4): 417-433. • Murdoch and Sandler. 2002. “Economic Growth, Civil Wars, and Spatial Spillovers.”

	<p><i>Journal of Conflict Resolution</i> 46(1): 91-110.</p> <ul style="list-style-type: none"> • Moore and Shellman. 2004. "Fear of Persecution: Forced Migration, 1952-1995." <i>Journal of Conflict Resolution</i> 40(5): 723-745. • Salehyan and Gleditsch. 2006. "Refugees and the Spread of Civil War." <i>International Organization</i> 60(2): 335-366. • Gleditsch. 2007. "Transnational Dimensions of Civil War." <i>Journal of Peace Research</i> 44(3): 293-309.
Mar 13	International Components and Externalities II : Foreign Ties and Foreign Actors
Reading:	<ul style="list-style-type: none"> • Buhaug and Gleditsch. 2008. "Contagion or Confusion? Why Conflicts Cluster in Space." <i>International Studies Quarterly</i> 52: 215-233. • Salehyan. 2008. "The Externalities of Civil Strife: Refugees as a Source of International Conflict." <i>American Journal of Political Science</i> 52(4): 787-801. • Regan and Frank. 2014. "Migrant Remittances and the Onset of Civil War." <i>Conflict Management and Peace Science</i> 31(5): 502-520. • Kalyvas and Balcells. 2010. "International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict." <i>American Political Science Review</i> 104(3): 415-429. • Regan. 1998. "Choosing to Intervene." <i>Journal of Politics</i> 60(3): 754-779.
Mar 20	Spring Break
Reading	<ul style="list-style-type: none"> • No Reading
Mar 27	Civil War Intervention & Intervention Consequences
Reading:	<p><i>[First Draft of Paper Due]</i></p> <ul style="list-style-type: none"> • Regan. 2002. "Third Party Interventions and the Duration of Intrastate Conflict." <i>Journal of Conflict Resolution</i> 46(1): 55-73. • Regan & Aydin. 2006. "Diplomacy and Other Forms of Intervention in Civil Wars." <i>Journal of Conflict Resolution</i> 50(5): 736-756. • Thyne. 2007. "Cheap Signals with Costly Consequences: The Effect of Interstate Relations on Civil War, 1945-1999." <i>Journal of Conflict Resolution</i> 50(6): 937-961. • Balch-Lindsay, Enterline, and Joyce. 2008. "Third-Party Intervention and the Civil War Process." <i>Journal of Peace Research</i> 45(3): 345-363. • Cunningham. 2010. "Blocking Resolution: How External States can Prolong Civil War." <i>Journal of Peace Research</i> 47(2): 115-127.
Apr 3	Peacekeeping and Conflict Management, the Second Generation
Reading:	<ul style="list-style-type: none"> • Fortna. 2008. "Pitfalls and Prospects in the Peacekeeping Literature." <i>Annual Review of Political Science</i> 11: 283-301. • Diehl, Paul F., Jennifer Reifschneider, and Paul R. Hensel. 1996. "United Nations Intervention and Recurring Conflict." <i>International Organization</i> 50(4): 683-700. • Doyle and Sambanis. 2000. "International Peacebuilding: A Theoretical and Quantitative Analysis." <i>American Political Science Review</i> 94(4): 779- 801. • Fortna. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace after Civil War." <i>International Studies Quarterly</i> 48(2): 269-292.

Apr 10	Peacekeeping and Conflict Management, the Third Generation
Reading:	<ul style="list-style-type: none"> • Ruggeri, Gizelis, & Dorussen. 2013. "Managing Mistrust: An Analysis of Cooperation with UN Peacekeeping in Africa." <i>Journal of Conflict Resolution</i> 57(3): 387–409 • Beardsley. 2011. "Peacekeeping and the Contagion of Armed Conflict." <i>Journal of Politics</i> 73(4): 1051-1064. • Hultman, Kathman, Shannon. 2014. "Beyond Keeping Peace: United Nations Peacekeeping in the Midst of Fighting." <i>American Political Science Review</i> 108(4): 737-753. • Beardsley, Cunningham, & White. "Resolving Civil Wars Before they Start: The United Nations Security Council and Conflict Prevention." Forthcoming in <i>British Journal of Political Science</i>. This paper is not yet in print. You can find it here: https://www.cambridge.org/core/journals/british-journal-of-political-science/article/div-classtitleresolving-civil-wars-before-they-start-the-un-security-council-and-conflict-prevention-in-self-determination-disputesdiv/3AF64D5C019F97DE5F015FECE321CB17 • Gilligan & Sergenti. 2008. "Do UN Interventions Cause Peace? Using Matching to Improve Causal Inference." <i>Quarterly Journal of Political Science</i> 3: 89-122.
Apr 17	Who are the "Recruits"?
Reading:	<ul style="list-style-type: none"> • Mueller. 2000. "The Banality of Ethnic War." <i>International Security</i> 25(1): 42-70. • Humphreys & Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil Wars." <i>American Journal of Political Science</i> 52(2): 436–455. • Cunningham. 2013. "Actor Fragmentation and Civil War Bargaining: How Internal Divisions Generate Civil Conflict." <i>American Journal of Political Science</i> 57(3): 659-672. • Andvig & Gates. 2010. "Recruiting Children for Armed Conflict" in <i>Child Soldiers in the Age of Fractured States</i>. Pittsburgh, PA: Pittsburgh University Press. • Wood & Thomas. 2017. "Women on the Frontline: Rebel Group Ideology and Women's Participation in Violent Rebellion." <i>Journal of Peace Research</i> 54(1): 31-46.
Apr 24	The Plight of Civilians
Reading:	<ul style="list-style-type: none"> • Kalyvas, Stathis. 2006. <i>The Logic of Violence in Civil War</i>. New York, NY: Cambridge University Press, Chapters 4 & 5. (While you're not required to read chapters 6 & 7, if you are interested, you'll find that these are integral to his argument). • Humphreys and Weinstein. 2006. "Handling and Manhandling Civilians in Civil War." <i>American Political Science Review</i> 100(3): 429-447.
May 1	In-class presentations
Reading:	<ul style="list-style-type: none"> • No Reading
May 8	In-class presentations
Reading:	<ul style="list-style-type: none"> • No Reading
May 12	Final Papers Due
Friday	Please email me a copy of your final paper no later than 9am on Monday morning. Late papers will not be accepted.