General Education Course Information Sheet

Please submit this sheet for each proposed course

<table>
<thead>
<tr>
<th>Department &amp; Course Number</th>
<th>Political Science 98T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Civil War: Dynamics, Resolution, and Recovery</td>
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</table>

1. Check the recommended GE foundation area(s) and subgroup(s) for this course

   **Foundations of the Arts and Humanities**
   - Literary and Cultural Analysis
   - Philosphic and Linguistic Analysis
   - Visual and Performance Arts Analysis and Practice

   **Foundations of Society and Culture**
   - Historical Analysis
   - Social Analysis

   **Foundations of Scientific Inquiry**
   - Physical Science
     * With Laboratory or Demonstration Component must be 5 units (or more)
   - Life Science
     * With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

   This seminar is an introduction to the study of civil war and internal political conflict. The seminar will be conducted from a political science perspective, in which theoretical models of the dynamics of civil war will be connected with a wealth of empirical data about the dynamics of rebellion, civilian life in civil war, and the social and political consequences of civil war. The data will be wide-ranging, including historical cases, social surveys, and demographic and election data. Throughout the seminar, students will be asked the critically analyze historical, social, and political information with reference to the theories presented in the course. Students will also be exposed to the different methodologies used in the study of civil war and will be asked to think critically about their effectiveness for answering research questions. Our overarching goal will be to use the theories and methodologies prevalent in political science to make sense of the seemingly confusing and chaotic process of civil war. Students will also read a novel set during a civil war and will write a reflection paper, using their social scientific knowledge of civil war (gained from the course) to better understand the plot, themes, and cultural perspective of the literal work.

3. List faculty member(s) who will serve as instructor (give academic rank):
   - Dr. Barbara Geddes, Professor
   - jAmanda Rizkallah Chown, teaching fellow

4. Indicate when do you anticipate teaching this course:

<table>
<thead>
<tr>
<th>2014-2015</th>
<th>Winter Enrollment</th>
<th>X</th>
<th>Spring Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Course Units</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Please present concise arguments for the GE principles applicable to this course.

- **General Knowledge**: In this course, students will learn detailed factual knowledge about several cases of civil war and what life is like during these periods of political turmoil. They will also learn about the major theories explaining the dynamics and outcomes of civil war, and be exposed to debates about the best methodologies to use in the study of such a sensitive subject.

- **Integrative Learning**: Students will be exposed to competing theoretical explanations for civil war processes and outcomes, as well as competing methodologies for the study of civil war. They will read a novel, examine quantitative data, and rich historical accounts with the goal of looking at the same issues from various angles.

- **Ethical Implications**: Students will discuss the difficult ethical questions that researchers face when studying vulnerable populations affected by civil war and constructing narratives about these controversial historical episodes. They will also discuss ethical questions surrounding the value of international intervention in internal conflict, and the effectiveness of processes of truth and reconciliation after war.

- **Cultural Diversity**: Students will be learning about conflict between people of different ethnic, religious, regional, and political groups all over the globe. They will be asked to think critically about why conflict occurs and how reconciliation and stability can be achieved without denying freedom of expression and while simultaneously embracing existing diversity within a single country.

- **Critical Thinking**: The students will be presented with a variety of different types of evidence, including historical accounts, literature, quantitative data, and field surveys. One of the main goals of the course is to encourage them to use theories to make sense of the wealth of evidence before them. In their final project, they will be researching cases of civil war and using theoretical models and generalized concepts to connect different cases and explain the outcomes they observe.

- **Rhetorical Effectiveness**: Students will have an opportunity to present a summary of a reading assignment they have chosen from the syllabus and lead a class discussion about the material. The discussion will include their reaction and analysis of the work’s main argument, along with generating discussion-provoking questions for the class. They will also have to give final presentations about their research projects to the whole class, persuading them that a past case of civil war resolution has policy implications for a current one based on their structural similarities. They will also do this in their written papers in greater detail.

- **Problem-solving**: Students will be asked to solve a very difficult real-world problem! Their final projects will ask them to research a current case of civil war and present recommendations for its resolution to policy makers. In doing this, they must use a resolved case of civil war as a reference as well as the predictions of the theoretical literature to bolster their case.

- **Library & Information Literacy**: Students will undertake a research project that will result in a presentation and a 15 page paper. To do this successfully, they will have access library resources—books, periodicals, and academic articles. Students will receive guidance in how to do this from the instructor.

### (A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture: 3 (seminar style) (hours)
2. Discussion Section: NA (hours)
3. labs: NA (hours)
4. Experiential (service learning, internships, other): NA (hours)
5. Field Trips: NA (hours)

(A) TOTAL Student Contact Per Week 3 (HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours (hours)</th>
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</thead>
<tbody>
<tr>
<td>General Review &amp; Preparation</td>
<td>1</td>
</tr>
<tr>
<td>Reading</td>
<td>6</td>
</tr>
<tr>
<td>Group Projects</td>
<td>NA</td>
</tr>
<tr>
<td>Preparation for Quizzes &amp; Exams</td>
<td>1</td>
</tr>
<tr>
<td>Information Literacy Exercises</td>
<td>NA</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>3</td>
</tr>
<tr>
<td>Research Activity</td>
<td>2</td>
</tr>
</tbody>
</table>

(B) TOTAL Out-of-class time per week 13 (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 16 (HOURS)
This seminar is an introduction to the study of civil war and internal political conflict. Questions to be examined include: Under what conditions is civil war more likely to occur? Why do civil wars last as long as they do? How do rebels organize, fight, and even govern? What are the lives of civilians like in the midst of conflict? What are the best ways to end civil wars and promote true reconciliation?

Students will be expected to understand the prevailing answers to these questions while also gaining an understanding of how social scientists try to answer these questions, including the limitations present in current research on the subject. Students will also be expected to apply theoretical concepts to the specific cases they focus on in their final papers and presentations.

The reading load for the course is substantial. Students are expected to have materials read before class, and to be ready to contribute meaningfully to the conversation. All students will have an opportunity to lead discussions on particular readings and will be required to present the major findings of their final papers to the class.

**Assessment**

**Quizzes (10%):** Each seminar will begin with a short reading quiz (multiple choice and short answer questions) designed to help students remember key ideas and keep them accountable to prepare the reading.

**Class Participation (20%):** Class attendance is NOT sufficient to earn a high participation grade. Students are expected to be active participants in the discussion.

**Reading Presentation (10%):** During the first seminar, students will sign up to lead the class discussion on a particular future reading. Presentations entail summarizing main points, offering critiques, and posing at least three discussion questions to the class.

**Reflection Paper (10%):** Students will read *Homage to Catalonia* and write a 4-5 page reflection paper, linking class readings and concepts to the context, themes, or plot of the novel.
Research Paper and Presentation (40% for paper and 5% for presentation): The course culminates with a 15-page research paper. Students will choose a case of an ongoing conflict (list to be provided) and research its dimensions and characteristics thoroughly. They will then be asked to draw similarities between it and a past conflict that has been resolved. Finally, they will propose how the past conflict offers lessons to be learned for policymakers working to the resolve the ongoing conflict. Students will be required to meet with instructor at least once to discuss their plans. Country selections are due week 3, outlines are due week 6, rough drafts are due week 8 and final drafts and presentation are due week 10.

Reading Materials

Two books are required and must be purchased:

All other assigned readings are available on the course website.

Course Schedule

Week 1: Introduction/ Civil War Onset

Human Security Report 2009/2010: The causes of peace and the shrinking costs of war


Week 2: How We Study Conflict


Kalyvas, Statthis N. "16 Promises and pitfalls of an emerging research program: the microdynamics of civil war." (2008).
Week 3: Dynamics of Rebellion

*Country selections for research papers due*


Week 4: Civilian Life during Civil War


Week 5: Civil War in Literature


Week 6: Ending Civil Wars

*Outline for research paper due*


**Week 7: Political Consequences of Civil War**


**Week 8: Peacebuilding and Reconciliation**

*Rough draft of research paper due*


**Week 9: What Can Be Done?**


**Week 10: Final Presentations**

*Final research paper and presentation due*
New Course Proposal

Political Science 98T
Civil War: Dynamics, Resolution, and Recovery

Course Number: Political Science 98T
Title: Civil War: Dynamics, Resolution, and Recovery
Short Title: CIVIL WAR
Units: Fixed: 5
Grading Basis: Letter grade only
Instructional Format: Seminar - 3 hours per week
TIE Code: SEMT - Seminar (Topical) [T]
GE Requirement: Yes
Major or Minor Requirement: No

Requisites: Enforced: satisfaction of entry-level writing requirement. Freshmen and sophomores preferred.

Course Description: Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Introduction to study of civil war and internal political conflict. Exploration of dynamics of civil war, different ways that conflicts are resolved, and what that implies for processes of reconstruction and reconciliation. Letter grading.

Justification: Part of the series of seminars offered through the Collegium of University Teaching Fellows.

Syllabus: File Political Science 98T syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information: Professor Barbara Geddes is the faculty mentor for this seminar.

Grading Structure: quizzles - 10%; class participation - 20%; reading presentation 10%; reflection paper -10%; research paper and presentation 40% for paper and 10% for presentation

Effective Date: Winter 2015
Discontinue Date: Summer 1 2015

Instructor: Name
Amanda Rizkallah Chown
Title
Teaching Fellow

Quarters Taught: Fall, Winter, Spring
Summer

Department: Political Science

Contact: Name
CATHERINE GENTILE
E-mail
cgentile@oid.ucla.edu

Routing Help

ROUTING STATUS
Role: Registrar's Office
Status: Processing Completed

Role: Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704
Status: Added to SRS on 7/31/2014 2:10:35 PM
Changes: Description
Comments: Edited course description into official version.
Role: Registrar’s Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441
Status: Added to SRS on 6/30/2014 2:11:31 PM
Changes: Title, Short Title
Comments: No Comments

Role: FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status: Returned for Additional Info on 6/12/2014 11:36:58 AM
Changes: No Changes Made
Comments: Routing to Doug Thomson in the Registrar’s Office.

Role: FEC Chair or Designee - Upton, Dell (DUPTON@HUMNET.UCLA.EDU) - 68370
Status: Approved on 6/11/2014 1:45:25 PM
Changes: No Changes Made
Comments: No Comments

Role: FEC Chair or Designee - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status: Returned for Additional Info on 6/5/2014 3:43:24 PM
Changes: No Changes Made
Comments: Routing to Dell Upton for FEC approval.

Role: CUTF Coordinator - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998
Status: Approved on 6/2/2014 5:29:54 PM
Changes: No Changes Made
Comments: on behalf of Professor Kathleen L. Komar, chair, CUTF Program Faculty Advisory Committee

Role: Initiator/Submitter - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998
Status: Submitted on 6/2/2014 5:29:03 PM
Comments: Initiated a New Course Proposal