

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Political Science 98T
 Course Title Civil War: Dynamics, Resolution, and Recovery

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

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

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 to 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 literary 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:

	2014-2015	Winter	<u>X</u>	Spring	_____
GE Course Units	<u>5</u>	Enrollment		Enrollment	

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:	<u>3</u> (seminar style)	(hours)
2. Discussion Section:	<u>NA</u>	(hours)
3. labs	<u>NA</u>	(hours)

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|---|----|---------|
| 4. Experiential (service learning, internships, other): | NA | (hours) |
| 5. Field Trips: | NA | (hours) |

(A) TOTAL Student Contact Per Week	3	(HOURS)
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(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)
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|-------------------------------------|----|---------|
| 1. General Review & Preparation: | 1 | (hours) |
| 2. Reading | 6 | (hours) |
| 3. Group Projects: | NA | (hours) |
| 4. Preparation for Quizzes & Exams: | 1 | (hours) |
| 5. Information Literacy Exercises: | NA | (hours) |
| 6. Written Assignments: | 3 | (hours) |
| 7. Research Activity: | 2 | (hours) |

(B) TOTAL Out-of-class time per week	13	(HOURS)
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GRAND TOTAL (A) + (B) must equal at least 15 hours/week	16	(HOURS)
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“Civil War: Dynamics, Resolution, and Recovery”
Political Science 98T
Seminar Syllabus
Winter 2015

Amanda Rizkallah
amanda.rizkallah@ucla.edu
Office 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 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:

- 1) Collier, Paul. *Wars, guns, and votes: Democracy in dangerous places*. HarperCollins, 2009.
- 2) Orwell, George. *Homage to Catalonia*. London: Secker and Warburg, 1938

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

Fearon, James D. "Rationalist explanations for war." *International organization* 49 (1995): 379-379.

Fearon, James D., and David D. Laitin. "Ethnicity, insurgency, and civil war." *American political science review* 97.1 (2003): 75-90.

Week 2: How We Study Conflict

Blattman, Christopher, and Edward Miguel. "Civil war." *Journal of Economic Literature* (2010): 3-57.

Verwimp, Philip, Patricia Justino, and Tilman Brück. "The analysis of conflict: A micro-level perspective." *Journal of Peace Research* 46.3 (2009): 307-314.

Kalyvas, Stathis 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

Ross, Michael L. "How do natural resources influence civil war? Evidence from thirteen cases." *International organization* (2004): 35-67.

Weinstein, Jeremy M. *Inside Rebellion*. New York: Cambridge University Press, 2007. (introduction only)

Mampilly, Zachariah Cherian. *Rebel Rulers: Insurgent governance and civilian life during war*. Cornell University Press, 2011. (Chapter 3 only)

Week 4: Civilian Life during Civil War

Kalyvas, Stathis N. "The ontology of" political violence": action and identity in civil wars." *Perspectives on Politics* 1 (2003): 475-494.

Steele, Abbey. "Seeking safety: avoiding displacement and choosing destinations in civil wars." *Journal of Peace Research* 46.3 (2009): 419-429.

Wood, Elisabeth Jean. "The social processes of civil war: The wartime transformation of social networks." *Annu. Rev. Polit. Sci.* 11 (2008): 539-561.

Week 5: Civil War in Literature

Orwell, George. *Homage to Catalonia*. London: Secker and Warburg, 1938.

Week 6: Ending Civil Wars

Outline for research paper due

Walter, Barbara F. "The critical barrier to civil war settlement." *International organization* 51.3 (1997): 335-364.

Wantchekon, Leonard. "Credible power-sharing agreements: theory with evidence from South Africa and Lebanon." *Constitutional Political Economy* 11.4 (2000): 339-352.

Kaufmann, Chaim. "Possible and impossible solutions to ethnic civil wars." *International security* 20.4 (1996): 136-175.

Week 7: Political Consequences of Civil War

Branch, Adam. *Gulu Town in War--and Peace?: Displacement, Humanitarianism and Post-war Crisis*. Crisis States Research Centre, 2008.

Lyons, Terrence. "Post-conflict elections and the process of demilitarizing politics: the role of electoral administration." *Democratization* 11.3 (2004): 36-62.

Rizkallah, Amanda. "Dominant parties in Lebanon's post-war political system." Working Paper.

Week 8: Peacebuilding and Reconciliation

Rough draft of research paper due

Jenne, Erin K. "Barriers to reintegration after ethnic civil wars: lessons from minority returns and restitution in the Balkans." *Civil Wars* 12.4 (2010): 370-394.

Manning, Carrie. "Local level challenges to post-conflict peacebuilding." *International Peacekeeping* 10.3 (2003): 25-43.

Doyle, Michael W., and Nicholas Sambanis. "International peacebuilding: A theoretical and quantitative analysis." *American political science review* (2000): 779-801.

Week 9: What Can Be Done?

Collier, Paul. *Wars, guns, and votes: Democracy in dangerous places*. HarperCollins, 2009.

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 quizzes - 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 Summer 1 2015

Date

Instructor	Name	Title
	Amanda Rizkallah Chown	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Political Science

Contact	Name	E-mail
	CATHERINE GENTILE	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

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045