POLI 4321: Civil Wars & Military Intervention
Section 115 (Summer 2019)
2:30 PM – 5:15 PM MW
Heritage Hall 203

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Phone: (254) 501-5871 (email preferred)
Office Hours: 4:30-6:00 MW

Catalog Description
A study of the causes, characteristics, and effects of civil wars, with particular emphasis on preventing the resumption of warfare after peace agreements. The effect of military intervention on the outcome and recurrence of civil war is studied in detail.

Course Overview
This course examines the effects of military intervention on the onset, evolution, and termination of civil wars. We will look at how civil wars seem to proceed in the absence of international intervention and then examine how intervention might alter their outcomes. Finally, we will examine post-war peacekeeping and peace enforcement missions. The format of the course is a discussion seminar.

Course Objectives
By the end of the course, students should be prepared to construct arguments using both theory and evidence drawn from the course. These arguments should answer the following questions and defend that answer from common or easily foreseeable objections. Some questions have more than one element in them.

1. What are civil wars, and what are their causes?
2. What explains violence against civilians in civil wars?
3. What factors determine the duration and outcomes of civil wars?
4. Why do outside powers militarily intervene during civil wars, and what are the consequences of their intervention on the war’s outcome and duration?
5. Why do outside powers send peacekeeping or peace enforcement missions to civil wars, and what are the consequences of these missions?
6. When are civil wars likely to recur?
We will attempt to solve these puzzles through reading, evaluation, discussion, and the occasional lecture.

**Learning Outcomes**

- **Learning Outcomes 1-6:** By the end of the course, students should be able to construct a well-supported answer to each of the six questions, using evidence and arguments from the course readings, in-class discussions, lectures and relevant in-class exercises. (To be achieved through completing daily work, class participation and note-taking, and studying for the final exam)
- **Learning Outcome 7:** By the end of the course, students should be able to make empirically-supported, probabilistic predictions about ongoing or hypothetical civil wars: their onset, level and types of violence, likelihood of attracting outside intervention, duration, and outcomes. (To be achieved through completing daily work, class participation and note-taking, and studying for the final exam)

**Required Readings**

The following book is required and available for purchase at the bookstore:

*Stathis Kalyvas. 2006. The Logic of Violence in Civil War. Cambridge University Press. ISBN 0521670047*

The rest of the readings are available on Canvas.

**Grading (90/80/70/60, rounded to the nearest percentile)**

*Academic Integrity Exercise:* This consists of watching a brief lecture on Canvas, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. It takes about half an hour. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. If you have successfully completed this exercise in another one of my courses, then you need not complete it again to get the credit.

***Completing the Academic Integrity Exercise is a prerequisite to passing this course. It must be completed before the due date in the course calendar.***

**Rubric:** You will automatically fail the course if you have not completed the Academic Integrity exercise by the due date.

**Exam (30%).** There will be a comprehensive final exam. The exam will consist of two questions. The first will be randomly drawn from the first three questions on page 1 of the syllabus; the second will be randomly drawn from the last three questions listed. The questions may be reworded to make them more precise or in order to take into account material we have discussed in class.

- **General advice**
    - It is generally best to write an outline first, then write your answer. For each major point on your outline, you should have support (a finding or example from the course materials).
    - You can write an outline for each question as we encounter it in the course, saving yourself considerable time and effort reviewing for the final exam.
• The exam is both open-notes and open-book. You are free to use class handouts, your notes, and all of the assigned readings. You are **not** permitted to use other resources (such as online material) during the exam.

• Exam grading rubric. Grading is primarily based upon your demonstrated knowledge of the material and ability to apply it to a new situation, rather than spelling/grammar issues. Having said this, atrocious grammar can make it impossible for the reader to understand your argument.

### POLI 4321 Final Exam Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Thesis (20%)</th>
<th>Argument Structure (30%)</th>
<th>Evidence (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Answers the question and drives the rest of the essay</td>
<td>The thesis is built up from arguments about each element of the question, each with its own support</td>
<td>Each element of the argument is supported by evidence from the course. In general, consistent statistical findings are better evidence than isolated examples, where such evidence is available. No major source of evidence is ignored (including counter-evidence, which is addressed and shown to be less compelling or more flawed than the evidence supporting the thesis).</td>
</tr>
<tr>
<td>B</td>
<td>Answers the question, but most of the paper ignores it</td>
<td>Some elements of the thesis do not correspond to sections of the answer, or vice versa</td>
<td>Each element of the argument is supported by evidence from the course, but major sources of evidence are ignored. OR The evidence used is insufficient to support one or more of the claims in the paper. OR Much of the support consists of direct quotes or naked claims, unsupported by research.</td>
</tr>
<tr>
<td>C</td>
<td>Does not match up with every element of the question</td>
<td>The essay is a set of arguments that proceed without logical order</td>
<td>The evidence, when taken as a whole, fails to support the paper’s thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and irrelevant evidence may be present. References to evidence from the course lack specificity.</td>
</tr>
<tr>
<td>D</td>
<td>Does not match up with most elements of the question</td>
<td>Most of the essay is devoid of actual argument, instead following a stream-of-consciousness or “data dump” strategy</td>
<td>At least one major element of the essay’s argument has substantial evidence from the course that supports it. However, other references are generally vague, irrelevant, or refuted by counter-evidence from other studies.</td>
</tr>
<tr>
<td>F</td>
<td>None</td>
<td>The essay is devoid of structure</td>
<td>Little if any evidence from the course is used in the answer. It fails to demonstrate a grasp of what the authors found.</td>
</tr>
</tbody>
</table>
Participation and Attendance (28%). A substantial portion of your grade is determined by your in-class participation. While there may be structured exercises from time to time, the bulk of the participation grade is determined by whether you discuss the assigned readings for the day. I am looking for comments and questions that clarify, question, or challenge the theories offered by the authors. Feel free to challenge my statements as well.

- Daily grades:
  - You will receive 40 points for attending a class and doing little else.
  - You will receive 80 points for attending and making a reasonable comment (or participating in an in-class exercise when these are offered).
  - You will receive 120 points for attending and making a particularly insightful observation or several reasonable comments.
  - On days when a lecture or structured exercise takes up about half of the class period, only half the participation is required. On days where these things take up the entire class period, only attendance (and active participation in any group work) is required. In either case, the maximum daily participation score will be 100 points.
  - If you are late for class without providing me with a legitimate excuse that session, participation credit will be deducted in proportion to your lateness (10% for each 15 minutes), rounding up to the next 10%.

- Overall grade:
  - You are expected to average 100 points per class period, except the first and last days of class.
  - The maximum participation grade can be as high as 120% (120 average). This is a your extra-credit opportunity.

- Tip: If you have trouble thinking of things to say in class (a common problem for shy students), write down discussion questions or objections while you are reading the material at home. Then you don’t have to worry about “blanking” in class because you can simply read off a question from your notes.

Daily Assignments (42%). Students are required to hand in one of the following at the beginning of each day of class. None of them are required to be typed.

A. The most common choice: A paragraph summarizing each assigned reading (each chapter or article, not each author). These will be graded for accuracy and detail, rather than argument construction (since they are purely descriptive). Each should be no fewer than three sentences; most will probably be four or five sentences.
  1. Each summary is weighted equally in the day’s homework grade
  2. If a summary contains the author’s (not your own) thesis and a description of the evidence offered by the author, then it will be considered complete. Incomplete summaries are worth half-credit, at most.
  3. Spelling or grammar errors will reduce the credit which you would otherwise receive by 1% each, up to a maximum of 20%.
B. Alternative: A copy of your notes from the readings at the beginning of each class session. This must be a copy so that you can continue to use and annotate your notes during our discussion.

1. Grading:
   a. If you turn in notes for some readings but not others, your maximum credit will be equal to the proportion of the readings for which you have notes, as estimated by the professor.
   b. As for the notes you turn in, they should contain three elements. They are listed in order from most to least important. The first will get you up to 75% (depending on level of detail, given the reading); both the first and second will get you 90%; all three will get you 100%.
      i. An outline or similar indented format, with main points (perhaps 4-10 words each) followed by the supporting points or statistical findings by the author (same length each)
      ii. Page numbers or table numbers for each piece of evidence, so you can access it easily later.
      iii. Questions you have while you read (one per chapter/reading/film). These need to be distinguished from the surrounding notes somehow, so that I can identify them. Leave a line or two of space so you can write in an answer later.

2. Abbreviations and symbols are acceptable but should be easy to decipher. Will you remember whether “comp.” means comprehensive, comprehend, or composition?

3. Spelling is irrelevant, but points should contain a subject and verb (they need not be grammatically-correct sentences, but must express a complete thought). In other words, they should be claims, not merely topic words. Examples of incomplete points and better alternatives:

<table>
<thead>
<tr>
<th>Example of poor note-taking</th>
<th>A better alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interv. must account for culture</td>
<td>Cultural ignorance → lower interv. success</td>
</tr>
<tr>
<td>Endogenous polarization</td>
<td>Polarization is often endogenous to conflict (<em>adds verb and object</em> – you might want to follow it with “Q: What does endogenous mean (78)?” as a discussion question)</td>
</tr>
<tr>
<td>Intervention = dilemma</td>
<td>Intervention = dilemma b/w duration and compromise (<em>original is too vague to help you on an exam, but the second contains enough to remember what the phrase “Intervenor’s Dilemma” means</em>)</td>
</tr>
</tbody>
</table>
### Overall Course Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Integrity Exercise (Required to pass the course)</td>
<td>0 (but required to pass the course)</td>
<td>0%*</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1500 Points (750 per question)</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>1400 Points (100 per class, excluding the first and last sessions)</td>
<td>28%</td>
</tr>
<tr>
<td>Daily Assignments</td>
<td>2100 Points (evenly divided between the 14 days for which assignments are due)</td>
<td>42%</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td><strong>5000 Points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

= A  = B  = C  = D  or lower = F

### Course Policies

#### Late/Incomplete Policies
- There will be no incompletes in this class, barring actual hospitalization or unforeseen deployment after the withdrawal deadline has passed.
- Late work will receive zero credit. The purpose of the homework is for you to read and think about the readings before you arrive in class for discussion, so doing them later offers little educational benefit for you or your peers.

#### Absences and Make-Up Work
- Attendance is required. If absent, let the instructor know in advance if possible and ASAP if some emergency arises at the last minute. Failure to do so will mean an unexcused absence (no participation or homework credit for the day).
- Make-up participation is required for any excused absence. It makes up for the inability of the student to participate in the class. **It is your duty to remember to make up missed sessions, not the instructor’s duty to remind you.**
  - To make up your participation, write a two-page essay/memo that integrates the days readings to address one of the six questions on the front page of the syllabus.
  - Make up participation is in addition to homework for the day, not a substitute for it.
  - Make-up participation is due one week after you return to class, or by the last day of the course – whichever is sooner.

#### Academic Integrity

**University Code of Academic Honesty:** Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by
students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

- **Violations:** Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
  - **Most Common Violation:** Receiving assistance or answers on any coursework from anyone other than the instructor. If you hand your work to someone else and they proceed to copy part or all of it, both of you will be deemed to have violated the policy. A single copied sentence on a summary is sufficient to trigger the policy!
  - **Second Most Common Violation:** Using prohibited resources on exams. You are permitted to use your personally-prepared notes (i.e. not downloaded or copied ones), class handouts, the exam itself, and the required readings for the course. That is all. No online resources are to be used, so be prepared to put all electronics in airplane mode during the exam.
    - You may of course study together for the exam, but I recommend that each student prepare his or her own notes as study progresses.
  - **Plagiarism:**
    - Use of direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn’t create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source’s ideas in your own words.
    - Paraphrasing another person’s words without citing the source (exception for this class: paraphrasing an author we read on that author’s worksheet – since the worksheet provides the source, you need not do so unless you use out of class material)

- **Penalties:**
  - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is greater. The infraction will also be reported to the TAMUCT administration, who will take independent action with respect to the student.
  - The (a) outright purchase, download, or completion by others of an exam, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure and the infraction will also be reported to the TAMUCT administration, who will take independent action with respect to the student.
Drop Policy
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Student Resources
• **911 Cellular**: Emergency Warning System for Texas A&M University – Central Texas. 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account. Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

• **Academic Accommodations**: At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].
  o Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit [https://www.tamuct.departments/index.php](https://www.tamuct.departments/index.php). Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

• **Title IX** of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in
the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

- **Tutoring** Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
  - If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.
  - Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

- **University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.
  - Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline at [https://tamuct.mywconline.com/](https://tamuct.mywconline.com/). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.
  - Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
  - Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

- **The University Library** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus.
Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

- Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.
- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

**Amendments**

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing.

**Instructor’s Personal Statement (not required reading, but may be of interest)**

I strive to provide my students with a liberal arts education. Such an education is intended to expand human potential by emphasizing critical thinking skills, strong writing and oral communication skills, and perceptive responses to others’ arguments. These goals enable students to become lifelong learners, community members, and ultimately to lead rewarding lives. Therefore, under the broad rubric of a liberal arts approach to teaching, I emphasize four objectives in my teaching: development of critical thinking skills, advancement of writing and speaking skills, moral development, and mastery of what in my judgment constitutes the “core” of the area under study. These goals determine how I construct course syllabi, which materials I use, and how I manage the classroom.

**Critical Thinking Skills**

Students should learn to think critically about the material in the course (primarily the assigned readings). This is a difficult skill to learn, but one that pays dividends in every other class and in the outside world. After all, we want educated and critical citizens. In this course, I sometimes assign my own work, as this is my research area. I expect students to bring the same critical focus to my own work that they do to those of other authors.

I divide critical thinking skills into three components. First, students must be perceptive readers and listeners. In nearly all courses, there are either sections of the readings, lectures, or class handouts which we discuss and debate, nearly line by line. The point of these exercises is to draw students’ attention to the multiple ways in which one might read a phrase or argument. Even where the course readings consist largely of a standard textbook, I try to
model this skill in class discussions by initially responding to many questions with “Are you asking X, Y, or Z?” Understanding the nuances of an argument is a prerequisite to analyzing it.

Second, students should have the ability to challenge and dissect arguments made by the course materials, fellow students, or myself. There are some students who are looking for “the way it is” to be handed to them from on high. I aim to challenge those students by presenting concrete, unsolved puzzles, and then presenting a number of possible solutions, requiring them to compare the evidence for each. Since the questions I ask in class are usually open questions within the discipline of political science, there are no easy answers. When I open a class discussion, gage with students doing discussion exercises, or grade homework assignments, I play “devil’s advocate” for each student or group, taking a different position as I interact with each student. It is therefore disappointing when students simply parrot back what they believe the professor wants to hear. Their own thoughts count.

Just as important as the ability to analyze an argument is the ability to construct and defend one, choosing one among several imperfect explanations as the “best bet” for explaining a phenomenon or the superior normative framework. There are some students who are very good at critiquing existing explanations, but who then use this skill as an excuse to avoid argument altogether: “None of these explanations are perfect, so it’s all just a matter of opinion.” I force students to weigh the strengths and flaws of each competing explanation and identify the one which is most likely to be correct. For empirical questions, I require them to devise some way in which their preferred explanation could be tested. For normative questions, I require them to apply their framework to difficult moral questions. In sum, I try to combine the focus on argument dissection that one finds in debate with the focus on puzzle-solving that one finds in science and philosophy.

Writing and Speaking Skills

As a former debater and debate coach, I appreciate the importance of being able to write and speak clearly. Of course, one of the most important ways to accomplish this is by assigning writing (and, in other courses, speaking) activities that require effective argument. Ideally, provision for revision and resubmission would be part of every course, but in shortened or summer courses this is difficult. In order to help students proofread their work, I set up a web site illustrating the most common student grammatical errors: word mix-ups, sentence fragments, agreement of subject and verb, and improper comma or apostrophe usage. I am then able to simply write the number of the error next to it on the page so that the student can look up the error and the solution. This technique allows me to focus my comments on the thesis, structure, and style of students’ essays.

Moral Development

One goal of a liberal arts education is to render students more capable of self-reflection and positive development. Moral education is essential to this process, yet may be the most difficult task facing an educator. Students must first be convinced that the ethical life is the best life. Fortunately, most students already have a set of values, albeit sometimes under-examined and often inconsistent ones. The task of the professor is to challenge their moral
beliefs in such a manner that students have to choose between competing values and become more consistent in their moral judgments. It is not the task of the professor to ensure that students adhere to a particular value system or ideology; instead, the ideal professor will challenge students of any ideology and make them more consistent in their judgments.

For this to be possible, students need to recognize their own underlying assumptions (often their religious faith, combined with a cynical view of human behavior) that make a system of values possible. They must then be able to defend the connections between those assumptions and their value choices. In short, political science needs to be seen as part of a broader liberal arts curriculum which prepares students to do justice (as students understand it) in the world. Otherwise, we risk training sophists who simply use their skills to manipulate others.

Subject Mastery

Finally, each class I teach has a certain “core” of material I expect students to master. This material is the necessary data for intelligent discussion of the questions posed by the course. Mastery is different than memorization; it mean being able to apply the material to an unanticipated question or situation. Accordingly, units are structured around great unanswered questions or moral dilemmas. The nature of these questions determines the type of class presentation. In this class, I typically tackle a puzzle using the seminar format so that we can understand the meaning and limitations of the work we read. The final exam is primarily based on the readings we discuss, and serves as an incentive to describe, analyze and synthesize the course materials.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings (all except Kalyvas on Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun 3</td>
<td>Introduction: The Meanings of Civil War</td>
<td>None</td>
</tr>
<tr>
<td>Jun 10</td>
<td>Causes: Coups, Revolutions and “Identity Wars”</td>
<td>Houle, “Why Class Inequality Breeds Coups But Not Civil Wars”</td>
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<tr>
<td></td>
<td></td>
<td>Bernauer, Identities in Civil Conflict: How Ethnicity, Religion and Ideology Jointly Affect Rebellion, Excerpts</td>
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<td></td>
<td></td>
<td>Cederman and Vogt, “Dynamics and Logics of Civil War”</td>
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<td></td>
<td></td>
<td><strong>Academic Integrity Exercise Due</strong></td>
</tr>
<tr>
<td>Jun 17</td>
<td>Process: Collaboration, Control, and Civilian Targeting</td>
<td>Kalyvas, The Logic of Violence in Civil War, Chapters 4-7</td>
</tr>
<tr>
<td>Jun 19</td>
<td>Process: Intimacy, Social Cleavages, and Violence Against Civilians</td>
<td>Kalyvas, The Logic of Violence in Civil War, 10-11, and Conclusion</td>
</tr>
<tr>
<td></td>
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<td>Cohen, “Explaining Rape During Civil War”</td>
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<td>Jun 24</td>
<td>Process: Testing the Kalyvas Model</td>
<td>Kalyvas, The Logic of Violence in Civil War, Chapters 8-9</td>
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<td>Jun 26</td>
<td>Outcomes: Strategy and Tactics</td>
<td>Greig, Mason, and Hamner, “Win, Lose or Draw in the Fog of Civil War”</td>
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<td>Fortna, “Do Terrorists Win? Rebels’ Use of Terrorism and Civil War Outcomes”</td>
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<td>Jul 1</td>
<td>Outcomes: Bargaining</td>
<td>Wittman, “How a War Ends”</td>
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<td>Walter, “The Critical Barrier to Civil War Settlement”</td>
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<td>Dixon, “Emerging Consensus”</td>
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<td>Jul 3</td>
<td>Intervention: Causes</td>
<td>Shirkey, Joining the Fray: Outside Military Intervention in Civil Wars, Chapter 2</td>
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<td>Jul 8</td>
<td>Intervention: Humanitarianism</td>
<td>La Haye, “The Laws of War Applicable in Internal Armed Conflicts”</td>
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<td>DeMeritt, “Delegating Death”</td>
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<td>Kathman and Wood, “Managing Threat, Cost, and Incentive to Kill”</td>
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<td>Jul 10</td>
<td>Intervention: Duration and Outcomes</td>
<td>Duyvesteyn, “The Determinants of the Continuation of Civil War”</td>
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<td>Regan, “Interventions into Civil Wars”</td>
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<td>Jul 15</td>
<td>Recurrence: Military Victories</td>
<td>Toft, “Ending Civil Wars: The Case for Rebel Victory”</td>
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<td>Nathan and Toft, “Correspondence”</td>
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<td>Jul 17</td>
<td>Recurrence: Compromise Settlements</td>
<td>Call, Why Peace Fails, Chapters 1-2</td>
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<td>Wolff, “Consociationalism, Power-Sharing, and Politics at the Center”</td>
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<td>Jul 24</td>
<td>Final Exam</td>
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