POLI 4321: Civil Wars & Military Intervention  
Section 125 (Summer 2020)  
Online Using Canvas and WebEx  

Dr. Jeffrey Dixon  
Office: Heritage Hall 204R  
Email: JeffreyDixon@tamuct.edu  
Phone: (254) 501-5871 (email preferred)  
Office Hours: By WebEx Appointment

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.

1. Describe the intellectual history of the concept of civil war.
2. Apply a concept of civil war to identify historical and modern armed conflicts meeting its criteria.
3. Compare the factors leading to the American, Taiping, and central African civil wars in particular to those leading to civil wars in general
4. Compare the factors that shaped the development and outcomes of the American, Taiping, and central African civil wars to those that lead to the development, duration, and outcomes of civil wars in general.
5. Identify the consequences of third-party military interventions on the duration, outcome, and recurrence of civil wars.
We will attempt to solve these puzzles through reading, evaluation, and the occasional lecture.

**Learning Outcomes**

- **Learning Outcomes 1-5**: By the end of the course, students should be able to construct a well-supported answer given each of the five prompts on the first page of the syllabus, using evidence and arguments from the course readings, handouts, lectures and relevant exercises. (To be achieved through completing memos.)

- **Learning Outcome 6**: 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 the briefing paper and presenting it.)

**Required Readings**

The following books are required for this course. Note that a student is under no obligation to purchase textbooks from the university bookstore. Other sources, including online retailers, may offer lower prices. Do pay careful attention to delivery dates so that you have each book on time. All other required readings and the required videos/films may be found on Canvas.


The following book is only used for an extra-credit exercise. I did not have the bookstore order copies for this section of the course, since it isn’t required nor even really “recommended” for undergraduates unless you intend to do the exercise. It is certainly informative, though, and the bookstore should have a few copies for POLI 5321 (the graduate section of this course), for which it is a required text.


**Course Delivery**

This course is 100% online, using the Texas A&M-Central Texas Instructure Canvas learning management system. **There is one required synchronous meeting, scheduled for 6 PM-9 PM on Wednesday, July 22.**

Logon to Texas A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password
Additional requirements:

- Everything is tested using the free Google Chrome web browser, but should also work with most modern web browsers (e.g. Firefox). However, Internet Explorer is not supported by Canvas.
- You will need the ability to watch streaming videos on Canvas, which requires broadband internet access. This does not require you to install specific video software -- if you can watch videos on sites like YouTube, you should be able to watch the course videos without issue.
- You will need to be able to open Portable Document Files (for readings posted on Canvas). Adobe Reader can do this for free.
- You may want to be able to view the Microsoft PowerPoint files which provide the basis for most lecture material. If you cannot gain access to a program which can open these, I can post them in pdf format as well.
- You will need a microphone (but not a video camera) for our synchronous class session on July 22 and for WebEx office hours.

**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.

**Assignments (100%)**. There are three types of assignments:

- **Memos (13)**: A memo is a brief (roughly 500 words) essay responding to the topic or question presented for the particular lesson. Your memo should show that you read and watched the assigned materials for the lesson. It should contain a clear thesis and supporting evidence. It should primarily rely on the course materials, but if you do use information from an outside source, be sure to include an APSA-style, in-text, parenthetical citation and a works cited page.

- **Briefing Paper**: This is a modest research assignment and accompanying analysis. You will be assigned a military intervention in an ongoing civil war to describe and analyze. Using multiple reliable sources, you will prepare a 5-10 page briefing on that military intervention to date. The elements of the paper are as follows:
  - Antecedents to intervention: What was happening in the civil war prior to the intervention? Focus on the events and apparent trajectory of the war in the months immediately prior to intervention. You need not recount the entire history of the civil war unless doing so is necessary to fulfill one of the other elements of the paper.
• Purposes of the intervention: What reasons did the intervenor give for the intervention? Were those accurate ones, or were there other objectives not publicly stated?
• Intervention forces: When did the intervention begin and with what forces? How did the force composition and objectives of the intervention change as the intervention went on?
• Consequences of the intervention: How did the intervention change the trajectory of the war, if at all? What costs were suffered by the intervenor, and what gains were made that might justify continuing the intervention? Did the intervention succeed, fail, or fall somewhere between these extremes?
• You will need to properly cite your sources using APSA format, including a properly-formatted Works Cited at the end of your briefing paper.

Presentation: Plan to meet using WebEx at 6-9 PM on Wednesday, July 22. You will be able to present your core findings and evidence using some visual aid (images, some PowerPoint slides, etc) for 5-10 minutes, followed by questions from the instructor and your peers. More details on the precise structure of the presentation will be released near the beginning of July.

POLI 4321 Grading Rubric for Memos

<table>
<thead>
<tr>
<th>Grade</th>
<th>Thesis (20%)</th>
<th>Argument Structure (30%)</th>
<th>Evidence (50%)</th>
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<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 prompt, 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 or course materials.</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>Grade</td>
<td>Thesis (20%)</td>
<td>Argument Structure (30%)</td>
<td>Evidence (50%)</td>
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<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>
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**Overall Course Rubric**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Academic Integrity Exercise</td>
<td>0 (but required to pass the course)</td>
<td>0%*</td>
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<tr>
<td>(Required to pass the course)</td>
<td></td>
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<tr>
<td>Memos (13)</td>
<td>60 each (780 total)</td>
<td>78%</td>
</tr>
<tr>
<td>Briefing Paper</td>
<td>160</td>
<td>16%</td>
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<tr>
<td>Presentation</td>
<td>60</td>
<td>6%</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE</strong></td>
<td><strong>1000 Points</strong></td>
<td><strong>100%</strong></td>
</tr>
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895-1000 = A 795-894 = B 695-794 = C 595-694 = D 594 or lower = F

**Course Policies**

**Lectures and Videos**
The PowerPoint files I post don’t include the explanations I give in the videos. The (few) lectures in this course do not simply rehash the readings – they add new material and help you organize the evidence presented in the assigned readings.

**Deadlines and Late Work**
- This is not a self-paced class. The first week of classes, just make sure you have everything in by the end of the week (Friday night). But after the first week, submission deadlines are typically 11:59 PM on the due date (the exceptions are out two live (synchronous) simulations, for which the preparatory work is due by 6 PM before the start of the simulations. Make smart use of weekend time to plan ahead for all of your course sessions that week.
- Late submissions lose 20% of their credit each day they are late, so I have the assignments close five days after the original due date. The final exam cannot be late, so it closes the moment it’s due.
**Incompletes**
Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.

**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.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html](https://www.tamuct.edu/student-affairs/student-conduct.html). If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0).

**Specific guidelines for this course, which supplement and do not replace University policy:**

- **Violations:** Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
  - **Most Common Violation:** Plagiarism. This comes in two varieties:
    - 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
  - **Second Most Common Violation:** Receiving 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 answer on an assignment is sufficient to trigger the policy.
- **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 be reported to the TAMUCT administration, with a recommendation for probation in the case of deliberate violation or no further action in the case of clearly inadvertent violation.

- The (a) outright purchase, download, or completion by others of an exam or assignment, 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 recommendation for maximum disciplinary penalties to the TAMUCT administration.

**Drop Policy**
If you discover that you need to drop this class, you must complete the [Drop Request Dynamic Form](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612). Faculty 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. Once you submit the completed 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**
- **WARRIOR SHIELD: Emergency Warning System for Texas A&M University-Central Texas**
  Warrior Shield 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 Warrior Shield through their myCT email account.
  - Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) can be downloaded and installed on your mobile device from Google Play or Apple Store.
- **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
Important information for Pregnant and/or Parenting Students

- Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. 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** is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

- If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

**University Writing Center**

- The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.
o 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!

o Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCONline [https://tamuct.mywconline.com/]. 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.

• University Library

o 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.

o 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.

o 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 presentation 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 put together a brief guide illustrating the most common student grammatical errors: word mix-ups, sentence fragments, agreement of subject and verb, and improper comma or apostrophe usage.

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.
Course Modules—Check Canvas for any amendments/announcements

June 3 (but due by June 5): Introduction – Defining and Measuring Civil War
READ: Course Syllabus
HANDOUT: Three Definitions of Civil Wars and Their Implications
WATCH: Why Care About Civil Wars? (94 min)
COMPLETE: Academic Integrity Exercise, if not completed for/in another one of my classes
READ: Armitage, Civil Wars: A History in Ideas, Introduction and Chapters 1-3
HANDOUTS: Dutch Act of Abjuration and Hobbesian Reasoning on Anarchy and Government
COMPLETE: Memo 1

Prompt: In what ways did “civil war” change from the Roman view of the concept to early modern views such as those of Hobbes and Locke?

June 8: The Codification of Civil War
READ: Armitage, Civil Wars: A History in Ideas, Chapters 4-6 and Conclusions
READ: La Haye, “The Laws of War Applicable in Internal Armed Conflicts”
HANDOUT:
COMPLETE: Memo 2

Prompt: How did the concept of law enter discussions of civil war, and how did it grow into a set of specific legal norms?

June 10: Civil War Onset
READ: Cederman and Vogt, “Dynamics and Logics of Civil War”
HANDOUT: Correlates of Civil War Onset -- A Summary
HANDOUT: “Major Controversies Preceding the American Civil War
HANDOUT: “Declarations of Secession – Excerpts”
READ: Murray and Hsieh, A Savage War: A Military History of the Civil War, Chapter 1
COMPLETE: Memo 3

Prompt: To what extent did the causes of the American Civil War reflect factors unique to its place and time, as opposed to one of Cederman and Vogt’s three general approaches to civil war causation?

June 15: Battles and Bargaining
WATCH: Bargaining Models of War (mins)
HANDOUT: “Political Blocs in the War Congresses (1861-1864)”
HANDOUT: Events at Shiloh
READ: Murray and Hsieh, A Savage War: A Military History of the Civil War, Chapters 2-5
COMPLETE: Memo 4

Prompt: What information relevant to the bargaining model of war did Northern and Southern leaders disagree on at the beginning of the American Civil War – and how did the battles at Bull Run/Manassas and Shiloh change beliefs about the likely magnitude, duration, and outcome of further fighting?
June 17: The Individual Level of Analysis
READ: Murray and Hsieh, A Savage War: A Military History of the Civil War, Chapters 6-7
WATCH: The Civil War [Class Edit] (min)
COMPLETE: Memo 5

Prompt: What were George McClellan’s strategies for restoring the Union, and why did they fail to do so?

June 22: Politics and Military Developments
READ: Murray and Hsieh, A Savage War: A Military History of the Civil War, Chapters 8-10
COMPLETE: Memo 6

Prompt: How did political considerations affect how Lee, Grant, and Bragg waged war?

June 24: The Myth of the “Lost Cause”
HANDOUT: How Often Does the Bigger Army Win?
READ: Murray and Hsieh, A Savage War: A Military History of the Civil War, Chapters 11-13
READ: Duyvesteyn, “The Determinants of the Continuation of Civil War”
COMPLETE: Memo 7

Prompt: Taking into account grand strategy, politics, ways of waging war, and logistics, what best explains the military defeat of the Confederate rebellion?

June 29: The Outbreak of Mass Rebellions in Nineteenth-Century China
READ: Dixon and Sarkees, A Guide to Intrastate Wars: An Examination of Civil, Regional, and Intercommunal Wars, 1816-2014, Excerpt 1
READ: Platt, Autumn in the Heavenly Kingdom: China, the West, and the Epic Story of the Taiping Civil War, Preface, Prologue, and Chapters 1-2
COMPLETE: Memo 8

Prompt: What common factors or causes of civil war can account for all four of the Chinese mass rebellions that broke out from 1850-1856?

July 1: Major Players in the Taiping Rebellion
READ: Platt, Autumn in the Heavenly Kingdom: China, the West, and the Epic Story of the Taiping Civil War, Chapters 3-7
WATCH: Chinese Rebellions to 1861 (min)
COMPLETE: Memo 9

Prompt: What were the major differences between the organization and tactics of Zeng Guofan’s forces, the Ever-Victorious Army, regular government forces, and the Taipings?
July 6: The (Qing) Empire Strikes Back
READ: Platt, Autumn in the Heavenly Kingdom: China, the West, and the Epic Story of the Taiping Civil War, Chapters 8-15 and Epilogue
READ: Dixon and Sarkees, A Guide to Intrastate Wars: An Examination of Civil, Regional, and Intercommunal Wars, 1816-2014, Excerpt 2
READ: Dixon, “Emerging Consensus”
WATCH: Chinese Rebellions from 1861 to 1878 (min)
COMPLETE: Memo 10

Prompt: By 1861, China looked like what we might now term a “failed state” – unable to govern most of its citizens or provide services and beset with multiple simultaneous rebellions, foreign interests backed by foreign troops, and increased tendencies toward warlordism by its own most successful military commanders. So how did the Qing Dynasty manage to retain power for another 50 years?

July 8: 20th-Century Warlordism: Russia, China, and West Africa
READ: Smele, The “Russian” Civil Wars, 1916-1926: Ten Years That Shook the World, Chapter 6 and Conclusion
READ: Dixon and Sarkees, A Guide to Intrastate Wars: An Examination of Civil, Regional, and Intercommunal Wars, 1816-2014, Excerpt 3
READ:
COMPLETE: Memo 11

Prompt: What are the causes and political consequences of warlordism?

July 13: Networks of Civil War
READ: Prunier, Africa’s World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe, Chapters 1-6
COMPLETE: Memo 12

Prompt: Why do (some) civil wars spread to neighboring countries over time?

July 15: Peacekeeping, Security Dilemmas, and Civil War Termination
READ: Prunier, Africa’s World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe, Chapters 7-10
READ: Walter, “The Critical Barrier to the Settlement of Civil Wars”
READ: Fortna, “Does Peacekeeping Keep Peace?”
COMPLETE: Memo 13

Prompt: “Africa’s World War” has been difficult to end, with sporadic fighting and rebellions in the Democratic Republic of Congo continuing to this day. Why is this – and what could the international community do to make peace agreements “stick” after such complex regional civil wars?
July 20: Applying General Theories to Contemporary Cases
READ: Dixon and Sarkees, “Appendices to A Guide to Intrastate Wars: An Examination of Civil, Regional, and Intercommunal Wars, 1816-2014,” Excerpts
COMPLETE: Briefing Paper on Contemporary Intervention

July 22: Virtual Conference: The Effects of Third Party Military Interventions on Civil Wars
COMPLETE: Online Presentation – Meet at 6 PM via WebEx