



**TEXAS A&M**  
UNIVERSITY  
CENTRAL TEXAS

## **POLI 4321: Civil Wars & Military Intervention**

**Section 110 (Fall 2021)**

**August 23 – December 6, 2021**

**Mondays / 6:00-9:00 PM / FH 212**



**Dr. Jeffrey Dixon**

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**Office Hours:** 4:15 PM – 5:45 PM Mon-  
Wed or by 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 meeting each of the following five instructions using both theory and evidence drawn from the course. We will attempt to solve these puzzles through reading, evaluation of the reading during class discussion, and the occasional lecture.

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.

### 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 just listed, 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.

David Armitage. 2017. *Civil Wars: A History in Ideas*. NY: Vintage. ISBN 9780307456175

Williamson Murray and Wayne Wei-Siang Hsieh. 2016. *A Savage War: A Military History of the Civil War*. Princeton, NJ: Princeton University Press. ISBN 9780691181097

Stephen Platt. 2012. *Autumn in the Heavenly Kingdom: China, the West, and the Epic Story of the Taiping Civil War*. NY: Vintage. ISBN 9780307472212

Gérald Prunier. 2011. *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe*. NY: Oxford University Press. ISBN 9780199754205

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 formally "recommended" for undergraduates (although it *is* really informative) unless you intend to do the exercise.

Jon Smele. 2016. *The "Russian" Civil Wars, 1916-1926: Ten Years That Shook the World*. NY: Oxford University Press. ISBN 9780190861148

### Course Delivery

This course meets face-to-face in a classroom, with supplementary materials provided on Canvas: 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.

### **Student-Instructor Interaction**

The instructor will be checking email at least once per day from Monday-Friday. Expect a response within 24 hours during the week, *if you request one* in your email. Weekend responses may take longer. Practice professionalism (full sentences, spelling, etc) in your electronic correspondence.

### **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.***

*Daily Assignments (46%).* Students are required to hand in one of the following two assignments at the beginning of each day of class. Neither of them are required to be typed, provided they are clearly legible.

- A. **Option # 1: Memo.** A memo is a brief (roughly 400-800 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. Be sure that it answers the prompt for that day of class using the readings or other assigned materials for that day of class. The rubric for this essay is similar to the exam rubric, but
1. The “evidence” portion of the grade is based on having something relevant from each reading (each chapter or paper, not just each author). Each reading is weighted equally (so offering evidence from only one of four readings provides an evidence grade of 25%).

2. Spelling or grammar errors will reduce the credit which you would otherwise receive by 2% each, up to a maximum of 20%.

B. **Option # 2: Summaries.** There should be one summary per reading (each chapter or paper, not each author) paragraph summarizing each reading (each chapter or essay, not just 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 5 and no more than 8 sentences.

Rubric:

1. Each summary is weighted equally in the day's homework grade
2. If a summary contains both of the following:
  - the author's (not your own) thesis
  - a description of the evidence offered by that author for his or her thesis
 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 2% each, up to a maximum of 20%.

### **POLI 4321 Grading Rubric for Memos**

<b>Grade</b>	<b>Thesis (20%)</b>	<b>Argument Structure (30%)</b>	<b>Evidence (50%)</b>
A	Answers the question and drives the rest of the essay	The thesis is built up from arguments about each element of the prompt, each with its own support	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).
B	Answers the question, but most of the paper ignores it	Some elements of the thesis do not correspond to sections of the answer, or vice versa	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.
C	Does not match up with every element of the question	The essay is a set of arguments that proceed without logical order	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.

Grade	Thesis (20%)	Argument Structure (30%)	Evidence (50%)
D	Does not match up with most elements of the question	Most of the essay is devoid of actual argument, instead following a stream-of-consciousness or “data dump” strategy	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.
F	None	The essay is devoid of structure	Little if any evidence from the course is used in the answer. It fails to demonstrate a grasp of what the authors found.

- Participation (30%): This is recorded for each session as follows:
  - The student showed up but did not constructively participate in the discussion: 8/20 points (40% credit)
  - The student showed up and constructively participated in the first or second half of the discussion: 16/20 points (80% credit)
  - The student showed up and constructively participated in the entire discussion (minimum once each half of the class session): 24/20 points (120% credit – a significant extra-credit opportunity)
  - Constructive participation means asking questions and/or making comments that demonstrate familiarity with the works being discussed and contribute to furthering understanding of those works and/or their validity.
- Briefing Paper: This is a modest research assignment and accompanying analysis. Early in the course, you will be assigned a military intervention in a recent or 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.

List of Interventions for Briefing Papers

1. Somalia vs. Al-Shabaab: Either the AMISOM intervention as a whole, or intervention by one of the countries heavily involved in AMISOM (i.e. Ethiopia, Kenya, Djibouti, Uganda, or Burundi)
2. Afghanistan vs. Taliban **since 2016**: Either the NATO intervention as a whole, or intervention by one of the NATO members involved (provided that the NATO member deployed at least 1000 troops to Afghanistan at one time)
3. Libya (Government of National Accord) vs. Libyan National Army (Haftar Faction): Intervention by Turkey, Russia, and/or Sudan
4. Ethiopia vs. Tigray People’s Liberation Front / Tigray Defense Forces: Intervention by Eritrea
5. Syria vs. Domestic Rebels (not including the fight against IS/ISIS): Interventions by Russia, Turkey, the United States, and Iran
6. South Sudan vs. SPLM-IO and other groups: Intervention by Uganda

7. Yemen (Houthis) vs. Southern Secessionists and former government: Intervention by Saudi Arabia, the UAE, and their coalition partners
8. Nigeria vs. Boko Haram: Intervention by Chad, Niger, and/or Cameroon.
9. Ukraine vs. Donetsk People's Republic and Luhansk People's Republic: Intervention by Russia

Your number is \_\_\_\_\_

- The elements of the briefing 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 briefing paper.
  - Purposes of the intervention: What reasons did the intervener 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 and why 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 intervener, 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: 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.
- Extra Credit Exercise:
  - There is an optional book by Jonathan Smele on civil wars in Russia from 1916-1926:
    - Jon Smele. 2016. *The "Russian" Civil Wars, 1916-1926: Ten Years That Shook the World*. NY: Oxford University Press. ISBN 9780190861148
  - The library also has a single electronic copy of the book (only one user at a time permitted). Acquire or otherwise access and read the book. Then type up an analysis of the best answers to the following interrelated questions, drawing (and citing properly) from throughout Smele's (2016) book:
    - Given the sheer number of states and nonstate actors that intervened against the Bolsheviks in the Russian Civil Wars from 1917-1926, how did the Bolsheviks (Reds) manage to win?
    - At what point in the war(s) did a Bolshevik victory become the most likely outcome?
  - Rubric. This assignment is not graded by letter but by overall performance. The most extra credit that a truly excellent paper can receive is +100 points/+10% of class credit. I suspect most efforts will fall closer to the +50/+5% range, however.

Credit is determined by how confident the instructor is that the answer to each of the following questions is “yes.” Note that extra credit is graded on a “weak link” principle – taking the degree of agreement with each question as a percentage, it is not the average (mean) percentage that determines an extra credit grade, but how high the lowest percentage is.

- Is it clear that the student read the whole book?
- Is there a clear thesis by the student that answers the questions posed?
- Does the student identify Smele’s thesis and compare the validity of his or her own thesis with that of Smele?
- Is the available evidence from throughout Smele used (and cited) to support the thesis? (Note: Evidence from other sources is permitted – assuming they are properly cited – but such evidence should *supplement* and *not take the place of* showing that you were able to assess the evidence throughout Smele).
- Does the evidence used actually support the student’s thesis?

### Overall Course Rubric

Item	Points	Percent of Grade
Academic Integrity Exercise (Required to pass the course)	0 (but required to pass the course)	0%*
Memos (13)	35 each (455 total)	About 46%
Participation (15 sessions)	20 each (300 total)	30%
Briefing Paper	245	About 25%
Presentation	60	6%
<b>TOTAL POSSIBLE</b>	<b>1000 Points</b>	<b>100%</b>
<i>Optional Extra Credit Exercise</i>	Up to 100	Up to 10%
895-1000= A    795-894 =B    695-794=C    595-694=D    5944 or lower = F		

### Course Policies

#### Attendance

Attendance is required, and participation while you are in class is graded. Note that the PowerPoint files I post don’t include the explanations I give in the lectures themselves. 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.

#### Regrade Policies

Mistakes happen. Don’t be shy about checking everything twice. In order to prevent a last-minute search for points long after the original grading has been done, I have two policies for regrades or disputes over grades. Please remember the deadlines in each case. After this time, I am no longer confident that I will be able to remember enough to fairly regrade the material (i.e. using exactly the same standards as those applied to other students).

- Written Work: If you believe I have graded written work incorrectly, then you have up to **one week** to return the work to me along with a *brief* explanation of the portion to be regraded.

- Participation: **At the end of any class period**, you may request to see your participation grade for that class. If you disagree with the grade, you need to explain your disagreement **then, while the discussion is still fresh in everyone’s memory**. I advise you to write down a few words each time you participate so that you might be able to jog my memory after class if you believe I missed your effort.

## Make-Up Work, Absences, and Late Work

- A. Excused Absences:
- Scheduled Absences: Students must inform the instructor *prior to an absence*. Send me an email stating the dates(s) you will be missing and the reason(s). You should also hand me a written note with this information in class. (Protect yourself! Don’t rely on my memory – hand me something written that I can keep in my files). **Hand in the assigned homework and make-up work before you leave.**
  - Emergencies: Send me an email (Canvas preferred) if possible. If all else fails, you or a friend may call my office and speak to me or my voicemail. There are very few situations in life that preclude making a phone call or having a friend do so; failure to contact the instructor *prior to class* will normally rule out any sort of make-up. The standard is “ASAP” – that is, as soon as a reasonable person would have been able to contact me. **When you return, be sure to bring summaries for any missed classes and to request any additional make-up in-class work (e.g. for group discussion exercises you may have missed).** It is not the instructor’s duty to remind you. Make-up work often differs from the original exercise and is offered at the instructor’s convenience.
- B. When an absence has been excused as above, a student will still need to do make-up work. If there is no in-class exercise, then the make-up work (due *instead of* the regular homework) is an 800-1200 word essay critically evaluating the approach or contribution of each assigned reading to the question for the missed session. The essay should have a clear thesis that answers the question for the session and should defend that thesis using evidence drawn from the readings or other assigned class materials. The rubric for this essay is essentially the memo rubric (save for the length requirement), but
1. Counter-evidence must also be addressed – either by showing it to be incorrect, or (more commonly) by demonstrating that the body of evidence supporting the thesis is stronger and/or more robust than the body of evidence against it.
  2. Spelling or grammar errors will reduce the credit which you would otherwise receive by 1% each, up to a maximum of 20%.
- C. Deadlines and Late Work
- Assignments are due at the beginning of each class session. Late work loses 20% of the credit it would otherwise receive each day (*not* each class session) or portion thereof that it is late. If your printer fails, email me the file to show that you have it completed – but if you do so, always be sure to hand in a hard copy for me to grade by the next session.
- D. 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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), see the following link: [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), at [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
  - Copying another student's homework. I encourage study groups, but copying must be avoided. Discuss the readings as long as you wish, but don't "share" the contents of your memos before they are due. You may not "jointly" complete any of the homework exercises in this course unless otherwise indicated on the assignment; these are to be completed by yourself alone. If you provide another student with a copy of your homework and they copy it, both you and the copier will be deemed to have violated the policy.
  - Using 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
- *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 (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 expulsion to the TAMUCT administration.

## Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<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.

## Professors are Mandatory Reporters

Texas State Law states that:

- “An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes **sexual harassment, sexual assault, dating violence, or stalking** and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.”
- Further: “A person commits an offense if the person is required to make a report...and knowingly fails to make the report. ... A postsecondary educational institution shall terminate the employment of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense.”

## Student Resources

- **UNILERT** (Emergency Warning System for Texas A&M University – Central Texas): UNILERT 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 and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at <http://www.tamuct.edu/departments/news/unilert.php>
- **University Writing Center**: University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.
  - 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-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.
  - **Library Services:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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) [<http://tamuct.libguides.com/index>].
  - **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](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

- *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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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, 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. 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](mailto: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 (but not writing support). Access Tutor.com through Canvas.

## 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 by uploading the revised syllabus to Canvas.

### ***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, engage 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 press 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 dilemmas.

#### **Important University Dates** [*Copied from <https://www.tamuct.edu/registrar/academic-calendar.html>*]

September 7, 2021	Deadline to drop 16-week Classes with No Record
October 4, 2021	Deadline for Teacher Education Program Applications
October 15, 2021	Deadline for Clinical Teaching/Practicum Applications
October 18, 2021	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 18, 2021	Classes Begin for Second 8-Week Session
October 20, 2021	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 19, 2021	Deadline for Graduation Application for Fall Ceremony Participation

November 1, 2021	Deadline for GRE/GMAT Scores to Graduate School Office Registration Opens for Spring Semester
November 5, 2021	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2021	Veterans' Day (University Closed)
November 25-26, 2021	Thanksgiving (University Closed)
November 29, 2021	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 10, 2021	Deadline to Withdraw from University for 16- and Second 8-Week Classes. Deadline for Applications for Tuition Rebate for Fall Graduation (5pm). Deadline for Fall Degree Conferral Applications to the Registrar's Office (\$20 Late Application Fee). Fall Commencement Ceremony Bell County Expo 7 PM.

## Course Schedule

### August 23: Introduction – Defining and Measuring Civil War: Who Cares?

READ: Course Syllabus

### August 30: Origins of the Concept of “Civil” War

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

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?*

### September 6 [TAMUCT is **OPEN** on Labor Day and **we have class**]: 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”

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?*

### September 13: Civil War Onset

READ: Cederman and Vogt, “Dynamics and Logics of Civil War”

READ: Dixon, “Emerging Consensus”

READ: Trinn and Wencker, “Integrating the Quantitative Research on the Onset and Incidence of Violent Intrastate Conflicts”

READ: Murray and Hsieh, A Savage War: A Military History of the Civil War, Chapter 1

READ: Handout on Major Controversies Preceding the American Civil War

READ: Handout on the Five Declarations of Secession

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 or the factors listed by the Trinn and Wencker piece and/or the article by Dixon?*

### September 20: Battles and Bargaining

WATCH: *Bargaining Models of War* (87 mins)

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?*



### September 27: 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] (106 min)

COMPLETE: Memo 5

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

### October 4: Politics and Military Developments

READ: Murray and Hsieh, A Savage War: A Military History of the Civil War, Chapters 8-10

READ: Krcmaric, "Varieties of Civil War and Mass Killing: Reassessing the Relationship Between Guerilla Warfare and Civilian Victimization"

COMPLETE: Memo 6

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

### October 11: The Myth of the "Lost Cause"

READ: Murray and Hsieh, A Savage War: A Military History of the Civil War, Chapters 11-13

READ: Handout: How Often Does the Bigger Army Win?

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?*

### October 18: 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?*

### October 25: 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* (16 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?*

### **November 1: 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

WATCH: *Chinese Rebellions from 1861 to 1878* (26 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?*

### **November 8: 20<sup>th</sup>-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: Waldron, “War and the Rise of Nationalism in Twentieth-Century China”

READ: Marten, “Warlordism in Comparative Perspective”

COMPLETE: Memo 11

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

### **November 15: 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?*

### **November 22: 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?*

**November 29: Applying General Theories to Contemporary Cases**

COMPLETE: Briefing Paper on Contemporary Intervention

READ: Dixon and Sarkees, A Guide to Intrastate Wars: An Examination of Civil, Regional, and Intercommunal Wars, 1816-2014 and its Appendices, Excerpt 4

**December 6: Conference: The Effects of Third-Party Military Interventions on Contemporary Civil Wars**

COMPLETE: Presentation on Contemporary Intervention

OPTIONAL: Extra Credit Exercise (Interventions in the Russian Civil Wars)