



# International Development Ph.D. Program

*The Knowledge to Change Your World*

**Fall 2008**  
**Course Syllabus**

## **IDV 874 Ethnic Conflict and Civil War**

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### **Professor Contact Information**

**Instructor:** Dr. J.J. St. Marie

**Office:** North Complex

**Phone:** 228-223-6845 **Please feel free to call**

**Email:** [j.stmarie@usm.edu](mailto:j.stmarie@usm.edu) & [j.stmarie@usm.edu](mailto:j.stmarie@usm.edu)

**Home Email:** [jjstmarie@cableone.net](mailto:jjstmarie@cableone.net)

**Office Hours:** Call anytime, or during the posted chat time.

**In-person Office hours:** By appointment during in-person sessions and any other time a student is on campus in Hattiesburg.

### **Drop Date:**

- Last day to drop without academic penalty:

### **Important Dates:**

- Mid-point in Fall Semester:
- Fall Break:
- Thanksgiving
- Second Fall In-person:

### **Prerequisites:**

Admission to the IDV program or by permission of the IDV director and instructor.

### **Credit Hours**

This is a 3 (three) credit course.

### **Course Description:**

This course is an exploration of ethnic conflict and civil war and their effects on states. This course develops a framework for understanding the ethnic conflict and civil war and how to counter each with reference to the state and its policies and the liberty/security tradeoff.

### **Course Overview:**



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This course is designed to introduce students to the topic area of ethnic conflict and civil war. The course will introduce the topics such as: terrorism, religious terrorism, psychological approaches to ethnic conflict, networked organizations and military responses. This course will also explore the debate over the best way to defend/fight ethnic conflict and civil war.

## **Learning Outcomes:**

Students will achieve the following outcomes by the end of the term:

- Learn how to find relevant scholarly works on various concepts and theories of the ethnic conflict and civil war.
- Learn how to read critically to support, refute, and critique existing concepts, theories and models in a scholarly fashion.
- Begin to position their research topic within the context of ethnic conflict and civil war as part of the international system.
- Learn how to write a scholarly paper with associated references debating current issues surrounding ethnic conflict and civil war.
- Finding a niche where the student can add relevant research to the existing literature.

## **Course Objectives:**

This course is designed with the following goals:

- To teach students how to access, name and define the major concepts within ethnic conflict and civil war.
- To teach students to describe and locate where ethnic conflict studies are located within the larger social sciences, while expressing distinguishing features of various fields.
- Teach students to engage the scholarly debates within the field of security studies by locating them within the larger theoretical context and assess the merits of each.
- To develop assessment and evaluative skills enabling the student to assess the various aspects of ethnic conflict and civil war for any country or conflict.
- Teach students to formulate, plan and evaluate models for defeating ethnic conflict or unconventional forces.
- Teach students to articulate their ideas and join in the dialog of scholars in peer reviewed publication to further debate and discussions.

## **Course Communication:**

- For personal communication please feel free to contact me at the following number 228-223-6845.
- You may email me at [jjstmarie@cableone.net](mailto:jjstmarie@cableone.net)
- Communications for the course—meaning the “Chat” sessions—will be done on WebCt. Grades will be available either on WebCt or through the instructor.
- Assignments will be turned in to the instructors email address as seen above—NOT WebCT.
- Ancillary or TBA readings will be sent to the student via email may but not always be posted on WebCT.



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## Required Text (s) and Readings

### Books

#### **Nationalism and Ethnic Conflict - revised edition**

by Michael E. Brown

Paperback: 475 pages

Publisher: The MIT Press; Rev Sub edition (September 1, 2001)

ISBN-10: 0262523159

#### **The Myth of Ethnic War: Serbia and Croatia in the 1990s (Paperback)**

by V.P. Jr Gagnon

Paperback: 240 pages

Publisher: Cornell University press; 1 edition (March 2006)

ISBN-10: 0801472911

#### **The Geography of Ethnic Violence: Identity, Interests, and the Indivisibility of Territory**

by Monica Duffy Toft

Paperback: 256 pages

Publisher: Princeton University Press; New Ed edition (October 17, 2005)

ISBN-10: 0691123837

#### **The Logic of Violence in Civil War**

by Stathis N. Kalyvas

Paperback: 508 pages

Publisher: Cambridge University Press; 1 edition (May 1, 2006)

ISBN-13: 978-052167004

#### **Resource Wars: The New Landscape of Global Conflict**

by Michael T. Klare

Paperback: 304 pages

Publisher: Holt Paperbacks (March 13, 2002)

ISBN-10: 0805055762

#### **Counterinsurgency and the Global War on Terror: Military Culture and Irregular War**

by Robert M. Cassidy

Hardcover: 224 pages

Publisher: Praeger Security International General Interest-Cloth (April 30, 2006)

ISBN: 0275989909

### Articles

Collier, P. 2000. 'Rebellion as a Quasi-Criminal Activity.' *Journal of Conflict Resolution* 44: 839-53.

Collier, P. and A. Hoeffler. 1998. 'On the Economic Causes of Civil War.' *Oxford*



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*Economic Papers*, 50:563-73.

Collier, P., and A. Hoeffler, 2001. 'Greed and Grievance in Civil War', CEPR Working Paper

Gleditsch, Nils, Havard Strand, Mikael Eriksson, Margareta Sollenberg, and Peter Wallensteen. 2002. "Armed Conflict 1946–2001: A New Dataset." *Journal of Peace Research* 39 (5): 615–37.

Fearon, James D., and David D. Laitin. 1996. "Explaining Interethnic Cooperation." *American Political Science Review* 4: 715–35.

Fearon JD. 2004. Why do some civil wars last so much longer than others? *J. Peace Res.* 41:275–303

Fearon JD. 2005. Primary commodity exports and civil war. *J. Confl. Res.* 49:483–507

Fearon JD, Laitin DD. 2003. Ethnicity, insurgency, and civil war. *Am. Polit. Sci. Rev.* 97:75–90

Ross ML. 2001a. Does oil hinder democracy? *World Polit.* 53:325–61

Ross ML. 2004a. How do natural resources influence civil war? Evidence from 13 cases. *Int. Org.* 58:35–67

Ross ML. 2004b. What do we know about natural resources and civil war? *J. Peace Res.* 41:337–56

Smith B. 2004. Oil wealth and regime survival in the developing world, 1960–99. *Am. J. Polit. Sci.* 48:232–46

Snyder R, Bhavnani R. 2005. Diamonds, blood, and taxes: a revenue-centered framework for explaining political order. *J. Confl. Resolut.* 49:563–97

Other readings to be distributed by Instructor.

## **Technology Requirements:**

Students will need to have a minimal working knowledge of the following technologies.

- MS Word or some other word processing program.
- PowerPoint—ability to make simple slide presentations
- Ability to email instructor or students on a daily basis.
- Ability to access WebCt as well as participate in “Chat” sessions.

## **Class Procedures and Requirements**

### **Summary**



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- Students will participate in chat sessions.
- Students will review books, book chapters or articles in written or “Slide” formats.
- Students will write a scholarly research paper, done in a programmed manner.
- Students will participate in In-Person “Problems”
- Students will be called upon to present their research or theoretical models.
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## **Course Delivery Model**

- This course is a hybrid one. It includes (1) traditional face-to-face meetings conducted at two three-day in-person sessions at the beginning and end of the semester and (2) interaction in an online format during the remainder of the semester. However, overall, more than 50 percent of the material for this course is presented online and it is thus classified as a fully online course.

## **Course Assessment**

- Students will be assessed on the basis of their performance in the following manner:

45%	Research Paper
30%	5-Slide Presentation
5%	Chat leader
5%	Attendance
15%	<u>7-Slide Presentation &amp; In-person Problem</u>
100%	

## **Research paper**

Each student will write a research paper using necessary references, footnotes, endnotes, in an academic quality writing style. The paper should be between 25-40 pages double spaced (excluding bibliography). The paper should a) briefly review, critique the literature; and b) position the student’s research into the context of the field. The final paper will be done in a programmed process and due.

### Programmed research paper schedule.

One sentence outline: Provide one sentence on 1) the puzzle; your research question; 3) the importance of the puzzle and your question; 4) you hypotheses (one sentence for each); the methods you will use to investigate the question; 5) what you expect to find. Due.

Revised outline: After refining the one sentence outline with the instructor you will provide a revised outline that will serve as the working outline for your paper. Due.



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Enhanced outline: A refined and expanded outline of the above but with an section on literature review where you provide the sources you will be using for you literature review. If you are doing a qualitative paper I will need to know the cases you will be suing for your study if you are doing a quantitative paper I will need to know the data sets you will be using. You should have your data and sources by this time. Due.

Rough draft. If you want feedback on your research you should have a rough draft to me by .I will review the work and suggest ways to improve the research. Due by.

**Final version of revised research paper due by 5 PM Central Time.**

## **Seven Slide Presentation**

Seven Slides are PowerPoint presentations limited to seven slides each student will do for the course. These presentations are limited to seven PowerPoint slides—no more. The idea is to outline/summarize the argument you are making. The idea is not to cram lost of data onto each slide not to use fancy animation to entertain the audience or instructor but to convey an argument in a clear and concise manner.

The Seven-Slide presentation will take place at the December in-person, where you will present the results of your research to the class and instructor. You will have 5 minutes to accomplish this task—no more. You will be timed and will not be allowed to go over time. Simply tell the class and instructor what your research was about and what you found out. For this presentation you may use more sophisticated themes, split screens and special effects than the five-slide presentations. The presentation will be due on November 29<sup>th</sup> prior to the in-person.

## **Five- Slide Presentations**

Five Slides are PowerPoint Presentations limited to five slides. Each student will complete 6 five slide presentations. Students will complete five slides every other week. Groups A will begin on odd numbered weeks beginning with week 1. Group B will begin on even numbered weeks beginning week 2. Each group will have a designated leader who will be responsible for ensuring that each chapter/article is covered by a five slide presentation—there will be some repetition.

Students will pick an article from the Chapters/Articles and create a basic PowerPoint presentation of five slides. Slide one should give an introduction to and the question being asked. Slide two should give the theory used in the article and methods. Slides three and four, should summarize the “meat” of the article. Slide five should present conclusions. The result should be that a reader, unfamiliar with the Chapter/Article, could gain a basic understanding of the article by viewing the five slides.

The five-slide presentations will be due prior to the chat for which they were assigned. Unless specific cause is shown late five slides will be subject to a minimum one half point



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grade deduction per day beginning after the chat begins. Subsequent deductions will be one half grade point per day. At the end of three days a grade of C will automatically be entered.

At the end of the course the instructor will bundle the presentations and distribute them to the class. Students will receive around 20-30 presentations that will be suitable for comps preparation.

## **Discussion Leaders**

Each student will participate as discussion leader for two or more chat sessions. Chat group leaders will be coordinated by the group leader. The group leader will communicate the chat leader schedule to the instructor. Group leaders will arrange for substitutions if need. Two students will be assigned to lead the chat for each chat group. The leaders responsibility will be to lead the chat and keep the discussion moving. The instructor will also provide questions to guide the discussion.

## **Chat Attendance:**

This is a graded course requirement and attendance will be taken. Absence from more than two chat sections will result in automatic administrative withdrawal from the course, unless documentation of extenuating circumstances is received. In the event of thermonuclear war the documentation requirement will be waived.

## **In-Person Problem Groups:**

At the in-person previously assigned groups will work on a problem/question assigned by the instructor dealing with a particular aspect of the course materials or problems/questions suggested by the readings. The problem will be introduced prior to the in-person with each group responsible for producing a presentation.

## **Assignment Evaluation Criteria**

### **Research Paper, 5-Slide Presentations and written part In-Person Problem**

**A-- An excellent paper;** the organization is tight; the argument is carefully controlled; the facts are correct and appropriate to the argument; the paper defends itself against major rival arguments; it exhibits unusual resourcefulness, insight, imagination and theoretical sophistication. Such a paper can also see problems in arguments; can articulate assumptions underlying arguments; and can state arguments from their beginning to their conclusion. It is written in clear sentences, in readable standard English, with paragraphs organized to express coherent thought, using the correct words to say precisely what is meant; avoids vagueness and lack of clarity. This paper successfully incorporates student and instructor comments from prior drafts into the paper. This paper reflects a solid start on dissertation or journal publication research.



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**B – A paper that is good to very good;** it is well organized, factually correct, solidly documented, and thoughtfully argued; a solid piece of work. Such a paper shows knowledge of the arguments, but does not show the connection between parts of the arguments/or see the problems with the arguments, at least not very clearly. It does not state the assumptions underlying the arguments and/or does not trace the arguments from their beginnings to their conclusion. This kind of paper is written in clear sentences and readable thought; uses the correct words to say precisely what is meant; avoids vagueness and lack of clarity. This paper incorporates most student and instructor comments from prior drafts into the paper. The paper reflects a start on dissertation or journal publication research.

**C – An adequate paper;** the argument is somewhat routinely conceived; the organization is unwieldy or major points are omitted; some facts may be incorrect or inappropriate to the arguments; but the paper covers the main points adequately. Such a paper faithfully repeats the arguments made by the readings or lectures, but shows little understanding of them beyond repetition. It is written in clear sentences in readable standard English, and it organizes paragraphs to express coherent thought, using the correct words to say precisely what is meant. This paper incorporates few student and instructor comments from prior drafts into the paper. The paper much work before it could be considered for on dissertation or journal publication research.

**F – A poor paper which is not for this class,** badly organized; many facts are incorrect or inappropriate, or appropriate facts are missing; little self-consciousness about the argument being made. Such a paper answers a question that was not asked, or is a half-hearted act of desperation. Such a paper does not write clear sentences in readable standard English and/or does not organize coherent paragraphs; imprecise use of words. This paper reflects a poor attempt a graduate level research.

## **7-Slide Presentations, and In-person Problem, presentation**

**A--**The presentation was almost flawless in content and delivery. The presenter(s) held the audience throughout and effectively incorporated multimedia into the presentation. The voice level and pitch were correct for the environment of the presentation.

**B--**The presentation was solid in content and delivery. The speaker(s) held most of the audience's attention and used multimedia as part of the presentation. The voice level and pitch of the presenter(s) were correct for the environment of the presentation.

**C--**The presentation was average in content and delivery. The speaker(s) held the attention of most of the audience for most of the presentation. The presentation used some visuals to convey the message. The presenters could be heard by the majority of the audience.

**F--**The presentation was poor in content and delivery. The speaker(s) could not hold the attention of the audience during the presentation. The presentation failed to make use of visuals or multimedia devices. The audience had difficulty hearing and following the speaker(s).



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## **Chat Leader:**

**A--**The student excelled in leading class discussion creating a solid environment of learning. The student ensured that there was full participation from all and was fair in balancing the time and effort of each student. The class ended on time with all objectives being met. The seminar added much value to the overall class.

**B--**The student effectively led class discussion creating a solid environment of learning. The student ensured that there all students contributed and attempted to balancing the time and effort of each student. The class ended on time with most of the objectives being met.

**C--**The student led class discussion. The student's goals for their class were articulated and encouraged students to contribute.

**F--**The student led class discussion. The student did not have goals for their class. They did not encourage students to contribute.

## **Course Assessment**

Students will be assessed on the basis of their performance in the following manner:

45%	Research Paper
30%	5-Slide Presentation
5%	Chat leader
5%	Attendance
<u>15%</u>	<u>7-Slide Presentation &amp; In-person Problem</u>
100%	

## **Grading Scale**

<b>A=90-100%</b>	Excellent to Superior work	Exceeded high expectations
<b>B=80-89%</b>	Good to Very Good work	Met high expectations
<b>C=70-79%</b>	Average to above Average work	Met basic expectations
<b>F=69% or less</b>	Unacceptable work	Did not meet basic expectations

Final grades will be posted in a plus/minus format as follows:

<b>A=93-100%</b>
<b>A-=90-92%</b>
<b>B+=88-89%</b>
<b>B=83-87%</b>
<b>B-=80-82%</b>
<b>C+=78-79%</b>
<b>C=73-77%</b>
<b>C-=70-72%</b>
<b>F=69% or less</b>



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## **Late Assignments or Projects:**

**All due dates are final unless the student can show cause or has prior permission from the instructor. Failure to turn in assignments by the due date will result in the deduction of one half letter grade per day for four days when a grade of C will be given automatically.**

## **Academic Honesty**

The following is from the USM Undergraduate Bulletin:

“When cheating is discovered, the faculty member may give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion.

Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.”

## **PLAGIARISM/INTEGRITY STATEMENT:**

Plagiarism/Integrity Statement: Integrity is of the highest importance in the academic community and at The University of Southern Mississippi. Students are expected to conduct themselves with complete honesty and integrity. Nothing less is acceptable. Please refer to the “Code of Student Conduct” in the Student Handbook for greater detail.

Offenses involving academic dishonesty include, but are not limited to, the following:

- cheating on quizzes or examinations
- computer dishonesty
- plagiarism
- grade falsification
- collusion

Use of the internet for course work will be checked for accuracy and proper citation. Cutting and pasting from the net without citing the source, the webpage and the date accessed will be considered plagiarism and dealt with as cheating and a failing grade on the assignment will be awarded for the first instance. Subsequent instances of plagiarism will be forwarded to the Deans office for disciplinary actions, which may include receiving a failing grade for e course, expulsion from the graduate program or expulsion from the university.

In the event of student dishonesty, the instructor may award failing grades either on the pertinent assignment or for the course; and, at his/her discretion, report the student to the



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office of the Dean of Students for possible judicial proceedings under the University's Code of Student Conduct. Faculty members will enforce rigorously the University's Academic Honesty Policy.

For further information on Academic Honesty, please refer to the current Bulletin or to the Student Handbook. Additionally, the University library provides a Web site that reviews the topic of plagiarism at <http://www.lib.usm.edu/research/plag/plagiarismtutorial.php>. Students are encouraged to review the information on this site. Students are expected to adhere to the highest standards of academic honesty as outlined in the Student Handbook. Academic dishonesty will result in the grade of a "0" on the assignment or for the entire course, and/or the student may be reported to the Vice President for Academic Affairs for further action.

## **Important Note**

Students must send the instructor an e-mail stating that they understand USM's academic honesty policy and also understand that if they do not uphold the standards of academic honesty, the instructor will enforce all applicable punishment.

## **Americans with Disabilities Act—ADA Policy**

### **ADA Syllabus Statement for the Gulf Coast Campus**

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

#### Address:

The University of Southern Mississippi on the Gulf Coast  
Office for Disability Accommodations

730 East Beach Blvd

Long Beach, MS 39560

Voice Telephone: (228) 214-3232 or (601) 266-5024

Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at [Suzanne.Hebert@usm.edu](mailto:Suzanne.Hebert@usm.edu).

## **CLASS SCHEDULE**

<b><u>Week</u></b>	<b><u>Topic</u></b>	<b><u>Date</u></b>	<b><u>Assignment</u></b>
Week 1	Introduction I		PDF's



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Week 2	Nationalism & Ethnic Conflict	Brown
Week 3	Ethnic Conflict—Balkans	Gagnon
Week 4	Ethnic Conflict--II	Fearon et al
Week 5	Ethnic Conflict--Geography	Toft
Week 6	Resource Wars I	Klare
Week 7	Resources Wars II	Ross et al
Week 8	Insurgency as Civil War I	Cassidy
Week 9	Insurgency as Civil War II	Galula
Week 11	Civil War—I	Collier and Heoffler
Week 12	Civil War--II	Kalyvas
Week 13	Paper Due	No Readings
Week 13	In-Person	Terrorism/CW Simulation
Week 15	Future Prospects	PDF's

**Note:** PDF Files will be supplied by the instructor via email and/or be posted on the course homepage.

**Note:** The instructor reserves the right to change any and all course requirements, readings or assessment/grading procedures.