

**POLS 431— Spring 2015
Civil War and Terrorism**

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Class: TuTh 12:00pm–1:15pm, Engineer Bldg 103
Office Hours: Tu 2:00-4:00
and by appointment.

Course Description

For many of the great theories of International Relations, power is the driving force of relationships between actors. However, the common rules we expect between major powers appear to change when the great powers deal with non-state actors. In this course, we examine the foundational causes of terrorism and civil war as they relate to deprivation, greed, mobilization, and how states respond to these threats to their sovereignty. The course attempts to answer the questions such as: What causes a civil war? What motivates individuals to join terrorist organizations or rebel groups? Why would a group opt for guerrilla warfare instead of or in addition to terrorism? What can states do in response to these threats? Students will be evaluated based on participation, paper assignments, the midterm, and the final exam.

Course Format

This course progresses through classroom-based discussion. My goal is to keep my lecturing to a minimum, but this can only happen with student participation and engagement. Additionally, assignments in this course are oriented towards the goal of facilitating discussion and student participation.

Required Text

There are three books required for the course:

1. Juergensmeyer, Mark. 2003. *Terror in the Mind of God: The Blogal Rise of Religious Violence*. Oakland, CA: University of California Press.
2. Kilcullen, David. 2010. *Counterinsurgency*. New York: Oxford University Press.
3. Mason, David T. 2004. *Caught in the Crossfire: Revolution, Repression, and the Rational Peasant*. New York: Rowman & Littlefield.
4. Pape, Robert. *Dying to Win: The Strategic Logic of Suicide Terrorism*. New York: Random House.

In addition to the books, there will be several articles required throughout the course. These articles will be available on blackboard under the **Course Documents** section.

This course does not require subscription to a newspaper or a magazine, but being knowledgeable about current events will certainly help your performance in the class as it will become easier to relate the topics we are discussing to ongoing events. A few recommended sources include:

- *The New York Times*
- *The Wall Street Journal*
- *The Economist*

Additionally, academic political science blogs can provide a wealth of information on specific topics. A few blogs worth following are (click to go to the website):

- The Monkey Cage
- The Duck of Minerva
- The Quantitative Peace

Finally, if you are a reddit users, there are several useful subreddits that can enhance your knowledge about world politics or international relations. Two academically inclined subreddits include:

- r/IRStudies
- r/PoliticalScience
- r/ForeignPolicyAnalysis
- r/GameTheory

Course Requirements

1. **Weekly Quizzes: 10%**

Almost every week, there will be one in-class quiz. The quiz will be drawn mostly from that day's or week's material, though, it may contain content from a previous week. The weeks with another major assignment or test due will not have a quiz; I expect there to be 10 quizzes in total for the class. Generally, the quiz questions will be posted on the digital display and students will write the answers on a full length sheet of paper.

2. **Midterm: 20%**

The midterm will be a series of short answer questions with a possible essay component that covers the first half of the class session.

3. **Discussion Memos/Leading 10%**

Students will write two (2) short memos (2 pages max) on a particular chapter or reading assigned for the day. The memo will be distributed to class by 5pm the night previous to class via Blackboard (so people have a chance to read it). If you are not familiar with how to send emails via Blackboard, consult with another student or with the instructor. The memo is four parts in single spaced text: a brief (no longer than one paragraph) summary of the work, one paragraph of critiques or novel thoughts about the work, four (4) solid discussion questions, and one citation or link to material (film, academic article, newspaper article, youtube video, song, board game, video game, etc.) related to the reading. Students will be responsible for leading discussion (in part) for the day they write the memos. Memos are graded on presentation, usefulness, and how the student promotes discussion.

4. **Analysis Paper 25%**

Each student will have an option of two possible 20–25-page final projects a quantitative research paper or a specific case analysis of a terrorist group. The first stage of the project will be to submit a 3-page proposal earlier in the semester.

- **Quantitative Analysis:** Students that are either enrolled in POLS 398 or have completed POLS 398 should strongly consider testing a hypothesis as it relates to civil war or terrorism. Students will use existing data to explore possible causes of particular phenomenon.
- **Case Study:** Select one actor from a civil war or terrorism campaign to study. The culmination of the course will result in a document detailing several aspects of the organization including pre-formation history, motivations, mobilization strategies, tactics, success and failures, government responses, and prospects for the future.

5. **Poster 15 %**

Each student will present a poster to the rest of the class displaying their work in a consumable manner. I will make guides to Political Science posters available on Blackboard.

6. **Final 20%**

The final will be an open-book, single-essay exam.

General Guidelines and Information

1. **Class will begin on time.** Avoid arriving late to class; otherwise, you may miss important material, quizzes, or information about class assignments. However, being late is better than not showing up at all. If you do arrive late, attempt to arrive quietly into class and avoid making too much of a disruption. The same is true if you have to leave class early. If you miss any information due to your absence, ask a classmate for notes and to help you catch up. In general, it is a good policy to find people within the class that you can share notes with and be able to study collectively.
2. **Study guides and extra credit.** I do not offer either of these.
3. **Please avoid classroom disruptions.** Turn your cellphones to silent before class begins.
4. **Use the APSA style of reference.** To standardize citations and references, follow the guidelines set out by the *American Political Science Association*. Information and guidelines can be found in the following PDF file: <http://www.apsanet.org/files/APSASStyleManual2006.pdf>.
5. **Cheating and plagiarism will result in failure.** All written work is subject to being submitted to SafeAssignment through Blackboard. This is a program that will find copied work from both published sources, the internet, and other work by students. Student who are found to be plagiarizing or cheating on a given assignment or test will automatically fail that assignment or test. If you wish to use your own work from another class, you must obtain permission from both instructors.
6. **SafeAssignment:** All written assignments must be turned in through SafeAssignment given the appropriate links on Blackboard. The digital copy is due by the start of class on the day the assignment is due to be turned in. Assignments not turned in digitally will not be graded and receive a zero for that assignment. If you have trouble with submitting an assignment, contact the instructor immediately.
7. **Missing exams and late assignments:** There will not be makeup exams or quizzes. Late paper assignments will be severely penalized—as such, having work completed early will increase your chances of avoiding penalties to your grade. The standard deduction will be one full letter grade per day that the assignment is late. That is, an B– will become a C–.
8. **Grade appeals.** If you believe that you were not graded appropriately for a given assignment and wish to contest that grade, you must do so in writing. Appeals will not be accepted for 48 hours from which the assignment was returned. The appeal should clearly state your objection and request that your work be re-evaluated. Re-evaluated work will be graded from scratch and the grade can be increase or decrease from the grade originally assigned.
9. **The syllabus.** the syllabus is a living document that can and will be altered throughout the duration of the course based both on need and design. Generally, this means readings will be removed or added as needed. All changes will be listed on Blackboard, so make sure to check announcements for any such change.
10. **Contacting the instructor.** The best way to get in touch with me is either through email. Any question that is of general interest to the entire class should may be answered in a way that provides the answer to the entire class.

11. **Accommodations:** To request academic accommodations for a disability contact the Disability Resource Center by phone, (208) 426-1583, or e-mail, drcinfo@boisestate.edu. Students are required to meet with a Disability Specialist prior to receiving accommodations and may be required to provide documentation to clarify accommodation requests. Information about a disability is confidential. More information on the accommodation process can be found at <http://drc.boisestate.edu>.

Final Grades

A+:97-100% A: 93-96% A-: 90-92%
 B+: 87-89% B: 83-86% B-:80-82%
 C+: 77-79% C: 73-76% C-:70-72%
 D+: 67-69% D: 63-66% D-: 60-62%
 F: 0-59%

Course Schedule

This is the reading you are expected to have done *by the day it is assigned*. As mentioned earlier, the books are going to be the longest part and you should start reading them well in advance of the due date for discussion. Suggestions for readings will also be welcomed if they are offered early enough.

Week 1

January 13th	Syllabus, <i>Preliminary Discussion</i>
<i>Read:</i>	No assigned reading
January 15th	<i>What is Civil War</i>
<i>Read:</i>	-Nicholas Sambanis, "What Is Civil War? Conceptual and Empirical Complexities of an Operational Definition," <i>Journal of Conflict Resolution</i> 48(6): 814-858.

Week 2

January 20th	<i>Theories of Civil War</i>
<i>Read:</i>	-Mason, Chapters 1-2
January 22nd	<i>Causation: Grievance</i>
<i>Read:</i>	-Mason, Chapter 3

Week 3

January 27th	<i>Causation: Ethnicity and Religion</i>
<i>Read:</i>	-Posen, Barry R. 1993. "The Security Dilemma and Ethnic Conflict." <i>Survival</i> 35(1): 27-47. - Fearon, James and David Laitin. 2003. Ethnicity, Insurgency, and Civil War. <i>American Political Science Review</i> 97: 75-90.
January 29th	<i>Causation: Greed</i>
<i>Read:</i>	-Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." <i>Oxford Economic Papers</i> 56: 563-595. Mason, Chapter 4

Week 4

February 3rd <i>Read:</i>	<i>Repression and Accommodation I</i> –Mason 4-5
February 5th <i>Read:</i>	<i>Repression and Accommodation II</i> –Lyall, Jason M. 2009. “Does Indiscriminate Repression Incite Insurgent Attacks? Evidence from Chechnya,” <i>Journal of Conflict Resolution</i> 53(3):331-362.

Week 5

February 10th <i>Read:</i>	<i>Ending Civil Wars I</i> –Mason, 7–9
February 12th <i>Read:</i>	<i>Ending Civil Wars II</i> –Gent, Stephen. 2008. “Going in When it Counts: Military Intervention and the Outcome of Civil Conflicts.” <i>International Studies Quarterly</i> 52: 713-735.

Week 6

February 17th <i>Read:</i>	<i>Defining Terrorism</i> –Pape, Chapters 1-5
February 19th <i>Read:</i>	<i>Why Terrorism?</i> –Piazza, James A. 2008. “A Supply-Side View of Suicide Terrorism: A Cross-National Study,” <i>Journal of Politics</i> . 70(1): 28-39. –Pape, Chapters 6-8

Week 7

February 24th <i>Read:</i>	<i>Terrorism Efficacy</i> –Pape, Chapters 9-12 –Abrahms, Max. 2006. “Why Terrorism Does Not Work,” <i>International Security</i> 31(2): 42–78
February 26th	<i>Midterm Review</i>

Week 8

March 3rd	Midterm
March 5th	<i>Terrorism</i>
Required Reading <i>Read:</i>	<i>The Psychology of Terrorism I</i> –Juergensmeyer, Chapters 1–4

Week 9

March 10th <i>Read:</i>	<i>Psychology of Terrorism (II)</i> –Juergensmeyer, Chapters 5–8
March 12th	–Juergensmeyer, Chapters 9–11

Week 10

March 17th
Read:

Counterinsurgency II
–Dixon, Paul. 2009. “‘Hearts and Minds’? British Counter-Insurgency Strategy in Northern Ireland.” *Journal of Strategic Studies* 32(3):353–381.
–Bennett, D. Scott. 2008. “Governments, Civilians, and the Evolution of Insurgency: Modeling the Early Dynamics of Insurgencies.” *Journal of Artificial Societies and Social Simulation* 11(4). URL: <http://jasss.soc.surrey.ac.uk/11/4/7.html>

March 19th
Read:

Counterinsurgency I
Kilcullen, Chapters 1-3

Spring Break

Week 11

March 31st
Read:
April 2nd

Counter-Insurgency II
Kilcullen, Chapters 4-6
NO CLASS — WPSA, Annotated Bibliographies Due

Week 12

Battle for Algiers
April 7th
April 9th
Read:

Battle for Algiers I
Battle for Algiers II
DiMarco, Lou. 2006. “Losing the Moral Compass: Torture and Guerre Revoluionnaire in the Algerian War.” *Parameters*. 36(2).

Week 13

Restrepo
April 14th
Read:

Restrepo Part I
Afghanistan Case Study ([Link](#))
–Jones, Seth G. 2008. “The Rise of Afghanistan’s Insurgency: State Failure and Jihad.” *International Security*. 32(4):7–40.

April 16th

NO CLASS — MPSA

Week 14

Armadillo
April 21st
April 23rd

Restrepo II
Final Paper Due, Final Review

Week 15

Poster Session
April 28th
April 30th

Poster Session I
Poster Session II

Final

Tuesday, May 5th, 12:30am–2:30pm

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