

PSCI 3123
War, Peace, Strategic Defense
University of Colorado, Boulder
Spring 2020, EDUC 220, 12:00-12:50pm

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Course Description:

State made war and war made the state. Man created the utmost means to destroy his fellowmen and states institutionalized and monopolized the means of destruction for political survival in the international and domestic realm. This course dwells on the key controversies in the history of nations; namely civil wars as the most severe form of internal conflict that claimed millions of deaths from mankind. Scholars have studied many theories of civil wars, attempting to explain its onset, escalation, intensity and termination with a variety of causes. In this class, we will look exclusively at economic theories of civil war and have a better understanding of its underlying causes from a political economy perspective. We will focus on a number of economic factors including price shocks, natural resources (oil, precious gems, etc.), and foreign direct investment among others. An equally crucial task we have in this semester is not only to read the material, but to learn how to make sense of the statistical analyses in the readings which will allow us to learn a critical set of skills. Toward this goal, we will explore replication datasets from the readings and make sense of the variables (Paper 1). Next, we will go beyond descriptive statistics and try to conduct our own statistical analyses (Paper 2).

Course Requirements

Grades for the course will consist of a midterm exam (25%), a final exam (20%), two short research papers (each 20%) to be completed over the semester, clicker participation on Wednesdays (10%) and in-class participation on Mondays (5%). Final letter grades will be determined using the following percentage scale: A=100-94, A-=93-90, B+=89-86, B=85-82, B-=81-78, C+=77-74, C=73-70, C-=69-66, D+=65-62, D=61-58, D-=57-54, F=<54.

(1) Exams: We have two exams consisting only of short essay questions that require students to write 200-250 words in response to each question. All exams are take-home and are cumulative. Exam questions will be released to your University of Colorado email and answers will be electronically uploaded to Canvas. The midterm is scheduled to be held in Week 7; and the final exam, on the date announced by the University administration (please check the registrar's website). The dropbox closes at exactly 5pm on Friday in the midterm week and by the end of the time slot assigned for the final exam by the registrar (both deadlines are strict). Make-ups for the exams will be possible ONLY if your absence on the exam day is due to health-related issues (a doctor's note –not appointment-- will be required) or religious obligations (in the latter case, the instructor should be informed early in the semester to make appropriate accommodations, see pg. 3-4 of the syllabus). Any exam emailed to the instructors after the deadline will be subject to 10% reduction in the assignment grade automatically and 10% reduction for each day it is late.

(2) Papers: Papers will be written about the global dataset, Quality of Governance that we will use for this class. Papers will apply the R output provided to students on Fridays by our TA Komal to the Quality of Governance Data. R outputs from Friday workshop will be posted on Canvas after lecture. You are expected to run the commands from workshops on your dataset and copy&paste the specific R output from your screen in the paper, and provide the interpretation of each finding under the related result. Tell us clearly what the results mean and how we should make sense of them.

(3) Participation: Students are expected to come to class on a regular basis, read the course material and contribute to the discussion in a reasonable manner. The material is supposed to be read before you come to class because they will constitute the core of the discussion. Active learning in the classroom requires active participation and participation requires that you read the material and try to get involved in the class discussion. This semester, we will use clickers extensively. Our Undergrad TA Benjamin will walk us through clicker questions about the readings on Wednesdays. We will form groups of three in the classroom and discuss the answers with our colleagues before we go ahead and click. Clicker questions are 10% of the final grade. In addition, students who manage to answer at least 75% of the questions over the course of the semester will also have 5 additional points added to their final semester grade. Finally, your participation in the class on Mondays is 5% of your final grade.

Reading Material

Articles that we will read this semester will be posted on the course website on Canvas.

Grade Appeals

All grade appeals should be made in writing. If you believe that a grade you were assigned does not reflect your performance, you can dispute it. You will be asked to write a brief memo explaining why you should have received a higher grade on that assignment. This should be done within a week after the grade is announced. You can hand the memo and the related assignment to the instructors during office hours or after lecture. We will respond to you in writing and address each of your concerns in detail.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. For each class, check with your faculty member in advance so that you are aware of their specific requirements for accommodating religious observances.

See the [campus policy regarding religious observances](#) for full details.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Aysegul Aydin

CLASS SCHEDULE:

WEEK 1 (JAN.13-17): ORGANIZATION AND INTRODUCTORY MEETINGS

WEEK 2 (JAN.22-24): ECONOMIC APPROACHES IN THE STUDY OF CIVIL CONFLICT (NO CLASS ON MONDAY)

Jan.22: Paul Collier and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56:563-595.

Christopher Blattman and Edward Miguel. 2010. "Economic Shocks and Conflict: Evidence from Commodity Prices." *Journal of Economic Literature* 48(1):3-57.

Jan.24: Download R Studio and Get it to Work (Open Quality of Governance Dataset)

WEEK 3 (JAN.27-31): PRICE SHOCKS

Jan.27-29: Oeindrila Dube and Juan F. Vargas. 2013. "Commodity Price Shocks and Civil Conflict: Evidence from Colombia." *Review of Economic Studies* 80(4, 285): 1384-1421.

Bazzi, Samuel, and Christopher Blattman. 2014. "Economic Shocks and Conflict: Evidence from Commodity Prices." *American Economic Journal: Macroeconomics* 6 (4).

Jan. 31: Read the Data; Variable Names, Units of Analysis (what do the cells and rows represent?)

WEEK 4 (FEB.3-7): NATURAL RESOURCES: REVIEW ARTICLE

Feb.3-5: Michael Ross. 2006. "A Closer Look at Oil, Diamonds, and Civil War." *Annual Review of Political Science* 9: 265-300.

Feb.7: Dependent and Independent Variables

WEEK 5 (FEB.10-14): NATURAL RESOURCES: DIAMONDS AND GEMS

Feb. 10-12: Paivi Lujala, Nils Petter Gleditsch, Elizabeth Gilmore. 2005. "A Diamond Curse: Civil War and a Lootable Resource." *Journal of Conflict Resolution* 49(4): 538-562.

Feb.14: Descriptive Statistics I (mean, median)

WEEK 6 (FEB.17-21): OIL

Feb.17-19: Hanna Fjelde. 2009. "Buying Peace: Oil Wealth, Corruption, and Civil War, 1985-99." *Journal of Peace Research* 46(2): 199-218.

Paine, Jack. 2016. "Rethinking the Conflict 'Resource Curse': How Oil Wealth Prevents Center-Seeking Civil Wars." *International Organization* 70 (4): 727-61.

Feb.21: Descriptive Statistics II (std. dev, min-max)

WEEK 7 (FEB.24-28): CLASS WRAP-UP AND MIDTERM (MIDTERM ANSWERS DUE BY FRIDAY 5PM TO BE UPLOADED TO CANVAS, DEADLINES WILL BE OBSERVED, NO CLASS ON FRIDAY, NO STATISTICS WORKSHOP OR CLICKER QUESTIONS, WE WILL GO OVER THE MATERIAL AND TROUBLE SHOOT)

WEEK 8 (MARCH 2-6): INEQUALITY

March 2-4: Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 211. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105(3): 478-495.

Østby, Gudrun, Ragnhild Nordas, and Jan Ketil Rød. 2009. "Regional Inequalities and Civil Conflict in Sub-Saharan Africa." *International Studies Quarterly* 53 (2): 301-24

March 6: More on Dependent Variables: Distributions and Basic Associations

WEEK 9 (MARCH 9-13): PAPER WEEK (PAPER I DUE BY FRIDAY 5PM TO BE UPLOADED TO CANVAS, DEADLINES WILL BE OBSERVED, NO CLASS ON FRIDAY, NO CLICKER QUESTIONS, STATISTICS WORKSHOP TO BE HELD ON MONDAY AND WEDNESDAY FOR TROUBLE SHOOTING)

WEEK 10 (MARCH 16-20): FOREIGN AID AND COUNTERINSURGENCY

March 16-18: Jason Lyall. "Civilian Casualties, Humanitarian Aid, and Insurgent Violence in Civil Wars." *International Organization*, 73:4 (Fall 2019), 901-26.

March 20: OLS for Continuous Dependent Variables

WEEK 11 (MARCH 23-27): SPRING BREAK

WEEK 12 (MARCH 30-APRIL 3): INCOME

March 30-April 1: Paul Collier and Anke Hoeffler. 2002. "On the Incidence of Civil War in Africa." *Journal of Conflict Resolution* 46(1): 13-28.

Fearon, James D., and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 101 (1).

April 5: Logit/Probit and others for Dichotomous Dependent Variables

WEEK 13 (APRIL 6-10): REBEL FUNDING

April 6-8: James Igoe Walsh, Justin M. Conrad, Beth Elise Whitaker, and Katelin M. Hudak. 2018. "Funding rebellion: The Rebel Contraband Dataset." *Journal of Peace Research* 55(5): 699-707.

April 10: Ordered/Categorical Dependent Variables

WEEK 14 (APRIL 13-17): CONTRABAND AND VIOLENCE

April 13-15: Beth Elise Whitaker, James Igoe Walsh, and Justin M. Conrad. 2019. "Natural Resource Exploitation and Sexual Violence by Rebel Groups." *Journal of Politics* 81(2): 702-706.

April 17: Dependent Variables: Caveat Emptor

WEEK 15 (APRIL 20-22): PAPER WEEK (PAPER II DUE BY FRIDAY 5PM TO BE UPLOADED TO CANVAS, DEADLINES WILL BE OBSERVED, NO CLASS ON FRIDAY, NO CLICKER QUESTIONS, STATISTICS WORKSHOP WILL BE HELD ON MONDAY AND WEDNESDAY FOR TROUBLESHOOTING)

WEEK 16 (APRIL 27-29): CLASS WRAP-UP (SEMESTER ENDS ON THURSDAY, NO CLASS ON FRIDAY)