Civil Wars
Gabriella Levy

Instructor: Gabriella Levy (gabriella.levy@duke.edu)
Office Hours:

Course Overview:

This course is aimed at graduate student in Political Science. Students will study the causes of
civil war; consider conflict processes such as violence, governance, and armed group
fragmentation; and examine how armed actors make and keep peace. We will also study the
legacies of conflict and question the relationship between criminal groups and rebel groups.
Throughout this course, we will examine explanations for a variety of phenomena from three
levels: the micro-level (e.g. the individual), the meso-level (e.g. the armed group), and the
macro-level (e.g. the country).

This is a discussion-based course, meaning that students will be expected to critically but
respectfully evaluate arguments presented by authors, peers, and the professor. The course is also
designed to help build students’ skills as researchers and political scientists; students will
conduct reviews of published papers, and they will put together a research proposal at the end of
the semester.

Required Readings:

You are expected to come to class having read the pages assigned for that day. All journal
articles are available online via Duke’s access to a wide range of academic journals.
I have also assigned portions of the following books. You are welcome to purchase these books,
though they are all available from Duke’s libraries. I have noted which ones are available in their
entirety online via Duke Libraries.

  online
- Autesserre, Séverine. 2010. The Trouble with the Congo: Local Violence and The Failure
  Available online
- Daly, Sarah Zukerman. 2016. Organized Violence after Civil War: The Geography of
  Recruitment in Latin America. Cambridge Studies in Comparative Politics. Cambridge:
  Cambridge University Press.
- Huang, Reyko. 2016. The Wartime Origins of Democratization: Civil War, Rebel
  Governance, and Political Regimes. Cambridge University Press. → Available online
  University Press.
  America. Cambridge, United Kingdom: Cambridge University Press.

**Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>How it will be assessed</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20</td>
<td>Attendance &amp; participation in weekly classes</td>
<td>Every week</td>
</tr>
<tr>
<td>Review 1</td>
<td>20</td>
<td>4-page critical review of a reading assigned for that week + a 5-minute presentation in class</td>
<td>24 hours before class; students will select their assigned weeks in the second class</td>
</tr>
<tr>
<td>Review 2</td>
<td>20</td>
<td>4-page critical review of a reading assigned for that week + a 5-minute presentation in class</td>
<td>24 hours before class; students will select their assigned weeks in the second class</td>
</tr>
<tr>
<td>Research Design</td>
<td>40</td>
<td>A 15-25-page research project proposal which 1) identifies a relevant question, 2) locates that question within the relevant literature, 3) proposes a theory which extends existing work 4) details a methodological approach which could be taken to test the theory</td>
<td>One week after the last class</td>
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Policies:

You are expected to not only attend but to actively participate in class. This is a discussion-based class, and it requires your engagement. If you must miss class, please provide me with documentation of the reason for the absence in order for it to be excused. Each student can take one unexcused absence without a penalty, and all further unexcused absences will result in a 5% reduction of the class participation grade. Similarly, if you need an extension on an assignment, please reach out to me as soon as possible. I will accept late assignments for which I have not granted an extension, but each day that the assignment is late will result in a 5% reduction on the grade. All essays should be double-spaced, with 12-point Times New Roman font and 1-inch margins.

If you would like me to review a graded assignment, I will happily do so. Please submit your requests in writing. You must wait 48 hours between the time you receive the graded assignment and when you contact me. I reserve the right to raise or lower your grade.


Resources and Support:

1) My goal is to create a learning environment that supports a diversity of thoughts, perspectives, experiences, and identities.

   - The topics that we’re covering in this class are often difficult, not just intellectually but also emotionally. While I expect rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. I will not tolerate insults; gender or racial slurs; or any other form of bullying, intimidation, or hate speech. I expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of this class.
   - If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
   - If you have already registered with the Student Disability Access Office, please meet with me early in the course to discuss, plan, and implement your accommodations in this course.

2) Resources:

   a. I recommend that students take full advantage of the Thompson Writing Program’s Writing Studio ([https://twp.duke.edu/twp-writing-studio](https://twp.duke.edu/twp-writing-studio)) as well as the office hours of myself and the TAs for the course.
   b. Counseling and Psychological Services (CAPS) ([https://studentaffairs.duke.edu/caps](https://studentaffairs.duke.edu/caps) or 919-660-1000) can help students who are having difficulties managing stress, adjusting to graduate school, feeling anxious or depressed, or more.
For tips on how to write a peer review, I recommend the following article:


Schedule:

1) Civil Wars: Trends and Definitions

2) Macro-Level Causes

3) Individual-Level Mobilization

4) Violence Against Civilians: Causes 1


5) Violence Against Civilians: Causes 2


6) Violence Against Civilians: Effects


7) Fragmentation, Alliances, & Cohesion


8) Armed Group Governance


9) Internationalization


10) Making Peace


11) Keeping Peace


12) Legacies of Conflict


13) Criminal Groups?