

INTL 4295: War and Human Security

Tuesday/Thursday 11:00 am - 12:15 pm

MLC 251

Fall 2016

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Office Hours: 2:00 - 4:00 Tuesday/Thursday and other times by appointment

Course Description and Objectives

What are the human consequences of war? Does anything help to limit these consequences? This course focuses on the social scientific study of the human security effects of war. We will focus on scientific explanations for why wars occur and the human toll that wars have. After this class, you will have not only an understanding of the major players and factors influencing human security but a base understanding of the social scientific processes which govern human security outcomes more generally. As such, this class is **not** a history class or a class on current events. Though current and historical events will be discussed, your grade will not depend on your rote memorization of these events. Instead, the focus will be on understanding the underlying interests of important actors for human security, the arenas in which these actors interact, and the rules which govern their interactions. This focus on the basic principles will provide you with a rich practical knowledge of the study of human security.

We will begin the semester by first defining war and human security and then focusing on the social scientific method and its role in the study of human security. After this introduction, the class will be divided into three major sections: (1) background theory on why wars occur, (2) theoretical frameworks for the causes of major human security disasters associated with wars (genocides, refugees, human trafficking, public health, rape, and child soldiers, (3) the social scientific literature on the efficacy of a variety of interventions for human security.

Grading

Your course grade is calculated from the following components:

- 20% - **Test 1 - September 13th in class**
- 20% - **Test 2 - October 27th in class**
- 20% - **Test 3 - December 13th from 12:00 - 3:00 pm**
- 20% - Background Paper on a Human Security Disaster - **Due November 29th, beginning of class**
- 20% - Participation and Informed Discussion

Tests

Each test will be in-class. The tests will consist of both short answer and essay. I will provide a study guide prior to each exam. The tests will not be cumulative but you should retain your basic knowledge of the social science of war for the subsequent tests.

Background Paper

Being a political violence specialist requires having a depth of knowledge on some particular cases. I would like you to learn about a particular human security disaster and do some background research that connects this event to our class discussions/scholarship read for class. For the background paper, you are to watch a film on a particular group/event and do some background research. You will then have to write a 10-12 page (double spaced, 1 inch margins, 12 point font) summary and reaction paper on the violent event or group, the film, and how it relates to the larger literature we have read on war and human security. You are welcome to watch any of the films from the approved film list (on the eLearningCommons site for the course) or to get approval for a film of your choice from me during office hours. **A rubric for the assignment is currently available on the eLearningCommons site for the course.**

Participation

I have also allotted 20% of your grade to participation and informed discussion. An upper-level course that relies on the scholarly literature only works if we all have read the readings for each class period and are willing to discuss these readings. As such, I will take attendance every day and will record whether you are willing and able to participate in the course discussion and answer questions about the readings. At certain times throughout the semester, an **in-class quiz** will be used for that day's participation points. You will be allotted 2 course absences without penalty for your participation grade. After that, any excused absence will require documentation. If documentation of an excused absence is provided, you will be required to take a make-up quiz (during office hours) to verify your understanding of the materials that you missed.

Your active participation is very important. Always feel free to state your opinions in a way that invites discussion. No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective class participation. Discussion of other scholarship, history, and current events will certainly be welcome when they are relevant, but **careful reading** of the materials assigned for this course and **concentrated thinking** about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion. The first step toward participating in class is attending class and reading the course materials prior to the day they are assigned.

Your final grade will be calculated on the following scale. Please note that I do not round grades.

- 94 to 100 - A
- 90 to 93 - A-
- 87 to 89 - B+
- 84 to 87 - B
- 80 to 83 - B-
- 77 to 79 - C+
- 74 to 77 - C
- 70 to 73 - C-
- 67 to 69 - D+

- 64 to 67 - D
- 60 to 63 - D-
- 59 and below - F

Useful Information and University Policies

Attendance and Missing Class

I realize you are adults with rich and full lives outside of class. However, as stated above, the participation points for this class require your attendance. Tests and assignments are also taken and/or due in class. Making up any assignment or participation points requires proper documentation.

University Honor Code and Academic Honesty Policy

The following is taken verbatim from <https://curriculumssystemsga.edu/curriculum/courses/syllabus>:

“As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.”

Changes to the Syllabus Could Occur

The following is taken verbatim from <https://curriculumssystemsga.edu/curriculum/courses/syllabus>:

“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.”

Disability Services

The following is taken verbatim from <https://drc.uga.edu/faculty/sample-access-statements>:

“If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>”

The following is taken verbatim from <https://online.uga.edu/documents/ugasyllabusguidelines.pdf>:

“Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.”

Useful Campus Resources

There are many campus resources that can help you with your academic performance and assist you during the semester. I urge you to check out the Division of Academic Enhancement and the Writing Center.

Some material in this course contains references to violence. You are always welcome to excuse yourself during class for any reason and I urge you to take your mental health seriously. There are campus resources to help.

Course Readings

No textbook is necessary for this class. All of the readings come from academic journal articles and book chapters. These readings can all be found on the eLearningCommons page for this course. I expect you to have completed the readings **before** the day they appear on the syllabus. When doing all of your readings, it works best to identify each reading's research question, theory, hypotheses, empirical analysis, and conclusion. Also, try to identify one or two problems or questions you have with the work. I remember readings best when I've actually taken the time to write out some notes; it might work for you, too. If nothing else, it will definitely help in preparing for the exams.

Class Outline

August 11th: Intro to Course - State of War and Human Security.

August 16th: Intro to Social Science and the Study of Human Security.

Frieden, Jeffrey A., and David A. Lake. 2005. "International Relations as a Social Science: Rigor and Relevance." *The Annals of the American Academy of Political and Social Science*. 600(1): 136-156.

Berman, Eli, and Aila M. Matanock. 2015. "The Empiricists' Insurgency." *Annual Review of Political Science* 18: 443-464.

August 18th: Definitional Issues - Human Security and Human Rights.

Paris, Roland. 2001. "Human security: Paradigm shift or hot air?." *International Security* 26(2): 87-102.

Howard-Hassmann, Rhoda E. 2012. "Human Security: Undermining Human Rights?" *Human Rights Quarterly* 34(1): 88-112.

August 23rd: Definitional Issues - War and Conflict.

Petterson, Therése, and Peter Wallensteen. 2015. "Armed conflicts, 1946–2014." *Journal of Peace Research* 52(4): 536-550.

August 25th: How We Typically Understand Why Wars Occur.

Reiter, Dan. 2003. "Exploring the bargaining model of war." *Perspectives on Politics* 1(1): 27-43.

Lake, David 2003. "International Relations Theory and Internal Conflict: Insights from the Interstices." *International Studies Review* 5 (4): 81-89.

August 30th: How We Typically Understand Why Civil Wars Occur.

Sambanis, Nicholas. 2004. "What is a Civil War? Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48 (6): 814-858.

Gurr, Ted. 1968. "A Causal Model of Civil Strife: A Comparative Analysis Using New Indices." *American Political Science Review* 62(4):1104-1124.

September 1st: Alternative Course Assignment - Class Canceled due to the Annual Meeting of the American Political Science Association.

*Listen to The Hidden Brain podcast on forgiveness after civil war - <http://www.npr.org/2016/01/26/463861864/fambul-tok-forgiveness-and-family-talk-in-sierra-leone>

September 6th: Ethnic Conflict.

Fearon, James and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90.

Wimmer, Andreas, Lars-Erik Cederman, and Brian Min. 2009. "Ethnic politics and armed conflict: a configurational analysis of a new global data set." *American Sociological Review* 74(2): 316-337.

Fearon, James D., and David D. Laitin. 1996. "Explaining Interethnic Cooperation." *American Political Science Review* 715-735.

September 8th: Review for Test 1

September 13th: First Test - In Class

September 15th: Determinants of Human Rights Abuses and Do Human Rights Matter?

Sobek, David, M. Rodawan Abouharb, and Christopher G. Ingram. 2006. "The Human Rights Peace: How Respect for Human Rights at Home Leads to Peace Abroad." *Journal of Politics*. 68(3): 519-529.

Poe, Steven and C. Neal Tate. 1994. "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis." *American Political Science Review*. 88(4): 853-872.

September 20th: Determinants of Genocide/Mass Killing.

Valentino, Benjamin. 2000. "Final Solutions: the Causes of Mass Killing and Genocide." *Security Studies* 9(3): 1-59.

Rost, Nicolas. 2013. "Will it happen again? On the possibility of forecasting the risk of genocide." *Journal of Genocide Research* 15(1): 41-67.

September 22th: Refugees and War.

Salehyan, Idean, and Kristian Skrede Gleditsch. 2006. "Refugees and the spread of civil war." *International Organization* 60(2): 335.

Salehyan, Idean. 2008. "The externalities of civil strife: Refugees as a source of international conflict." *American Journal of Political Science* 52(4): 787-801.

September 27th: Human Trafficking and War.

Wolte, Sonja. 2005. "Armed Conflict and Trafficking in Women." http://www.ungift.org/doc/knowledgehub/resource-centre/NGO_GTZ_Armed_conflict_and_trafficking_in_women.pdf

Tyldum, Guri, and Anette Brunovskis. 2005. "Describing the unobserved: Methodological challenges in empirical studies on human trafficking." *International Migration* 43(1-2): 17-34.

September 29th: Economic Consequences of War.

Collier, Paul. 1999. "On the economic consequences of civil war." *Oxford economic papers* 51(1): 168-183.

Gates, Scott, Håvard Hegre, Håvard Møkleiv Nygård, and Håvard Strand. 2012. "Development consequences of armed conflict." *World Development* 40(9): 1713-1722.

October 4th: Educational Consequences of War.

Østby, Gudrun, and Henrik Urdal. 2011. "Education and civil conflict: A review of the quantitative, empirical literature." Background paper prepared for the education for all global monitoring report. <http://unesco.atlasproject.eu/urad13-46f7-b4ac-f9a8e7835ccf/c8c7fe00-c770-11e1-9b21-0800200c9a66/190777e.pdf>

Chamarbagwala, Rubiana, and Hilcías E. Morán. 2011. "The human capital consequences of civil war: Evidence from Guatemala." *Journal of Development Economics* 94(1): 41-61.

Akresh, Richard, and Damien De Walque. 2008. "Armed conflict and Schooling: Evidence from the 1994 Rwandan Genocide." World Bank Policy Research Working Paper Series. <http://ftp.iza.org/dp3516.pdf>

October 6th: Public Health Consequences of War.

Iqbal, Zaryab. 2006. "Health and human security: The public health impact of violent conflict." *International Studies Quarterly* 50(3): 631-649.

Minoiu, Camelia, and Olga N. Shemyakina. 2014. "Armed conflict, household victimization, and child health in Côte d'Ivoire." *Journal of Development Economics* 108: 237-255.

October 11th: Public Health Consequences of War - Focus on Mental Health.

Summerfield, Derek. 2000. "War and mental health: a brief overview." *British Medical Journal* 321(7255): 232-235.

Fazel, Mina, Ruth V. Reed, Catherine Panter-Brick, and Alan Stein. 2012. "Mental health of displaced and refugee children resettled in high-income countries: risk and protective factors." *The Lancet* 379(9812): 266-282.

October 13th: Rape as a Weapon of War.

Cohen, Dara Kay. 2013. "Explaining rape during civil war: Cross-national evidence (1980–2009)." *American Political Science Review* 107(3): 461-477.

Carpenter, R. Charli. 2000. "Surfacing children: Limitations of genocidal rape discourse." *Human Rights Quarterly* 22 (2): 428-477.

October 18th: Child Soldiers and Recruitment in Complex Emergencies.

Beber, Bernd, and Christopher Blattman. 2013. "The logic of child soldiering and coercion." *International Organization* 67 (1): 65-104.

Achvarina, Vera, and Simon F. Reich. 2006. "No place to hide: Refugees, displaced persons, and the recruitment of child soldiers." *International Security* 31(1): 127-164.

October 20th: Alternative Course Assignment - Class Canceled due to the Annual Meeting of the Peace Science Society.

*Listen to The Freakonomics podcast on child soldiers, mental health, and cognitive behavioral therapy (CBT) - <http://freakonomics.com/podcast/i-dont-know-what-youve-done-with-my-husband-but-hes-a-changed-man-a-new-freakonomics-radio-episode/>

October 25th: Review for Test 2.

October 27th: Test 2 - In Class.

November 1st: "Solutions" for Human Security - Options and Costs - Focus on International Aid.

Nielsen, Richard A., Michael G. Findley, Zachary S. Davis, Tara Candland, and Daniel L. Nielson. 2011.. "Foreign aid shocks as a cause of violent armed conflict." *American Journal of Political Science* 55(2): 219-232.

Fearon, James D., Macartan Humphreys, and Jeremy M. Weinstein. 2009. "Can development aid contribute to social cohesion after civil war? Evidence from a field experiment in post-conflict Liberia." *The American Economic Review* 99(2): 287-291.

November 3rd: "Solutions" for Human Security - International Legal Options.

Ainley, Kirsten. 2015. "The Responsibility to Protect and the International Criminal Court: counteracting the crisis." *International Affairs* 91 (1): 37-54.

Neumayer, Eric. 2005. "Do International Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution*. 49(6): 925-953.

November 8th: "Solutions" for Human Rights/Security - Interventions.

Peksen, Dursun. 2012. "Does Foreign Military Intervention Help Human Rights?" *Political Research Quarterly*. 65(3): 558-571.

Murdie, Amanda and David R. Davis. 2010. "Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars," *Human Rights Quarterly*. 32 (1): 50-73.

November 10th: "Solutions" to Human Rights Abuses - NGOs

Murdie, Amanda. 2014. *Help or Harm: The human security effects of international NGOs*. Stanford University Press. Chapters 1-2, Conclusion.

November 15th: "Solutions" to Genocide/Civil War.

Fortna, Virginia Page. 2004. "Does peacekeeping keep peace? International intervention and the duration of peace after civil war." *International Studies Quarterly* 48(2): 269-292.

Krain, Matthew. 2012. "J'accuse! Does Naming and Shaming Perpetrators Reduce the Severity of Genocides or Politicides?" *International Studies Quarterly* 56(3): 574-589.

November 17th: "Solutions" to Refugee Crises.

Long, Katy. 2013. "In Search of Sanctuary: Border Closures, 'Safe' Zones and Refugee Protection." *Journal of Refugee Studies* 26 (3): 458-476.

TED talk by Alexander Betts. https://www.ted.com/speakers/alexander_betts

November 22nd and 24th: Thanksgiving Break

November 29th: Problems with Multiple "Solutions" at Once.

Cooley, Alexander, and James Ron. 2002. "The NGO scramble: Organizational insecurity and the political economy of transnational action." *International Security* 27(1): 5-39.

Bell, Sam R., Amanda Murdie, Patricia Blocksome, and Kevin Brown. 2013. "'Force Multipliers': Conditional Effectiveness of Military and INGO Human Security Interventions." *Journal of Human Rights* 12(4): 397-422.

December 1st: Class Wrap-Up and Review for Final.

December 13th from 12:00 - 3:00 pm: Final Exam.