

INTL 4295: War and Human Security

Spring 2019

Baldwin 101D, 1:25 (MWF)

Instructor: Brian Starks (brian.starks@uga.edu)

Office: 402A Holmes Hunter

Office Hours: 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 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 (e.g., human rights violations, genocides, refugees, human trafficking, public health, sexual violence, and child soldiers), (3) the social scientific literature on the efficacy of a variety of interventions and solutions for human security.

Classroom Expectations

This classroom has reached its maximum student capacity. Due to the large size of the course, disruptive behavior of any kind will not be tolerated. To ensure a productive learning atmosphere, students will behave professionally and respectfully throughout the course. With 40 students in the classroom, there are bound to be different backgrounds, perspectives, personal interests, and opinions. Let's use these differences to approach War and Human Security from multiple angles.

If you have a name and/or set of pronouns that differ from those that appear in the UGA records, please let me know at any point (in-person or via email).

A Note on Course Themes

Given the nature of the course, we will often discuss cases of violence and abuse. Students always welcome to excuse themselves during class (without penalty). Our department encourages students to take mental health concerns seriously. There are [campus resources](#) to support you and your fellow classmates. Lastly, all students are welcome to reach out to me directly to process the unfortunate reality of these human security issues.

Course Readings

No textbook is necessary for this class.

All of the readings come from academic journal articles, book chapters, or free and publicly available documents. These readings will all be found on the eLearningCommons at least one week in advance of the date we cover the material in class. I expect you to have completed all of the required readings before the day they appear on the syllabus. When doing the readings, it works best to identify each reading's research question, theory, hypotheses, empirical analysis, and conclusion. Think critically about these readings. What did the author(s) do well? Can you identify one or two problems or questions you have with the work?

Taking detailed and orderly notes will help students in preparing for the exams. To that end, students may want to consider using Microsoft OneNote to organize their notes on course readings. This software is free for all UGA students. For more information, visit UGA's Enterprise Information and Technology Services (EITS): https://ugamail.uga.edu/download_office_proplus/

Grading:

Your course grade will be calculated as follows:

- Policy Briefs: **20%**
- Exams: **60%**
 - Midterm 1
 - Midterm 2
 - Final
- Participation: **10%**
- Pop Quizzes: **10%**

Grades reflect UGA standards, found at http://bulletin.uga.edu/Bulletin_Files/acad/Grades.html. Grades will be rounded to the nearest whole number and will be assigned according to the following distribution:

- A = 93-100 percent
- A- = 90-92 percent
- B+ = 87-89 percent
- B = 83-86 percent
- B- = 80-82 percent
- C+ = 77-79 percent
- C = 73-76 percent
- C- = 70-72 percent
- D = 60-69 percent
- F = fewer than 60 percent

Policy Briefs:

Regardless of your future careers, employers and colleagues will value skillful analysis of complex topics. Each week, at least one **pair of students will provide a 15-minute policy briefing and accompanying 1-2 page written report** on a human security disaster in a recent or ongoing armed conflict. This will be an opportunity to enhance students' abilities to discuss these issues with broader audiences (researchers, journalist, policymakers, private industry, etc.). This presentation should be oriented toward such audiences while incorporating the theories discussed in class.

The policy brief should include a summary of the issue as well a thoughtful analysis of what could be expected in the future. Policy briefs should address, at minimum, the following:

- Conflict background
 - Who is/was involved?
 - Where does/did it take place?
 - What are/were its causes?
 - If resolved, how did it conclude? If not, what factors are preventing a resolution?
- Human security disaster
 - Who is/was affected? In what way?
 - Why has/did this disaster occurred?
 - What are its implications?
- What is/was the response of the international community?
 - Who is/was involved? In what way?
 - If conflict ongoing, what are your expectations for this disaster in the near future?
 - If conflict concluded, is the human security disaster also resolved?

Presenters should also be prepared to accept questions from the class. Groups will be graded on the quality of their sources, respect for the given time limit, clarity of their presentation,

strength of analysis, and ability to respond to questions. Consider visual aids, such as PowerPoint or handouts, to help the audience follow along during the briefing.

On the day of your group's presentation, email the 1-2 page report and any electronic visual aid files to me (brian.starks@uga.edu) no later than 9:00 am. Groups may lose points if we waste class time waiting for PowerPoint files on flash drives before policy brief presentations.

Exams:

The first two exams will take place within regular class periods during the semester. The final exam will take place during the allocated exam time. Each test will consist of multiple choice questions and short essay questions designed to test your understanding of the course material, including the lectures and readings. The first two tests will not be cumulative. The final exam will focus on the material covered in the last third of the class, but may also include an additional cumulative essay question. The lowest exam grade will be dropped at the end of the semester.

Missed exams can be made up only in cases of extreme circumstances (e.g., prolonged illness or death in the family) or travel related to university activities. Arrangements for missed exams must be made before-hand. Make-up exams must be taken within a week of the original exam date unless there are extenuating circumstances.

Participation

Students are expected to be actively engaged with the lectures and to participate in 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.

If students are constantly on their cell phones or engaging in side conversations, they will be asked to leave for the remainder of the day's lecture.

Pop Quizzes and Attendance

Attendance will not be taken in this course. Some classes will begin with a pop quiz to reward students who attend class and stay current with the assigned reading. The lowest pop quiz grade will be dropped at the end of the semester. Quizzes missed due to excusable reasons (i.e. illness or family emergency) will not count against the student.

Disability Accommodations

Students with disabilities that have been certified by the UGA Disabilities Resource Center (DRC) office will be accommodated according to university policy. If you have documentation for accommodations from the DRC, please make arrangements with me as soon as possible to ensure the proper accommodations can be made. For more information, contact the DRC at 706-542-8719.

Academic Honesty

As a University of Georgia student, you have agreed to follow the University's academic honesty policy (“A Culture of Honesty”) and the Student Honor Code. All academic work must meet the standards contained in “A Culture of Honesty” (including policies that cover plagiarism; for more information, see <https://honesty.uga.edu/>). Students are responsible for informing themselves about these standards before performing any academic work and may direct any specific questions they have regarding the policy (or its application to course assignments) to the instructor. Cheating and plagiarism will not be tolerated in this course. Students caught cheating or plagiarizing will be referred to the UGA Office of Academic Honesty and Student Appeals.

Syllabus Changes

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

Course Schedule & Readings

Part One: Introduction

Week 1: Introduction

- Wednesday (01/09)
 - No reading required
- Friday (01/11)
 - Gomez, Oscar A., and Des Gasper. "A Thematic Guidance Note for Regional and National Human Development Report Teams."
http://hdr.undp.org/sites/default/files/human_security_guidance_note_r-nhdrs.pdf
 - United Nations General Assembly. 1948. Universal Declaration of Human Rights
<http://www.un.org/en/universal-declaration-human-rights>

Part Two: War and Human Security

Week 2: War, Human Security, and Political Science

- Monday (01/14)
 - Fearon, James. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379-414.
- Wednesday (01/16)
 - Paris, Roland. 2001. "Human security: Paradigm shift or hot air?" *International Security* 26(2): 87-102.
- Friday (01/18)
 - Frieden, Jeffery 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.

Week 3: Causes of Civil War

- Monday (01/21):
 - **Class Cancelled for Martin Luther King Jr. Day**
- Wednesday (01/23)
 - Sambanis, Nicholas. 2004. "What is a Civil War? Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution* 48 (6): 814-858.
- Friday (01/25)
 - Fearon, James and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97 (1): 75-90.
 - Buhaug, Halvard, Lars-Erik Cederman, and Kristian Skrede Gleditsch. 2014. "Square Pegs in Round Holes: Inequalities, Grievances, and Civil War." *International Studies Quarterly* 58: 418-431.

Week 4: Causes of Civil War

- Monday (01/28)
 - Ross, Michael L. 2015. "What have we learned about the resource curse?" *Annual Review of Political Science* 18: 239-259. 6
 - Jones, Seth. 2017. "Starting Insurgencies." In *Waging Insurgent Warfare: Lessons from the Vietcong to the Islamic State*. Oxford University Press: 16-34.
- Wednesday (01/30)
 - Humphreys, Macartan, and Jeremy M. Weinstein. 2008. "Who fights? The determinants of participation in civil war." *American Journal of Political Science*. 52(2): 436-455.
- Friday (02/01)
 - Walter, Barbara F. 2015. "Why bad governance leads to repeat civil war." *Journal of Conflict Resolution* 59(7): 1242-1272.

Week 5: Targeting Civilians during Conflict

- Monday (02/04)
 - Wood, Reed M. 2014. "From loss to looting? Battlefield costs and rebel incentives for violence." *International Organization* 68(4): 979-999.
 - Fjelde, Hanne and Lisa Hultman. 2014. "Weakening the enemy: A disaggregated study of violence against civilians in Africa." *Journal of Conflict Resolution* 58(7): 1230-1257.
- Wednesday (02/06)
 - Humphreys, Macartan and Weinstein, Jeremy M. 2006. "Handling and manhandling civilians in civil war." *American Political Science Review* 100(3): 429-447.
 - Stanton, Jessica. 2015. "Regulating militias: Governments, militias, and civilian targeting in civil war." *Journal of Conflict Resolution* 59(5): 899-923.
- Friday (02/08)
 - Valentino, Benjamin, Paul Huth, and Dylan Balch-Lindsay. 2004. "Draining the Sea': Mass Killing and Guerrilla Warfare." *International Organization* 58(02).
 - Krcmaric, Daniel. 2018. "Varieties of civil war and mass killing: Reassessing the relationship between guerrilla warfare and civilian victimization." *Journal of Peace Research* 55(1): 18-31.

Week 6: Midterm 1 and Child Soldiers

- Monday (02/11)
 - Review for Exam 1
- Wednesday (02/13)
 - Midterm 1- In Class

Part Three: Human Security Disasters

- Friday (02/15)
 - Beber, Bernd and Christopher Blattman. 2013. "The logic of child soldiering and coercion." *International Organization* 67(1): 65-104.
 - Bloom, Mia. 2018. "Child Soldiers in Armed Conflict." *Armed Conflict Survey* 4(1): 36-50.

Week 7: Child Soldiers and Gender Security

- Monday (02/18)
 - Lasley, T., & Thyne, C. 2015. "Secession, legitimacy and the use of child soldiers." *Conflict Management and Peace Science*, 32(3), 289–308.
 - Haer, R., & Böhmelt, T. 2017. "Could rebel child soldiers prolong civil wars?" *Cooperation and Conflict*, 52(3), 332–359.
 - Haer, R., & Böhmelt, T. 2018. "Girl soldiering in rebel groups, 1989–2013: Introducing a new dataset." *Journal of Peace Research*, 55(3), 395–403
- Wednesday (02/20)
 - Cohen, Dara Kay. 2013. "Explaining rape during civil war: Cross-national evidence (1980-2009)." *American Political Science Review* 107(3): 461-477.
 - Wood, Elizabeth Jean. 2018. "Rape as a Practice of War: Toward a Typology of Political Violence." *Politics & Society*.
- Friday (02/22)
 - Cohen, Dara Kay, and Ragnhild Nords. 2015. "Do States Delegate Shameful Violence to Militias? Patterns of Sexual Violence in Recent Armed Conflicts" eds. Corinna Jentsch, Stathis N. Kalyvas, and Livia Isabella Schubiger. *Journal of Conflict Resolution* 59(5): 877-98.

Week 8: Displaced Persons and War

- Monday (02/25)
 - IDMC. 2018. "Part One: On the Grid" In *Global Report on Internal Displacement 2018*. <http://www.internal-displacement.org/global-report/grid2018/downloads/report/2018-GRID-part-1.pdf>
 - Bohnet, H., Cottier, F., & Hug, S. 2018. Conflict-induced IDPs and the Spread of Conflict. *Journal of Conflict Resolution*, 62(4), 691–716.
- Wednesday (02/27)
 - Steele, Abbey. 2018. "IDP resettlement and collective targeting during civil wars: Evidence from Colombia." *Journal of Peace Research*
- Friday (02/29)
 - 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.
 - Tekeli-Yesil, S., Isik, E., Unal, Y., Almosa, F. A., Unlu, H. K., & Aker, A. T. 2018. Determinants of Mental Disorders in Syrian Refugees in Turkey Versus Internally Displaced Persons in Syria. *American Journal of Public Health*, 108(7), 938–945. <https://doi.org/10.2105/AJPH.2018.304405>

- Assignment for Monday:
 - Email a brief article or essay related to INTL4295 class that you want me to read

Week 9: Human Trafficking and War

- Monday (03/04)
 - Tyldum, Guri, and Anette Brunovskis. 2005. "Describing the unobserved: Methodological challenges in empirical studies on human trafficking." *International Migration* 43(1-2): 17-34.
 - Wolte, Sonja. 2005. "Armed Conflict and Trafficking in Women." Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH. <http://lastradainternational.org/lisidocs/armed%20conflict%20and%20trafficking%20in%20women.pdf>
- Wednesday (03/06)
 - Cockayne, James and Summer Walker. 2016. "Fighting Human Trafficking in Conflict: 10 Ideas for Action by the United Nations Security Council." United Nations University Report. <https://unu.edu/fighting-human-trafficking-in-conflict>
 - Read Pages 1-16
 - FATF – APG. 2018. "Part One". Financial Flows from Human Trafficking. <https://www.fatf-gafi.org/media/fatf/content/images/Human-Trafficking-2018.pdf>
- Friday (03/08)
 - United Nations Office on Drugs and Crime. 2018. "Trafficking in persons in the context of armed conflict." *Global Report on Trafficking in Persons 2018*. https://www.unodc.org/documents/data-and-analysis/glotip/2018/GloTIP2018_BOOKLET_2_Conflict.pdf

Week 10: Spring Break- No Class

Week 11: Climate Change, Natural Disasters, and Human Security

- Monday (03/18)
 - Walch, C. 2018. Weakened by the storm: Rebel group recruitment in the wake of natural disasters in the Philippines. *Journal of Peace Research*, 55(3), 336–350.
 - Nordqvist, Pernilla, and Florian Krampe. 2018. "Climate change and violent conflict: Sparse evidence from South Asia and South East Asia." Stockholm International Peace Research Institute.
- Wednesday (03/20)
 - Brancati, Dawn. 2007. "Political Aftershocks: The Impact of Earthquakes on Intrastate Conflict." *Journal of Conflict Resolution*, vol. 51, no. 5, Oct. 2007, pp. 715–743,

- Eastin, Joshua. 2016. "Fuel to the Fire: Natural Disasters and the Duration of Civil Conflict." *International Interactions*, 42:2, 322-349,
- Friday (03/22):
 - Bergholt, Drago, and Päivi Lujala. "Climate-related natural disasters, economic growth, and armed civil conflict." *Journal of Peace Research*. 49.1 (2012): 147-162.

Week 12: Rebel Governance

- Monday (03/25)
 - Kasfir, Nelson. 2015. "Rebel Governance – Constructing a field of inquiry: Definitions, Scope, Patterns, Order, and Causes." In *Rebel Governance in Civil War*, eds. Ana Arjona, Nelson Kasfir, and Zachariah Mampilly. Cambridge University Press: 21-46.
- Wednesday (03/27)
 - Wagstaff, William A. and Danielle F. Jung. 2017. "Competing for Constituents: Trends in Terrorist Service Provision." *Terrorism and Political Violence*.
 - Grynkewich, Alexis G. 2008. "Welfare as warfare: How violent non-state groups use social services to attack the state." *Studies in Conflict & Terrorism*, 31(4):350-370.
- Friday (03/29) Exam 2 Review
 - Midterm 2 Review

Week 13: Midterm 2 and Conflict Consequences

- Monday (04/01)
 - **Midterm 2- In class**
- Wednesday (04/03): Economic Consequences
 - Gates, Scott, Håvard Hegre, Håvard Mokleiv Nygård, and Håvard Strand. 2012. "Development consequences of armed conflict." *World Development* 40(9): 1713-1722. 9
 - Only Read Chapters 1 and 4:
 - Robinson, Eric, Daniel Egel, Patrick B. Johnston, Sean Mann, Alexander D. Rothenberg, and David Stebbins. 2017. "When the Islamic State Comes to Town: The Economic Impact of Islamic State Governance in Iraq & Syria." Santa Monica, CA: RAND Corporation
www.rand.org/pubs/research_reports/RR1970.html
- Friday (04/05): Educational and Health Consequences
 - Iqbal, Zaryab. 2006. "Health and human security: The public health impact of violent conflict." *International Studies Quarterly*. 50(3): 631-649.
 - Human Rights Watch. March 2017. "No Class: When Armed Groups Use Schools in the Central African Republic" *Human Rights Watch Report*.

Part Four: Solutions to War and Human Security Problems

Week 14: International Non-Governmental Organizations

- Monday (04/08)
 - Murdie, Amanda. 2014. "Chapters 1-2, Conclusion." *Help or Harm: The Human Security Effects of International NGOs*. Stanford University Press.
- Wednesday (04/10)
 - Swed, Ori. 2018. "Promoting human rights under fire: INGOs' mitigating effect on human rights violations during armed conflict." *Social Science Research* 75: 1-12.
 - Ainley, Kirsten. 2015. "The Responsibility to Protect and the International Criminal Court: Counteracting the Crisis." *International Affairs*. 91(1): 37-54.
- Friday (04/12)
 - Murdie, Amanda and Webeck, Sean. 2015. "Responding to the call: Human security INGOs and countries with a history of civil war." *International Political Science Review*. 36(1): 3-19.

Week 15: Foreign Aid and International Law

- Monday (04/15)
 - 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.
 - Savun, Burcu and Daniel C. Tirone. 2011. "Foreign aid, democratization, and civil conflict: How does democracy aid affect civil conflict?" *American Journal of Political Science*. 55(2): 233-246.
- Wednesday (04/17)
 - Neumayer, Eric. 2005. "Do International Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution*. 49(6): 925-953.
- Friday (04/19)
 - Cole, W. 2015. Mind the Gap: State Capacity and the Implementation of Human Rights Treaties. *International Organization*, 69(2), 405-441.
 - Hill, Daniel. 2016. Avoiding Obligation: Reservations to Human Rights Treaties. *Journal of Conflict Resolution*, 60(6), 1129–1158.

Week 16: Peacekeeping and Military Intervention

- Monday (04/22)
 - Haass, Felix and Nadine Ansorg. 2018. "Better peacekeepers, better protection? Troop quality of United Nations peace operations and violence against civilians." *Journal of Peace Research* 55(6): 742-758.
 - Kathman, Jacob D., and Reed M. Wood. 2016. "Stopping the Killing During the Peace: Peacekeeping and the Severity of Postconflict Civilian Victimization." *Foreign Policy Analysis* 12(2): 149-69.
- Wednesday (04/24)

- Beber, B., Gilligan, M. J., Guardado, J., & Karim, S. 2017. Peacekeeping, Compliance with International Norms, and Transactional Sex in Monrovia, Liberia. *International Organization*, (1), 1.
- Bell, Sam R., Michael E. Flynn, and Carla Martinez Machain. 2018. "UN Peacekeeping Forces and the Demand for Sex Trafficking." *International Studies Quarterly*, 62(3): 643-655.
- Friday (04/26)
 - Long, Katy. 2013. "In Search of Sanctuary: Border Closures, SafeZones and Refugee Protection." *Journal of Refugee Studies* 26 (3): 458-476.
 - Williams, Paul. 2017. "Global and Regional Peacekeepers: Trends, Opportunities, Risks and a Way Ahead." *Global Policy*, 8(1): 124-129

Week 17: Wrapping Up

- Monday (04/29)
 - Class Wrap-Up and Review for Final Exam
- Wednesday (05/01): Reading Day