

INTL4295: War and Human Security

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Class Room: Caldwell 102

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Class Hours: M/W/F 1:50pm-2:40am

Office hours: Tues 10:00am-11:00pm & by appointment

Course Description

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 (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.

Required Materials

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?

Course Objectives

By the end of this course students should be able to:

1. identify the multiple dimensions of human security from the real-world cases;
2. explain the key arguments of the major debates of war and human security;
3. indicate the key elements of war and human security;
4. compare and contrast the different logical arguments on war and human security;
5. produce arguments of their own based on the learnings from this course.

Course Expectations

Any 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.

Assessments

The grade will count the assessments using the following proportions:

- 20% Article Review
- 20% Midterm Exam
- 20% Final Exam
- 20% Coding Assignment
- 10% Class participation

- 5% Attendance
- 5% Reflection Paper

Tests

The majority of your grade will be determined by three tests (two midterms and one final exam). 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. I will provide a review session prior to each exam. The test schedule is stated in the course schedule section.

Coding Assignment

During the semester, you will complete a coding assignment for the Universal Periodic Review Other Stakeholder's Engagement (UPROSE) dataset. The UPROSE dataset collects information about other stakeholders who submit reports in a given UPR process - documenting characteristics of NGOs and other actors, focus areas of their report, and recommendations they offer. The UPR process offers unique insights to all the mechanisms we will cover in class: violence by states, influence of international actors, dissent, redress, and more.

Coding assignments and guidelines/instructions will be posted on ELC, and we will spend a class session discussing this assignment and practicing. If you are confused or need guidance on completing your assignment, please reach out over email or come to office hours.

Article Reviews

During the semester, students are asked to write two article reviews by combining the two or more journal articles. Two or more journal articles will be provided each week and student can decide any week's contents to write the reviews about. Students should provide more comprehensive reviews by linking or comparing two articles. The due date for these assignments are **Sep. 30th** and **Oct. 31st**.

Participation

I have also allotted 15% 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.

Reflection Paper

By the end of semester, students are going to be asked to submit a short reflection paper on how their thoughts about war and human security has changed after finishing this course. The length of this reflection paper should not exceed **two double-spaced pages formatted in Times New Roman 12-point font and justified with 1-inch margins. I will only accept submissions in pdf, docx or doc files.** The due date for this assignment is **Dec. 1st.**

Attendance

The attendance is required for this course. However, as an responsible individual, I respect your choice to attend the classes. I will not be calling attendance regularly during the course. I will only call attendance **two times randomly** during the course. If you have some personal reasons to be absent, please notify me before the class time. Keep in mind that you should be responsible for your own choice. For the contents that you missed, you should contact your classmates.

Grading Scale

Your final grade will be calculated on the following scale.

94 to 100 - A	87 to 89 - B+	77 to 79 - C+	67 to 69 - D+
90 to 93 - A-	84 to 86 - B	74 to 76 - C	64 to 66 - D
	80 to 83 - B-	70 to 73 - C-	60 to 63 - D-
			59 and below - F

Coronavirus Information for Students

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Course Policies and Useful Information

Discussion Etiquette

All students are expected to be good course citizens in the online discussion forum. Contributions to online discussions should be meaningfully related to the course material and advance the quality of deliberation. Students should be respectful of their classmates. This does not mean that criticism of others' ideas is barred; in fact, such criticism is helpful for advancing discussion. Importantly, though, any critiques should be cordial and professional.

Late Assignments and Make-up Exams

Any late assignment will receive be lowered one letter grade for each day it is late. Assignments can only be made up when the student provides acceptable documentation more than three call periods before the due date. It is the student's responsibility to obtain the note and contact the instructor. Make-up exams will be given only with an excused absence (and documentation). The student must contact the instructor *before* the exam and it is also the responsibility of the student to schedule a make-up exam within one week of the original exam date. No make-up exams will be given after one week.

University Honor Code and Academic Honesty Policy

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

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

We expect that the Student Honor Code will guide your efforts in this course. A lack of knowledge of the academic honesty policy does not explain a violation.

Accommodations for Disabilities

The following is taken verbatim from https://drc.uga.edu/content_page/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."

Mental Health and Wellness Resources

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

"If you or someone you know needs assistance; you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>). If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App."

Some material in this course contains references to violence. We urge you to take your mental health seriously. There are campus resources to help.

Technical Requirements

It is important that students have reliable internet service, particularly as some of the assignments are time sensitive. Students will also need access to a computer that allows them to engage with audiovisual content, such as YouTube videos. Students experiencing technical issues can contact the EITS Help Desk at: helpdesk@uga.edu.

Syllabus Change Policy

The syllabus is a plan for the course, and we may deviate from it. The instructor will clearly communicate to students any changes that become necessary, and will do so in a timely manner.

Course Schedule

August 17th: Introduction to Course - State of War and Human Security

Part 1. Theoretical Lens on War and Human Security

August 19: International Relations and the Study of Human Security

Required Reading

- Jeffrey A. Frieden, "International Relations as a Social Science: Rigor and Relevance," *The Annals of the American Academy of Political and Social Science*, Vol. 600 No. 1 (2005), pp. 136-156.
- Eli Berman and Aila M. Matanock, "The Empiricists' Insurgency," *Annual Review of Political Science*, Vol. 18 (2015), pp. 443-464.

August 22: Defining Human Security and Human Rights

Required Reading

- Roland Paris, "Human Security: Paradigm Shift or Hot Air?," *International Security*, Vol. 26 No. 2 (2001), pp. 87-102.
- Rhoda Howard-Hassmann, "Human Security: Undermining Human Rights?," *Human Rights Quarterly*, Vol. 34 No. 1 (2012), pp. 88-112.

August 24: Defining War and Conflict

Required Reading

- Thereése Pettersson and Peter Wallensteen, "Armed Conflict, 1946-2014," *Journal of Peace Research*, Vol. 52 No. 4 (2015), pp. 536-550.
- Jack S. Levy, "The "Path-to-War" Concept," John A. Vasquez, ed., *What Do We Know about Interstate War?* (Lanham: Rowman and Littlefield, 2012), pp. 281-290.
- R. Harrison Wagner, *War and the State* (Ann Arbor: University of Michigan Press, 2007), Chapter 3.

August 26 & 29: Why Wars Occur

Required Reading

- James D. Fearon, "Rationalist Explanation for War," *International Organization*, Vol. 49 No. 3 (1995), pp. 379-414.
- Dan Reiter, "Exploring the Bargaining Model of War," *Perspectives on Politics*, Vol. 1 No. 1 (2003), pp. 27-43.

August 31 & September 2: Why Civil Wars Occur

Required Reading

- Nicholas Sambanis, "What is a Civil War? Conceptual and Empirical Complexities of an Operational Definition," *Journal of Conflict Resolution*, Vol. 48 No. 6 (2004), pp. 814-858.
- Ted Gurr, "A Causal Model of Civil Strife: A Comparative Analysis Using New Indices," *The American Political Science Review*, Vol. 62 No. 4 (1968), pp. 1104-1124.

September 5: Labor Day - NO CLASS

September 7: Library Session

September 9: Coding Assignment Introduction

September 12 & 14: Ethnic Conflict

Required Reading

- James D. Fearon and David D. Laitin, "Ethnicity, Insurgency, and Civil War," *The American Political Science Review*, Vol. 97 No. 1 (2003), pp. 75-90.
- Andreas Wimmer, Lars-Erik Cederman and Brian Min, "Ethnic Politics and Armed Conflict: a Configurational Analysis of a New Global Data Set," *American Sociological Review*, Vol. 74 No. 2 (2009), pp. 316-337.
- James D. Fearon and David D. Laitin, "Explaining Interethnic Cooperation," *The American Political Science Review*, Vol. 90 No. 4 (1996), pp. 715-735.

Part 2. War and Human Rights Abuse

September 16 & 19: Determinants of Human Rights Abuse

Required Reading

- Steven C. Poe and C. Neal Tate, "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis," *The American Political Science Review*, Vol. 88 No. 4 (1994), pp. 853-872.
- David Sobek, M. Rodwan Abouharb and Christopher G. Ingram, "The Human Rights Peace: How the Respect for Human Rights at Home Leads to Peace Abroad," *Journal of Politics*, Vol. 68 No. 3 (2006), pp. 519-529.

September 21: Determinants of Genocide/Mass Killing

Required Reading

- Benjamin Valentino, "Final Solutions: the Causes of Mass Killing and Genocide," *Security Studies*, Vol. 9 No. 3 (2000), pp. 1-59.

September 23 & 26 : Refugees and War

Required Reading

- Idean Salehyan and Skrede Gleditsch, "Refugees and the Spread of Civil War," *International Organization*, Vol. 60 No. 2 (2006), pp. 335-366.
- Idean Salehyan, "The Externalities of Civil Strife: Refugees as a Source of International Conflict," *American Journal of Political Science*, Vol. 52 No. 4 (2008), pp. 787-801.

September 28: Human Trafficking and War

Required Reading

- Sonja Wolte, "Armed Conflict and Trafficking in Women" Available at: http://www.ungift.org/doc/knowledgehub/resourcecentre/NGO_GTZ_Armed_conflict_and_trafficking_in_women.pdf

September 30: Economic Consequences of War

Required Reading

- Paul Collier, "On the Economic Consequences of Civil War," *Oxford Economic Papers*, Vol. 51 No. 1 (1999), pp. 168-183.
- Scott Gates, Håvard Hegre, Håvard Mogleive Nygård and Håvard Strand, "Development Consequences of Armed Conflict," *World Development*, Vol. 40 No. 9 (2012), pp. 1713-1722.

October 3 & 5: Educational Consequences of War

Required Reading

- Gudrun Østby and Henrik Urdal, "Education and Civil Conflict: A Review of the Quantitative, Empirical Literature," Background Paper Prepared for the Education for All Global Monitoring Report. Available at: <https://www.pr.io.org/Publications/Publication/?x=4796>
- Rubiana Chamarbagwala and Hilcías E. Morán, "The Human Capital Consequences of Civil War," *Journal of Development Economics*, Vol. 94 No. 1 (2011), pp. 41-61.
- Richard Akresh and Damien De Walque, "Armed Conflict and Schooling: Evidence from the 1994 Rwandan Genocide," World Bank Policy Research Working Paper Series. Available at: <http://ftp.iza.org/dp3516.pdf>

October 7: Review for Test 2

October 10: Midterm - In Class

October 13 & 15: Public Health Consequences of War

Required Reading

- Zaryab Iqbal, "Health and Human Security: The Public Health Impact of Violent Conflict," *International Studies Quarterly*, Vol. 50 No. 3 (2006), pp. 631-649.
- Camelia Minoiu and Olga N. Shemyakina, "Armed Conflict, Household Victimization, and Child Health in Côte d'Ivoire," *Journal of Development Economics*, Vol. 108 No. 2 (2014), pp. 237-255.
- Quraish Sserwanja, Mohammed Bashir Adam, Joseph kawuki and Emmanuel Olal, "COVID-19 in Conflict Border Regions: A Case of South Kordofan, Sudan," *Conflict and Health*, Vol. 15 No. 34 (2021), pp. 1-5.

October 17 & 19: Rape as a Weapon of War

Required Reading

- Dara Kay Cohen, "Explaining Rape During Civil War: Cross-national Evidence(1980-2009)," *The American Political Science Review*, Vol. 107 No. 3 (2013), pp. 461-477.
- R. Charli Carpenter, "Surfacing Children: Limitations of Genocidal Rape Discourse," *Human Rights Quarterly*, Vol. 22 Np. 2 (2000), pp. 428-477.

October 21 & 23: Child Soldiers and Recruitment in Complex Emergencies

Required Reading

- Bernd Beber and Christopher Blattman, "The Logic of Child Soldiering and Coercion," *International Organization*, Vol. 67 No. 1 (2017), pp. 65-104.
- Vera Achvarina and Simon F. Reich, "No Place to Hide: Refugees, Displaced Persons , and the Recruitment of Child Soldiers," *International Security*, Vol. 31 No. 1 (2006), pp. 127-164.
- *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-achanged-man-a-new-freakonomics-radio-episode/>

October 28: Fall Break - NO CLASS

Part 3. Solutions for Human Security Crises

October 31: Solutions for Human Security - International Legal Options

Required Reading

- Kirsten Ainley, "The Responsibility to Protect and the International Criminal Court," *International Affairs*, Vol. 91 No. 1 (2015), pp. 37-54.
- Eric Neumayer, "Do International Treaties Improve Respect for Human Rights?," *Journal of Conflict Resolution*, Vol. 49 No. 6 (2005), pp. 925-953.

November 2 & 4: Solutions for Human Security - Interventions

Required Reading

- Dursun Peksen, "Does Foreign Military Intervention Help Human Rights?," *Political Research Quarterly*, Vol. 65 No. 3 (2012), pp. 558-571.
- Amanda Murdie and David R. Davis, "Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars," *Human Rights Quarterly*, Vol. 32 No. 1 (2006), pp. 50-73.

November 7 & 9: Solutions to Genocide/Civil War

Required Reading

- Virginia Page Fortna, "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace after Civil War," *International Studies Quarterly*, Vol. 48 No. 2 (2004), pp. 269-292.
- Matthew Krain, "J'accuse! Does Naming and Shaming Perpetrators Reduce the Severity of Genocides or Politicides?," *International Studies Quarterly*, Vol. 56 No. 3 (2012), pp. 574-589.

November 11 & 14: Solutions to Refugee Crises

Required Reading

- Katy Long, "In Search of Sanctuary: Border Closures, 'Safe' Zones and Refugee Protection," *Journal of Refugee Studies*, Vol. 26 No. 3 (2013), pp. 458-476.
- TED Talk by Alexander Betts. Available at https://www.ted.com/speakers/alexander_betts

November 16 & 18: Solutions to Human Rights Abuses - NGOs

Required Reading

- Amanda Murdie, *Help or Harm: The Human Security Effects of International NGOs* (Stanford: Stanford University Press, 2014), Chapters 1-2, Conclusion.
- Alexander Cooley and James Ron, "The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action," *International Security*, Vol. 27 No. 1 (2002), pp. 5-39.
- Sam R. Bell, Amanda Murdie, Patricia Blocksome and Kevin Brown, "Force Multipliers?" Conditional Effectiveness of Military and INGO Human Security Interventions," *Journal of Human Rights*, Vol. 12 No. 4 (2013), pp. 397-422.

November 21: Coding Reconciliation Session

November 23-25: Thanksgiving Break

November 28 & 30: International Organizational Solutions? - Universal Periodic Review

Required Reading

- Bernd Beber and Christopher Blattman, "The Logic of Child Soldiering and Coercion," *International Organization*, Vol. 67 No. 1 (2017), pp. 65-104.
- Vera Achvarina and Simon F. Reich, "No Place to Hide: Refugees, Displaced Persons, and the Recruitment of Child Soldiers," *International Security*, Vol. 31 No. 1 (2006), pp. 127-164.

Reflection Paper Due: December 1

December 2: Review for Final Exam & Wrap-Up

December 12 12:00pm - 2:00pm: Final Exam!!