

PSCI 480 (ST): Civilians in Armed Conflict
Drexel University
Winter 2016

Instructor: Professor Amelia Hoover-Green
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Time & Location: TR, 12:00 noon–1:50 pm, Pearlstein Business Learning Center Rm 307
Office hours: Wednesday, 1:00-3:00 pm, 3025 Macalister, or by appointment

Course Overview

This course, designed for advanced political science students, considers questions relating to civilians, and civilian protection, during armed conflict. The first half of the course examines how, whether, and when legal and ethical standards relating to civilian protection conflict with states' or armed groups' strategic interests. We then consider under what circumstances, and to what extent, efforts to protect civilians during armed conflict have succeeded.

This is an advanced, reading- and writing-intensive course. Pay careful attention to the approximately 50 pages of mandatory reading assigned for each class period. Students who complete the course should be able to demonstrate their ability to:

- **Read, understand, compare and assess literature** on civilians' experiences of armed conflict.
- **Describe common patterns** of human rights violations against civilians during war
- **Apply theoretical accounts** of wartime violence to specific cases
- **Assess theoretical accounts** of wartime violence using empirical evidence from specific cases
- **Describe and assess common tactics** used by human rights advocates, the humanitarian community, and policy-makers to protect civilians during armed conflict.

CONTENT NOTE: This course contains materials that deal with violence, including some graphic representations of violence. It also includes materials dealing with specific types of violence, such as sexual violence and torture, that (in my experience) students may find particularly difficult to read about. Please email me or speak with me if this presents a problem for you.

Required Texts

There is no required text. Course readings will be posted, and/or linked to, on the course website. You must bring a copy (a hard copy if at all possible) of the texts to class each day.

In addition, you must keep track of at least a few news and analysis sources relevant to the course. Some sources that I recommend (all of whom have active Twitter feeds) include:

- News media: The New York Times (@nytimes), BBC World (@bbcworld), Ha'aretz (@haaretzcom), Al Jazeera (@AJEnglish), etc.
- Humanitarian and advocacy organizations: Human Rights Watch (@hrw), B'Tselem (@btselem, @btselemUSA), Amnesty International (@amnesty, @amnestyonline), Women Under Siege (@WomenUndrSiege), Women's Initiatives for Gender Justice (@4GenderJustice), International Rescue Committee (@theIRC), International Crisis Group (@crisigroup), etc.
- International community: UN High Commission for Refugees (@refugees, @refugeewomen), UN Action Against Sexual Violence in Conflict (@UNAction), UN Women (@UN_Women), UN Office for the Coordination of Humanitarian Affairs (@UNOCHA), etc.
- Blogs/Twitter: Jina Moore (@itsjina), Wronging Rights (@wrongingrights, @wrongingrightskate), Political Violence at a Glance (@PVGlance), Laura Seay (@texasinafrica), Blogs of War (@blogsofwar), and many, many more...

Classroom Climate and Participation: Policies

Please read this section carefully, paying close attention to the four initial paragraphs (beginning “You must”).

You must come to class, and you must come on time. Attendance and promptness are both components of your participation grade. In order to receive credit for attendance, you must sign in at the beginning of each class.

You must do the reading, and you must bring your readings to class. **I expect each class session to require about two hours of preparation,** although that will vary a bit over the course of the quarter. Not understanding the readings (i.e., having a million questions, just not getting it) is totally fine. That’s what discussion is for. Not doing the readings is *not fine*. I can tell the difference. Being prepared is part of your participation grade.

You must participate in class. Participation accounts for a significant portion of your grade, and is an important element of both your learning and the learning of your colleagues. However, if participation is hard for you—as it is for many people—email me or meet with me. I will help you strategize about participating in a way that feels challenging but not terrifying.

You must treat me, and your classmates, with respect. Treating others with respect is a key part of your participation grade (and an important life skill!). Some indicators of respect that I demand are:

- No phones: no texting, no talking, no surfing the web. Turn them to silent and put them away. Note: it is obvious to everyone around you when you stare at your crotch instead of making eye contact with the class.
- Computers are for notes, or (extremely occasionally) looking up class-relevant stuff on the web.
- No side conversations (unless I specifically ask for them, which I will occasionally do).
- Warm, non-judgmental attention to whomever is speaking. This means: active, attentive listening; nonverbal demonstrations of engagement using eye contact and/or body language and/or facial expression; expressions of support rather than dismissiveness.
- If you’re bored, I expect you to pretend otherwise.
- If you can’t stay awake, don’t come to class. If you have a hard time staying awake, feel free to get up and pace, grab a drink of water, or bring a fidget.

Participation Grading: In general, “A+” participation for a class period requires all of the following: (1) you attend, (2) you are extremely well-prepared, as evidenced by in-class writing exercises and/or class discussion, (3) you make comments in class that are relevant to the reading and the broader purposes of the class, and (4) your comments are respectful of your classmates and me. Failing to meet any of these requirements will lower your grade. In general, I assign participation grades of no lower than 5/10 when you are in class. There are two ways to earn a zero participation grade for the day: missing class (unless excused under my Emergencies policy below, or as an element of a disability accommodation) and behaving disrespectfully (non-note-taking computer use, sleeping, repeated interruptions, or disparaging remarks, for example).

Specific behaviors that will improve your participation grade:

- Don’t interrupt.
- Listen actively, making eye contact, signaling your agreement by nodding, and so on.
- If you have trouble participating in class, email me or make an appointment, and we’ll strategize.
- If you are someone who likes to speak a lot in class discussions, that’s awesome. Still, be mindful of colleagues who have less practice speaking up by pausing for a few seconds before you jump in.
- Really listen when your colleagues are speaking. Don’t just rehearse what you’re going to say.
- Be thoughtful as you frame remarks about cultures and practices that are not your own.
- If you disagree, do so respectfully. Try jumping off from a point of agreement.
- Don’t make assumptions about what is “basic” knowledge. Judgment makes learning harder for everyone.

If you’re not sure about your participation grade, it’s your right and responsibility to check in with me. If your participation problems are particularly severe, I may reach out to discuss them with you—but it’s not wise to assume that your participation grade is perfect just because you haven’t heard otherwise.

Other Course Policies

Please read this section, which is organized alphabetically by topic, carefully. I treat a syllabus as a contract of sorts. If you take my class you are bound by the terms here.

Academic Integrity: ALL YOUR WORK MUST BE YOUR OWN. I cannot emphasize this enough. If you feel that you're in over your head, or you don't know whether what you're doing constitutes plagiarism or another academic integrity violation, PLEASE talk to me. Making the wrong decision could get you expelled from Drexel. I take academic integrity very seriously (academic research is, after all, my job). Under most circumstances, I will pursue disciplinary action to the fullest extent for any dishonesty, cheating, plagiarism or other academic integrity violation. The full text of Drexel's academic misconduct policies can be found at http://www.drexel.edu/provost/policies/academic_dishonesty.asp.

Attendance: I do not grade on attendance (exactly). Rather, you receive a zero participation grade for class meetings you do not attend. Perhaps more importantly, when you are absent you do not have the opportunity to learn materials that are discussed in class rather than in the readings, which decreases your likelihood of earning full credit on written assignments.

Changes to the Syllabus: I reserve the right to change this syllabus at any time. I do my best to communicate clearly about any changes.

Disability Statement: My goal is full inclusion. (See below under "Diversity and Inclusion" for more on that.) I work hard to help everyone take full advantage of my classes, but in some cases I'm not sure what my students' specific learning needs are. If you are disabled, think you might be disabled, or become disabled, please let me know as soon as possible so that we can work out a plan. There is no need to have a specific accommodation figured out in advance; we can talk about your needs and the class requirements, and figure out what is necessary. You will probably also want to get an accommodation verification letter, as described in Drexel's official policy: "[T]he University is committed to the non-discrimination of students with disabilities. Students with disabilities requesting accommodations and services at Drexel need to present a current accommodation verification letter (AVL) before accommodation can be made. AVL's are issued by the Office of Disability Services." (The Office of Disability Services is located at 3201 Arch St. in Suite 210, and can also be reached at disability@drexel.edu.)

Diversity and Inclusion: I try to teach in a way that promotes the full, equal participation of people from lots of different backgrounds, including people who have had different educational opportunities, people with a variety of first languages, and people of different racial, socioeconomic, religious, sexual and gender identities. In keeping with my focus on inclusion, there are a few things I don't tolerate under any circumstances, including slurs of any kind, body-shaming, and mocking or deriding anyone's appearance or other private choices. This stuff earns you a zero participation grade for the day. If you aren't already familiar with topics such as intersectionality, privilege, and White fragility, please take some time early in the quarter to learn about them. If, at any point in the quarter, you are concerned that my classroom practice, or our classroom dynamic, is getting in the way of the goal of inclusion, then please let me know.

- Simon Fraser University's Intersectionality 101 pamphlet is really good! The first few pages will tell you what you need to know, but read the whole thing. http://www.sfu.ca/iirp/documents/resources/101_Final.pdf
- And here is a short recap of Dr. Robin DiAngelo's work on white fragility: http://www.huffingtonpost.com/good-men-project/why-its-so-hard-to-talk-to-white-people-about-racism_b_7183710.html

Drops and Withdrawals: I adhere to the University's policies on drops and withdrawals, which are available at http://drexel.edu/provost/policies/course_drop.asp and http://drexel.edu/provost/policies/pdf/course_withdrawal.pdf, respectively.

Emergencies: If you believe you will miss class, or be unable to turn in an assignment on time, due to legitimate, verifiable illness, disability, or emergency, please contact me directly and we will consider how to proceed.

Grading Notes: I give grades of A+ only in exceptional circumstances. A rule of thumb: if your insight is new to me, and extremely clearly presented, then you *may* receive an A+. Rubrics for individual assignments will be handed out separately, but these general guidelines apply to all written assignments and are the only way to receive an A.

- For assignments that ask you to “evaluate” or “analyze,” please do so. You may summarize *if and only if* the finer points of the material summarized are relevant to the evaluative argument.
- Use evidence: quotations from the reading, examples from the news, and readings from other courses are all appropriate sources. All claims must be accurately and completely sourced.
- Evaluate your evidence and arguments fairly. Social science writing is not about winning a debate or laying out one side of an argument; it’s about critically but open-mindedly assessing theory and evidence. (Note that this is less true when the assignment is, e.g., an op-ed.)
- Be clear. It doesn’t have to be beautiful prose (although that helps), but it does have to get the point across with a minimum of fuss and confusion.
- I do not grade on spelling or grammar, but I do grade on clarity. Always proofread to make sure that your writing says what you want it to say. If you’re not sure about how clear your writing is, have someone else look over it. The writing center is located in the basement of Macalister.

Grading Scale:	A+	98-100%
	A	93-97%
	A-	90-92%
	B+	87-89%
	B	83-86%
	B-	80-82%
	C+	77-79%
	C	73-76%
	C-	70-72%
	D+	67-69%
	D	63-66%
	F	62% and below

How to Turn in Your Work: All assignments are due at the **beginning of the class period on the due date, in hard copy**. Reading responses are also due by email, by 10am on the day of class. You may turn in up to two non-reading-response assignments per quarter via email (make sure that these arrive by the beginning of the class period on the due date). However, if you turn in an assignment by email, you must *also* turn in a hard copy within 3 days of the original due date. You can bring the hard copy to the next class session or drop it in my mailbox at 3025 Macalister. Bottom line: **YOUR WORK WILL NOT BE GRADED UNTIL I HAVE A HARD COPY.**

Late Work: I accept late assignments for partial credit, no questions asked, until **three weeks after the original deadline**. After that time you will receive a zero for the assignment. I deduct one letter grade (10%) from work handed in up to one week after the original deadline. After one week has passed, but before three weeks have passed, I deduct four letter grades (40%). I will not accept work that is more than three weeks late. **ALL ASSIGNMENTS**, except the final draft of the final paper, must be turned in by the start of the final class meeting. However, under certain circumstances, I will accept late work with no penalty. If you need an extension due to legitimate, documented illness or emergency, please speak with me before the scheduled due date if at all possible. We will create a plan specifying a new due date.

When to Expect Grades: I make every effort to return all written work promptly. In general, you should expect to receive your grade and any comments by one week after the due date. However, this is not possible in all situations. I will advise you if grading will take longer than expected.

Components of Your Grade

Component	Description	% of Grade
Class Participation	Participation (defined and discussed above) is vital to the functioning of this class, and accordingly it accounts for a quarter of your grade. Please see my notes above on what constitutes quality participation—and ask me for coaching if participation is tough for you. I can help!	25%
Reading Responses	<p>Write a response to one or more of the assigned readings, paying careful attention to the following requirements:</p> <ul style="list-style-type: none"> • Your response must cover a reading assigned for the day you turn in the response. • You may turn in no more than one response per week. • Responses should be at least 500 words in length (please include a word count). • A formal bibliography is not necessary, but please cite quotations and claims. • In your response, you may draw connections or comparisons between different readings, explain how the reading relates to events in the news, point out what you see as flaws in the theory or the evidence of the reading(s), or engage in other types of analysis. Do not simply summarize the reading(s). • You are graded only on your six highest-scoring response papers (i.e., you need only turn in 6 of 8, OR you can turn them all in and I'll drop the two lowest scores). • In order to be graded, each response must be EMAILED to me by 10:00 am on the class day you plan to turn it in, AND turned in in hard copy during class. 	48 % (6 responses * 8%)
Assignment: Civilian status	Who is “really” a civilian? In an essay of 1000-1500 words (exclusive of reference section; please include a word count), discuss some approaches to this question that we have examined in class. In a concluding section, you should attempt to draw your insights together into an <i>operational definition</i> of “civilian.”	10%
Assignment: Literature review	Write a critical literature review (1000-1500 words, exclusive of reference section; please include a word count) that discusses the state of the literature on causes of violence against civilians in war. Your literature should include 3-5 articles or chapters beyond what we have read for class. Amelia can help focus your reading.	10%
Final exercise (in class, small groups)	On the final Tuesday of class, each small group will be assigned an issue that we have discussed during the first 9 weeks of class. Groups will have the full class period on Tuesday to discuss, plan, and outline an op-ed addressed to a specific policy organization, which argues, based on social science research, that the organization should take (or not take) a particular action or position. On the final day of class, each group will have 5 minutes to present its outline to the rest of the class. In addition, each member of each group will have the opportunity to evaluate other members of the group, and these evaluations will form part of your grade.	7%

Course Schedule in Brief

Wk	Topic	Prepare for Tuesday	Prepare for Thursday	Due
1: January 5,7	What is “armed conflict” (and what isn’t it)?	No reading. Introductions, small-group discussions, and syllabus review.	Listen: <i>This American Life</i> episode “Harper High, Part 1.” Read: UCDP definition of armed conflict. Skim: Sambanis, “What is Civil War?”	RR (Tuesday or Thursday)
2: January 12,14 (Jan. 17 is add/drop deadline)	Causes of armed conflict	Fearon and Laitin, “Ethnicity, Insurgency, and Civil War”; Sambanis, “Using Case Studies to Expand Economic Models of Civil War.”	Quinn and Roche, “Syria’s Climate Conflict;” Theisen et al., “Is Climate Change a Driver of Armed Conflict?”	RR (Tuesday or Thursday)
3: January 19,21	Legal frameworks and ethical complexities	Universal Declaration of Human Rights (excerpts); Rome Statute of the International Criminal Court (excerpts); Tate, <i>Counting the Dead</i> , pp. 4-10.	Kinsella, <i>The Image Before the Weapon</i> (excerpts).	RR (Tuesday or Thursday)
4: January 26,28	What happens to civilians in wartime?	Anonymous, <i>A Woman in Berlin</i> (excerpts); Tula, <i>Hear My Testimony</i> (excerpts).	Pang Yang Huei, “A Tangled Web of Wartime Collaboration and Survival in Singapore;” Wood, “The Social Processes of Civil War.”	Assignment 1 (Tuesday); RR (Thursday)
5: February 2,4	What happens, cont.	Langewiesche, “Rules of Engagement;” Sallah and Weiss, <i>Tiger Force</i> (excerpts);	Danner, “The Truth of El Mozote.”	RR (Tuesday or Thursday)
6: February 9, 11	What causes violence against civilians?	Arendt, <i>Eichmann in Jerusalem</i> (excerpts); Huggins et al., <i>Violence Workers</i> (excerpts); Grossman, <i>Learning to Kill</i> (excerpts)	Anderson, “Incident at Baranivka;” Downes, “Desperate Times, Desperate Measures.”	RR (Tuesday or Thursday)
7: February 16, 18 (Feb. 19 is withdrawal deadline.)	Causes, cont.	No reading. Class cancelled due to AHG travel.	Valentino et al., “Draining the Sea;” Kalyvas, “Wanton and Senseless? The Logic of Massacres in Algeria.”	RR (Tuesday or Thursday)
8: February 23, 25	Causes, cont.	Gutierrez Sanín, “Telling the Difference: Guerrillas and Paramilitaries in Colombia;” Hoover Green, “The Commander’s Dilemma.”	Wood, “When is Wartime Rape Rare?” Eriksson Baaz and Stern, “Why do Soldiers Rape?”	RR (Tuesday or Thursday)
9: March 1,3	Human rights advocacy	Sikkink, <i>The Justice Cascade</i> (excerpts); Hafner-Burton, “Sticks and Stones.”	Cohen and Hoover Green, “Dueling Incentives.”	Assignment 2 (Tuesday); RR (Thursday)
10: March 8, 10	Small-group exercise	No reading. Prepare for final exercise.	No reading. With group members, complete preparation of final exercise.	RR (Tuesday or Thursday); In-class final exercise (both days)
Exam Week	Nothing. Woohoo.			