

# INTL 4770: War and Human Security (Special Topics in IR)

## *Instructor*

Dr. Andrea Everett

Office: 311 Candler Hall

Hours: Th. 09:00 am – 11:00 am

Sign up at <http://www.wejoinin.com/everetta@uga.edu>

## *Course Information*

Fall 2013

T\*Th 3:30 pm – 4:45 pm

Location: MLC 147

Email: [everetta@uga.edu](mailto:everetta@uga.edu)

## COURSE DESCRIPTION

What is human security? What happens to civilians and non-combatants caught in the path of war? How are their health and well-being affected? Why are they sometimes intentionally targeted with violence? In this course, we will investigate these and related questions. Although war has always been traumatizing for civilians, they have borne a growing share of its burdens over the past century. Indeed, in many wars of the last several decades, civilians have represented the majority of deaths. Over the next 15 weeks, we will explore the causes and consequences of these developments.

The course is divided into three sections. The first begins with an overview of the concept of human security and a brief introduction to international humanitarian law – the legal framework that outlines combatants' responsibilities toward civilians during war. Next, we review some of the direct and indirect ways that war always affects civilians, both when they are intended targets and when they are not. First, we consider the impacts of various kinds of weapons used in war. Next, we examine war's effects on public health – how it creates the conditions for disease and malnutrition through population displacement and the destruction of infrastructure and food sources. The second and third sections of the course address the problem of intentional victimization of civilians during war. We begin the second section by considering the question of whether it is ever acceptable (and if so, when?) to intentionally target civilians. Next, we read a series of theoretical explanations for civilian targeting, ranging from the role of regime type to the incentives that arise from the dynamics of insurgency and counter-insurgency warfare. Finally, we read in-depth histories of several cases of large-scale intentional civilian victimization, and seek to evaluate how well the theories of civilian targeting can help us to understand them. In the third and final section, we turn to two special topics in human security: the use of sexual violence and child soldiers in war.

## READINGS

We will read at least several chapters of the following books, which I therefore recommend for purchase. They are available at the university bookstore, and a single copy of each has also been placed on 2-hour reserves at the main library.

- Zaryab Iqbal. *War and the Health of Nations*. Stanford, CA: Stanford University Press. 2010.
- Michael Walzer. *Just and Unjust Wars* (4<sup>th</sup> Edition). New York, NY: Basic Books. 2006.
- Peter Schrijvers. *The Unknown Dead: Civilians in the Battle of the Bulge*. Lexington, KY: The University Press of Kentucky. 2005.
- Burke Davis (1980). *Sherman's March: The First Full-Length Narrative of General William T. Sherman's Devastating March through Georgia and the Carolinas*. New York, NY: Random House.

The remaining readings consist of academic journal articles, magazine articles, web resources, and chapters from books not listed above. Most are posted under 'Course Content' on the course website through the eLearning Commons (ELC/Blackboard) at <https://www.elc.uga.edu>. The remainder are available online at the links listed below.

## **REQUIREMENTS and EVALUATION**

### **Participation & Reading Quizzes (15%)**

Attendance and active participation in class are mandatory. Although the course will be largely lecture-based, we will also spend time engaging in classroom discussion and debates. Comprehension of the course material and active participation in class will depend on completing the assigned readings. Students are expected to complete all readings before the class meeting for which they are assigned, and to come to class ready to contribute. You should bring a paper or electronic copy of the readings to class in order to facilitate discussion and questions.

This course requires a substantial amount of reading (approximately 150 pages most weeks), which is intended both to expose you to a wide array of arguments and historical material, and to help you learn to become more efficient and critical readers. In order to facilitate effective reading, you should try to answer the following questions as you go through each assigned piece: What is the author's main point or argument? What arguments or point of view (if any) is he arguing against? What evidence does she use to support her argument? Is it compelling? Are there other arguments or evidence that could be used to contradict her point of view? How does the author's argument relate to the other readings for the week, and for previous weeks? In addition, I recommend writing down questions and insights as you read in order to help foster active participation and discussion.

To encourage attendance and timely reading, an unspecified number of short, unannounced quizzes based on the readings will be administered at the beginning of class. These quizzes are designed to be very easy if you did the readings, and very difficult if you did not. There will be no excused absences from these quizzes, but your lowest grade will be dropped. Thus, you may miss one quiz with no penalty for any reason. I will not take attendance during each class period, but the quizzes will be graded to reflect both attendance and reading. We will discuss this at greater length in class.

Participation grades will be based on both the quizzes / attendance, and on active participation in class discussions and activities. I am willing to define participation broadly, however, and interaction with me in office hours – if it concerns active discussion of course material – may qualify as well.

### **SHORT PAPER (20%): Due either September 5<sup>th</sup> or September 12<sup>th</sup>**

You will write a short, 5-6 page paper on one of the following topics. For each prompt, you may choose to write about either the war in Iraq or the Battle of the Bulge. *If you write about Iraq, the paper is due in class on September 5. If you write about the Battle of the Bulge, it is due in class on September 12.* For Iraq, you may need to supplement the assigned readings with outside sources. For the Battle of the Bulge, you need to show that you have done the Schrijvers reading. Citing examples from only 1-2 chapters will negatively affect your grade.

**Topic 1:** Analyze the war or battle through a public health lens. What were its direct and indirect public health consequences? How did the characteristics of the at-risk population and the ways that the war was conducted affect public health outcomes? Be sure to address at least two core public health problems in detail.

**Topic 2:** Evaluate the war or battle in terms of the belligerents' efforts (or lack thereof) to abide by international humanitarian law (IHL). Choose at least two aspects of IHL. First, explain the legal and/or moral obligations the belligerents faced, and then analyze how well they fulfilled these. Be sure to cover both sides (Americans and Germans, or Coalition and Iraqis). For this topic, you may find the section of the ICRC's website on 'War and Law' a helpful supplement to the overviews in the assigned texts. If you choose to write about the Battle of the Bulge, you may analyze the belligerents' behavior in terms of the obligations they would have had under the Fourth Geneva Conventions established in 1949 and their subsequent Additional Protocols.

### **MIDTERM (25%) – October 29<sup>th</sup>**

This will be a closed book, in-class exam, which will cover the readings, lectures and other in-class activities and discussions. Some of the material that we cover in class will not be in the readings, and vice versa. *All* of it is fair game. The exam will cover the entire course up until that point.

### **FINAL PAPER (40%) – Due either Nov. 25<sup>th</sup> or Dec. 2<sup>nd</sup> at 4 pm (Date subject to class vote)**

You will write an approximately 12-page double-spaced research paper that analyzes the causes of a particular instance of intentional civilian victimization with respect to the theoretical arguments we cover during the course. You may choose any instance of civilian victimization – including a case of sexual violence or use of child soldiers – so long as it is not covered in depth during the course. You may also choose to compare two conflicts or battles – one with significant civilian victimization and one without – and try to explain the difference. Either way, you will assess how well the theories we read during the semester explain the use (or non-use) of civilian victimization in the conflicts you choose. We will discuss possible research design strategies and sources to use in identifying possible conflicts in class.

You should begin to think about prospective topics early in the semester and give yourself plenty of time to conduct the research and do the writing. If you think you may be interested in one of the topics we cover toward the end of the course, you should try to do the assigned reading early. You should plan to use a variety of sources. Try to be creative. You may use secondary historical accounts, but you should also look at sources such as government documents, newspapers, human rights reports, and the works of truth and reconciliation commissions.

There will be two interim deadlines during the semester. First, *a short description of your paper topic and a list of sources are due on October 17<sup>th</sup>*. Second, *on November 19<sup>th</sup>* we will conduct an in-class writing workshop in which you will read drafts of each other's papers and offer suggestions. For this purpose, *a full draft will be due in class on that date*. Together, your satisfactory completion of these assignments and participation in the writing workshop will comprise 5% of your course grade.

### Grading Rubric for the Paper

For the paper, you are expected to make an argument and defend it using evidence. Your grade will depend on the clarity of your argument, the quality of your research and analysis (including the amount of evidence you use in support of your claims), the clarity of your writing, and the structure of your paper. I will be looking for a clear, logical assessment of the cause(s) of civilian victimization. A well-organized paper should clearly describe your argument, provide background information on civilian victimization in the selected case, present the evidence you use to back up your claims, and clearly address possible counter-arguments. You should have clear transitions between paragraphs and between different sections, as well as a short conclusion. The more evidence you cite for your position (and to undermine alternative positions), the stronger your argument will be. Evidence may include statistics, examples, events, anecdotes, etc.

All sources must be cited appropriately. To do so, you may use footnotes or in-text citations, as long as you are consistent throughout the paper. Please do not use endnotes. Wherever relevant, you must include page numbers. You may use either APA or Chicago style (see <http://www.apastyle.org/> and [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)). You should use Internet sources with care, as information is often unverified. In general, Internet sources should be limited to trusted organizations, and should not include blogs or Wikipedia.

## **POLICIES**

### **Make-up Exams & Late/Missing Assignments**

Students are expected to attend all exams and to complete all assignments on time. There will be no make-up exams or paper extensions except in case of an appropriately documented family or medical emergency. Extension requests are more compelling if you contact me *in advance* about a potentially disruptive medical or family condition. You must also contact me during the first week of the semester if there is a university-excused conflict that will prevent you from taking the exam in class on the scheduled date. For papers, assignments received within an hour of the deadline will receive a penalty of one-third of a grade reduction. Papers received within 24 hours of the deadline will be penalized two-thirds of a grade. An additional two-thirds of a grade will be deducted for each subsequent 24-hour period or portion thereof. Papers more than three days late will not be accepted. The clock stops when you *email* me a copy of the paper.

### **Technology and Etiquette in the Classroom**

Students are asked to follow basic etiquette in class by arriving and leaving on time, raising your hand before speaking in class, and refraining from insults or threatening behavior. Students are to *turn off or silence all mobile devices* prior to class. Students may use laptops to take notes during lecture or to refer to readings during class discussion, but not for web surfing/social networking/email, etc. If I find that use of student computers for non-course related purposes becomes a problem, I reserve the right to reduce students' final grades as a result. Finally, failure to abide by these policies may result in the student being asked to leave the classroom.

### **Honor Code & Plagiarism**

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 [www.uga.edu/honesty](http://www.uga.edu/honesty). 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 me. Any student caught cheating or engaging in plagiarism will be referred to judicial affairs, as required by university policy.

## **Grade Appeals**

Requests for re-grades of exams or papers may be made no less than 5, and no more than 14, days after receiving a graded assignment. This permits you to think about and compose a justification for the request, but also ensures that we address any grading concerns together in an expeditious manner. I will not consider requests for re-grades outside this window. All re-grade requests must explain why the original grade was inaccurate and include a copy of the original assignment. All requests will result in the assignment being re-graded *in its entirety*, and I reserve the right to adjust the grade *either up or down*. Any computational errors, by contrast, should be brought to my attention immediately. Finally, students should keep copies of the assignments they turn in and retain graded assignments and exams until they receive their final course grade.

## **Disability Accommodation**

The University of Georgia seeks to provide students with disabilities the opportunity to fully participate in educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodation in order to facilitate their full engagement in classroom activities. Any student who requires special accommodations because of a university-documented condition should contact me no later than the second week of the semester in order to facilitate appropriate and timely arrangements with the Disability Resource Center.

## **Email Policy**

I will respond to course-related emails within 48 hours during the week, but I may not check them over the weekend (*Exception: I will not answer paper-related questions by email during the 24 hours before they are due*). Students should plan accordingly, and contact me by Thursday morning with questions needing an answer by the weekend. I will not respond to questions whose answers are contained in the syllabus. If you have administrative questions (Why can't I download this reading? When is the final paper due?), please review the syllabus and then ask a fellow student before contacting me. If you cannot find an answer after asking a classmate, of course I will be happy to help. Students who miss a class are responsible for obtaining lecture notes, instructions, and other information from a classmate.

## **Office Hours**

Normal office hours will be Thursday mornings from 9:00 – 11:00 am, but I may schedule additional times as needed. You may sign up for office hours at <http://www.wejoinin.com/everetta@uga.edu>. You may come without an appointment, but I will honor preexisting appointments before walk-ins.

Many students attend office hours only immediately before papers are due or after grades are returned. I am happy to answer questions about course material and papers up until the due dates, but I strongly encourage you to use office hours throughout the semester and hope that you will visit whenever you think discussion on an individual basis would be helpful. If you are concerned about your class participation grade, speaking with me about course material during office hours can be a good way to boost your score. Finally, if you cannot attend office hours during the scheduled time, I will be happy to make an appointment for another time.

## COURSE PLAN

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

### **Section I: Introduction to Human Security**

#### **Week 1: Introduction**

##### **August 13 – Introduction & Syllabus**

Reading: Syllabus – Review Carefully

##### **August 15 – What is Human Security? (72 pages)**

Zaryab Iqbal (2010). *War and the Health of Nations*. Stanford, CA: Stanford University Press. Ch.1-2.

Keith Krause & Geneva Centre for the Democratic Control of Armed Forces (2007). *Towards a Practical Agenda of Human Security*.

Valerie M. Hudson, Bonnie Ballif-Spanvill, Mary Caprioli, & Chad F. Emmett. *Sex and World Peace*. New York: Columbia University Press. 2012. Read Ch.4, p.95-118.

#### **Week 2: Treatment of Civilians in War: Moral & Legal Considerations**

##### **August 20 – Responsibilities toward Noncombatants (47 pages)**

Michael Walzer (2006). *Just and Unjust Wars* (4<sup>th</sup> Edition). New York, NY: Basic Books. Chs.3, 8-9.

##### **August 22 – International Humanitarian Law (36 pages)**

Howard S. Levie (2000). “History of the Law of War on Land.” *Int’l Review of the Red Cross* # 838.

Francois Bugnion (2000). “The Geneva Conventions of 12 August 1949: From the 1949 Diplomatic Conference to the Dawn of the New Millennium.” *International Affairs* Vol.76: 41-50.

Protocol I Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts, 8 June 1977. Read Part IV (Articles 48 – 79).

Protocol II Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts, 8 June 1977. Read Parts I, IV (Articles 1-3, 13-18).

#### **Recommended / Additional Resources:**

International Committee of the Red Cross (<http://www.icrc.org/eng>). See the various resources under *War and Law*, e.g., ‘Development of modern international humanitarian law,’ ‘Treaties and

customary law,' and the texts of the 4<sup>th</sup> Geneva Conventions and of the 1907 Hague Convention (especially the fourth treaty on Laws and Customs of War on Land). See also "IHL: Answers to your Questions" at <http://www.icrc.org/eng/resources/documents/publication/p0703.htm>.

The Crimes of War Project website (<http://www.crimesofwar.org/>) contains information and a brief discussion of various terms associated with international humanitarian law.

Gary D. Solis (2010). *The Law of Armed Conflict: International Humanitarian Law in War*. Cambridge: Cambridge University Press.

Burrus M. Carnahan (1998). "Lincoln, Lieber and the Laws of War: The Origins and Limits of the Principle of Military Necessity." *The American Journal of International Law*. Vol.92: 213-231.

### *Week 3: What Happens to civilians in War? (I)*

#### **August 27 – Direct Effects of War: Civilians & Weapons (48 pages)**

Barry S. Levy and Victor W. Sidel, Eds (2008). *War and Public Health*. Oxford, UK: Oxford University Press. Chapter 6: Conventional Weapons (7 pages), Chapter 7: Landmines (7 pages)

Neil Andersson, Cesar Palha Da Sousa, & Sergio Paredes (1995). "Social Cost Of Land Mines In Four Countries: Afghanistan, Bosnia, Cambodia, And Mozambique." *British Medical Journal* 311: 718-21.

International Committee of the Red Cross (2010), "Cluster Munitions: What are they and what is the problem?" (2 pages)

International Committee of the Red Cross (2008), "Cluster Munitions Contamination" (4 pages)

International Committee of the Red Cross (2008), "Cluster Munitions Victims" (4 pages)

The New York Times, "Syria Unleashes Cluster Bombs on Town, Punishing Civilians." December 20, 2012. (3 pages)

Jeffrey Goldberg, "The Great Terror." *The New Yorker*, March 25, 2002. Read Sections 1 – 4, through "Al-Anfal." (17 pages)

#### **August 29 – No Class: Away at Conference**

##### *Recommended / Additional Resources:*

ICRC material on weapons and humanitarian law, <http://www.icrc.org/eng/war-and-law/weapons/index.jsp>

The Small Arms Survey Project, <http://www.smallarmssurvey.org/>

Complex Emergency Database, <http://www.cedat.be/>

The International Campaign to Ban Landmines, <http://www.icbl.org/intro.php>

Organisation for the Prohibition of Chemical Weapons, <http://www.opcw.org/>

The Human Security Report Project, <http://www.humansecuritygateway.com/>

Samantha Power (2003). *A Problem From Hell: America and the Age of Genocide*. New York: Harper Perennial (1<sup>st</sup> paperback edition). Chapter 8, on Iraq's use of chemical weapons (77 pages).

BBC World Service radio program, "The Halabja Project," available at <http://www.bbc.co.uk/programmes/p0112v2b>. First broadcast December 04, 2012 (23 minutes).

### **Week 4: What Happens to Civilians in War? (II)**

#### **September 3 – Indirect Effects: Infrastructure, Resources, & Displacement (58 pages)**

Iqbal, *War and the Health of Nations*, Chs. 6-8.

Christopher Phillips, "The Impact of Syrian Refugees on Turkey and Jordan." *The World Today*, October 2012. (4 pages)

Ninette Kelley, "Lebanon, Overrun by Syrian Refugees." *The New York Times*, 13 June 2013. (2 pages)

Nicholas Seeley, "As Syrian refugee flood escalates, UN asks record \$5.1 billion in aid." *The Christian Science Monitor*, 26 June 2013. (3 pages)

#### **September 5 – War in Iraq (65 pages)**

Medact (2003). *Continuing Collateral Damage: The Health and Environmental Costs of War on Iraq 2003*. London, UK.

Medact (2008). *Rehabilitation Under Fire: Healthcare in Iraq 2003-2007*. London, UK.

Hicks MH-R, Dardagan H, Guerrero Serdán G, Bagnall PM, Sloboda JA, et al. (2011). Violent Deaths of Iraqi Civilians, 2003–2008: Analysis by Perpetrator, Weapon, Time, and Location. *PLoS Med* 8(2): February 2011.

Thomas W. Smith (2008). "Protecting Civilians...or Soldiers? Humanitarian Law and the Economy of Risk in Iraq." *International Studies Perspectives* Vol.9: 144–164.

#### **Recommended/Additional Resources:**

Internal Displacement Monitoring Center, <http://www.internal-displacement.org/>

Iraq Body Count, <http://www.iraqbodycount.org/>



## Week 5: The Battle of the Bulge

### September 10 – Part I (84 pages)

#### Documentary Screening – *Lost Evidence: The Battle of the Bulge* (The History Channel)

Peter Schrijvers, *The Unknown Dead*

Preface: p.xi – xv

Chapter 1: p.3-32

Chapter 2: **Recommended**, p.33-68 (Useful if writing about the battle for topic 2)

Chapter 4: p.93 – 117

Chapter 8: p.189 – 212

### September 12 – Part II (85 pages)

Schrijvers, *The Unknown Dead*

Chapter 12: p.289-312 (24 pages)

Chapter 13: p.313 – 358 (46 pages)

Epilogue: p.359 – 373 (15 pages)

## Section II: The Intentional Victimization of Civilians

## Week 6: Moral Philosophy of Civilian Targeting

### September 17 – Is Targeting Civilians Ever Acceptable? (81 pages)

Michael Walzer, *Just and Unjust Wars*, Chs.10-11, 14-16.

### September 19 – Group debate: The decision to drop the atomic bomb (55 pages)

“United States Strategic Bombing Survey: The Effects of the Atomic Bombs on Hiroshima and Nagasaki,” June 30, 1946. Confidential File, Truman Papers. Read p.1-22. ***Note: This document is not posted on ELC, but is available at:***

[http://www.trumanlibrary.org/whistlestop/study\\_collections/bomb/large/documents/index.php?pagenumber=1&documentdate=1946-06-30&documentid=7-1&studycollectionid=abomb](http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/documents/index.php?pagenumber=1&documentdate=1946-06-30&documentid=7-1&studycollectionid=abomb).

Henry L. Stimson, “The Decision to Use the Atomic Bomb,” *Harper’s Magazine*, Feb. 1947: 97-107.

Gar Alperovitz (2011). “The Decision to Bomb Hiroshima.” *Counterpunch*. August 5-7.

Gar Alperovitz, Robert L. Messer, & Barton J. Bernstein, “Marshall, Truman, and the Decision to Drop the Bomb.” *International Security* Vol.16 #3 (Winter 1991/92): 204-221.

Recommended / Additional Resources:

For Tuesday:

Alex J. Bellamy. "Supreme Emergencies and the Protection of Non-Combatants in War." *International Affairs* Vol.80: 829-850.

John C. Ford (1944). "The Morality of Obliteration Bombing." *Theological Studies* Vol.5: 261-309.

For Thursday:

If you have time, explore some of these additional resources on the decision to drop the bomb:

1) Various documents at <http://www.dannen.com/decision/index.html>, especially The Franck Report (June 11, 1945) and Scientific Panel (June 16, 1945).

2) Gar Alperovitz (1995). *The Decision to Use the Atomic Bomb and the Architecture of an American Myth*. New York: Knopf. I have uploaded a document on ELC containing excerpts from Chapters 26-28: 12 pages of arguments by leaders from the Army, Navy, and Air Force against dropping the bomb.

3) "The Decision to Drop the Atomic Bomb," Document collection at the Truman Library and Museum. At [http://www.trumanlibrary.org/whistlestop/study\\_collections/bomb/large/index.php](http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php).

**Week 7: Theories of Intentional Victimization I**

**September 24 – Desperation & War Aims (44 pages)**

Alexander Downes (2006). Desperate Times, Desperate Measures: The Causes of Civilian Victimization in War. *International Security* Vol. 30, No. 4: 152-195.

**September 26 – Library research session [*Date Tentative*] + Insurgency War (44 pages)**

Charles T. R. Bohannon (1962). *Antiguerrilla Operations*. Annals of the American Academy of Political and Social Science Vol.341: 19-29.

Benjamin Valentino, Paul Huth, & Dylan Balch-Lindsay (2004). "Draining the Sea": Mass Killing and Guerrilla Warfare," *International Organization* Vol.58: 375-407.

Recommended / Additional Resources:

Benjamin Valentino (2004), *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca: Cornell University Press. Ch.3, p.66-90.

Benjamin Valentino, Paul Huth, & Sarah Croco (2006). "Covenants without the Sword: International Law and the Protection of Civilians in Times of War." *World Politics* Vol.58: 339 - 377.

Stathis N. Kalyvas (1999). "Wanton and Senseless? The Logic of Massacres in Algeria," *Rationality and Society* Vol. 11(3): 243–285.

## *Week 8: Theories of Intentional Victimization II*

### **October 1 – Regime Type (63 pages)**

Gil Merom (2003). *How Democracies Lose Small Wars*. Cambridge, UK & New York, NY: Cambridge University Press. Ch.1.

Alexander B. Downes (2007). “Restraint or Propellant? Democracy and Civilian Fatalities in Interstate Wars.” *Journal of Conflict Resolution* Vol.51: 872-904.

### **October 3 – Military Organizations & Combatant Identity (64 pages)**

Colin H. Kahl (2007). “In the Crossfire or the Crosshairs? Norms, Civilian Casualties, and U.S. Conduct in Iraq.” *International Security* Vol.32: 7-46.

Jeremy Weinstein (2006). *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge: Cambridge University Press. Read Ch.1.

#### *Recommended / Additional Resources:*

Jeremy Weinstein, *Inside Rebellion* (2006). Read Ch.6 for an account of variation in the ways insurgent groups use violence.

Macartan Humphreys and Jeremy M. Weinstein (2006). “Handling and Manhandling Civilians in Civil War.” *American Political Science Review* Vol.100: 429-447.

Jeffrey W. Legro (1995). *Cooperation Under Fire: Anglo-German Restraint During World War II*. Ithaca, NY: Cornell University Press.

Barbara Harff (2003). “No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955.” *American Political Science Review* Vol.97: 57-73.

Kristine Eck and Lisa Hultman (2007). “One-Sided Violence Against Civilians in War: Insights from New Fatality Data.” *Journal of Peace Research* Vol.44: 233-246.

William Easterly, Roberta Gatti, & Sergio Kurlat (2006). “Development, democracy and mass killings.” *Journal of Economic Growth* Vol.11: 129-156.

## *Week 9: Historical Cases I*

### **October 8 – Indonesia’s Annexation & Occupation of East Timor (Read 51 pages, Skim 19)**

Michael Leifer (1976). “Indonesia and the Incorporation of East Timor.” *The World Today* Vol.32: 347-54.

Geoffrey Robinson (2010). *"If You Leave Us Here, We Will Die." How Genocide Was Stopped in East Timor*. Princeton, NJ: Princeton University Press.

Chapter 1: Read p.5-9

Chapter 2: Skim all, p.21-39

Chapter 3: Read all, carefully, p.40-65

Chapter 4: Read p.66-77.

### **October 10 – Insurgency & Counterinsurgency in Vietnam & Malaya (61 pages)**

Richard Stubbs (2008). "From Search and Destroy to Hearts and Minds: The Evolution of British Strategy in Malaya 1948–60," in D. Marston and C. Malkasian, *Counter-insurgency in Modern Warfare*. London: Osprey Publishing. P. 113 – 130.

John Nagl (2008). "Counterinsurgency in Vietnam: American Organizational Culture and Learning," in D. Marston and C. Malkasian, *Counter-insurgency in Modern Warfare*. London: Osprey Publishing. P. 131 – 148.

Gil Merom, *How Democracies Lose Small Wars*, p.231 – 237.

Stathis N. Kalyvas and Matthew Adam Kocher (2009). "The Dynamics of Violence in Vietnam: An Analysis of the Hamlet Evaluation System (HES)." *Journal of Peace Research* Vol.46: 335-355.

#### Additional / Suggested Resources:

Jonathan D. Caverley (2009/2010). "The Myth of Military Myopia: Democracy, Small Wars, and Vietnam." *International Security* Vol.34: 119-157.

Paul Dixon (2009). "Hearts and Minds"? British Counter-Insurgency from Malaya to Iraq." *Journal of Strategic Studies* Vol.32: 353-381.

Matthew Adam Kocher, Thomas B. Pepinsky, & Stathis N. Kalyvas (2008). "Into the Arms of Rebels? Aerial Bombardment, Indiscriminate Violence, and Territorial Control in the Vietnam War." Manuscript, Yale University.

Film: *Balibo* (2009), <http://www.balibo.com/>. The film website's section on "Film vs. Reality" contains further resources on the Indonesian invasion and annexation of East Timor.

### **Week 10: Historical Cases II**

#### **October 15 – Sherman's March, The American Civil War – Part I (81 pages)**

Burke Davis (1980). *Sherman's March: The First Full-Length Narrative of General William T. Sherman's Devastating March through Georgia and the Carolinas*. New York, NY: Random House.

Chapters 1 – 4: Read all, p.3-50

Chapters 7 – 9: Read all, p.69-101

In-class screening of *Sherman's March* (2007). The History Channel.

## **October 17 – Sherman’s March Part II (83 pages)**

Davis, *Sherman’s March*

Chapter 10: ***Recommended***, p.102-110

Chapter 11: Read all, p.111-119

Chapter 12: ***Recommended***, p.120-140

Chapters 13-18: Read all, p.141-205

Chapter 23: Read all, p.241-249

Chapter 27: ***Recommended***, p.280-302

*PAPER TOPICS DUE, IN CLASS*

*Additional / Suggested Resources:*

Clement Eaton (1943). “Diary of an Officer in Sherman's Army Marching Through the Carolinas.” *The Journal of Southern History* Vol.9: 238-254.

## **Week 11: Intentional Victimization III**

### **October 22 – Individual Participation (80 pages)**

Benjamin Valentino (2004), *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca: Cornell University Press. Ch.2, p.30-65.

Herbert C. Kelman, (1973). “Violence without Moral Restraint: Reflections on the Dehumanization of Victims and Victimizers,” *Journal of Social Issues* Vol.29: 25-61. ***Read the Abstract and p.28-59.***

Michael Walzer, *Just and Unjust Wars*, Ch. 19, pages 304-316 only.

### **October 24 – The My Lai Massacre (11 pages)**

Time Magazine (1969). “Nation: My Lai, An American Tragedy.” December 5.

In-class screening of PBS’ *American Experience: My Lai* (2010).

*Additional / Suggested Resources:*

Michael Bilton & Kevin Sim (1992). *Four Hours in My Lai*. New York, NY: Penguin Books.

## **Week 12 – EXAM**

**October 29 – Exam**

**October 31 – TBA**

### **Section III: Special Topics in Human Security**

#### **Week 13: Sexual Violence and War**

##### **November 5 – Types & Causes of Sexual Violence (72 pages)**

Elisabeth Jean Wood (2006). “Variation in Sexual Violence during War.” *Politics & Society* Vol. 34: 307-342. (29 pages)

Dara Kay Cohen. “Causes of Rape During Civil War: Cross-National Evidence (1980-2009).” Unpublished Manuscript. (43 pages)

##### **November 7 – Case study of DR Congo (73 pages)**

Human Rights Watch (2002). *The War Within The War: Sexual Violence Against Women and Girls in Eastern Congo*. Read p.1-3, 8-49 (until the section on North Kivu).

Maria Eriksson Baaz and Maria Stern (2009). “Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC),” *International Studies Quarterly* Vol.53: 495-518.

John Prendergast (2009). “Can You Hear Congo Now? Cell Phones, Conflict Minerals, and the Worst Sexual Violence in the World.”

#### **Additional / Suggested Resources:**

Elisabeth Jean Wood (2009). “Armed Groups and Sexual Violence: When Is Wartime Rape Rare?” *Politics and Society* Vol.37: 131 – 161.

Janie L. Leatherman (2011). *Sexual Violence in Armed Conflict*. Cambridge, UK: Polity Press.

Meredith Turshen (2001). “The political economy of rape. An analysis of systematic rape and sexual abuse of women during armed conflict in Africa,” in Caroline Moser, O.N. and Fiona C. Clark, eds, *Victims, Perpetrators or Actors? Gender, Armed Conflict, and Political Violence*. New York: Zed Books.

Jeffrey Burds (2009). “Sexual Violence in Europe in World War II, 1939 – 1945,” *Politics & Society* Vol. 37: 35-73.

Film: *Weapon of War* (Ilse & Femke van Velzen, Netherlands, 2009). “In personal interviews, soldiers and former combatants provide openhearted but shocking testimony about rape in the DRC.”

#### **Week 14: Child Soldiers**

##### **November 12 – Causes of Child Soldiering (66 pages)**

Vera Achvarina and Simon F. Reich (2006). “No Place to Hide: Refugees, Displaced Persons, and the Recruitment of Child Soldiers.” *International Security* Vol.31: 127-164.

Myriam Denov (2010). *Child Soldiers: Sierra Leone's Revolutionary United Front*. Cambridge, UK & New York, NY: Cambridge University Press. Read Ch.1.

**November 14 – Simulation Activity: Optional Protocol on the Involvement of Children in Armed Conflict (67 pages)**

“Guide to the Optional Protocol on the Involvement of Children in Armed Conflict.” UNICEF, 2003. Read p.1-62.

Child Soldiers simulation guidelines (5 pages)

Additional / Suggested Resources:

Bernd Beber and Christopher Blattman, “The Logic of Child Soldiering and Coercion,” *International Organization* 67, no.1 (January 2013): 65-104.

**Week 15: Course Wrap-Up**

**November 19 – In-class workshop on research papers**

*PAPER DRAFT DUE, IN CLASS*

Bring a complete draft of your research paper to class. We will have an in-class writing workshop during which you will read one another's drafts and offer feedback.

**November 21 – Protecting Civilians in Armed Conflict (25 pages)**

Gareth Evans, “Responding to atrocities: the new geopolitics of intervention.” SIPRI Yearbook 2012, Ch.1 (p.15-39).

FINAL PAPER DUE either Monday November 25<sup>th</sup> or Monday December 2<sup>nd</sup> by 4 pm in electronic copy  
(Due date subject to class vote)