

**Political Science 4530**  
**Seminar: The Political Economy of Conflict**  
**Spring 2015**

Professor: Sarah P. Lockhart, Ph.D.  
Class Time: Mondays and Thursdays, 2:30 – 3:45 pm  
Class Location: Lowenstein 406  
Office Hours: Mondays and Thursdays, 11:30 am – 1:30 pm  
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**Course Description:**

This course examines the phenomenon of war through the lens of political economy. The primary focus is on intrastate or civil war, although some readings draw on theories developed through the study of interstate or international war. The political economy of conflict refers to: (1) a theoretical approach to understanding conflict and (2) an empirical focus on economic factors associated with war. Theoretically, the political economy approach is grounded in a basic assumption that individuals behave rationally. Empirically, the approach may focus on economic factors like poverty, inequality, economic growth, natural resources, rent-seeking, and individual opportunities for economic gain.

As a senior-level seminar, this class is entirely based on discussion of assigned texts. In addition, students are expected to take a large role in developing the reading list and facilitating discussion. Seminar participation is thus a very significant part of the class and will be weighted heavily in final grades.

The second component of the course is an original research project on some topic related to the political economy of conflict. Over the course of the semester, each student will submit a research proposal, an annotated bibliography, a draft of the literature review and theory sections of the paper, and a revised version that also includes the empirical analysis. Throughout the process, students will receive direct instruction on conducting political science research and receive feedback on their work. The project will culminate in a polished, 25-page research paper.

**Course Objectives:**

- (1) To provide students with a theoretical and empirical understanding of the political economy of conflict.
- (2) To familiarize students with the scholarly literature in the field.
- (3) To develop students' analytical and critical reading skills.
- (4) To develop students' analytical writing and research abilities, leading to the production of a polished 25-page piece of research related to the topic of the course.
- (5) To develop students' oral presentation and group facilitation skills.

## **Course Policies:**

- Class attendance is required. Every student is expected to attend every class. If you must miss class for a legitimate reason (such as an illness) you should submit documentation to your class dean or to me directly. However, even excused absences should not exceed one or two class sessions. If you must miss more than this, you should meet with me as soon as possible to discuss the situation. While attendance alone will not ensure participation credit, it is a necessary condition to participate in the seminar. **To reiterate, absences *and* tardiness will be noted and adversely affect grades significantly. This applies to excessive excused absences as well.**
- We will utilize the course Blackboard throughout the semester. Regularly check the Blackboard for announcements and course resources. I strongly recommend that you make use of the discussion board to discuss the course with classmates. We will also use the Blackboard grade book; check it frequently to make sure there are no typographical errors in your grades.
- Email is best used for short, administrative or procedural questions. If you have substantive questions, please come to office hours or make an appointment with me. I will attempt to answer emails promptly, during normal business hours.
- If you are a student with a documented disability and require academic accommodations, you need to register with the Office of Disability Services for Students (ODS) in order to request academic accommodations for your courses. Please contact the main ODS office at Rose Hill at (718) 817-0655 to arrange services. Staff at ODS can walk you through the process and arrange appointments depending on which campus you take courses. Accommodations are not retroactive, so you need to register with ODS prior to receiving your accommodations. Please see me during office hours if you have questions or would like to submit your academic accommodation letter to me. It is your responsibility to make arrangements with me at least ONE WEEK before the relevant assignments are due.
- Assignments may be made up if you can provide proof of a *demonstrated incapacity* to complete the assignment by the due date. It is your responsibility to notify me as soon as physically possible if you need a make-up or an extension; if you don't do this, you may be denied the make-up/extension. Presentations may be made up in only the most extreme circumstances. It is extremely difficult to make up presentations, and the class will be depending on you to facilitate discussion during your assigned week. Students that fail to present/facilitate during their assigned week will be handled on a case-by-case basis (I hope this doesn't happen!) Talk to me *as soon as possible* if you find yourself struggling with the class or unable to complete assignments as assigned. The longer you wait, the less likely it will be that we will be able to find solutions to your problem. Final decisions about if and how make-ups/extensions will be granted are left to the discretion of the instructor.
- Cheating and plagiarism will be punished to the fullest extent possible. Final papers will be submitted to Turnitin.com as a safeguard against cheating and plagiarism. For more information, see the Fordham University Undergraduate Policy on Academic Integrity:  
[http://www.fordham.edu/academics/handbooks\\_publicati/undergraduate\\_academ/index.asp](http://www.fordham.edu/academics/handbooks_publicati/undergraduate_academ/index.asp)
- When citing sources, please use American Political Science Association (APSA) style. See this website for guidelines: <http://www.csuchico.edu/lref/pols/APSA.pdf>.

## **Course Requirements:**

- **Seminar Participation (50%)**
  - o Presentation and Facilitation (20%)
  - o 2 Discussant Papers (10%)
  - o Participation in Seminar Discussions (20%)
  
- **Research Paper (50%)**
  - o Research Design (10%)
  - o Annotated Bibliography (10%)
  - o Draft 1 (10%)
  - o Final Draft (20%)

## **Readings:**

### ***Required –***

Arnson, Cynthia, and I. William Zartman. 2005. *Rethinking the Economics of War: The Intersection of Need, Creed, and Greed*. Baltimore, MD: The Johns Hopkins University Press.

Bates, Robert H. 2008. *When Things Fell Apart. State Failure in Late Century Africa*. New York: Cambridge University Press.

Reno, William. 1998. *Warlord Politics and African States*. Boulder, CO: Lynne Rienner Publishers.

*Various assigned articles.* These will be posted on the Blackboard.

## **Assignments:**

**Please read carefully! Failure to properly format and submit assignments will result in a point deduction!**

All papers should be typed in Times or Times New Roman 12-pt. font with 1-inch margins. Papers should be double-spaced. You must use APSA citation style, which uses in-text citations (see course policies).

All papers should be submitted in hard copy at the beginning of class on the day that they are due. You may also submit papers via email to ensure that they are counted as on time. But, I will not grade the papers until you submit a hard copy. In addition, final papers must also be submitted via Turnitin.com. To set up your Turnitin account, go to [turnitin.com](http://turnitin.com) and create an account. Use the following information to add our class:

Class ID: 9308211  
Enrollment password: warnomore

Late papers (except for discussant papers) will be accepted with a 10% penalty per day. Papers will be considered late if submitted after class begins. Late papers will not be accepted more than five days after the due date.

There are multiple documents with general paper writing tips and guidelines on the Blackboard.

## ***Seminar Participation***

- **Presentation and Facilitation:** Each student will be in charge of presenting and facilitating one topic of the seminar over the course of two class sessions. Students will work in partnership with another student. The grade for this will take into account the following:
  - o Selection of additional texts for the reading list (at least one required text and possibly additional recommended texts, for most topics. Some topics do not need additional required texts; in that case, seminar leaders should recommend at least one reading).
  - o Submission of a written plan for presentation and discussion of the topic, submitted 24 hours prior to the first relevant class session.
  - o Delivery of the presentation and facilitation of the seminar.
  - o Grading of discussant papers.
    - Discussants will submit papers at least 24 hours before the first class session for the topic. Seminar leaders must submit a graded copy of the paper, with comments, to me at the beginning of the second session on the topic.
  - o One page reflection paper.
    - A one page, double-spaced, reflection paper on the experience of leading the seminar is due at the beginning of the next class session after the two sessions presented (Week 16 presenters should submit their reflection no later than May 4 at 3:30).
  
- **Discussant Papers:** Each student is responsible for submitting two discussant papers over the course of the semester. These papers will utilize the discussant paper template attached at the end of this syllabus. The nine questions listed will help you identify the crucial aspects of the reading. For some readings, these components will be very clear; in others, they may be difficult to identify. But, do the best that you can with the template. The reaction/critique section should be 2-3 double-spaced pages and focus on a particular aspect of the reading in depth. It should *not* be a summary of the reading.

Discussant papers must be submitted to the Blackboard discussion forum for the topic 24 hours in advance of the relevant class session. Discussant papers will be graded by the leaders of the seminar discussion and then reviewed by me for a final grade determination. **Late discussant papers will not be accepted for any reason.** Make-up opportunities for discussant papers may involve a discussant paper during a later week, at my discretion.

- **Participation in Seminar Discussions:** Students will be evaluated on both the quantity and quality of their contributions to discussion. In particular, I will be looking for evidence that you have read and thought about the assigned materials, that you can make connections between texts and concepts, and that you are listening to (and building upon/responding to) your classmates.

## ***Research Paper***

- **Research Design:** The research design should be a short (3-5 pages, double-spaced) paper in which you identify your research question, explain its importance, present your preliminary thesis, outline your paper, identify potential sources, and present a plan for empirically testing your theory. If applicable, you can describe how you would ideally test your theory in addition to presenting a plan that can realistically be achieved over the course of the semester.

- **Annotated Bibliography:** The annotated bibliography should identify at least ten appropriate sources for your paper, listed using proper APSA citation style. For each source, you can use the discussant paper template to summarize the reading or a modified version that includes at least the following four sections:
  - o Research Question
  - o Theory/Argument
  - o Evidence
  - o Notes
  
- **Draft 1:** The first draft of your paper should be at least 15 pages long and include an introduction, your thesis, a literature review, and your theory. At the end, you should include an outline of the remaining sections.
  
- **Final Draft:** The final draft should incorporate revisions of your first draft, taking into account my comments. It should also include the empirical analysis and conclusion.

**Class Schedule and Reading Assignments:**

*Readings should be read before class on the Monday of the week they are assigned.*

**Week 1: Introduction**

Mon. 1/12: NO CLASS – REVIEW CLASS SYLLABUS AND BLACKBOARD

Thurs. 1/15: NONE

**Week 2: Introduction, Part 2**

Mon. 1/19: NO CLASS – MARTIN LUTHER KING JR. HOLIDAY

Thurs. 1/22: Read ahead for your assigned week; final reading list due.

**Week 3: The Political Economy of Conflict**

*Mon. 1/26 – Lockhart leads seminar.*

*Thurs. 1/29 – Lockhart leads seminar.*

1. Arnson, Cynthia. 2005. "The Political Economy of Civil War: Situating the Debate." In *Rethinking the Economics of War: The Intersection of Need, Creed, and Greed*, ed. Cynthia J. Arnson and I. William Zartman. Baltimore, MD: The Johns Hopkins University Press, 1-22.
2. Collier, Paul, and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56: 563-595.
3. Cramer, Christopher. 2002. "Homo Economicus Goes to War: Methodological Individualism, Rational Choice and the Political Economy of War." *World Development* 30 (11): 1845-1864.

4. Bussmann, Margit, and Gerald Schneider. 2007. "When Globalization Discontent Turns Violent: Foreign Economic Liberalization and Internal War." *International Studies Quarterly* 51 (1): 79-97.

**Week 4: Rationalist Explanations of War**

Mon. 2/2 – TBD.

Thurs. 2/5 – TBD.

1. Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49 (3): 379-414.
2. Reiter, Dan. 2003. "Exploring the Bargaining Model of War." *Perspectives on Politics* 1 (1): 27-43.
3. CASE STUDY: Chernick, Marc. 2005. "Economic Resources and Internal Armed Conflicts: Lessons from the Colombian Case." In *Rethinking the Economics of War: The Intersection of Need, Creed, and Greed*, ed. Cynthia J. Arnson and I. William Zartman. Baltimore, MD: The Johns Hopkins University Press, 178-205.
4. TBD.

**Week 5: Conflict and Development**

Mon. 2/9 – TBD. **RESEARCH DESIGN DUE.**

Thurs. 2/12 – TBD.

1. Gleditsch, Nils Petter, Are Knudsen, Astri Suhrke, and Henrik Urdal. 2003. "Conflict and Development: Framework for a Proposed Research Area." CMI and Prio.
2. Sambanis, Nicholas. 2004. "Using Case Studies to Expand Economic Models of Civil War." *Perspectives on Politics* 2 (2): 259-279.
3. Holtermann, Helge. 2012. "Explaining the Development – Civil War Relationship." *Conflict Management and Peace Science* 29 (1): 56-78.
4. Kennes, Erik. 2005. "The Democratic Republic of the Congo: Structures of Greed, Networks of Need." In *Rethinking the Economics of War: The Intersection of Need, Creed, and Greed*, ed. Cynthia J. Arnson and I. William Zartman. Baltimore, MD: The Johns Hopkins University Press, 140-177.

**Week 6: When Things Fell Apart**

Mon. 2/16 – NO CLASS – PRESIDENT'S DAY

Tues. 2/17 – TBD.

Thurs. 2/19 – TBD.

1. Bates, Robert H. 2008. *When Things Fell Apart. State Failure in Late-Century Africa*. New York: Cambridge University Press.

**Week 7: State Capacity**

Mon. 2/23 – TBD. **ANNOTATED BIBLIOGRAPHY DUE.**

Thurs. 2/26 – TBD.

1. Sobek, David. 2010. “Masters of Their Domains: The Role of State Capacity in Civil Wars: Introduction.” *Journal of Peace Research* 47 (3): 267-271.
2. Buhaug, Halvard. 2006. “Relative Capability and Rebel Objective in Civil War.” *Journal of Peace Research* 43 (6): 691-708.
3. CASE STUDY: Newberg, Paula R. 2005. “Surviving State Failure: Internal War and Regional Conflict in Afghanistan’s Neighborhood.” In *Rethinking the Economics of War: The Intersection of Need, Creed, and Greed*, ed. Cynthia J. Arnson and I. William Zartman. Baltimore, MD: The Johns Hopkins University Press, 206-233.
4. TBD.

**Week 8: Warlord Politics**

Mon. 3/2 – TBD.

Thurs. 3/5 – TBD.

1. Reno, William. 1998. *Warlord Politics and African States*. Boulder, CO: Lynne Rienner.

**Week 9: The Resource Curse**

Mon. 3/9 – TBD.

Thurs. 3/12 – TBD.

1. Ron, James. 2005. “Paradigm in Distress? Primary Commodities and Civil War.” *Journal of Conflict Resolution* 49 (4): 443-450.
2. Lujala, Päivi, Nils Petter Gleditsch, and Elisabeth Gilmore. 2005. “A Diamond Curse? Civil War and a Lutable Resource.” *Journal of Conflict Resolution* 49 (4): 538-562.
3. CASE STUDY: Le Billon, Philippe. 2005. “Resource Wealth and Angola’s Uncivil Wars.” In *Rethinking the Economics of War: The Intersection of Need, Creed, and Greed*, ed. Cynthia J. Arnson and I. William Zartman. Baltimore, MD: The Johns Hopkins University Press, 107-139.
4. TBD.

**Week 10: SPRING BREAK**

Mon. 3/16: NO CLASS – SPRING BREAK

Thurs. 3/19: NO CLASS – SPRING BREAK

## **Week 11: Insurgent Motivation**

*Mon. 3/23 – TBD.*

*Thurs. 3/26 – TBD. DRAFT 1 DUE (INTRO, LIT. REVIEW, AND THEORY – 15 PAGES).*

1. Cedarman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why Do Ethnic Groups Rebel? New Data and Analysis." *World Politics* 62 (1): 87-119.
2. Oyefusi, Aderoju. 2008. "Oil and the Probability of Rebel Participation among Youths in the Niger Delta of Nigeria." *Journal of Peace Research* 45 (4): 539-555.
3. CASE STUDY: Kandeh, Jimmy D. 2005. "The Criminalization of the RUF Insurgency in Sierra Leone." In *Rethinking the Economics of War: The Intersection of Need, Creed, and Greed*, ed. Cynthia J. Arnson and I. William Zartman. Baltimore, MD: The Johns Hopkins University Press, 84-106.
4. TBD.

## **Week 12: Paper Workshop**

*Mon. 3/30 – Lockhart leads seminar.*

*Thurs. 4/2 – NO CLASS – EASTER BREAK*

## **Week 13: Inequality and Conflict**

*Mon. 4/6 – NO CLASS – EASTER BREAK*

*Thurs. 4/9 – TBD.*

1. Cramer, Christopher. 2003. "Does Inequality Cause Conflict?" *Journal of International Development* 15 (4): 397-412.
2. Østby, Gudrun. 2008. "Polarization, Horizontal Inequalities, and Violent Civil Conflict." *Journal of Peace Research* 45 (2): 143-162.
3. Stewart, Frances. 2006. "Policies towards Horizontal Inequalities in Post-Conflict Reconstruction." UNU-WIDER Research Paper No. 2006/149.
4. TBD.

## **Week 14: Inequality and Conflict (Continued)**

*Mon. 4/13 – TBD.*

*Thurs. 4/16 – NO CLASS – PROFESSOR AT CONFERENCE*

Readings: Continued from Week 13.

## **Week 15: International Intervention**

*Mon. 4/20 – TBD.*

*Thurs. 4/23 – TBD.*

1. Carnahan, Michael, Scott Gilmore, and William Durch. 2007. "New Data on the Economic Impact of Peacekeeping." *International Peacekeeping* 14 (3): 384-402.
2. Collier, Paul, and Anke Hoeffler. 2004. "Aid, Policy, and Growth in Post-Conflict Societies." *European Economic Review* 48: 1125-1145.
3. Fearon, James D., Macartan Humphreys, and Jeremy M. Weinstein. 2009. "Can Development Aid Contribute to Social Cohesion after Civil War? Evidence from a Field Experiment in Post-Conflict Liberia." *American Economic Review* 99 (2): 287-291.
4. TBD.

## **Week 16: The Post-War State and the Costs of War**

*Mon. 4/27 – TBD.*

*Thurs. 4/30 – TBD. (Extra Class)*

1. Walter, Barbara F. 2004. "Does Conflict Beget Conflict? Explaining Recurring Civil War." *Journal of Peace Research* 41 (3): 371-388.
2. Hoeffler, Anke, and Marta Reynal-Querol. 2003. "Measuring the Costs of Conflict." University of Oxford and the World Bank.
3. Flores, Thomas Edward, and Irfan Nooruddin. 2009. "Democracy under the Gun. Understanding Postconflict Economic Recovery." *Journal of Conflict Resolution* 53 (1): 3-29.
4. TBD.

**FINAL PAPER DUE: MONDAY, MAY 4, at 3:30 p.m. at the latest.**

**Please submit final paper in hard copy to Prof. Lockhart's mailbox in LL 916 AND an electronic copy via Turnitin.com.**

## Discussant Paper Template

Replace this line with article title (use APSA style and list the full citation)

1. **Research Question:**
2. **Theory/Argument:**
3. **Hypotheses:**
4. **Dependent Variable(s):**
5. **Key Independent Variable(s):**
6. **Empirical Evidence/Data:**
7. **Method of Analysis:**
8. **Conclusion:**
9. **Unknown Vocabulary/Other Questions:**
10. **Reaction/Critique:** This should be 2-3 double-spaced pages. It should focus on a specific aspect of the reading, in-depth. It should not be a simple summary.

**POSC 4530 Signature Page**

*This certifies that I have read and understood the contents of the syllabus for POSC 4530, The Political Economy of Conflict, for the Spring 2015 semester. I understand that there may be some changes in dates, readings, and/or assignments. I understand that it is my responsibility to keep track of these changes by listening to announcements in class and/or noting any announcements made via the course Blackboard and/or email.*

**Signature:** \_\_\_\_\_

**Printed Name:** \_\_\_\_\_

PLEASE COMPLETE THIS FORM AND RETURN TO PROF. LOCKHART NO LATER THAN THE SECOND WEEK OF CLASSES.