

## Term Information

Effective Term Spring 2021

## General Information

Course Bulletin Listing/Subject Area Political Science  
Fiscal Unit/Academic Org Political Science - D0755  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 7317  
Course Title Consequences of War  
Transcript Abbreviation Consequence of War  
Course Description Examines theoretical and empirical literature in Political Science on war, peace, and security with focus on the legacies of war.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 45.1001  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Students will understand the major theoretical perspectives in conflict and development and the challenges to providing reliable evidence for or against them.
- Students will be exposed to important substantive areas and debates with an emphasis on recent contributions.

### Content Topic List

- Is conflict "development in reverse"?
- Aerial attacks
- Risk preferences
- Migration
- Social cohesion
- Regimes and elections
- Political preferences
- Gender
- Peace-keeping

### Sought Concurrence

No

## Attachments

- Syllabus PS 7317.pdf: POLITSC 7317 syllabus

*(Syllabus. Owner: Smith, Charles William)*

## Comments

- Please see 9-24-20 email to C. Smith and S. Brooks *(by Oldroyd, Shelby Quinn on 09/24/2020 05:10 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	07/17/2020 01:07 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	07/17/2020 01:20 PM	Unit Approval
Approved	Haddad, Deborah Moore	07/17/2020 02:30 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	09/24/2020 05:10 PM	ASCCAO Approval
Submitted	Smith, Charles William	09/25/2020 10:18 AM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	09/25/2020 03:34 PM	Unit Approval
Approved	Haddad, Deborah Moore	09/25/2020 05:59 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	09/25/2020 05:59 PM	ASCCAO Approval

**Political Science 7317  
Consequences of War  
Graduate seminar**

Spring Term 2021  
3 credit hours/meets 2 hours and 50 minutes  
Friday 9:00-11:50

**Professor**

Erin Lin, [lin.2657@osu.edu](mailto:lin.2657@osu.edu); 2084 Derby Hall; Office Hours: Fridays 4-5pm

**Course Description**

For many political analysts, war is understood as a defining historical experience. Like colonialism and communism, war involves a fundamental reordering of previous political, economic, legal, and social systems that leads to the creation of new post-war regimes while it also produces cultural attitudes and behaviors that have proven difficult to change. But this transformation is not uniformly lasting across cases. After all, one might expect the strength of the wartime experience to decay over time as new policies and events arise that shape developmental pathways. Why have some aspects of the wartime experience been shed more easily than others?

*Consequences of War* is a seminar devoted to the theoretical and empirical literature in political science on war, peace, and security. We undertake a comprehensive review of the literature on the legacies of war, a topic which lies at the intersection of comparative politics and international relations. The primary audience is political science graduate students intending to take the qualifying exam in either field and/or write a second-year paper dealing with post-conflict reconstruction. Graduate students from other departments and advanced undergraduates with adequate preparation may be admitted to the course with permission from the instructor.

The course has three main objectives:

1. To understand the major theoretical perspectives in conflict and development and the challenges to providing reliable evidence for or against them.
2. To survey some of the most important substantive areas and debates in the field with an emphasis on recent contributions and tying academic research on security-related issues to policy.
3. To help students initiate one or more of their own research projects so they gain practical experience in elaborating a theoretical argument, drawing out testable implications, assembling and analyzing relevant evidence, and presenting the work.

**Assignments and Grading**

1. *Participation and response papers: 30% of total grade.*

You will be expected to read **ALL** of the readings on the syllabus for each week. You must attend every class meeting and participate actively in class discussion.

You will also write six 1-page response papers on the week's readings (for 6 of the 14 weeks in the semester; note that there are only 9 weeks with assigned reading). These are due 24 hours before class starts, submitted via email to the entire class. Please read everyone's response papers prior to class. They should be no longer than 1 page long (single-spaced).

Response papers should answer one of the following questions:

- i. What are the principal differences in the arguments of the works under study?
- ii. What are the central debates in the field on the issue under consideration?
- iii. What are the main empirical strengths and weaknesses of the works under study?
- iv. Have the scholarly disputes/debates on this subject been resolved, and what remains to be discovered?

Note that your response papers will not be graded each week. They are intended to help you process and reflect on the readings, so I do not expect you to get the questions "right," especially if this is your first time reading the pieces. At the end of the semester, I *will* grade your portfolio of response papers based on their thoughtfulness, level of detail, and quality of writing.

2. *Methodology paper: 40% of total grade*

The main requirement is to write a 12-15 page paper on a recent comparative politics article from a major political science journal (*APSR, AJPS, JOP, World Politics, International Organization, JCR, Comparative Political Studies, or Comparative Politics*). Indicate what you believe to be the problems involved in the research design of the article, and provide what you believe to be an improved research design. In providing your research design, use at least four of the sources on the following page to inform your discussion.

3. *Paper presentation: 10% of total grade*

In the last two weeks, you will submit a draft of your research design to the class. Each student will present her/his paper to the class. The presentation should be approximately 25 minutes long and should be done in the style of a traditional job talk.

4. *Referee reports and discussant comments: 10% of total grade*

Students will be paired up and asked to read and review a draft of the research paper written by a colleague. In addition to providing written comments, in the style of a blind referee review, each student will also share their thoughts with the full class following each respective paper presentation.

5. *Referee response memo: 10% of total grade*

When submitting their final drafts, students will also need to include a letter outlining the revisions they made in response to the comments received from their discussant.

## Important Dates

**March 24** – Bring methodology paper *Precis* to class. Your *Precis* should be a 2-page, single-space document that fully writes out your main argument and research design.

**April 14 & 21** – Student presentations. Provide your discussant a draft 72 hours prior to presentation. Referee response reports due at the beginning of class.

**April 28** – Submit methodology paper (via email) by 9am. Please include your referee response memo.

## A Note

The syllabus may be updated from time to time as we move along through the course. The most current (and binding version) will be found on Carmen. I will announce changes by email as well.

*Sources for the methodology paper*

Giovanni Sartori, "Concept Misformation in Comparative Politics," *APSR*, 64:4: 1033-53.

Charles Judd, Eliot Smith, and Louise Kidder, "Maximizing Construct Validity" and "Measurement: From Abstract Concepts to Concrete Representations," in *Research Methods in Social Research*.

Donald Green and Ian Shapiro, *Pathologies of Rational Choice*, chapter 5.

Adam Przeworski and Henry Teune. "Research Designs," from *The Logic of Comparative Social Inquiry*. New York: Wiley Scientific, 1970, p. 31-47.

Stephen van Evera. *Guide to Methods for Students of Political Science*, Ithaca: Cornell University Press, 1997, chapter one.

Donald Campbell and Julian Stanley, *Experiments and Quasi-Experimental Designs for Research*, p. 1-22 and 34-61. Boston: Houghton Mifflin, 1963 reprinted.

Earl Babbie. *Survey Research Methods*. Belmont, CA: Wadsworth, 1990. Chapters 2-5.

John Gerring. "Research Design: General Criteria," p. 155-199 in *Social Science Methodology: A Critical Framework*. Cambridge University Press, 2001.

Evan S. Lieberman, "Nested Analysis as a Mixed-Method Strategy for Comparative Research," *American Political Science Review* 99 (August 2005), 435-452

Alexander L. George and Andrew Bennett. *Case Studies and Theory Development In the Social Sciences*. Cambridge: MIT Press, 2005, at least chapter 1, Part II, and chapter 8.

Clifford Geertz. "Thick Description: Toward an Interpretive Theory of Culture," in Geertz, *The Interpretation of Cultures*. New York: Basic Books: 3-30.

Gary King, Robert Keohane, and Sidney Verba. *Designing Social Inquiry*.

Barbara Geddes, "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics," in *Political Analysis*, edited by James Stimson, v. 2 Ann Arbor: University of Michigan Press, 1990: 131-149.

David Collier, James Mahoney, and Jason Seawright. "Claiming Too Much: Warnings About Selection Bias," in Henry Brady and David Collier, eds., *Rethinking Social Inquiry*. Oxford: Rowman & Littlefield, 2004, p. 85-86, 88-92, 94-5, 100-101.

Edward Schatz, ed., *Political Ethnography*. Chicago: University of Chicago Press, 2009.

### **Academic misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### **Disability statement**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## **Course Readings**

All course readings are available through Carmen, including those listed below. However, these are the ones that I'd recommend you buy, so you can have access to the other (unassigned) chapters. Always bring readings to class, as we will make frequent reference to them.

Matanock, Aila. 2017. *Electing peace: From civil conflict to political participation*. Cambridge University Press.

Fortna, Virginia Page. 2008. *Does peacekeeping work? Shaping belligerents' choices after civil war*. Princeton University Press.

## **Course Overview and Schedule**

### **Friday, January 13: Introduction**

Blattman, Christopher and Edward Miguel. 2010. "Civil war." *Journal of Economic Literature* 48(1):3–57.

### **Friday, January 20: Is conflict “development in reverse”?**

Collier, Paul, VL Elliott, Havard Hegre, Anke Hoeffler, Marta Reynal-Querol and Nicholas Sambanis. 2003. *Breaking the conflict trap: Civil war and development policy*. World Bank.

Charnysh, Volha and Evgeny Finkel. 2017. "The death camp Eldorado: Political and economic effects of mass violence." *American Political Science Review* 111(4):801–818.

Acemoglu, Daron, Tarek A Hassan and James A Robinson. 2011. "Social structure and development: A legacy of the Holocaust in Russia." *Quarterly Journal of Economics* 126(2):895–946.

Davis, Donald and David Weinstein. 2002. "Bones, bombs, and break points: The geography of economic activity." *American Economic Review* 92(5):1269–1289.

Miguel, Edward and Gerard Roland. 2011. "The long-run impact of bombing Vietnam." *Journal of Development Economics* 96(1):1–15.

### **Friday, January 27: Aerial attacks**

Kocher, Matthew Adam, Thomas Pepinsky and Stathis Kalyvas. 2011. "Aerial bombing and counterinsurgency in the Vietnam War." *American Journal of Political Science* 55(2):201–218.

Lyall, Jason. 2009. "Does indiscriminate violence incite insurgent attacks? Evidence from Chechnya." *Journal of Conflict Resolution* 53(3):331–362.

Dell, Melissa and Pablo Querubin. 2017. "Nation building through foreign intervention: Evidence from discontinuities in military strategies." *Quarterly Journal of Economics* 133(2):701–764.

Brakman, Steven, Harry Garretsen and Marc Schramm. 2004. "The strategic bombing of German cities during World War II and its impact on city growth." *Journal of Economic Geography* 4(2):201–218.

Harada, M., Ito, G. and Smith, D.M., 2019. Destruction from above: Long-term impacts of WWII Tokyo air raids.

Lin, Erin. 2020. How war changes land: Soil fertility, unexploded bombs, and the underdevelopment of Cambodia.

### **Friday, February 3: Risk preferences**

Callen, Michael, Mohammad Isaqzadeh, James D Long and Charles Sprenger. 2014. "Violence and risk preference: Experimental evidence from Afghanistan." *American Economic Review* 104(1):123–48.

Brown, Ryan, Veronica Montalva, Duncan Thomas and Andrea Velasquez. 2019. "Impact of violent crime on risk aversion: Evidence from the Mexican drug war." *Review of Economics and Statistics* 101(5):892–904.

Jakiela, Pamela and Owen Ozier. 2019. "The impact of violence on individual risk preferences: Evidence from a natural experiment." *Review of Economics and Statistics* 101(3):547–559.

Kim, Young-Il and Jungmin Lee. 2014. "The long-run impact of a traumatic experience on risk aversion." *Journal of Economic Behavior & Organization* 108:174–186.

Voors, Maarten J, Eleonora EM Nillesen, Philip Verwimp, Erwin H Bulte, Robert Lensink and Daan P Van Soest. 2012. "Violent conflict and behavior: a field experiment in Burundi." *American Economic Review* 102(2):941–64.

### **Friday, February 10: Migration**

Charnysh, Volha. 2019. "Diversity, institutions, and economic outcomes: Post-WWII displacement in Poland." *American Political Science Review* 113(2):423–441.

Fouka, Vasiliki. 2019. "How do immigrants respond to discrimination? The case of Germans in the US during World War I." *American Political Science Review* 113(2):405–422.

Salehyan, I. and Gleditsch, K.S., 2006. Refugees and the spread of civil war. *International Organization*, 60(2), pp.335-366.



Schwartz, Stephanie, 2019. Home, Again: Refugee Return and Post-Conflict Violence in Burundi. *International Security*, 44(2), pp.110-145.

### **Friday, February 17: Social cohesion**

Fearon, James, Macartan Humphreys and Jeremy 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.

Paluck, Elizabeth Levy and Donald Green. 2009. "Deference, dissent, and dispute resolution: An experimental intervention using mass media to change norms and behavior in Rwanda." *American Political Science Review* 103(4):622–644.

Gilligan, Michael, Benjamin Pasquale & Cyrus Samii. (2014). "Civil War and Social Cohesion: Lab-in-the-Field Evidence from Nepal." *American Journal of Political Science* 58(3):604-619.

Blattman, C., 2009. From violence to voting: War and political participation in Uganda. *American Political Science Review*, 103(2), pp.231-247.

### **Friday, February 24: Regimes and elections**

Thomas E. Flores and Irfan Nooruddin. 2009. "Democracy Under the Gun: Understanding Post-Conflict Recovery." *Journal of Conflict Resolution*, 53 (1): 3-29.

Nancy Bermeo. 2003. "What the Democratization Literatures Says – or Doesn't Say – About Postwar Democratization." *Global Governance*, 9 (2): 159-177.

Matanock, Aila. 2017. *Electing peace: From civil conflict to political participation*. Cambridge University Press.

Huang, R., 2016. *The wartime origins of democratization: civil war, rebel governance, and political regimes*. Cambridge University Press.

### **Friday, March 3: Political preferences**

Balcells, Laia. 2012. "The consequences of victimization on political identities: Evidence from Spain." *Politics & Society* 40(3):311–347.

Lupu, Noam and Leonid Peisakhin. 2017. "The legacy of political violence across generations." *American Journal of Political Science* 61(4):836–851.

Rozenas, Arturas, Sebastian Schutte and Yuri Zhukov. 2017. "The political legacy of violence: The long-term impact of Stalin's repression in Ukraine." *Journal of Politics* 79(4):1147– 1161.

Voigtlander, Nico and Hans-Joachim Voth. 2012. "Persecution perpetuated: the medieval origins of anti-Semitic violence in Nazi Germany." *Quarterly Journal of Economics* 127(3):1339–1392.

**Friday, March 10: Gender**

Jacobs, Rachel. 2020. *Married by the Revolution: Forced Marriage as a Strategy of Control in Khmer Rouge Cambodia*

Gaikwad, Nikhar, Erin Lin, and Noah Zucker. 2020. *Genocide and the Gender Gap in Political Representation*.

Cordova, Abby. 2020. *State Absence and Violence against Women: How Gangs' Territorial Control Exacerbates Gendered Crimes in El Salvador*.

Cohen, Dara, Daneille Jung, and Danni Villa. 2020. *After the Quake: Heterogeneous Gender Effects and the Political and Social Consequences of the 2010 Haitian Earthquake*

**Friday, March 17: No Class (Spring Break)**

**Friday, March 24: Submit a précis that outlines your methodology paper. We will workshop your précis, and discuss innovations in data collection and measurement.**

**Friday, March 31: Peace-keeping**

Doyle, Michael and Nicholas Sambanis. 2006. *Making war and building peace: United Nations peace operations*. Princeton University Press.

Fortna, Virginia Page. 2008. *Does peacekeeping work? Shaping belligerents' choices after civil war*. Princeton University Press.

**Friday, April 7: Writing Day**

**Friday, April 14: Student presentations**

**Friday, April 21: Student presentations**