**ECON 4415-OS**  
**Conflict and Security in Developing Countries**  
**Fall 2014**  

**Tuesday/Thursday 9:35 – 10:55 am***  
LOCATION: IC 117  
Course Website: https://t-square.gatech.edu/  

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Assistant Professor ECON  
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Office Hours: Tuesday: 2-3pm and by appointment  
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TA Office hours: Mon 1-2pm; Tuesday: 5-6pm. Location: TBD

Version 08.13.14

**ECON 4415—Fall 2014 Class Policies and Course Outline**

**1. Course Summary and Goals**  
This course will engage undergraduate students in the analysis of multiple dimensions of contemporary civil conflict and will also serve as an introduction to economic studies of terrorism. The first part of the course will cover six topics: the causes of civil war, short and long term effects of civil wars on population, patterns of recruitment and participation, the organization of rebel groups, strategies used by warring factions, bargaining in the context of peace processes and civil war termination. The second part of the course will cover terrorism, counterterrorism and strategic behavior, review statistical studies of terrorism and the economic effects of international terrorism. In the process, we will also learn about datasets and methods used to analyze armed conflict and terrorism.

Every second or third week we will introduce a new theme and discuss the major theoretical and empirical issues surrounding the topic. The course will be delivered through a combination of lectures and seminars. The seminars will be structured discussions with class participants taking turns in leading the discussion.

**Learning outcomes**  
- Students will be able to explain how the social, political, and economic forces influence behavior, economic outcomes and recovery process in the developing countries affected by armed conflict.  
- Students will be able to explain the goals and strategies of combatants and ways to minimize the chances of outbreaks of violent conflicts in developing countries and alleviate their effects on populations.  
- Students will understand the role of greed and grievances in the context of civil war outbreak and termination.  
- Students will demonstrate the ability to analyze data typically used in development economics in the analysis of causes and consequences of armed conflicts and interpret the obtained results.  
- Students will be able to analyze the terrorism and counterterrorism in a game-theoretical framework that will help them to understand the motives and analysis behind repeated interactions and one-shot games.  
- Students will be able to discuss leading issues in the analysis of armed conflict and terrorism and the research methods used. These skills are best developed through practice. Our discussions of readings, written exams, empirical assignments and exploration of students’ own research interests through choice of discussion readings and presentations are intended to provide this.

**2. Brief Course Outline**

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<tr>
<th>Weeks</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Introduction, Data and Methods, Civil War and its Causes; Economic Roots of Civil Wars</td>
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<tr>
<td>2</td>
<td>The economic and social effects of conflicts, Neighborhood and global effects of civil wars</td>
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<td>3</td>
<td>STATA: Part I - practical sessions (Location: Old CE Building, G10; tentative date: Sept 4th)</td>
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<tr>
<td>4</td>
<td>The economic and social effects of conflicts, Neighborhood and global effects of civil wars</td>
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<tr>
<td>5</td>
<td>Theories and Empirics of Recruitment, Theories of Organization and Economic Activities of Rebel Groups</td>
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Theories of Organization and Economic Activities of Rebel Groups
Student Group Presentations
Student Group Presentations
STATA: Part II - practical sessions (Location: Old CE Building, G10; tentative dates: Oct 23 and 28th)
Policies for Peace. Demobilization and Reintegration.
New Data and Methods
Midterm Exam, Oct 21st
What Makes a Terrorist? Economic and Political Conditions and Terrorism
Statistical Studies and Terrorist Behavior. Counterterrorism and Transference
The Economic, Psychological and Political Consequences of Terrorism. The Future of Terrorism
Board Game Presentations
Review and Preparation for Final Exam

Note: the syllabus & class policies are subject to change as the semester progresses if I believe that this will enhance student learning and the overall quality of the course. Changes will be discussed with students in class or on-line, student input sought, and notifications sent out well before initiation of any changes.

3. Readings
Many of the required readings (marked with *) for the class will come from the books listed below under “Required”. All books should be available for purchase from the GT Engineers Bookstore. Published academic papers listed in the course outline can be accessed through the GT library catalogue; working papers can be downloaded from author(s) web-pages.

Required:

Recommended:


4. Detailed Course Outline and Readings
Part 1: Economics of Civil Wars and Armed Conflict
Weeks 1 and 2
i) What is civil war? The economic and social effects of conflicts, Neighborhood and global effects of civil wars *[C2003], ch.1-2
Armed Conflict and Economic Development

ii) Causes of Conflict, Patterns of Recovery
Why does conflict arise?: Collier vs. Fearon, greed vs. grievance


*WDR 2011: Conflict and Economic Development.

Special Topic:
An Introduction to Linear Regression

Weeks 2 and 4 (note - Week 3 – Stata sessions)

iii) Microeconomic Effects of Civil Wars


Papers for student presentations:


Week 3: STATA session

Readings:
Reference material for STATA I and II:
Chapters 1-7, 10 from Kohler, Ulrich and Frauke Kreuter. "Data Analysis Using Stata" Stata Press; 3rd edition.

STATA session I

The Stata user interface. Loading data into Stata. Manipulating data. Examining and analyzing your dataset. Comparing distributions and more.


Week 4: iii) Microeconomic Effects of Civil Wars

See above for readings

Weeks 5 and 6

1.3 Theories and Empirics of Recruitment.

Theories of Organization and Economic Activities of Rebel Groups


Papers for student presentations:

1.4 Theories and Empirics of Violence


Papers for student presentations:
* Dube, Oeindrila and Suresh Naidu "Bases, Bullets, and Ballots: The Effect of U.S. Military Aid on Political Conflict in Colombia" [http://www.cgdev.org/content/publications/detail/1423498/]

Weeks 7 and 8

Student Group Presentations (SLOTS ASSIGNED IN CLASS)

Week 9: Midterm Exam, Oct 21st

Week 10: STATA practice

Tuesday: STATA
Keeping organized in Stata. Creating do-files.
Data management: Reading in datasets of various standard formats. Labeling variables and setting up encoded variables.
Generating new variables in an efficient fashion, including leading, lagging, generating statistics within groups, and working across variables.

Data management. Time-series operators. Combining datasets by adding observations and by adding variables.

**Week 11 and 12**

**1.5 Policies for peace. An agenda for international action**

* [C2003], ch.5-6
* [WDR2011], chapters 3, 4, 6, 7

**Papers for student presentations:**


Lessing, Benjamin. 2013. “The Logic of Violence in Drug Wars: Cartel-State Conflict in Mexico, Brazil and Colombia.”

**1.6 New Data and Methods**


**Papers for student presentations:**


**Part 2: Economics of Terrorism**

**Week 13**

**2.0 The definition of terrorism and history of terrorism**

* Hoffman, Chapter 1.
* Rappoport, David. *The Four Waves of Rebel Terror and September 11*. Anthropoetics 8, no. 1 (Spring / Summer 2002). *Organized crime vs. terrorists*


**2.1 What makes a terrorist? Economic and Political Conditions and Terrorism**

* [K2007], ch. 1-2
* [ES2012], ch. 1-2
  Hoffman, Chapters 4-5
**Week 14**

2.2 **Statistical Studies and Terrorist Behavior. Counterterrorism and Transference. Game theory.**

* [ES2012] ch. 3-7

**Papers for student presentations:**


**Week 15**

2.3 **The economic, psychological and political consequences of terrorism. The future of terrorism**

[K2007], ch. 3
* [ES2012], ch. 9-11
* Hoffman, Chapters 8-9 (available at Amazon.com for free)


**Papers for student presentations:**


**Week 16**

Student Board Game Presentations

5. **Class Conduct:**

A) All cellphones, blackberries, and other telecommunications devices are to be switched off during class.
B) Students are required to check their email at least once per day.
C) Students are responsible for all materials, discussions, comments, etc. covered in class (i.e. don’t miss class, it may affect your grade).
D) Absences for medical or personal emergencies will be excused upon verification by the professor. Absences for school athletics will be excused only if they are in accordance with the schedules approved and circulated by the Student Academic & Financial Affairs Committee for Travel or the Associate Athletic Director (Academic Services). Absences due to military service will be handled on a case-by-case basis and subject to verification.
E) If you do miss class for a non-emergency or non-approved event, do not apologize or explain why. I completely understand that “life happens” and that you have priorities other than this class. However, unless it’s an emergency (see above), it will not affect grading policy. That is, if you miss class for some awesome extra-curricular adventure or opportunity, I am not offended...but I cannot grant you a special tutoring session, extension, or make-up either. You will be responsible for any material, assignments, or announcements covered in class that you missed.
F) Students who arrive late to, or leave early from, class are required to do so with minimum disturbance.
G) Students who eat/drink during class are required to do so with minimum disturbance, and to thoroughly clean up afterwards.
H) **Websites and online material are generally not accepted as legitimate sources for use or citation in your papers and presentations. Exceptions to this policy will be discussed in class. Citation of Wikipedia as a source is particularly discouraged!**
I) Students will treat each other and the professor with respect. Constructive questioning and criticism are welcome & encouraged. Personal attacks & insults are not. The rule of thumb here is that critical comments and questions should be maturely phrased in a manner that encourages constructive and open debate; they
should not be phrased as insults, threats, or in a manner that shuts down conversation or debate.

J) Students are expected to read and abide by the Georgia Tech Student Code of Conduct and the Academic Honor Code. All violations will be reported. The complete text of these two Codes may be found at: www.deanofstudents.gatech.edu/integrity/policies/index.html

6. Email Policy
A) Much communication from the professor to you will be sent by email. **You are required to have a functioning email account**, check it daily, to alert the professor if you are not receiving emails on it, and to provide a functioning email address if this one fails to operate properly.
B) I will check email at irregular intervals between 9am and 6pm every weekday; I reserve the right to check and respond to emails more often than this.
C) Your emails will be responded to within 24 hours of their receipt (excluding weekends, holidays and during the professor’s absence). Answers to emails are conditional on the following:
   - Include the course number in the “Subject” line of your emails (Econ 4415).
   - Clearly identify yourself in the message.
   - Write a meaningful subject line (e.g. “ECON 4415 – “presentation rules”)
   - If you have a general question, check the syllabus, policies, T-Square before emailing...the answers might be in there!
   - Be sure to do the readings and listen to the lectures thoroughly before emailing questions about the material...the answers might be in there too!

It is the student’s responsibility to adhere to these guidelines. Any email not adhering to these guidelines may be mistaken for spam (or a joke) and discarded.

D) Unless specifically instructed, assignments are always to be submitted in **hard copy form only; electronic submissions serve only as backups & confirmations.** (i.e. I don’t have time to download, print, & staple two dozen papers).

E) Absences: Only send email about absences or missed deadlines if they are the result of medical issues or serious personal emergencies (e.g. fires, natural disasters, death in the family). **Otherwise, do not send email about absences.** Also, do not send email to apologize for missing class or assignment deadlines.

7. Honor Code and Plagiarism Policy
Students are expected to adhere strictly to the honor code. Copying, cheating and plagiarism (copying sections of a text and passing it as your own work) are **unacceptable**. Discussion of homework is acceptable and even encouraged, but answers to the problems should be completed individually. Each student must review the Georgia Institute of Technology Honor Code. See http://www.honor.gatech.edu/plugins/content/index.php?id=9 for details.

Georgia Tech does not have a university-wide plagiarism policy. Instead, professors are advised to tailor their own policies for each class. Therefore I have chosen to adopt the guidelines recently put forward at one of our peer institutions, MIT. For a full discussion of plagiarism, along with examples, please consult the MIT Academic Integrity Handbook available on T-Square.

In brief, plagiarism is defined, for the purposes of this class, as: copying, borrowing, or appropriating another person’s work and presenting it as your own in a paper or oral presentation, deliberately or by accident. Acts of plagiarism will be reported in accordance with the Honor Code. In order to avoid being charged with plagiarism, if you use the words, ideas, phrasing, charts, graphs, or data of another person or from published material, then you must either: 1) use quotation marks around the words and cite the source, or 2) paraphrase or summarize acceptably using your own words and cite the source. Citations should include author, source, date of publication; more complete citation guidelines will be distributed in class. The plagiarism policy is not restricted to books, but also applies to video & audio content, websites, blogs, wiki’s, and podcasts. **Plagiarism includes putting your name on a group project to which you have minimally contributed.**

8. Grades
Your understanding of the course material will be communicated via the following **(percentages indicate rough weightings, not a fixed formula for grade calculation):**

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1) 15% - Presentation. Working together with students in this class, you will be responsible for presenting a case-study: the start, development and termination of the civil war/conflict in a specific country. Each group will be randomly assigned a country and a conflict during the second week of classes. You will be expected to research and present in a Power Point or video/slide show format the outline of the conflict: timeline (short), major groups and factions involved, peace negotiations, human losses, the effect of the conflict on country's population and major post-conflict developments: use of economics research papers and their findings for an illustration for this section is highly encouraged). (maximum of four students per group.) 10% points of your grade will be based on the group output and 5% points on a peer-review form filled out by your fellow group members.

2) 10% - Board game. In the same group, on the basis of your presentations develop a board game that includes typical elements of an internal armed conflict. (The board game may include the following elements: peace negotiations, major factions involved and the territories controlled, assistance received from the third party countries, the effect of civil war on population, e.g. disease and health crisis (due to lack of doctors and damage to the infrastructure); food supply crisis; consequences for women and children. You can also include a path leading to the possible resolution of the conflict early on.). For ideas you can also refer to http://www.persuasivegames.com/games. The outline of the board game is due October 16th (Thursday). Student groups will present their board games in class during Week 16 (last week of classes). 7% points of your grade will be based on the group’s output and 3% points on the peer-review form filled out by your fellow group members.

3) 5% - One reflection paper that relates the content, storyline and characterization used in a major motion picture/book related to one of the conflict topics to the theories discussed in class. The suggested list of movies/books will be provided in class. The sign-up sheet will be provided at the end of the second week. Let me know if you would like to review a movie or a book that is not on the list. (Word limit: 500 to 1000.) Due date: November 18th.

4) 15% - Discussion, Q&A, and readings’ write-ups.
   a) In-class class participation (5 percent): In borderline cases, the quality of classroom comments may be a factor in assigning grades. I will take attendance to monitor participation.
   
   b) Online class participation (10 percent): every two-three weeks (Tuesday by 9am) you have to submit in class and on T-square one-two pages discussion (11ppt font, Times New Roman, 1 inch margins) of the selected readings assigned for the past and the coming week (1 week before that particular Tuesday and 1 week after). You can pick one or two readings of your choice. Assignments submitted via email will not be counted towards the participation grade. To receive full credit by the end of the semester you should submit 4 (four) such assignments. There will at least 5 such assignments so you can skip at least one. Students can use whatever format (bullet points, outlines, essay, short notes) they feel clearly summarizes the major points of the reading and discuss their reaction to the reading. Each write-up should separately contain one substantive question about the reading.

5) 10% - Each week two groups of students (2-3 in a group) will be required to lead a discussion or give a presentation based on one or two research papers. Select a presentation partner and choose a paper from the syllabus section titled “Papers for student presentations". Other places to look for papers are: HiCN working paper series, MICROCON WP PAPERS and the WDR 2011 bibliography. The guidelines for the presentation will be made available on t-square.

6) 10% - Assignments: There will be two assignments. 2 empirical assignments will follow the Stata sessions. Late assignment policy:
If you submit your assignment past the due date, your maximum grade for this assignment will be determined by the lowest grade among the assignments submitted on-time. For example, if 100 points were available for HWK1, and the lowest assignment grade for HWK1 was 70 points, then your score for the late assignment (HWK1) will be multiplied by 0.7. There are no exceptions.

7) 15% - Midterm exam. October 21st, in-class

8) 20% - Final in-class exam. December - TBA: Time: TBA 3-4:30pm

Students should note that, for individual assignments (papers, quizzes, etc), grades in this course are not rigidly related to numerical scores, distribution functions, predetermined percentages, or your knowledge of buzzwords. As can be seen from the following grade descriptions, individual assignment grading in this course is related more directly to a student’s demonstrated mastery of the material. This also means that the relative performance of one’s peers is less important, though not irrelevant, to one’s grade. Finally, in determining an assignment’s grade, consideration is given for elegance of
presentation, creativity, imagination, and originality only where these have been appropriately be called for, and where mastery of the fundamentals has already been demonstrated. A satisfactorily completed individual assignment will receive one of the following grades:

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<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.</td>
</tr>
<tr>
<td>B</td>
<td>Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.</td>
</tr>
<tr>
<td>C</td>
<td>Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems.</td>
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Other grades awarded include:

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<th>Grade</th>
<th>Description</th>
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<tr>
<td>D</td>
<td>Minimally acceptable performance demonstrating at least partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without additional work.</td>
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<tr>
<td>F</td>
<td>Failed. Has not demonstrated familiarity with the subject matter, nor the capacity to deal with simple problems in a manner recognizable to the consensus of mainstream academic practitioners within the field.</td>
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Note that this course’s internal grading system includes plus (+) and minus (-) modifiers for use with the letter grades A, B, C, and D. However, they are not officially part of students’ grades, they do not appear on Georgia Tech transcripts, and they do not affect internally or externally reported grade-point averages.

9. Grade Change Policy
Legitimate requests for grade changes are welcome and encouraged. However, you should resist the temptation to file a frivolous request just hoping to “get lucky”. Simple computational or clerical errors should be brought to the professors’ attention immediately. Otherwise:

A) Requests for grade changes must:
   i) be submitted in writing, both electronically and in hard-copy, and
   ii) be submitted not sooner than 7 days and not later than 28 days of receiving the graded assignment, and
   iii) be no longer than 600 words.

B) Requests for grade changes should:
   i) identify what was required in the assignment, and
   ii) describe precisely how these requirements were fulfilled at a level above the received grade, and
   iii) address any relevant comments written by the professor on the graded assignment (if applicable) and explain why they do not apply.

Approach a grade change request as if arguing a legal case: you should have strong and convincing arguments and evidence to support your request. Be aware that appeals to the practices of other professors generally do not constitute good argument or evidence. Note also that grade changes requests can result in re-grades both up or down (or left unchanged). That is, if the greater scrutiny demanded by a grade change request reveals your assignment to deserve a lower grade than previously awarded, then the lower grade may be assigned.

10. Special Accommodations
Students requesting academic accommodations based on a documented disability are required to register with the Access Disabled Assistance Program for Tech Students (ADAPTS). Please obtain a form from the ADAPTS office and turn it in to us during office hours or in class in the beginning of the semester.
The ADAPTS Office is located in the Smithgall Student Services Building, Suite 220. The phone number is 404-894-2563 (V). http://www.adapts.gatech.edu/index.html