

GOV 7274: Civil War

Professor: Dr. Sabrina Karim
Fall 2017, Thursdays 4:30-6:30pm
Classroom: White Hall 114
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This course surveys some of the literature on the nature, causes, dynamics, and consequences of civil wars. This course is intended for graduate students who plan to specialize in the study of comparative politics or international relations. All students other than political science graduate students must receive the instructor's permission to take this course. There are no graduate level prerequisites for this course.

The course has a discussion format. Each student must do the reading assigned for that day. Each student's semester grade consists of four components. First, attendance and class participation. Students should attend every class, and be prepared to discuss the reading assigned for each day's class. As a part of class participation, each week, two students will lead the discussion. In doing so, they will prepare a short response paper for one of the readings. Students not leading the discussion that particular week are encouraged to keep notes on each reading to help with exams. The second component includes writing a review of a scholar's working paper. These working papers have already been requested from the instructor's peers. For the review, students will be required to treat them as "real" reviews, as good ones will be sent to the authors. The third component is a replication paper due at the end of the semester and the fourth component is a presentation for a research paper. More details on these assignments are below.

There are two weeks where you have two sets of readings to choose from (contagion or cooperation and outcomes or duration). During these two weeks, we will split the class in half and one half will read one set of readings and the other side will read the other. Each group will present the readings to the other group. They will also be required to make summary notes for each reading to exchange.

Please note that at the end of class, for the last 10-15 minutes, we will talk about professional development in the discipline.

Please do not bring cellphones to class, or turn them off when class begins. Late papers/reviews will not be accepted unless there are extraordinary conditions such as illness or family crisis. Extensions require a letter from the College or other pertinent documentation. Papers and reviews will be marked down by 10% each day they are late. Moreover, no grades of incomplete will be granted except under extraordinary conditions such as illness or family crisis.

Cheating and Plagiarism

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. Students are strictly forbidden from buying or selling course materials. Cheating and plagiarism will be treated according to Cornell University regulations, which I will strictly observe. Students need to write papers individually and not collaboratively (unless specified by the instructor). Material in papers drawn from research materials must be cited and, if a direct quote, demarked by quotation marks. The penalty for violating the Code of Academic Integrity is an F for the assignment.

The Code of Academic Integrity is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You affirm that if you witness others violating the code you have a duty to report them to the university administration.

Please review the university guidelines on plagiarism and academic integrity at Cornell:

- Overview: <http://digitalliteracy.cornell.edu/tutorial/dpl3320.html>
- Tutorial: <http://plagiarism.arts.cornell.edu/tutorial/index.cfm> for a tutorial on plagiarism.
- The Code of Academic Integrity: <http://cuinfo.cornell.edu/aic.cfm>.

For further information on how to cite materials properly, please consult Joseph Gibaldi, *MLA Handbook for Writers of Research Papers* (New York: MLA).

University Policies

I respect and uphold Cornell University policies and regulations pertaining to the observation of religious holidays; assistance available to the physically handicapped, visually and or/hearing impaired student; sexual harassment; and racial or ethnic discrimination.

- Students with Disabilities: In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. Students seeking accommodations should submit to me an accommodation letter from Student Disability Services within the first two weeks of the semester. For more information and to register with a disability, please see: <http://sds.cornell.edu/>
- Religious Observances: Students may ask for reasonable and timely accommodations for sincerely held religious beliefs. Please review the syllabus

closely to determine if your religion will present any scheduling conflicts with any of the classes. You must inform me of any conflicts within the first two weeks of the semester.

- **Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Students will treat one another with respect and courtesy. I will ask disruptive students to leave the class. As your instructor, I unconditionally reject every form of bigotry, discrimination, hateful rhetoric, and hateful action, whether directed towards one's race, gender, gender identity, sexual orientation, religion, national origin, disability, citizenship, political views, socioeconomic status, veteran status, or immigration status, in class and out.
- **Gender Sensitivity:** I affirm people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.
- **Sensitive Readings/Materials:** We will also be addressing topics that can be intellectually and emotionally triggering and exhausting, particularly during the weeks related to violence against civilians (Sexual Violence, etc.). Please be aware that most of our class discussions deal with difficult topics related to violence. I invite you to skip readings and generally take care of yourself if the topics become too overwhelming or if you are experiencing any sort of trauma. Students may skip class if the course material triggers trauma if the instructor is aware ahead of time. Please let me know privately, in advance, if any readings might be a trigger. However, please note that this class, in general, regularly addresses sensitive topics, so the students are expected to be able to handle the course material.

Grading Scale

This course can be taken pass/fail (S/U). Please refer to the university grading guidelines for passing and failing classes:

<http://courses.cornell.edu/content.php?catoid=31&navoid=7933>

The following represents the grading scale:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0-59	F

ASSIGNMENTS

1. Leading Discussion During Class (30%)

Each week, two students will lead class. They will lead the discussion of each paper, which includes summarizing the paper and making critiques of the paper. They will pose questions to the class and answer questions other students may have. Moreover, they will also write a response paper for one of the papers for that week. They will spend no more than four pages, double spaces on the following: summarizing the paper's research question, theory, the empirical strategy, the results, implications, and contribution. In the response paper, they should also provide 2-3 critiques of the paper. Please submit these in hard copy to the instructor on the day that you lead discussion.

For leading the discussion, all students, but in particular the discussion leaders, should be prepared to talk about the paper's research question, theory, empirical strategy, results, implications, and contribution to the literature, as well as some critiques of the papers. Participation is expected by all students.

2. Article Review (20%) DUE: Nov 12, 2017

Students will choose one of the articles chosen by the instructor to write an article review. Based on in-class discussion about the review process, students will be expected to write the review as if they were writing it for a journal editor. The instructor will pass out example reviews so that students can use these as a guide. Reviews should (a) summarize the article; (b) identify whether and to what literature it contributes; (c) identify major flaws; and (d) identify minor flaws. Reviews should be no more than 4 pages double spaced. Please submit the review by e-mail to the instructor.

3. Research Question Presentation (10%) DUE: December 2

At the end of the semester, students will give a 10-minute presentation about a research question they have thought about after reading the course material. The presentation should include the research question, the gap in the literature it is trying to address, relevant literature, potential theoretical answers to the question, and a proposed empirical strategy. All students are expected to provide feedback on the content of the presentation. The purpose of this exercise is to identify a potential solo/co-authored paper to write in the future. The students are expected to do the presentations using slides made with LATEX.

4. Replication Paper (40%) DUE: December 14, 2017

Students are required to do a replication of a quantitative study or qualitative case study. This can be a journal article or a book chapter. It is highly recommended that students choose a paper/book chapter by October 15, 2017 and that they get help from the instructor as they choose an article/chapter. The instructor must approve the replication study. Note

that sometimes it can take a long time to get the replication files for quantitative replications, so it is wise to plan ahead. The paper should be no more than 15 pages double spaced. Please include a cover page with name and title and submit hard copies to the instructor in the mailbox.

For quantitative replications, students will need to find the replication materials for the particular article, replicate the study, and make 1-2 changes to check for the robustness of the study's findings. In writing the paper, the student should (a) summarize the paper's argument and how the argument is being tested through the data; (b) an evaluation of the data used and potential alternative sources of data; (c) state whether or not replication was possible (if not, explain why). If the replication was not possible, then the student must try to do other analyses or use other data to try to get at the main test of the paper. It is suggested that the student visit the instructor if the replication is not possible as inability to replicate does not mean that the student does not have to do the assignment, (d) assess the results after robustness checks (i.e. provide the results using alternative indicators or measures); and (e) make an overall assessment about whether the theory holds up to the evidence provided by the author.

For qualitative replications, students should choose a case study from a book or a paper and trace the original sources of the case study. In writing the paper, the student should (a) summarize the book or paper's argument and how the case study contributes to the theory; (b) identify what kind of case it is and whether the case fits the type of case that the author specifies; (c) analyze the quality of the sources in the case study; (d) list alternative sources and whether these sources corroborate the sources used by the author; (d) make an assessment about whether the sources were cherry picked or not (assess whether alternative conclusions could have been drawn based on other sources); and (e) make an overall assessment about whether the theory holds up to the evidence provided by the author.

Book for purchasing (recommended to have in your collection)

Wood, Elisabeth Jean. *Insurgent collective action and civil war in El Salvador*. Cambridge University Press, 2003.

Kalyvas, Stathis N. *The logic of violence in civil war*. Cambridge University Press, 2006.

Walter, Barbara F. *Committing to peace: The successful settlement of civil wars*. Princeton University Press, 2002.

Autesserre, Séverine. *Peaceland: conflict resolution and the everyday politics of international intervention*. Cambridge University Press, 2014.

Weinstein, Jeremy M. *Inside rebellion: The political economy of rebel organization*.

All chapter readings will be posted in "Box." Students should sign up for Box and the instructor will add students to the service so that they can access the folder for the course. The link to set up box is here: <https://it.cornell.edu/box>

CLASS READING

August 24: Conceptualizing Civil Wars

Sambanis, Nicholas. "What is civil war? Conceptual and empirical complexities of an operational definition." *Journal of conflict resolution* 48.6 (2004): 814-858.

Kalyvas, Stathis N., and Laia Balcells. "International system and technologies of rebellion: How the end of the cold war shaped internal conflict." *American Political Science Review* 104.03 (2010): 415-429.

Walter, Barbara F. "The new new civil wars." *Annual Review of Political Science* 20 (2017): 469-486.

Pettersson, Therése, and Peter Wallensteen. "Armed conflicts, 1946–2014." *Journal of Peace Research* 52.4 (2015): 536-550.

Blattman, Christopher, and Edward Miguel. "Civil war." *Journal of Economic literature* 48.1 (2010): 3-57.

Professionalization topic: What to expect of graduate school

Recommended Further Reading

Gleditsch, Nils Petter, et al. "Armed conflict 1946-2001: A new dataset." *Journal of peace research* 39.5 (2002): 615-637.

Kalyvas, Stathis N. "The ontology of "political violence": action and identity in civil wars." *Perspectives on Politics* 1.03 (2003): 475-494.

Hegre, Håvard, and Nicholas Sambanis. "Sensitivity analysis of empirical results on civil war onset." *Journal of conflict resolution* 50.4 (2006): 508-535.

Armitage, David. *Civil Wars: A History in Ideas*. Yale University Press, 2017.

August 31 —Reschedule Class (APSA): Causes of Civil War: Gender (In)Equality

Melander, Erik. "Gender equality and intrastate armed conflict." *International Studies Quarterly* 49.4 (2005): 695-714.

Caprioli, Mary. "Primed for violence: The role of gender inequality in predicting internal conflict." *International Studies Quarterly* 49.2 (2005): 161-178.

Hudson, Valerie M., et al. "The heart of the matter: The security of women and the security of states." *International Security* 33.3 (2009): 7-45.

Shair-Rosenfield, Sarah and Reed Wood "Governing Well after War: How Improving Female Representation Prolongs Post-Conflict Peace," Journal of Politics

Forsberg, Erika, and Louise Olsson. "Gender Inequality and Internal Conflict." Oxford Research Encyclopedia of Politics. 2016-08-05. Oxford University Press. Date of access 16 May. 2017, <<http://politics.oxfordre.com/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-34>>

Recommended Further Reading

Hudson, Valerie M. Sex and world peace. Columbia University Press, 2013.

Hudson, Valerie M., Donna Lee Bowen, and Perpetua Lynne Nielsen. "Clan Governance and State Stability: The Relationship between Female Subordination and Political Order." American Political Science Review 109.03 (2015): 535-555.

Goldstein, Joshua S. War and Gender. Springer, 2003.

Wood, Reed and Mark Ramirez. 2017. "Exploring the Micro-foundations of the Gender Equality-Peace Hypothesis," International Studies Review

September 7: Political Economy and Rational Explanations of War

Cederman, Lars-Erik, Kristian Skrede Gleditsch, and Halvard Buhaug. Inequality, grievances, and civil war. Cambridge University Press, 2013. Chapters 1-3

Fearon, James D. "Rationalist explanations for war." International organization 49.03 (1995): 379-414.

Walter, Barbara F. "Bargaining failures and civil war." Annual Review of Political Science 12 (2009): 243-261.

Kirshner, Jonathan. "Rationalist explanations for war?." Security Studies 10.1 (2000): 143-150.

Professionalization topic: Grants and Fellowships

Recommended Further Reading

Collier, Paul, and Anke Hoeffler. "Greed and grievance in civil war." Oxford economic papers 56.4 (2004): 563-595.

Fearon, James D., and David D. Laitin. "Ethnicity, insurgency, and civil war." *American political science review* 97.01 (2003): 75-90.

Reiter, Dan. "Exploring the bargaining model of war." *Perspectives on Politics* 1.01 (2003): 27-43.

Toft, Monica Duffy. *The geography of ethnic violence: Identity, interests, and the indivisibility of territory*. Princeton University Press, 2005.

September 14: Causes of Civil Wars: Ethnicity, Nationalism, and Identity

Posen, Barry R. "The security dilemma and ethnic conflict." *Survival* 35.1 (1993): 27-47.

Mueller, John. "The banality of "ethnic war"." *International security* 25.1 (2000): 42-70.

Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. "Why do ethnic groups rebel? New data and analysis." *World Politics* 62.01 (2010): 87-119.

Lewis, Janet I. "How Does Ethnic Rebellion Start?." *Comparative Political Studies* (2016): 0010414016672235.

Roessler, Philip. "The enemy within: Personal rule, coups, and civil war in Africa." *World Politics* 63.02 (2011): 300-346.

Professionalization topic: Writing a journal article/article publishing process

Recommended Further Reading

Horowitz, Donald L. *Ethnic groups in conflict*. University of California Press, 1985. (Chapters 1, 3, and 4).

Wilkinson, Steven I. *Votes and violence: Electoral competition and ethnic riots in India*. Cambridge University Press, 2006.

Varshney, Ashutosh. "Ethnic conflict and civil society: India and beyond." *World politics* 53.03 (2001): 362-398.

Varshney, Ashutosh. *Ethnic conflict and civic life: Hindus and Muslims in India*. Yale University Press, 2003.

September 21: Collective Action and Civil War

Wood, Elisabeth Jean. *Insurgent collective action and civil war in El Salvador*. Cambridge University Press, 2003.

Kalyvas, Stathis N., and Matthew Adam Kocher. "How "Free" is Free Riding in civil wars?: Violence, insurgency, and the collective action problem." *World Politics* 59.02 (2007): 177-216.

Professionalization topic: Article review process and response (instructor will hand out sample reviews)

Recommended Further Reading

Pierskalla, Jan H., and Florian M. Hollenbach. "Technology and collective action: The effect of cell phone coverage on political violence in Africa." *American Political Science Review* 107.02 (2013): 207-224.

Moore, Will H. "Rational rebels: overcoming the free-rider problem." *Political Research Quarterly* 48.2 (1995): 417-454.

Petersen, Roger D. *Resistance and rebellion: lessons from Eastern Europe*. Cambridge University Press, 2001.

Chenoweth, Erica, and Maria J. Stephan. *Why civil resistance works: The strategic logic of nonviolent conflict*. Columbia University Press, 2011.

September 28: Rebel Recruitment
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Weinstein, Jeremy M. *Inside rebellion: The political economy of rebel organization*.

Thomas, Jakana L., and Kanisha D. Bond. "Women's Participation in Violent Political Organizations." *American Political Science Review* 109.03 (2015): 488-506

Professionalization topic: Co-authorship

Recommended Further Reading

Arjona, Ana. 2016. *Rebelocracy: Social Order in the Colombian Civil War* (Cambridge: Cambridge University Press)

Humphreys, Macartan, and Jeremy M. Weinstein. "Who fights? The determinants of participation in civil war." *American Journal of Political Science* 52.2 (2008): 436-455.

Blair, Robert A., and Pablo Kalmanovitz. "On the Rights of Warlords: Legitimate Authority and Basic Protection in War-Torn Societies." *The American Political Science Review* 110.3 (2016): 428.

Henshaw, Alexis Leanna. *Why Women Rebel: Understanding Women's Participation in Armed Rebel Groups*. Routledge, 2016.

October 5: Rebel Group Alliance and Fragmentation

Staniland, Paul. *Networks of rebellion: Explaining insurgent cohesion and collapse*. Cornell University Press, 2014. Chapters 1-3

Christia, Fotini. 2012. *Alliance Formation in Civil Wars*. Cambridge; New York: Cambridge University Press, chapters 2-3

Bakke, Kristin M., Kathleen Gallagher Cunningham, and Lee JM Seymour. "A plague of initials: Fragmentation, cohesion, and infighting in civil wars." *Perspectives on Politics* 10.02 (2012): 265-283.

Professionalization topic: Forming a committee

Recommended Further Reading

Parkinson, Sarah Elizabeth. "Organizing rebellion: Rethinking high-risk mobilization and social networks in war." *American Political Science Review* 107.03 (2013): 418-432.

Huang, Reyko. "Rebel Diplomacy in Civil War." *International Security* 40.4 (2016): 89-126.

Cunningham, Kathleen Gallagher. "Divide and conquer or divide and concede: How do states respond to internally divided separatists?." *American Political Science Review* 105.02 (2011): 275-297.

Cunningham, Kathleen Gallagher. "Actor fragmentation and civil war bargaining: How internal divisions generate civil conflict." *American Journal of Political Science* 57.3 (2013): 659-672.

October 12: Violence Against Civilians

Kalyvas, Stathis N. *The logic of violence in civil war*. Cambridge University Press, 2006.

Valentino, Benjamin A. "Why we kill: The political science of political violence against civilians." *Annual Review of Political Science* 17 (2014): 89-103.

Professionalization topic: Conferences

Recommended Further Reading

Humphreys, Macartan, and Jeremy M. Weinstein. "Handling and manhandling civilians in civil war." *American Political Science Review* 100.3 (2006): 429.

Wood, Reed M., and Christopher Sullivan. "Doing harm by doing good? The negative externalities of humanitarian aid provision during civil conflict." *The Journal of Politics* 77.3 (2015): 736-748.

Carpenter, R. Charli. "'Women and children first': gender, norms, and humanitarian evacuation in the Balkans 1991–95." *International Organization* 57.04 (2003): 661-694.

Valentino, Benjamin, Paul Huth, and Dylan Balch-Lindsay. "'Draining the sea': mass killing and guerrilla warfare." *International Organization* 58.2 (2004): 375-407.

October 19: Sexual Violence during War

Elisabeth Jean Wood, "Variation in Sexual Violence during War," *Politics and Society*, vol. 34, no. 3 (2006).

Cohen, Dara Kay. "Explaining rape during civil war: Cross-national evidence (1980–2009)." *American Political Science Review* 107.03 (2013): 461-477.

Leiby, Michele L. "Wartime sexual violence in Guatemala and Peru." *International Studies Quarterly* 53.2 (2009): 445-468.

Loken, Meredith. "Rethinking Rape: The Role of Women in Wartime Violence." *Security Studies* 26.1 (2017): 60-92.

Sivakumaran, Sandesh. "Sexual violence against men in armed conflict." *European journal of international law* 18.2 (2007): 253-276.

Professionalization topic: Networking

Recommended Further Reading

Cohen, Dara Kay. *Rape During Civil War*. Cornell University Press, 2016.

Wood, Elisabeth Jean. "Armed groups and sexual violence: When is wartime rape rare?." *Politics & Society* 37.1 (2009): 131-161.

Cohen, Dara Kay. "Female combatants and the perpetration of violence: wartime rape in the Sierra Leone Civil War." *World Politics* 65.03 (2013): 383-415.

See “Debating (Wartime) Sexual Violence,” for comprehensive list:
<http://www.isanet.org/Publications/ISQ/Posts/ID/5236/Debating-Wartime-Sexual-Violence>

October 26: Effects of Civil War: Contagion and Cooperation

Choose cooperation or contagion readings

Students must present and exchange notes on each reading.

Contagion

Buhaug, Halvard, and Kristian Skrede Gleditsch. "Contagion or confusion? why conflicts cluster in space." *International Studies Quarterly* 52.2 (2008): 215-233.

Salehyan, Idean, and Kristian Skrede Gleditsch. "Refugees and the spread of civil war." *International Organization* (2006): 335-366.

Kristin M. Bakke, “Help Wanted? The Mixed Record of Foreign Fighters in Domestic Insurgencies,” *International Security*, vol. 38, no. 4 (Spring 2014).

Maves, Jessica, and Alex Braithwaite. "Autocratic institutions and civil conflict contagion." *The Journal of Politics* 75.2 (2013): 478-490.

Cooperation

Bauer, Michal, et al. "Can war foster cooperation?." *The Journal of Economic Perspectives* 30.3 (2016): 249-274.

Bellows, John, and Edward Miguel. "War and local collective action in Sierra Leone." *Journal of Public Economics* 93.11 (2009): 1144-1157.

Gilligan, Michael J., Benjamin J. Pasquale, and Cyrus Samii. "Civil war and social cohesion: Lab-in-the-field evidence from Nepal." *American Journal of Political Science* 58.3 (2014): 604-619.

Bakke, Kristin M., et al. "Convincing State-Builders? Disaggregating Internal Legitimacy in Abkhazia." *International Studies Quarterly* 58.3 (2014): 591-607.

Professionalization topic: Presentations

Recommended Further Reading

Checkel, Jeffrey T., ed. *Transnational dynamics of civil war*. Cambridge University Press, 2013.

Bauer, Michal, et al. "Can war foster cooperation?." *The Journal of Economic Perspectives* 30.3 (2016): 249-274.

De Juan, Alexander, and Jan Henryk Pierskalla. "Civil war violence and political trust: Microlevel evidence from Nepal." *Conflict Management and Peace Science* 33.1 (2016): 67-88.

Huang, Reyko. *The Wartime Origins of Democratization: Civil War, Rebel Governance, and Political Regimes*. Cambridge University Press, 2016.

Kathman, Jacob D. "Civil War Contagion and Neighboring Interventions." *International Studies Quarterly* 54.4 (2010): 989-1012.

Gleditsch, Kristian Skrede, Idean Salehyan, and Kenneth Schultz. "Fighting at home, fighting abroad: How civil wars lead to international disputes." *Journal of Conflict Resolution* 52.4 (2008): 479-506.

November 2: Counterinsurgency

Lyall, Jason, Graeme Blair, and Kosuke Imai. "Explaining support for combatants during wartime: A survey experiment in Afghanistan." *American Political Science Review* 107.04 (2013): 679-705.

Kocher, Matthew Adam, Thomas B. Pepinsky, and Stathis N. Kalyvas. "Aerial bombing and counterinsurgency in the Vietnam War." *American Journal of Political Science* 55.2 (2011): 201-218.

Biddle, Stephen, Jeffrey A. Friedman, and Jacob N. Shapiro. 2012. "Testing the Surge: Why Did Violence Decline in Iraq in 2007?" *International Security* 37 (1): 7-40.

Lyall, Jason, "Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya," *Journal of Conflict Resolution* 53 (June 2009): 331-362.

Souleimanov, Emil A. - Siroky, David: "Random or Retributive?: Indiscriminate Violence in the Chechen Wars," *World Politics* 68(4), 2016. Pp. 677-712

Professionalization topic: Policy relevancy

Recommended Further Reading

Lyall, Jason. "Are coethnics more effective counterinsurgents? Evidence from the second Chechen war." *American Political Science Review* 104.01 (2010): 1-20.

Berman, Eli, Jacob N. Shapiro, and Joseph H. Felter. "Can hearts and minds be bought? The economics of counterinsurgency in Iraq." *Journal of Political Economy* 119.4 (2011): 766-819.

Beath, Andrew, Fotini Christia, and Ruben Enikolopov. "Winning hearts and minds through development: Evidence from a field experiment in Afghanistan." (2016).

Condra, Luke N., and Jacob N. Shapiro. "Who takes the blame? The strategic effects of collateral damage." *American Journal of Political Science* 56.1 (2012): 167-187.

November 9: Civil War Duration and Outcomes

Choose duration or outcomes readings

Students must present and exchange notes on each reading.

Duration

Cunningham, David E., Kristian Skrede Gleditsch, and Idean Salehyan. "It takes two: A dyadic analysis of civil war duration and outcome." *Journal of Conflict Resolution* 53.4 (2009): 570-597.

Cunningham, David E. "Veto players and civil war duration." *American Journal of Political Science* 50.4 (2006): 875-892.

Buhaug, Halvard, Scott Gates, and Päivi Lujala. "Geography, rebel capability, and the duration of civil conflict." *Journal of Conflict Resolution* 53.4 (2009): 544-569.

Anderson, Noel. *Competitive Intervention, Protracted Conflict, and the Global Prevalence of Civil War*

Outcomes

Walter, Barbara F. *Committing to peace: The successful settlement of civil wars*. Princeton University Press, 2002. Chapters 1-2

Reiter, Dan. *How wars end*. Princeton University Press, 2009. Chapters 1-3

Toft, Monica Duffy. "Ending civil wars: A case for rebel victory?." *International Security* 34.4 (2010): 7-36.

Mattes, M., & Savun, B. (2010). Information, agreement design, and the durability of civil war settlements. *American Journal of Political Science*, 54(2), 511-524.

Professionalization topic: The gender and minority gap in academia

Recommended Further Reading

Walter, Barbara F. "Does conflict beget conflict? Explaining recurring civil war." *Journal of Peace Research* 41.3 (2004): 371-388.

Beardsley, Kyle. "Agreement without peace? International mediation and time inconsistency problems." *American Journal of Political Science* 52.4 (2008): 723-740.

Matanock, Aila M. 2017 "Bullets for Ballots: Electoral Participation Provisions and Enduring Peace after Civil Conflict," *International Security*, Vol. 41, No. 4, Pages: 93-132

Daly, Sarah Zukerman. "The dark side of power-sharing: Middle managers and civil war recurrence." *Comparative Politics* 46.3 (2014): 333-353.

November 16: Reschedule Class: Peacekeeping
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Fortna, Virginia Page. *Does peacekeeping work?: shaping belligerents' choices after civil war*. Princeton University Press, 2008. Chapters 1,2, 4 and 5

Beardsley, Kyle. "Peacekeeping and the Contagion of Armed Conflict." *The Journal of Politics* 73.4 (2011): 1051-1064.

Hultman, Lisa, Jacob Kathman, and Megan Shannon. "United Nations peacekeeping and civilian protection in civil war." *American Journal of Political Science* 57.4 (2013): 875-891.

Karim, Sabrina. "Reevaluating Peacekeeping Effectiveness: Does Gender Neutrality Inhibit Progress?." *International Interactions* (2016): 1-26.

Professionalization topic: The book publishing process

Recommended Further Reading

Beber, Bernd, et al. "Peacekeeping, Compliance with International Norms, and Transactional Sex in Monrovia, Liberia." *International Organization* 71.1 (2017): 1-30.

Karim, Sabrina, and Kyle Beardsley. "Equal-Opportunity Peacekeeping." (2017).

Bove, Vincenzo, and Andrea Ruggeri. "Kinds of blue: diversity in UN peacekeeping missions and civilian protection." *British Journal of Political Science* 46.03 (2016): 681-700.

Kathman, Jacob M., and Molly D. Melin. "Who Keeps the Peace? Understanding State Contributions to UN Peacekeeping Operations." *International Studies Quarterly* (2016)

November 23: Thanksgiving Break

November 30: Peace/State Building after Civil War

Autesserre, Séverine. *Peaceland: conflict resolution and the everyday politics of international intervention*. Cambridge University Press, 2014.

Lake, Milli. "Building the Rule of War: Postconflict Institutions and the Micro-Dynamics of Conflict in Eastern DR Congo." *International Organization* (2017): 1-35.

Professionalization topic: The job market

Recommended Further Reading

Paris, Roland. *At war's end: building peace after civil conflict*. Cambridge University Press, 2004.

Lake, David A. *The Statebuilder's Dilemma: On the Limits of Foreign Intervention*. Cornell University Press, 2016.

Fearon, James D., Macartan Humphreys, and Jeremy M. Weinstein. "Can development aid contribute to social cohesion after civil war? Evidence from a field experiment in post-conflict Liberia." *The American Economic Review* 99.2 (2009): 287-291.

Gizelis, Theodora-Ismene. "Gender empowerment and United Nations peacebuilding." *Journal of Peace Research* 46.4 (2009): 505-523.

December 2: Research Question Presentations