

# GOVT 2264- Contemporary Civil War

Professor: Dr. Sabrina Karim

Fall 2017- Tuesday and Thursdays: 8:40am - 9:55am

Classroom: Goldwin Smith Hall G22

Office: White Hall 315

Office Hours: Thursdays 10-12pm, or by appointment

Course Credits: 4

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## Overview

This class is about civil war as a theoretical concept—its nature, causes, dynamics, and effects. Please note that this class is not about the American Civil War or about any one specific civil war. Rather, this course provides a survey of classic and contemporary work on civil war by political scientists. It begins by exploring the history and conceptualization of civil wars, including an assessment of how social scientists study civil war. It then dives into the literature on the causes, dynamics of, and consequences of civil war. The last part of the class looks at conflict management, investigates how civil wars end, and what happens afterwards. The emphasis here is on treating civil war as a phenomenon to be explained scientifically. This class helps fulfill requirements for the Government major and minor. The course fulfills requirements for the comparative politics and international relations subfield and counts toward four credits of the government major. There are no pre-requisites for this class.

## Course Goals

The objective of this course is to develop the analytical and critical thinking abilities of students using the subject matter of civil war. By the end of the course, students should be able to read, engage with, and analyze academic text. They should be able to think critically about the texts and apply the text to examples. Moreover, students will learn how social scientists study social phenomenon such as civil war using different research methods. Finally, by the end of course, students should be able to answer the following questions:

- 1) What constitutes a civil war?
- 2) What are the major causes of civil war?
- 3) Why do civilians join violent rebel movements?
- 4) What explains the formation and fragmentation of rebel movements?
- 5) Why do some civil wars last longer than others?
- 6) What explains the different forms of violence observed during civil wars?
- 7) Are counterinsurgency strategies and/or the use of drones to fight rebel movements effective?
- 8) What are some of consequences of civil war?
- 9) How do civil wars successfully end?
- 10) How successful are third parties in stopping civil wars?

## Semester Grade Breakdown

Mid-Term Exam: 25%  
Final Exam: 30%  
Final Paper: 25%  
Class participation/attendance: 10%  
Activity Responses: 10%

## Grading Policy

I will not reconsider grades on the paper, attendance/class participation, or the final exam more than 30 days after the semester ends. If the student wishes to contest grades on any assignment, they must provide a one page written statement to the professor addressing the comments after a 24-hour waiting period, but within four days of the assignment being returned. Writing such a statement does not guarantee any changes in grades. All questions with respect to grades must be submitted 24 hours after assignments or tests are handed back. Any emails before this time period will not be answered. I will respond in writing to all queries.

## Missing Deadlines or Exams

Any student wishing to take the final at a different time than scheduled must get a letter from the Dean's office and/or provide pertinent documentation. Makeup exams are not given in the event of conflict with vacation plans. Extensions on paper deadlines will only be given in the event of extraordinary circumstances such as family crisis or illness. Extensions require a letter from the College or other pertinent documentation. Late papers without approved extensions will be graded down a full letter grade for every day they are late.

## Class Participation

Class participation grades will be determined by attendance and preparation for class. Attendance is taken every day. Arriving more than a few minutes late for class will lower a student's attendance grade. Each student is allowed to have three unexcused absences without it affecting his or her participation grade. Extraordinary circumstances such as family crisis or illness constitute excused absences. Vacations do not constitute excused absences. Participation in university-sponsored activities, such as interscholastic athletics, is generally considered to be in the category of excused absences. An absence is most likely to be considered excused if the student provides appropriate paperwork. In the event that a student expects to have an excused absence or will need to miss a deadline, please notify the professor as soon as possible. If students have ten or more unexcused absences, they will get a zero for their participation grade.

Students should arrive to each class already having done the readings for that class, and afterwards, review the readings in the context of the class discussion. Class attendance and readings are not substitutes. During class, I will call on students to provide answers to

questions from the text. Students should try to answer these questions to the best of their ability. Well thought out answers will contribute positively toward the student's participation grade. Answers that are incorrect will not lower participation grades unless the answers start to become disruptive to the class (i.e. it becomes obvious that the student did not do the reading and is repeatedly guessing).

### 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. 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 agree that the professor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the university administration.

Please review the university resources 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; and 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 lectures. 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, Genocide, 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 and attend lectures.

### Cell Phones and Laptops

Please do not bring cell phones to class. If you do bring a cell phone to class, turn the ringer off. The penalty for visible text messaging or audible cell phone rings is one percentage point per offense. If this remains a problem, I reserve the right to change the policy to one percentage point per offense for the entire class. Laptop or tablet use is NOT allowed during class, including for note-taking, except under conditions of a documented physical disability. Students may make audio recordings of class, but not video recordings of class, including live streaming of video.

## 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

## Written Assignments and Exam

- *One Paragraph Biography: Due August 29*  
Please *email* the professor a one paragraph (no more than one page double spaced) biography of yourself before class begins, which includes your name, your year and your major or intended major (if you have one; it is ok if you do not or do not know). Please also describe your interest in this course and critically reflects on your own motivations and goals for taking the course. What motivated you to take this course? What other courses in political science have you taken? What do you hope to gain from the class? Do you have an interest in a particular civil war? Please include any other information you want the instructor to know about you.
- *Activity Response Paper: Due September 6, September 27, October 18, November 22*  
There will be four short written responses. Students will be expected to write a *two* page, double spaced response to the questions posed that week. The response should be emailed to the professor by 11pm the next day. Some of these responses require the students to be in class to participate in the activities as the response is part of the activity.
- *Final Paper: Due December 7*  
Students will choose a civil war from the below list and analyze whether the conflict was a civil war, and assess the causes, duration, severity, ending, and consequences of the conflict. The student may choose one of the following conflicts: Liberia, Sierra Leone, Bangladesh, Peru, Sri Lanka, Bosnia, Nigeria (either Biafra or Boko Haram), Sudan (either war with “South Sudan” or Darfur), Somalia, Syria, or Yemen. The paper should address the following questions: 1) Was the conflict a civil war? If so, why do you think so? 2) What caused the conflict? 3) How long did it last and why did it last that long? 4) What type of violence occurred? Who committed the violence? 5) What were the consequences of the conflict for the country? 6) How did the conflict end? In answering these questions, the student should draw on the theoretical arguments learned in class. The student should

present the theoretical argument and explain how it applies to the particular case. The student should use original research material such as books, academic articles, NGO reports, and think tank reports. Limited use of news articles is permitted, but the paper should not depend on them. Website sources such as Wikipedia are not allowed. The following guidelines should be met:

- Include a cover page with name and title
  - Use 12 point font, Times Roman, and one inch margins
  - Paper length: maximum of twelve pages double spaced
  - References: Use APA formatting for citations.
  - Print out the paper and submit the paper copy to the professor. Papers should not be sent via email.
  - The use of maps and other tables/figures are permitted, but must be cited
  - For each day (24-hour period) the paper is late, I will reduce the final grade by 10%.
- Midterm (October 5) and Final Exam (December 7): The midterm covers all material addressed in the reading and in class up until the day of the exam. The final exam is cumulative and will include questions from the first half of the course. It also will include materials from lectures and readings. Most questions will be short answer and there will be one long essay question for each exam. There will be no multiple choice or true/false questions.

### Texts

Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield

Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars*. New York Routledge

Readings are available on electronic reserve or on the internet, and/or at the bookstore. Books are pre-ordered at the bookstore. 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.

### Course Outline

#### ***Important Dates***

August 29: Submit Biography  
September 6: Written Response Due  
September 27: Written Response Due  
October 5: Mid-Term Exam  
October 18: Written Response Due  
November 22: Written Response Due  
December 7: Final Exam and Paper Due

### **August 22: Course Introduction**

- Go over Syllabus

### **August 24: Studying Civil War through Social Science**

- Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars*. New York Routledge pg. 13-54, 67-90

### **August 29: History, Conceptualization, and Patterns of Civil War**

- Armitage, David. *Civil wars: A History in Ideas*. Yale University Press, 2017 pg. 1-27, 121- 158, 209- 226
- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 1-36

Assignments: One page biography due in class

### **August 31- Current Ongoing Civil Wars (No Class)**

- Read about the following conflicts: Syria, Central African Republic, South Sudan, Democratic Republic of the Congo, Mali, Iraq, Mexico, Burundi, Libya, Iraq, and Yemen at <https://www.cfr.org/global/global-conflict-tracker/p32137#!/>
- Watch documentary: *Hell on Earth: The Fall of Syria and the Rise of ISIS* documentary by National Geographic (please note that this video contains graphic images of violence)
- Di Giovanni, Janine, *The Morning they Came for Us*, 2016, pg. 1-36

### **September 5: Causes of War: Rational Choice**

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

*Response Assignment DUE 11pm September 6:* Think of the activity in class today. When were you most likely to concede? When were you more likely to go to war? Pick one of the examples of civil war you read about from the August 31 readings/documentary. Relate this example to the in-class activity. Think about "the offer," "the cards," and the "chips taken away."

### **September 7: Causes of War: Political Economy**

- Cederman, Lars-Erik, Kristian Skrede Gleditsch, and Halvard Buhaug. *Inequality, grievances, and civil war*. Cambridge University Press, 2013. Chapters 1-2

- Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars*. New York Routledge, pgs 119-130
- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 33-43

#### **September 12: Causes of War: Gender (In)equality**

- 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.
- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 197-215
- 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>>
- "Women's Rights Are a National Security Issue," <https://www.nytimes.com/2016/12/26/opinion/womens-rights-are-a-national-security-issue.html>

#### **September 14: Causes of War: Ethnic 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.
- Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars*. New York Routledge pgs. 93-101
- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 43-59

#### **September 19: Causes of Civil War: Ethnic Identity: Case Study on the Former Yugoslavia (Guest Lecture by Dr. Matt Evangelista)**

- V.P. Gagnon, Jr., "Ethnic Nationalism and International Conflict: The Case of Serbia," a revised version of his article published in *International Security*, vol.19, no.3 (Winter 1994/95), pp. 130-166, available on his website.
- Cynthia Enloe, "All the Men Are in the Militias, All the Women Are Victims: The Politics of Masculinity and Femininity in Nationalist Wars," in Lois Ann Lorentzen and Jennifer Turpin, eds. *The Women and War Reader* (New York: New York University Press, 1998).

#### **September 21: Causes of Civil War: Climate Change and other**



- Busby, Joshua W., “Who Cares about the Weather? Climate Change and U.S. National Security,” *Security Studies*, Vol. 17, No. 3 (Summer 2008), pp. 468–504.
- Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars*. New York Routledge pgs. 131-144, 197- 210
- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 231-247

### **September 26: The Puzzle of Insurgent Collective Action**

- Peterson, Roger, 2001, *Resistance and Rebellion*, Cambridge: Cambridge University Press: pg. 1-31
- Chenoweth, Erica, and Maria J. Stephan. Why civil resistance works: The strategic logic of nonviolent conflict. Columbia University Press, 2011.pg. 30-62

*In class simulation of collective action*

*Response Assignment DUE September 27 by 11pm:* Think of a cause for which you would be political active. What would motivate you to take part in non-violent action for that cause (i.e. join a protest or march)? What would motivate you to participate in violence for that cause? How do your personal responses relate to the puzzle of insurgent collective action? How does it relate to the in-class activity that we did?

### **September 28: Rebel Recruitment**

- 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.
- Viterna, Jocelyn, 2013 “Women in War: The Micro-Processes of Mobilization in El Salvador,” 40-116
- “Revisiting Rebellion: Why Women Participate in Armed Conflict,” <https://politicalviolenceataglance.org/2016/08/02/revisiting-rebellion-why-women-participate-in-armed-conflict/>

### **October 3: Rebel Group Cohesion and Fragmentation**

- 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.

*Review for exam in class: please bring questions to class*

### **October 5: MIDTERM EXAM (in class)**

### **October 10: No Class Fall Break**

### **October 12: Violence Against Civilians**

- Valentino, Benjamin A. "Why we kill: The political science of political violence against civilians." *Annual Review of Political Science* 17 (2014): 89-103.
- Carpenter, R. Charli. "'Women and children first': gender, norms, and humanitarian evacuation in the Balkans 1991–95." *International Organization* 57.04 (2003): 661-694.
- Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars*. New York Routledge pgs. 289-299
- Watch the documentary *White Helmets* (please note that this video contains graphic images of violence)

### **October 17: Genocide**

- Power, Samantha. "A problem from hell": America and the age of genocide. Basic Books, 2003. Pg. 1-60
- Gourevitch, Philip. *We wish to inform you that tomorrow we will be killed with our families*. Vol. 24. Pan Macmillan, 2015. Pg.5-62

*Response Assignment DUE 11pm October 18 by 11pm:* Has there been a genocide in Syria?

### **October 19: Wartime Sexual Violence**

- Cohen, Dara Kay. "Explaining rape during civil war: Cross-national evidence (1980–2009)." *American Political Science Review* 107.03 (2013): 461-477.
- Sivakumaran, Sandesh. "Sexual violence against men in armed conflict." *European journal of international law* 18.2 (2007): 253-276.
- Dara Kay Cohen, Amelia Hoover Green, and Elisabeth Jean Wood, "Wartime Sexual Violence Misconceptions, Implications, and Ways Forward" (<https://www.usip.org/sites/default/files/resources/SR323.pdf>)

### **October 24: Effects of Civil War: Refugees**

- Lischer, Sarah Kenyon. "Collateral damage: Humanitarian assistance as a cause of conflict." *International Security* 28.1 (2003): 79-109
- What's Driving the Global Refugee Crisis?, International Crisis Group <https://www.crisisgroup.org/global/what-s-driving-global-refugee-crisis>
- Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars*. New York Routledge pgs. 267-278

- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 75-93

#### **October 26 : Other Effects of Civil War**

- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 157-179
- Tripp, Aili Mari. *Women and power in post-conflict Africa.* Cambridge University Press, 2015. Pg. 3-46

#### **October 31: The Spread of Civil War**

- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 75-90
- Buhaug, Halvard, and Kristian Skrede Gleditsch. "Contagion or confusion? why conflicts cluster in space." *International Studies Quarterly* 52.2 (2008): 215-233.

#### **November 2: Counterinsurgency**

- Long, Austin, On "Other War" Lessons from Five Decades of RAND Counterinsurgency Research, Chapters 21- 33
- The U.S. Army's Counterinsurgency Field Manual, pg. 1-29
- 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.

#### **November 7: The Use of Drones in Civil War**

- Kang, John and Kreps, Sarah E. *Drones Warfare.* Polity Press 2014, pg. 19-52
- Horowitz, Michael C., Sarah E. Kreps, and Matthew Fuhrmann, "Separating Fact from Fiction in the Debate over Drone Proliferation," *International Security*, Vol. 41, No. 2 (Fall 2016), pp. 7–42.
- "Why Drones Work," <https://www.foreignaffairs.com/articles/somalia/2013-06-11/why-drones-work>
- "Why Drones Fail," <http://www.foreignaffairs.com/articles/139454/audrey-kurth-cronin/why-drones-fail>

#### **November 9: Civil War Duration**

- Fearon, James D. "Why do some civil wars last so much longer than others?." *Journal of Peace Research* 41.3 (2004): 275-301.
- Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars.* New York Routledge pgs. 300-309

- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 93-109
- “Why Civil Wars have Gotten Longer, Bloodier, and More Numerous,” <http://politicalviolenceataglance.org/2017/07/05/why-civil-wars-have-gotten-longer-bloodier-and-more-numerous/>

#### **November 14: Civil War Outcomes**

- Walter, Barbara F. *Committing to peace: The successful settlement of civil wars.* Princeton University Press, 2002. Chapter 2
- Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars.* New York Routledge pgs. 349-362
- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 109-139
- “The Four Things We Know About How Civil Wars End (and What This Tells Us About Syria)” <http://politicalviolenceataglance.org/2013/10/18/the-four-things-we-know-about-how-civil-wars-end-and-what-this-tells-us-about-syria/>

#### **November 16: Peacekeeping**

- Fortna, Virginia Page. *Does peacekeeping work?: shaping belligerents' choices after civil war.* Princeton University Press, 2008. Chapter 4
- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 139-157
- “U.N. peacekeeping and transactional sex,” [https://www.washingtonpost.com/news/monkey-cage/wp/2015/06/16/u-n-peacekeeping-and-transactional-sex/?utm\\_term=.b59a7c7290aa](https://www.washingtonpost.com/news/monkey-cage/wp/2015/06/16/u-n-peacekeeping-and-transactional-sex/?utm_term=.b59a7c7290aa)

#### **November 21: Peace Accords (In-Class Activity led by Graduate Students)**

- Mattes, M., & Savun, B. (2010). Information, agreement design, and the durability of civil war settlements. *American Journal of Political Science*, 54(2), 511-524.
- Joshi, Madhav, Jason Michael Quinn, and Patrick M. Regan. "Annualized implementation data on comprehensive intrastate peace accords, 1989–2012." *Journal of Peace Research* 52.4 (2015): 551-562.
- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 121-139

*Assignment Response DUE November 22 by 11pm:* Looking back again at the different peace accords. What kinds of provisions do you think are likely to make peace duration longer? Why? Which provisions might create problems for peace? Why? (<https://peaceaccords.nd.edu/using-pam>)

#### **November 23: No Class Thanksgiving**

### **November 28: Humanitarian Intervention**

- Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars*. New York Routledge pgs. 313-333
- Mason, David and Mitchell Sara McLaughlin. 2016. *What do we Know about Civil Wars?* Maryland: Rowman & Littlefield pg. 179-197
- Alex Bellamy and Paul Williams, "The New Politics of Protection?" <https://www.foreignaffairs.com/articles/rwanda/2000-01-01/rwanda-retrospect>
- Kuperman, Alan J. "Rwanda in Retrospect." *Foreign Affairs*, 2000.

### **November 30: Peace Building**

- Paris, Roland. *At war's end: building peace after civil conflict*. Cambridge University Press, 2004. Chapters 2-3
- Newman, Edward and Karl DeRouen Jr. 2014. *Routledge Handbook of Civil Wars*. New York Routledge pgs. 376-386
- Three flawed ideas are hurting international peacebuilding, Monkey Cage, Washington Post, Séverine Autesserre, March 15, 2017 [https://www.washingtonpost.com/news/monkey-cage/wp/2017/03/15/avoiding-these-3-assumptions-may-actually-help-bring-peace/?utm\\_term=.8850e232e6dd](https://www.washingtonpost.com/news/monkey-cage/wp/2017/03/15/avoiding-these-3-assumptions-may-actually-help-bring-peace/?utm_term=.8850e232e6dd)

### **December 7: FINAL EXAM/FINAL PAPER DUE**

The exam will be from 9-11:30am

Please turn in your papers when you arrive to take the exam.