01:790:353 Ending Civil War and Building Peace

Professor Summer Lindsey | Rutgers University

Course Syllabus

Professor: Summer Lindsey
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Subject: Political Science 01:790:353
Course Credits: 3 credits

Course Schedule: XXX
Course Location: XXX
Course Website: Canvas https://canvas.rutgers.edu

Office Hours: XXX
Office Location: Hickman 406

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1 Course Overview

1.1 Summary

How do civil wars end? How can peace be established and maintained? This course examines the process by which belligerents and outside actors negotiate to end civil wars and establish peace. The course will take stock of contemporary international efforts to build peace with specific attention to peacekeeping, demobilization, transitional justice, power-sharing arrangements, elections, and post-conflict aid. The course concludes with a discussion of war's less-recognized consequences, raising questions about the nature and quality of peace.

1.2 Goals

Students will be able to

1. Describe international relations theories on civil wars and the sustainability of peace *(Assessment: All Assignments)*
2. Evaluate evidence and compare a multidisciplinary range of theories *(Assessment: All Assignments)*
3. Articulate the advantages and disadvantages of different international peacebuilding alternatives *(Assessment: Midterm, Group Assignments, Final)*
4. Critically assess international efforts to end civil wars and build peace *(Assessment: Group Assignment 2, Final)*

5. Propose peacebuilding strategies to address current civil wars and humanitarian crises across diverse regions *(Assessment: Group Assignment 2)*

1.3 Prerequisites

Students may take this course without prerequisites. However, previous introductory coursework in either international relations or comparative politics would be helpful in this course.

Students are encouraged to follow current developments related to civil wars and peace initiatives through the Council on Foreign Relations (cfr.org), the *New York Times* and other sources such as *Foreign Affairs*, *National Public Radio* and *Washington Post.*

2 Syllabus Overview

3 Grading and Requirements

3.1 Structure

The professor will introduce the course material during the first half hour of each class period followed by class discussions of the material. Any slides that the professor uses to frame the material will be made available on Canvas by the end of each week (after the material has been presented). Students should come to class having read and engaged with the material for that day. Note that some courses will be differently structured (e.g. review day and group presentation days). Where there is no need for presentation of the material by the professor, we will begin right away with discussion.

3.2 Requirements

1. Participation: 10%
2. 1 Short Response Essay 10%
3. 2 Group Presentations: 30% (15% each)
4. Midterm: 20%
5. Final: 30%

Participation is based on class attendance and demonstrated evidence of engaging with (and having read) the readings. In general, come to class with prepared notes and a few questions or thoughts about the material. This can be as simple as a point you found interesting when reading or relating the readings to current events. I recognize diverse ways that people engage with course

material and varying comfortability with taking part in discussions. If looking for strategies to engage more in class, please see me during office hours or by appointment.

Note that, given the ongoing pandemic, I am very accomodating for missed clases and give each student 3 missed classes with no questions asked and no reflection on your participation grade. After that, I ask that you contact me to arrange further accomodations as appropriate. See further details below under grading policy. In addition, given ongoing pandemic, every effort will be made to record lectures of our class for later viewing.

One **short response essay** will requires students to respond to one of three specific questions distributed one week prior to the due date. The assignment is due **Sept 20 during classtime**. This assignment asks you to critically assess several theories that we have been discussing in class, by making an argument, addressing potential counterarguments, referencing theories from the course, defining key terms and providing a case example. It should be no longer than 3-5 pages in length double-spaced.

Please bring a hard copy to the class and also place a digital version on the Canvas website. It is your responsibility to ensure that the document can be opened. These short response essays should appropriately cite the course material (e.g. include a proper bibliography in MLA, APA or other standard format). Additional materials will not be required for these essays, but must be cited along with course material if used.

Essays will be downgraded by **8 points for each day after the deadline**. As with attendance, in case of illness, family emergency, or conflict with a religious observance, please email me to arrange an appropriate accommodation.

Two **group presentations** will involve the application and critical assessment of competing theories that we have discussed in class to armed conflicts and ongoing efforts to resolve them around the world. The first set will take place on **Oct. 13** and the second set will take place on **Nov. 29 and Dec. 1**. Each presentation will require a powerpoint (or other program generated) presentation and each group member is asked to speak for a portion of the presentation. Presentation length will depend on class size, but will be approximately 15 minutes in length. The groups will be charged with raising questions at the end of their presentations and leading a discussion around those questions. More specifics of the requirements for these presentations will be distributed alongside the prompt as indicated in the syllabus. Students will also be assigned to groups at that time. The powerpoint (or other program generated) presentation should be posted to the Canvas website prior to the course that day so that we can easily load them onto the computer through Canvas.

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 both the first and second halves of the course. It also will include materials from lectures and readings. Most questions will be short answer, asking students to define terms and explain significance of those terms from the readings. There will be at least one long essay question for each exam that is structured in the say way as the previous short essay assignment. There will be no multiple choice or true/false questions.

3.3   Grading Policy

According to university policy, possible grades for this course are A, B+, B, C+, C, D, F. The points scales will be translated to letter grades according to the following protocol: A (91-100), B+ (88-90), B (81-87), C+(78-80), C (70-77), D (60-69), F (0-69). Point grades across the entire class may be curved upward (but not downward).

3.4 Missing Deadlines, Presentation Days or Exams

In case of illness, family emergency, friend emergency or conflict with a religious observance that conflict with class (and particularly with exams, response deadlines or group presentations), please email me as early as possible to arrange appropriate accommodation.

If you prefer to use a more formal reporting mechanism for your absences, feel free to also use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. But direct emails from you to me are also acceptable.

In addition to above: **three courses can be missed with no reflection on your participation grade (as long as it does not coincide with an exam date, a deadline for a response paper, or a group presentation day).** Absence for group presentation days will be penalized even given contributions to the development of the material. Given contributions to the development of the material, absence will result in receiving 1/2 of the score of the group. Given no or minimal contributions have been made to the group, the student will receive a score of zero for this assignment. In the case of an excused absence on a group presentation day, contact me to arrange accommodation.

There is no need to communicate with me about the three "free" absences. Note that religious holidays and other emergencies as well as "authenticated" absences do not count towards these free absences. However note that exams will cover the content that we go over in the class in addition to the reading material. For more on official policy and reporting of absences, see here: LINK

Again, the short essay will be downgraded by **8 points for each day after the deadline**. As with attendance, in case of illness, family emergency, or conflict with a religious observance, please email me to arrange an appropriate accommodation.

3.5 In Class Policy

Electronic Devices: You may use laptops and tablets for course related purposes during the seminar. Use of these devices for purposes unrelated to the course during seminar time will negatively impact participation grades. I request that all cell-phones remain silent and off the table during class.

Email: In general, email should be used for logistical and short queries and you can expect a reply within 48hrs during weekdays. Substantive questions and concerns should be brought to office hours, where I look forward to seeing you.

Masks: Masks are required to be worn during class at all times. If you must eat or drink, please do so outside of the classroom. I will give time for sufficient water breaks. The professor will also wear a mask at all times.

4 Course Outline

This course does not require the purchase of books. Chapters of books on the required reading list and links to required articles readings are linked in this syllabus. Where no links are available, please check (1) documents in the Canvas site (2) for an updated link in the most recent version on Canvas and (3) search using bibliographic information on the Rutgers Library SITE

Reading assignments may be amended during the course, but any changes will not *add* to the reading load outlined here.

Recommended readings are for (a) clarification about material that might have been brought up in lecture, (b) further reading for your own interest and (c) clarification of material referenced during lecture.

4.1 Introduction: Course Overview (Sep 1)

1. Syllabus

2. Autesserre, Séverine (2019). "The Crisis of peacekeeping: Why the UN can't end wars". In: *Foreign Aff.* 98, p. 101. LINK

Recommended

1. Adichie, Chimamanda Ngozi (2009). "The danger of a single story". In: *TED Talk.* LINK

4.2 Introduction: Definitions (Sep 8)

To understand what is involved in ending civil war and fostering peace, we must first consider what civil war is and what peace is. Is peace merely the absence of war? Is it the absence of violence? Or does peace require a positive rather than a negative definition?

Required

1. Byman, Daniel and Jennifer Lind (2010). "Pyongyang's survival strategy: tools of authoritarian control in North Korea". In: *International Security* 35.1, pp. 44–74. LINK

2. Davenport, Christian, Erik Melander, and Patrick M Regan (2018). *The Peace Continuum: What it is and how to Study it.* Oxford University Press. Chapter 1 pp. 1-34. Optional: Chapter 2 pp. 35-78. LINK

Recommended

1. Blattman, Christopher and Edward Miguel (2010). "Civil war". In: *Journal of Economic literature* 48.1, pp. 3–57. LINK

2. Tickner, J Ann (2019). "Peace and security from a feminist perspective". In: *The Oxford Handbook of Women, Peace, and Security.* Oxford University Press, pp. 15–25. LINK**

3. Gleditsch, Nils Petter, Peter Wallensteen, Mikael Eriksson, Margareta Sollenberg, and Havard Strand (2002). "Armed conflict 1946-2001: A new dataset". In: *Journal of peace research* 39.5, pp. 615–637. LINK

4. Hirshleifer, Jack (1995). "Theorizing about conflict". In: *Handbook of defense economics* 1, pp. 165–189. LINK

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

4.3 Causes of civil war: Greed and Grievance (Sep 13)

An understanding of war's causes are central to understanding how actors go about bringing peace and sustaining that peace. What are the causes of civil war?

Required

1. Reno, William (1996). "The business of war in Liberia". In: *Current History* 95.601, p. 211. LINK

2. Zartman, I William (2019). "Need, creed and greed in intrastate conflict". In: *I William Zartman: A Pioneer in Conflict Management and Area Studies*. Springer, pp. 95–117. CANVAS

Recommended

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

4.4   Causes of civil war: Opportunity (Sep 15)

4.4.1   Response Paper Questions - Distributed

1. Fearon, James D and David D Laitin (2003). "Ethnicity, insurgency, and civil war". In: *American political science review*, pp. 75–90. LINK

2. Hironaka, Ann (2009). *Neverending wars: The international community, weak states, and the perpetuation of civil war*. Harvard University Press. Chapter 6 pp.130-148. CANVAS

Recommended

1. Kalyvas, Stathis N and Laia Balcells (2010). "International system and technologies of rebellion: How the end of the Cold War shaped internal conflict". In: *American Political Science Review* 104.3, pp. 415–429. LINK

4.5   Causes of civil war: Ethnicity (Sep 20)

4.5.1   Response Paper - Due in class

Our understanding of the nature or type of war can have implications for international responses to armed conflict and future efforts to build peace. Do the causes of "ethnic" wars differ from "non-ethnic" wars? If so, how?

Required

1. Gagnon, Valere Philip (1994). "Ethnic nationalism and international conflict: The case of Serbia". In: *International security* 19.3, pp. 130–166. LINK

2. Posen, Barry R (1993). "The security dilemma and ethnic conflict". In: *Survival* 35.1, pp. 27–47. LINK

Recommended

1. Cederman, Lars-Erik, Nils B Weidmann, and Kristian Skrede Gleditsch (2011). "Horizontal inequalities and ethnonationalist civil war: A global comparison". In: *American Political Science Review*, pp. 478–495. LINK

2. Sambanis, Nicholas (2001). "Do ethnic and nonethnic civil wars have the same causes? A theoretical and empirical inquiry (Part 1)". In: *Journal of Conflict Resolution* 45.3, pp. 259–282. LINK

3. Weidmann, Nils B (2011). "Violence 'from above' or 'from below'? The Role of Ethnicity in Bosnia's Civil War". In: *The Journal of Politics* 73.4, pp. 1178–1190. LINK

4.6   Intervention: Theory and Ethics (Sep 22)

What is the moral logic of intervention (or non-intervention) in civil wars? What are the promises and pitfalls of intervention? Think also about recent interventions or non-interventions such as Syria, Libya, and Afghanistan (see <https://www.cfr.org/global-conflict-tracker/?category=us>).

Required

1. Walzer, Michael (2015). *Just and unjust wars: A moral argument with historical illustrations.* Basic books. Chapter 4 pp. 51-63 and Chapter 6 pp. 86-108. CANVAS

2. Thakur, Ramesh (2018). "Humanitarian Intervention and the Responsibility to Protect". In: *The Oxford Handbook on the United Nations.* Ed. by Thomas G Weiss and Sam Daws. Oxford University Press. Chapter 26 pp 479-504. CANVAS

Recommended

1. Lyall, Jason and Isaiah Wilson (2009). "Rage against the machines: Explaining outcomes in counterinsurgency wars". In: *International Organization* 63.1, pp. 67–106. LINK

2. Finnemore, Martha (2004). *The purpose of intervention: Changing beliefs about the use of force.* Cornell University Press. Chapter 3 pp. 52-84. LINK

3. Annan, Kofi Atta (1999). *The Question of Intervention: Statements by the Secretary-General.* United Nations, Department of Public Information. CANVAS

4.7   Intervention: Making, Keeping and Building Peace (Sep 27)

Is peacebuilding a form of intervention? How did this approach emerge? How has it changed over time? Is it feasible or too all inclusive and encompassing? What are the alternatives?

1. Hatto, Ronald (2013). "From peacekeeping to peacebuilding: the evolution of the role of the United Nations in peace operations". In: *International Review of the Red Cross* 95.891-892, pp. 495–515. LINK

2. Barnett, Michael and Jack Snyder (2008). "Grand Strategies of Humanitarianism". In: *Humanitarianism in question: Politics, power, ethics.* Ed. by Michael Barnett and Thomas G Weiss. Cornell University Press. Chapter 6 pp. 143-171. CANVAS

3. Gowrinathan, Nimmi and Kate Cronin-Furman (2017). "UN Peacekeepers: Keeping the Peace or Preventing It?" In: *Al-Jazeera, May* 2. LINK

Recommended:

1. Paris, Roland (2018). "Peacebuilding". In: *The Oxford Handbook on the United Nations.* Ed. by Thomas G Weiss and Sam Daws. Oxford University Press. Chapter 25 pp 461-478. CANVAS

2. Duffield, Mark (2014). *Global governance and the new wars: The merging of development and security.* Zed Books Ltd. LINK

3. Paris, Roland (1997). "Peacebuilding and the limits of liberal internationalism". In: *International security* 22.2, pp. 54–89. LINK

4. United Nations. "Security Council Resolution 1325: Women, peace and security". LINK

5. Derouen Jr., Karl and Edward newman (2015). "Postscript". In: *Gender, Peace and Security: Implementing UN Security Council Resolution 1325*. Ed. by Louise Olsson and Theodora-Ismene Gizelis. Routledge. pp. 232-244. LINK

4.8 Intervention: Civil War Outcomes (Sep 29)

How might an international actor's choices about how to intervene in civil war and its aftermath affect peace and its longevity? What tradeoffs do these authors make by focusing on an "absence of war" definition of peace?

4.8.1 Groups Assigned - Group Assignment 1 Distributed in Class

Required

1. Betts, Richard K (1994). "The delusion of impartial intervention". In: *Foreign Aff.* 73, p. 20. LINK

2. Toft, Monica Duffy (2010). "Ending civil wars: a case for rebel victory?" In: *International Security* 34.4, pp. 7–36. LINK

Recommended

1. Luttwak, Edward N (1999). "Give war a chance". In: *Foreign affairs*, pp. 36–44. LINK

2. Licklider, Roy (1995). "The consequences of negotiated settlements in civil wars, 1945-1993". In: *American Political science review*, pp. 681–690. LINK

3. Beber, Bernd, Michael Gilligan, Jenny Guardado, and Sabrina Karim (2015). "'UN Peacekeeping and Transactional Sex"'. In: *The Washington Post* 16. LINK

4.9 Challenges to ending war: Rationality and Issue Indivisibility (Oct 4)

Ending civil wars and forming an agreement between warring parties confronts particular challenges. Apart from secession, people that once fought against one another must live together after that war ends. Warring parties must agree on a peacetime arrangement that - at that moment in time - looks better than the prospect of continuing war.

Required

1. Fearon, James D and others (1995). "Rationalist explanations for war". In: *International organization* 49, pp. 379–379. LINK

2. Hassner, Ron E (2003). ""To halve and to hold": Conflicts over sacred space and the problem of indivisibility". In: *Security Studies* 12.4, pp. 1–33. LINK

Recommended

1. Toft, Monica Duffy (2002). "Indivisible territory, geographic concentration, and ethnic war". In: *Security Studies* 12.2, pp. 82–119. LINK

2. Toft, Monica Duffy (2006). "Issue indivisibility and time horizons as rationalist explanations for war". In: *Security Studies* 15.1, pp. 34–69. LINK

3. Toft, Monica Duffy (2007). "Getting religion? The puzzling case of Islam and civil war". In: *International Security* 31.4, pp. 97–131. LINK

4.10 Challenges to ending war: Commitment Problems (Oct 6)

Given a settlement can be agreed upon, how are warring parties sure that other parties will hold to the agreement? What keeps one party from using violence to attain a better outcome for its group in the future?

Required

1. Walter, Barbara F (1997). "The critical barrier to civil war settlement". In: *International organization* 51.3, pp. 335–364. LINK

2. Svensson, Isak (2007). "Bargaining, bias and peace brokers: How rebels commit to peace". In: *Journal of Peace Research* 44.2, pp. 177–194. LINK

Recommended

1. Walter, Barbara F (2002). *Committing to peace: The successful settlement of civil wars*. Princeton University Press. Chapter 6 pp. 113-142. CANVAS

4.11 Challenges to ending war: Multiple Actors (Oct 11)

What other issues are involved in committing to peace? How can the behaviors of individuals and multiple groups complicate the negotiation process?

Required

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

2. Hinkkainen Elliott, Kaisa, Sara MT Polo, and Liana Eustacia Reyes (2021). "Making Peace or Preventing It? UN Peacekeeping, Terrorism, and Civil War Negotiations". In: *International Studies Quarterly* 65.1, pp. 29–42. LINK

Recommended

1. Kydd, Andrew and Barbara F Walter (2002). "Sabotaging the peace: The politics of extremist violence". In: *International Organization*, pp. 263–296. LINK

2. Kydd, Andrew H (2006). "When can mediators build trust?" In: *American Political Science Review*, pp. 449–462. LINK

3. Nagel, Robert Ulrich (2019). "Talking to the Shameless?: Sexual Violence and Mediation in Intrastate Conflicts". In: *Journal of Conflict Resolution* 63.8, pp. 1832–1859. LINK

4.12 GROUP PRESENTATION DAY (Oct 13)

Day 1 of group presentations; some presentations will continue on the following class day. Order of presentations will be randomized during this class.

4.13 Peace Operations: Effectiveness (Oct 18)

Does peacekeeping work? Why is it difficult to know whether peacekeeping works? Does peacekeeping help to resolve the commitment problem that Walter (1997) has described?

Required

1. Autesserre, Severine (2017). "International peacebuilding and local success: Assumptions and effectiveness". In: *International Studies Review* 19.1, pp. 114–132. LINK

2. Fortna, Virginia Page (2004). "Does peacekeeping keep peace? International intervention and the duration of peace after civil war". In: *International studies quarterly* 48.2, pp. 269–292. LINK

In-class discussion material

Acemoglu, Daron. August 20, 2021. "Why Nation-Building Failed in Afghanistan". Project Syndicate. LINK

Recommended

1. Hultman, Lisa, Jacob Kathman, and Megan Shannon (2014). "Beyond keeping peace: United Nations effectiveness in the midst of fighting". In: *American Political Science Review* 108.4, pp. 737–753. LINK

2. Gilligan, Michael J, Ernest J Sergenti, and others (2008). "Do UN interventions cause peace? Using matching to improve causal inference". In: *Quarterly Journal of Political Science* 3.2, pp. 89–122. LINK

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

4.14 Peace Operations: The United Nations (Oct 20)

What are the institutional processes associated with the deployment of peace operations? We will highlight the failed story of the peacekeeping mission and the genocide in Rwanda.

Required

1. Michael, Barnett N (2002). *Eyewitness to A Genocide. The United Nations and Rwanda.* Ithaca, Cornell University Press. LINK

Recommended

1. Power, Samantha (2001). "Bystanders to genocide". In: *Atlantic Monthly* 288.2, pp. 84–108. LINK

4.15 Peace Operations: Everyday Practice (Oct 25)

What do peace operations look like on the ground? Why does peacekeeping frequently miss local processes? Furthermore, in what ways might peacekeepers bring harm?

Required

1. Autesserre, Séverine (2014). *Peaceland: Conflict resolution and the everyday politics of international intervention.* Cambridge University Press. Introduction pp. 1-14 and Chapter 7 pp. 216-246.

4.15.1 Miterm Review

4.16 MIDTERM IN CLASS (Oct 27)

4.17 Settlements: Transitional Justice (Nov 1)

We now move to questions about the settlements that structure the content of peace after war. One important issue is how to handle perpetrators of war crimes. What are tradeoffs between the content of peace and the immediate resolution of war?

Required

1. Sikkink, Kathryn and Carrie Booth Walling (2007). "The impact of human rights trials in Latin America". In: *Journal of peace research* 44.4, pp. 427–445. LINK

2. Snyder, Jack and Leslie Vinjamuri (2004). "Trials and errors: Principle and pragmatism in strategies of international justice". In: *International security* 28.3, pp. 5–44. LINK

Recommended

1. Cronin-Furman, Kate (2013). "Managing expectations: International criminal trials and the prospects for deterrence of mass atrocity". In: *International Journal of Transitional Justice* 7.3, pp. 434–454. LINK

2. Goemans, Hein E (2000). "Fighting for survival: The fate of leaders and the duration of war". In: *Journal of Conflict Resolution* 44.5, pp. 555–579. LINK

3. Licklider, Roy (2008). "Ethical advice: conflict management vs. human rights in ending civil wars". In: *Journal of Human Rights* 7.4, pp. 376–387. LINK

4. Putnam, Tonya (2002). "Human rights and sustainable peace". In: *Ending civil wars: the implementation of peace agreements.* Ed. by Stephen Stedman, Donald Rothchild and Elizabeth Cousens. Lynne Rienner Boulder, CO. Chapter 9 pp. 237-271. CANVAS.

4.18 Settlements: War Crimes, Politics and Memory (Nov 3)

When implemented, questions remain about the quality of post-conflict justice mechanisms. Who is brought to justice? How fairly are trials are implemented? Whose purpose does the memorialization of war violence serve?

Required

1. Lake, Milli (2017). "Building the rule of war: Postconflict institutions and the micro-dynamics of conflict in Eastern DR Congo". In: *International Organization*, pp. 281–315. LINK

2. Longman, Timothy (2017). *Memory and justice in post-genocide Rwanda.* Cambridge University Press. Chapter 1 (Selections) pp. 27-33 and Chapter 4 pp. 91-134. CANVAS

Recommended

1. Baines, Erin K (2015). ""Today, I want to speak out the truth": Victim agency, responsibility, and transitional justice". In: *International Political Sociology* 9.4, pp. 316–332. LINK

2. Lake, Milli (2014). "Organizing hypocrisy: providing legal accountability for human rights violations in areas of limited statehood". In: *International Studies Quarterly* 58.3, pp. 515–526. LINK

3. Loken, Meredith, Milli Lake, and Kate Cronin-Furman (2018). "Deploying justice: Strategic accountability for wartime sexual violence". In: *International Studies Quarterly* 62.4, pp. 751–764. LINK

4. Samii, Cyrus (2013). "Who wants to forgive and forget? Transitional justice preferences in postwar Burundi". In: *Journal of Peace Research* 50.2, pp. 219–233. LINK

4.19   Institutions: Partition vs Ethnic Integration (Nov 8)

Should people live together after civil war? What assumptions related to the causes of war do these arguments entail?

Required

1. Kaufmann, Chaim (1996). "Possible and impossible solutions to ethnic civil wars". In: *International security* 20.4, pp. 136–175. LINK

2. Kumar, Radha (1997). "The troubled history of partition". In: *Foreign Affairs*, pp. 22–34. LINK

Recommended

1. Habyarimana, James, Macartan Humphreys, Daniel Posner, and Jeremy Weinstein (2008). "Better institutions, not partition". In: *Foreign Affairs* 87.4, pp. 138–141. LINK

2. Sambanis, Nicholas (2000). "Partition as a solution to ethnic war: An empirical critique of the theoretical literature". In: *World politics* 52.4, pp. 437–483. LINK

4.20   Institutions: Power Sharing and Inclusiveness (Nov 10)

What institutional arrangements can help members of warring parties (and others that they have harmed) live together after war?

Required

1. Hartzell, Caroline A and Matthew Hoddie (2015). "The art of the possible: Power sharing and post-civil war democracy". In: *World Pol.* 67, p. 37. LINK

2. Salamey, Imad and Samuel Rizk (2018). "Ways forward for Syria". In: *Post-Conflict Power-Sharing Agreements*. Springer, pp. 149–164. Chapter 4 pp. 62-80. LINK

Recommended

1. Roeder, Philip G and Donald S Rothchild (2005). "Dilemmas of Statebuilding in Divided Societies". In: *Sustainable peace: Power and democracy after civil wars*. Ed. by Philip G Roeder and Donald S Rothchild. Cornell University Press. Chapter 1 pp. 1-27. CANVAS

2. Horowitz, Donald L. (1990). "Making Moderation Pay: The Comparative Politics of Ethnic Conflict Management". In: *Conflict and peacemaking in multiethnic societies*. Ed. by Joseph V Montville. Free Press. Chapter 25 pp. 451-509. CANVAS

4.21   Institutions: Elections and Violence (Nov 15)

Finally, within almost any post-war settlement in which the international community is involved comes the question of elections and when they will be held. What are considerations involved in the

form and timing of elections that take place after civil war?

Required

1. Brancati, Dawn and Jack L Snyder (2013). "Time to kill: The impact of election timing on postconflict stability". In: *Journal of Conflict Resolution* 57.5, pp. 822–853. LINK

2. Matanock, Aila M (2017). "Bullets for ballots: Electoral participation provisions and enduring peace after civil conflict". In: *International Security* 41.4, pp. 93–132. LINK

Recommended

1. Paris, Roland (2004). *At war's end: building peace after civil conflict.* Cambridge University Press. Chapter 1 pp. 13-39. LINK

4.22 Addressing Consequences: Demobilization and Reintegration (Nov 17)

What happens to ordinary combatants after war? How does the future of peace depend on the demobilization and reintegration of ordinary people that have fought within it? Are international programs successful in achieving reintegration?

Required

1. Daly, Sarah Zukerman (2012). "Organizational legacies of violence: Conditions favoring insurgency onset in Colombia, 1964–1984". In: *Journal of Peace Research* 49.3, pp. 473–491. LINK

2. Humphreys, Macartan and Jeremy M Weinstein (2007). "Demobilization and reintegration". In: *Journal of conflict resolution* 51.4, pp. 531–567. LINK

Recommended

1. Annan, Jeannie, Christopher Blattman, Dyan Mazurana, and Khristopher Carlson (2011). "Civil war, reintegration, and gender in Northern Uganda". In: *Journal of conflict resolution* 55.6, pp. 877–908. LINK

2. Marks, Zoe (2019). "Gender, Social Networks and Conflict Processes". In: *feminists@ law* 9.1. LINK

3. Mazurana, Dyan and Linda Eckerbom Cole (2013). "Women, Girls and Disarmament, Demobilization and Reintegration (DDR)". In: *Women and wars.* Ed. by Carol Cohn. Polity Press Cambridge, pp. 194–214. Chapter 9 pp. 194-214. CANVAS.

4. Piccone, Ted. "Is Colombia's Fragile Peace Breaking Apart?" Lawfare, March 29, 2019, LINK

4.23 Addressing Consequences: Refugees (Nov 22)

Another consequence of war is displacement of the population. How does displacement affect individuals? How does it relate to the future of conflict and peace?

Required

1. Krystalli, Roxanne, Allyson Hawkins, and Kim Wilson (2018). "'I followed the flood': A gender analysis of the moral and financial economies of forced migration". In: *Disasters* 42, pp. S17–S39. LINK

2. Lischer, Sarah Kenyon (2003). "Collateral damage: Humanitarian assistance as a cause of conflict". In: *International Security* 28.1, pp. 79–109. LINK

Recommended:

1. Salehyan, Idean and Kristian Skrede Gleditsch (2006). "Refugees and the spread of civil war". In: *International organization*, pp. 335–366. LINK

4.24 GROUP PRESENTATION DAY 1 (Nov 29)

4.25 GROUP PRESENTATION DAY 2 (Dec 1)

4.26 Addressing Consequences: Development Aid (Dec 6)

In our discussions of the causes of war, we have examined state weakness and the potential that international aid contributes to that weakness. But, in what ways and under what conditions can foreign aid help communities to recover from civil war and foster development?

Required

1. Fearon, James D, Macartan Humphreys, and Jeremy M Weinstein (2009). "Can development aid contribute to social cohesion after civil war? Evidence from a field experiment in post-conflict Liberia". In: *American Economic Review* 99.2, pp. 287–91. LINK

2. Girod, Desha M (2012). "Effective foreign aid following civil war: the nonstrategic-desperation hypothesis". In: *American Journal of Political Science* 56.1, pp. 188–201. LINK

Recommended

1. Bush, Sarah Sunn (2015). *The taming of democracy assistance.* Cambridge University Press. Chapter 3 pp. 53-76. CANVAS

4.27 Addressing Consequences: Norms and Gender (Dec 8)

We know that wars destroy infrastructure and hurt people. But in what ways might civil war also provide a window of opportunity for societal change?

Required

1. Enloe, Cynthia (2002). "Demilitarization–or more of the same? Feminist questions to ask in the postwar moment". In: *The postwar moment: Militaries, masculinities and international peacekeeping*, pp. 22–32. LINK

2. Krause, Jana (2019). "Gender dimensions of (non) violence in communal conflict: The case of Jos, Nigeria". In: *Comparative Political Studies* 52.10, pp. 1466–1499. LINK

Recommended

1. Hughes, Melanie M and Aili Mari Tripp (2015). "Civil war and trajectories of change in women's political representation in Africa, 1985–2010". In: *Social forces* 93.4, pp. 1513–1540. LINK

2. Keck, Margaret E and Kathryn Sikkink (1999). "Transnational advocacy networks in international and regional politics". In: *International social science journal* 51.159, pp. 89–101. LINK

4.28 REVIEW (Dec 13)

4.29 FINAL EXAM

4.29.1 University Schedule

Note we are taking half of the university alotted final exam period, which runs from 4-7pm: https://scheduling.rutgers.edu/scheduling/exam-scheduling/final-exam-schedule

5 Academic Integrity in the University

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.
- Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

In the case of cheating, your work will not be graded (effectively assigned a zero) and standard university protocol to handle the infraction will be undertaken.

Relevant links: * <http://academicintegrity.rutgers.edu/>
* <http://nbacademicintegrity.rutgers.edu/home/for-students/>

6 Accommodations and Wellness Information Sources

6.1 Disability

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office. Students requiring accommodations for disability should follow the procedures outlined at <https://ods.rutgers.edu/>. Registration form found here <https://ods.rutgers.edu/students/getting-registered>. Please share your letter of accommodation with the instructor and discuss the accommodations as early in your courses as possible.

6.2 Violence Prevention

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181. <http://vpva.rutgers.edu>

6.3 Counseling, ADAP and Psychiatric Services

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners. University life, academic pursuits, and personal issues can be stressful. Please use these resources as needed. needed.<https://sasundergrad.rutgers.edu/academic-standing/student-services/1895-caps>

6.4 Scarlet Listeners

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space. <http://www.scarletlisteners.com/>