

**THE UNIVERSITY OF BRITISH COLUMBIA**  
**POLITICAL SCIENCE 370D 003:**  
**Issues in International Conflict Management: Civil Wars**  
**2025 Winter Term 2**

**Instructor:** Dr. Stewart Prest

Office: Buchanan C 304A

Office hours this term:

- Monday and Wed, 10am-12pm
- Tuesday 12-1:30pm
- Or by appointment (in person or online)

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Bluesky: @stewartprest.ca

Course web page: UBC Canvas

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**Course Description:**

How do civil wars start, and why do they end? What role do competing states play in inciting or supporting insurgent forces in other countries? This course will explore these questions by focusing on the domestic and international elements of intrastate conflict. We will examine the causes and dynamics of civil war to understand why they happen, the processes that affect conflicts, and how conflicts end. Both local and international politics and policies play a role at each stage in a conflict. Throughout the term, we will test our explanations on current and historical civil wars using relevant literature and data. Importantly, we will focus on both the combatants (why does someone join a rebel group?), as well as civilians living in conflict zones (what is rebel governance?). Lastly, we will look at policy options for dealing with intrastate conflict.

Contrary to the hopes expressed at the end of the great ideological conflicts of the 20<sup>th</sup> century, war has persisted, and civil wars have become the most common form of armed conflict in the world today. The source of much of the violence globally, they constitute a central obstacle to economic, social, and political development in the regions where they occur.

It is no coincidence that, in the same period, armed civil conflict has emerged as both one of the most widely—if unevenly—covered phenomena in international media. Such conflicts have implications that stretch well beyond the borders of countries directly affected, even influencing our own domestic politics in important ways. For these and other reasons, armed civil conflict has become one of the most intensively studied phenomena in political science.

There is now a diverse and well-developed research agenda focusing on understanding different aspects of armed insurgency, including its prevention, causes, internal dynamics, resolution, recovery, and long-term effects. Scholars in this area employ a variety of methods, ranging from immersive ethnography, to small- and large-n comparative analysis, to formal modelling. This course provides a survey of some of the most significant research on different facets of this research programme, while also exposing students to a range of specific cases of civil conflict management. These cases will provide students with a thorough grounding in both the theoretical and empirical study of conflict, and the link between the two.

In terms of organization, each week will focus on a limited set of theories related to a particular dimension of armed conflict management. Most weeks will also include either a focused case study relevant to the topic, or theoretical readings that also have a significant case study component. This approach will help students become more familiar with the comparative approach to political science, and the different ways research on the subject can be undertaken.

### **Course Learning Objectives:**

This course has six core learning objectives. Students will be able to:

1. Describe in both conceptual and substantive terms what conflict is;
2. Differentiate between leading theories accounting for the onset, dynamics, and resolution of armed civil conflict in the world today;
3. Produce comparative analyses of conflict situations using a range of empirical resources;
4. Think critically about what such comparative analysis tells us about the causes, dynamics, and consequences of conflict both in specific cases and in more general terms;
5. Develop an understanding of how such conflicts may be prevented, mitigated, resolved, and recovered from—and just as importantly the challenges in the way of such outcomes; and
6. Produce clear and concise writing for both academic and policy audiences.

### **Acknowledgement**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

### **Prerequisites**

See UBC's Student Service Centre online for details.

### Required Texts:

All readings will be available either through the university library or the UBC Canvas course website.

### Course Assignments:

Students are responsible for material covered in lectures and class discussions as well as in the assigned readings. Regular attendance in class is required. Grades will be determined on the basis of the following:

Participation in class	10%
Readings review <ul style="list-style-type: none"> <li>Each student reviews a single week's readings, for one week only.</li> <li>Weeks will be assigned in Week 2 of class</li> <li>Reviews are due online via Canvas at 11:59pm on the Friday before the relevant week.</li> </ul>	20%
Research paper outline <ul style="list-style-type: none"> <li>Due 31 Jan, 11:59pm via Canvas</li> </ul>	10%
Research paper draft and final <ul style="list-style-type: none"> <li>Draft version (5%), due 26 Feb, 11:59pm via Canvas</li> <li>Final version (30%), due 4 Apr, 11:59pm via Canvas</li> </ul>	35%
Research paper peer review <ul style="list-style-type: none"> <li>Due: 14 Mar, 11:59pm, via Canvas</li> </ul> <b>NOTE: Students MUST complete their own draft before they will receive another student's essay for review!</b>	15%
Simulation reflections <ul style="list-style-type: none"> <li>Pre-reflection (5%) due 28 Mar 11:59pm via Canvas</li> <li>Post-reflection (5%) due 8 Apr 11:59pm via Canvas</li> </ul>	10%

### *General written Submission Guidelines*

All graded writing assignments are due **via Canvas** at the specified time and date. **Late assignments will be penalized 5% per 24-hour period.** All assignments are to be double-spaced, 12 pt. times new roman font, black ink, with 1-inch margins, pages numbered, **name and student number included (unless otherwise instructed)**, and word count noted. Unless otherwise noted, word counts include all text including footnotes, but exclude the bibliography.

As per department policy, all graded assignments must be submitted to Canvas. See course website for additional information.

### *Participation:*

Grade will be based upon regular attendance in class, as well as active participation in small and large group discussions and completion of assigned class activities. Lectures will feature regular short assignments to be completed as part of the class and submitted via Canvas.

*Critical readings review:*

To be done by each student for **one** week only. Signup for weeks will happen during the second week of class. Reviews are to be submitted online to Canvas the Friday before the assigned week, by 11:59pm. (i.e. If you have been assigned week 4, you need to submit your review the Friday night before week 4 begins, **before** we start discussing those readings in class.)

Length: 1500-2000 words (including everything).

The review must have four parts:

- **Part 1:** A brief introduction, introducing the topic and explaining its importance, outlining your purpose and conclusions (i.e. identifying the overarching thesis of the review), and laying out a roadmap for the balance of the paper.
- **Part 2:** A **short** summary of the research questions and arguments presented in the readings for the week, and any specific cases discussed.
- **Part 3:** Internal critical evaluation of the readings (this is the main focus of the assignment):
  - Assessment of the theoretical framework, and central argument(s) of each author
  - Evaluation of the evidence used: (why) were cases selected good ones? How (well) does the evidence support the argument?
  - Critique of the analysis of the essay
- **Part 4:** A short discussion of the contribution of the readings to larger scholarly debates:
  - What large debate do the readings address?
  - Do the readings in conversation with one another? To the extent they are, do they complement one another, or are they in tension?
  - Are there any larger insights that can be taken out of these readings when considered together?
  - Note: Part 4 can include discussion other readings from the course as relevant, though the focus should be on the assigned week's readings.

**NOTE: For the week students complete a review, they are expected to help lead the class discussion of the papers, highlighting significant themes in the material.**

**Iterated research project: outline, draft, peer review, and final essay**

*Research Paper Outline:*

You will complete a short (i.e. ~2 page) draft outline for your final research paper on a topic related to one of the general essay prompts to be provided in class. The outline should (1) identify the research question, (2) provide a working thesis, (3) sketch out a possible outline of the argument (including possible arguments, counterarguments, analytical method, and evidence to be used) and (4) give a list of eight reputable academic sources you intend to use in your research paper. For each source, students will provide a brief description of why it is useful.

Outlines may use bullet points, but a draft introduction, including topic, research question, and working thesis should be written out in full. Bibliographic annotations must be in complete sentences as well.

Note: the working thesis may well change as you undertake your research—indeed, changing your mind about the topic as you learn about the topic can be an indication of effective research!—but having a clear topic and hypothesis to start with will help guide your subsequent research as you look for evidence for and against that argument. You will be able to more quickly identify what kinds of reading you need to do, what kinds of evidence you need, how you need to test it, and above all whether there are problems with your research project as you go.

Students may opt for a qualitative, quantitative, or mixed methods comparative project. Regardless, the research design and methodology, along with likely cases to be considered and sources of information must be explained clearly in the proposal along with the research question, working thesis, and proposed project outline. Additional detail regarding the assignment will be provided in class.

*Research paper draft:*

Following completion of the outline, students will complete a first draft of the research paper. **The draft MUST be completed before students will receive another student's paper to review for the peer review assignment.** The draft must be **at least 2000 words**—glorified outlines will not be accepted.

*Peer review:*

Students will provide peer review on another student's paper. The purpose of such feedback will be to provide a frank but supportive assessment of both the strengths and weaknesses of the paper, including good faith guidance to the author as to how the paper might be improved further. Review may focus on, *inter alia*, the research question, thesis, research design, literature review, paper structure, evidence, analysis, and writing style. It should take the author's purpose seriously, and attempt to help the author achieve that purpose more effectively. Additional information will be provided in class. Peer review should be 500-750 words.

*Research paper final submission:*

On the basis of feedback received on both the outline, and the peer review of the first essay draft, students will complete a 3000 word research paper (+/- 10%, excluding bibliography). The paper must use at least ten reliable academic sources.

*Final simulation:*

During the final week of class, students will participate in a conflict resolution simulation. Students will complete pre- and post-simulation write-ups. The pre-simulation writeup will reflect on how course materials inform their expectations of what they will do during the simulation, and what should and will happen more broadly. The post-simulation writeup will reflect on what actually happened (including describing and critiquing their own and others' roles in the simulation), and what lessons they have learned from the experience. Reflections should be about 500 words each.

### **General Academic Policies**

Regular attendance and participation in lectures and is expected. All assignments must be completed and handed in. Students who do not attend regularly or fail to hand in an assignment may be disallowed from writing the final exam.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

### **Grading**

UBC courses are graded on a percentage basis; corresponding letter grades will be assigned by the Registrar automatically. Grades will be assigned according to the following criteria:

#### **80% to 100% (A- to A+)**

Exceptional performance: exceptional original thinking, superior understanding of subject matter, strong and consistent evidence of ability to critically evaluate, superior capacity to synthesize materials, excellent organization of materials. Work at this level will be clearly written, with no spelling or grammatical mistakes.

#### **68% to 79% (B- to B+)**

Competent performance: evidence of original thinking, good grasp of subject matter, ability to critically evaluate, capacity to synthesize and critically compare arguments, good organization of materials. Work at this level will generally be clearly written, containing at most a few, if any, spelling and grammatical mistakes.

#### **50% to 67% (D to C+)**

Adequate performance: adequate understanding of subject matter, some ability to critically evaluate, ability to sum up arguments but not always able to make connections between them, adequate organization of materials, some evidence of original thought.

Work at this level is sometimes unclear, and contains some spelling and grammar problems.

### **0% to 49% (F)**

Inadequate performance: little or no evidence of original thought, little or no evidence of understanding of subject matter, little or no critical analysis, limited or irrelevant use of the literature, poor organization of materials. Work at this level is usually poorly written, with numerous spelling and grammar problems.

## **Grade Appeals**

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA or course instructor who marked your assignment.

**Before appealing the grade, take 24 hours to read and consider the feedback you have been given. This is a cooling off period, to give you a chance to reflect on the remarks provided by the grader.**

You are welcome to contact the grader for additional information as to why you received the grade you did, and what you can work on to achieve a better grade in future.

If after 24 hours, you still believe the grade should be reconsidered, write and submit a short (100-200 words) explanation of how you think your assignment compares to the grading criteria (see assignment guides on Canvas) and precisely where you think you should get a different grade.

Make sure you address the feedback you have already been given. Grade appeals should not focus on personal matters (e.g. illness, other work, etc.). Personal matters are dealt with via course and university accommodation processes.

If, after appealing to the initial grader you are still unsatisfied with the grade, you may follow up with the instructor, requesting a regrade. The instructor will then grade the paper “from scratch” (ie. considering the paper in its entirety, not just the focus of the appeal).

If the student remains unsatisfied with this process, they may proceed to the head of the department or further to a formal committee established in accordance with University policies.

### Religious holidays

UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an [Centre for Accessibility](#) advisor to determine what accommodations/services you are eligible for.

### **University Values and Priorities:**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#) (<https://senate.ubc.ca/policies-resources-support-student-success>)

### **Academic Accommodations and Concessions:**

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession. For more information on concessions, please see Arts Advising:

<https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

If you miss marked coursework (assignment or exam) and you are an Arts student, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

### **Academic Accommodation for Students with Disabilities:**

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). The Centre will determine that student's eligibility for



accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

#### Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students' observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit:  
<https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

### **Academic Integrity and Responsibility**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging

in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

- Still a little uncertain or paranoid about what constitutes plagiarism? For a quick refresher visit <http://sja.ucdavis.edu/files/plagiarism.pdf>

### **Artificial Intelligence**

The emergence of ChatGPT and other generative search engines (sometimes referred to as artificial intelligence or AI) are a source of fascination, debate and controversy within the academic community, and in society more broadly.

For this class, submission of work written with the assistance of Artificial Intelligence software is considered collaboration and is not permitted. Simply put, the words you submit for evaluation should be your own, and you must provide verifiable citations for any words or ideas that originate elsewhere.

That said, in this class we will also explore legitimate uses for such tools in research. Students who do use ChatGPT or any other analogous software will be asked to provide an additional comment clarify why and how they used it, and to what effect.

**Accordingly, students will make a declaration on each graded assignment whether and how they have used AI-style software in the creation of their assignment.**

### **Illness and Absence**

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

### **Reach out and ask for help if you need it**

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. (Please do this even if you aren't!)

If you do encounter a problem, the sooner you reach out, the better. The earlier the I know about a challenge a student is facing, the more I can do to help.

I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer students support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

## **Respectful University Environment**

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC’s Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

## **Equity and Harassment**

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC’s Policy #3 on Discrimination and Harassment defines harassment as: “unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to

unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents.” Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life. Resources are available at:

Sexual Assault Support Centre, (SASC)  
 249M, Student Union Building, UBC  
 604-827-5180  
[sasc@ams.ubc.ca](mailto:sasc@ams.ubc.ca)  
<http://amssasc.ca>

Equity and Inclusion Office  
 2306 – 1874 East Mall (Brock Hall)  
 604.822.6353  
[equity@equity.ubc.ca](mailto:equity@equity.ubc.ca)  
<http://equity.ubc.ca>

### Lecture Outline and Readings:

**NOTE: READINGS AND SCHEDULE ARE SUBJECT TO CHANGE. PLEASE CONSULT COURSE WEBSITE FOR AN UPDATE-TO-DATE LIST**

**(Note: some works contain substantial statistical analysis. As there is no statistical prerequisite for this course, we will focus on the arguments presented rather than the statistical modelling techniques being used. That said we will spend some time developing the ability to read statistical analyses presented, to ensure that all are able to discuss and evaluate results. More generally, students are encouraged to develop statistical fluency, and/or make use of the knowledge they do have.)**

Week	Dates	Readings, topics, and due dates
<i>Introduction to the course</i>		
1	6-8 Jan	<i>Course overview and introduction</i> <ul style="list-style-type: none"> <li>Stathis N. Kalyvas. 2007. “Civil Wars.” In Carles Boix and Susan Stokes (eds.), <i>The Oxford Handbook of Comparative Politics</i>. New York: Oxford University Press, 416-434.            Available on library website (requires CWL login):</li> </ul>

		<p><a href="http://www.oxfordhandbooks.com.ezproxy.library.ubc.ca/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-18">http://www.oxfordhandbooks.com.ezproxy.library.ubc.ca/view/10.1093/oxfordhb/9780199566020.001.0001/oxfordhb-9780199566020-e-18</a></p> <ul style="list-style-type: none"> <li>• OPTIONAL: Blattman, C. and Miguel, E., 2010. Civil war. <i>Journal of Economic literature</i>, 48(1), pp.3-57. <a href="https://go.exlibris.link/3vLSFL9L">https://go.exlibris.link/3vLSFL9L</a> A thorough, though now dated review of the available literature on civil war.</li> </ul>
<i>Part 1: Understanding civil wars</i>		
2	13-15 Jan	<p><i>Systemic causes of conflict and resistance</i></p> <ul style="list-style-type: none"> <li>• Hironaka, A., 2017. "Systemic Causes of Civil Wars." In <i>Oxford Research Encyclopedia of Politics</i>. <a href="https://go.exlibris.link/bWTpw8YH">https://go.exlibris.link/bWTpw8YH</a></li> <li>• Andreas Wimmer and Brian Min. 2006. "From Empire to Nation-State. Explaining Wars in the Modern World, 1816-2001." <i>American Sociological Review</i>. 71(6): 867-897. <a href="https://go.exlibris.link/GxrM8SrG">https://go.exlibris.link/GxrM8SrG</a></li> <li>• Kalyvas, Stathis and Laia Balcells, L. 2010. "International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict. <i>The American Political Science Review</i>. 104(3): 415-429. <a href="https://go.exlibris.link/wxH58xdV">https://go.exlibris.link/wxH58xdV</a></li> </ul>
3	20-22 Jan	<p><i>State level causes of civil conflict and resistance</i></p> <ul style="list-style-type: none"> <li>• James D. Fearon and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." <i>American Political Science Review</i> 97(1): 75-90. <a href="https://go.exlibris.link/sB0fJ336">https://go.exlibris.link/sB0fJ336</a></li> </ul> <p><i>Case: Central African Republic</i></p> <ul style="list-style-type: none"> <li>• James Verini. 2014. "Close your Heart." <i>Slate</i>, 1 September. <a href="http://www.slate.com/articles/news_and_politics/foreigners/2014/08/central_african_republic_how_a_once_peaceful_nation_descended_into_a_brutal.html">http://www.slate.com/articles/news_and_politics/foreigners/2014/08/central_african_republic_how_a_once_peaceful_nation_descended_into_a_brutal.html</a></li> <li>• OPTIONAL: Cunningham, K.G., 2013. Understanding strategic choice: The determinants of civil war and nonviolent campaign in self-determination disputes. <i>Journal of Peace Research</i>, 50(3), pp.291-304. <a href="https://go.exlibris.link/gGKCwNrb">https://go.exlibris.link/gGKCwNrb</a></li> </ul>
4	27-29 Jan	<p><i>Micro-level causes and dynamics of conflict</i></p> <ul style="list-style-type: none"> <li>• Humphreys, Macartan and Jeremy Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." <i>American Journal of Political Science</i>. 52(2): 436-455. <a href="https://go.exlibris.link/JFPqWCKj">https://go.exlibris.link/JFPqWCKj</a></li> </ul> <p><i>Case: Toto conflict, Nigeria</i></p> <ul style="list-style-type: none"> <li>• Barrett, Robert S. 2011. "Interviews with killers: six types of combatants and their motivations for joining deadly</li> </ul>

		<p>groups.” <i>Studies in Conflict &amp; Terrorism</i> 34(10): 749-764.  <a href="https://go.exlibris.link/0NJs4v2d">https://go.exlibris.link/0NJs4v2d</a></p> <ul style="list-style-type: none"> <li>• OPTIONAL: Basedau, M., Deitch, M. and Zellman, A., 2022. Rebels with a Cause: Does Ideology Make Armed Conflicts Longer and Bloodier?. <i>Journal of Conflict Resolution</i>, 66(10), pp.1826-1853.  <a href="https://go.exlibris.link/dxbHTXtp">https://go.exlibris.link/dxbHTXtp</a></li> </ul> <p><b>NOTE: Research paper outlines due Friday 31 Jan at 11:59pm via Canvas.</b></p>
5	3-5 Feb	<p><i>Emergent dynamics</i></p> <ul style="list-style-type: none"> <li>• Kaufman, Stuart J. 2001. <i>Modern Hatreds: The Symbolic Politics of Ethnic War</i>. Read pg. 29-39. Reading on course website.</li> <li>• Kalyvas, Stathis. 2003. “The Ontology of ‘Political Violence’: Action and Identity in Civil Wars”. <i>Perspectives on Politics</i>. 1 (3): 475-494. <a href="https://go.exlibris.link/sb6XrrvQ">https://go.exlibris.link/sb6XrrvQ</a></li> <li>• Daalder, I.H., 1998. Decision to intervene: How the war in Bosnia ended. <i>Foreign Service Journal</i>, 75(12), pp.24-31. Available online:  <a href="https://www.brookings.edu/articles/decision-to-intervene-how-the-war-in-bosnia-ended/">https://www.brookings.edu/articles/decision-to-intervene-how-the-war-in-bosnia-ended/</a></li> <li>• OPTIONAL: Pearlman, Wendy. 2009. “Spoiling inside and out: Internal political contestation and the Middle East peace process.” <i>International Security</i> 33(3): 79-109.  <a href="https://go.exlibris.link/3xr2psqd">https://go.exlibris.link/3xr2psqd</a></li> <li>• Gleditsch, K.S. and Rivera, M., 2017. The diffusion of nonviolent campaigns. <i>Journal of Conflict Resolution</i>, 61(5), pp.1120-1145. <a href="https://go.exlibris.link/yPSvz1lF">https://go.exlibris.link/yPSvz1lF</a></li> </ul>
<i>Part 2: Managing conflict</i>		
6	10-12 Feb	<p><i>R2P, and the perils of preventing conflict</i></p> <ul style="list-style-type: none"> <li>• Walter, B.F., Howard, L.M. and Fortna, V.P., 2021. The extraordinary relationship between peacekeeping and peace. <i>British Journal of Political Science</i>, 51(4), pp.1705-1722.  <a href="https://go.exlibris.link/lxdvzpBy">https://go.exlibris.link/lxdvzpBy</a></li> <li>• Roland Paris (2014) The ‘Responsibility to Protect’ and the Structural Problems of Preventive Humanitarian Intervention, <i>International Peacekeeping</i>, 21:5, 569-603, DOI: 10.1080/13533312.2014.963322.  <a href="https://go.exlibris.link/PB32mghR">https://go.exlibris.link/PB32mghR</a></li> <li>• OPTIONAL: Cunningham, D.E., 2016. “Preventing civil war: How the potential for international intervention can</li> </ul>

		deter conflict onset.” <i>World Politics</i> , 68(2), pp.307-340. <a href="https://go.exlibris.link/zJZnkZy7">https://go.exlibris.link/zJZnkZy7</a>
7	17-19 Feb	<i>17 February is Family day. University Closed.</i> <i>Midterm Break, 19-23 February. No classes or tutorials.</i>
8	24-26 Feb	<p><i>Negotiating peace</i></p> <ul style="list-style-type: none"> <li>Barbara Walter. 1997. “The Critical Barrier to Civil War Settlement.” <i>International Organization</i>. 51:3, 335-364. <a href="https://go.exlibris.link/z68WlvvT">https://go.exlibris.link/z68WlvvT</a></li> <li>Joshi, M., 2023. “Rebel diplomacy and negotiated settlement in civil wars.” <i>The British Journal of Politics and International Relations</i>. <a href="https://go.exlibris.link/vvVh25Gq">https://go.exlibris.link/vvVh25Gq</a> <i>Case Study: Colombia</i></li> <li>Haspeslagh, S. and Zartman, I.W., 2022. “The role of narratives in negotiations: The Case of FARC and Colombia” In Fen Hampson and Amrita Narlikar, eds. <i>International Negotiation and Political Narratives: A Comparative Study</i>. Routledge. <a href="https://go.exlibris.link/BCgJ92m8">https://go.exlibris.link/BCgJ92m8</a></li> </ul> <p><b>Note: Draft papers are due Friday 28 Feb at 11:59pm via Canvas.</b></p>
9	3-5 Mar	<p><i>Democracy and wars’ ends</i></p> <ul style="list-style-type: none"> <li>Hartzell, C.A. and Hoddie, M., 2015. The art of the possible: Power sharing and post—civil war democracy. <i>World politics</i>, 67(1), pp.37-71. <a href="https://go.exlibris.link/64fDltyw">https://go.exlibris.link/64fDltyw</a></li> <li>Collin, K., 2020. Peacemaking referendums: the use of direct democracy in peace processes. <i>Democratization</i>, 27(5), pp.717-736. <a href="https://go.exlibris.link/Y4xYW6rL">https://go.exlibris.link/Y4xYW6rL</a> <i>Case study:</i></li> <li>Bah, A.B., 2010. Democracy and civil war: Citizenship and peacemaking in Côte d’Ivoire. <i>African affairs</i>, 109 (437), pp.597-615. <a href="https://go.exlibris.link/nrDyVmfs">https://go.exlibris.link/nrDyVmfs</a></li> <li>OPTIONAL: Joshi, M. and Quinn, J.M., 2015. Is the sum greater than the parts? The terms of civil war peace agreements and the commitment problem revisited. <i>Negotiation Journal</i>, 31(1), pp.7-30. <a href="https://go.exlibris.link/r44w2gyD">https://go.exlibris.link/r44w2gyD</a></li> <li>OPTIONAL: Hegre, H., 2001. Toward a democratic civil peace? Democracy, political change, and civil war, 1816–1992. <i>American political science review</i>, 95(1), pp.33-48. <a href="https://go.exlibris.link/YbQDNfCz">https://go.exlibris.link/YbQDNfCz</a></li> </ul>



		<ul style="list-style-type: none"> <li>• OPTIONAL: Higashi, D., 2015. Challenges of Constructing Legitimacy in Peacebuilding: Afghanistan, Iraq, Sierra Leone, and East Timor. Routledge.</li> </ul>
<i>Part 3: Conflict resolution and recovery</i>		
10	10-12 Mar	<p><i>Truth and reconciliation, and transitional justice</i></p> <ul style="list-style-type: none"> <li>• Gibson, J. L., 2006. The contributions of truth to reconciliation: Lessons from South Africa. <i>Journal of conflict resolution</i>, 50(3), pp.409-432. <a href="https://go.exlibris.link/VB3fLywj">https://go.exlibris.link/VB3fLywj</a></li> </ul> <p><i>Case: Uganda</i></p> <ul style="list-style-type: none"> <li>• Arnould, Valérie. 2015. "Transitional Justice and Democracy in Uganda: Between Impetus and Instrumentalisation." <i>Journal of Eastern African Studies</i> 9(3): 354-74. <a href="https://go.exlibris.link/t3v6gCqS">https://go.exlibris.link/t3v6gCqS</a></li> <li>• Baines, Erin. 2007. "The Haunting of Alice: Local Approaches to Justice and Reconciliation in Northern Uganda." <i>International Journal of Transitional Justice</i> 1 (1): 91-114. <a href="https://go.exlibris.link/wfw3HvB8">https://go.exlibris.link/wfw3HvB8</a></li> </ul> <p><b>NOTE: Essay peer review assignment due Friday 14 March at 11:59pm via Canvas.</b></p>
11	17-19 Mar	<p><i>Local governance, peace, and conflict</i></p> <ul style="list-style-type: none"> <li>• Kaplan, O., 2017. <i>Resisting War: How Communities Protect Themselves</i>. Cambridge University Press. Chapter. 1-2 <a href="https://go.exlibris.link/36ryQ2MC">https://go.exlibris.link/36ryQ2MC</a></li> <li>• Séverine Autesserre. 2008. "The Trouble with Congo: How Local Disputes Fuel Regional Conflict." <i>Foreign Affairs</i> (May/June): 94-110. <a href="https://go.exlibris.link/xCTw19Xp">https://go.exlibris.link/xCTw19Xp</a></li> <li>• Vincent, J.B., 2012. A Village-Up View of Sierra Leone's Civil War and Reconstruction: Multilayered and Networked Governance. <i>IDS Research Reports</i>, 2012(75), pp.1-41. <a href="https://go.exlibris.link/j1g5KBw6">https://go.exlibris.link/j1g5KBw6</a></li> </ul>
12	24-26 Mar	<p><i>Peacebuilding: DDR, SSR, and beyond</i></p> <ul style="list-style-type: none"> <li>• Gilligan, M.J., Mvukiyehe, E.N. and Samii, C., 2013. Reintegrating rebels into civilian life: Quasi-experimental evidence from Burundi. <i>Journal of Conflict Resolution</i>, 57(4), pp.598-626. <a href="https://go.exlibris.link/SZxF5wqv">https://go.exlibris.link/SZxF5wqv</a></li> <li>• Gordon, E., 2014. Security sector reform, statebuilding and local ownership: Securing the state or its people?. <i>Journal of intervention and statebuilding</i>, 8(2-3), pp.126-148. <a href="https://go.exlibris.link/Zb2GnP6x">https://go.exlibris.link/Zb2GnP6x</a></li> <li>• Lake, M., 2022. Policing insecurity. <i>American Political Science Review</i>, 116(3), pp.858-874. <a href="https://go.exlibris.link/k4DkC2sJ">https://go.exlibris.link/k4DkC2sJ</a></li> </ul>



		<b>Note: Pre-simulation reflection due Friday 28 March at 11:59pm via Canvas.</b>
<i>Afterward: Conflict resolution simulation, and review</i>		
13	31 Mar-2 Apr	<i>Conflict resolution simulation</i> <ul style="list-style-type: none"> <li>• Reading to be posted online</li> </ul> <b>Note: Essay due Friday 4 April at 11:59pm via Canvas.</b>
14	7 Apr	No readings! <b>Note: Post-simulation reflection due Tuesday 8 April at 11:59pm via Canvas.</b>