

# Conflict Resolution: Ending War and Building Peace

*Rutgers University, Fall 2019*

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**Subject:** 790, Course 363

**Course Credits:** 3

**Course Schedule:** Mondays/Wednesdays 2:15-3:35pm

**Course Location:** RAB (Ruth Adam Building) 207

**Course Website:** Canvas <https://canvas.rutgers.edu>

**Office Hours:** Wednesday 11-12 and upon email request

**Office Location:** Hickman 406

## 1 Course Overview

### 1.1 Summary

How do wars end? How can peace be established and maintained? This course examines the causes of civil war and the process by which belligerents and outside actors negotiate to end 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

1. Develop knowledge of international relations theories on civil wars and the sustainability of peace
2. Be able to evaluate evidence and compare theories
3. Develop knowledge of historical cases of armed conflict and peacebuilding efforts
4. Apply theories to current conflicts and peacebuilding efforts

### 1.3 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.

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### 3 Grading and Requirements

#### 3.1 Requirements

1. Participation: 10%
2. 2 Group Presentations: 20%
3. 2 Short Response Essays 20%
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 come see me during office hours or by appointment.

Two **short response essays** will be distributed in class one week before the date they are due. These will consist of a response summarizing, analyzing, and/or applying the readings in some way. The first is due **Sept. 23** and the second is due **Dec. 11**. This assignment is meant to help promote deeper engagement with course material. 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 of theories that we have discussed to armed conflicts and ongoing efforts to resolve them around the world. The first will take place on **Oct. 14** and the second will take place on **Nov. 20**. 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 one week before the presentation date. 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. There will be at least one long essay question for each exam. There will be no multiple choice or true/false questions.

## 3.2 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).

## 3.3 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: **one course 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)**. 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, see me to arrange accommodation.

There is no need to communicate with me about this single “free” absence. Note that religious holidays and other emergencies as well as “authenticated” absences do not count towards this absence. 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, see here: <https://sasundergrad.rutgers.edu/degree-requirements/policies/attendance-and-cancellation-of-classes>

Again, short 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.

## 3.4 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!

## 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.

## 4.1 Introduction (Sept. 4)

We will introduce the goals and logistics of the course, with an overview of the literature on the causes of civil wars and the potential relationships between those causes and potential resolutions.

Required

1. Wood, Elisabeth Jean. "REVIEW ESSAY: Civil Wars: What We Don't Know." (2003): 247-260. [LINK](#)
2. Autesserre, Séverine. 2019. "The Crisis of Peacekeeping: Why the UN Can't End Wars." *Foreign Affairs* 98 (1), pp. 101-116. [LINK](#)

Recommended

1. Adichie, Chimamanda Ngozi Adichie, The danger of a single story, TED Talk (2009) [LINK](#)

## 4.2 Definitions: War and Peace (Sept. 9)

To understand what is involved in ending war or avoiding war, we must first consider what war is. To what extent is war different from other forms of conflict? From other forms of violence? To what extent does the focus on civil war in this course bracket what we can learn about international war or other local violence such as criminal gangs? Is peace merely the absence of war? the absence of violence? Or does peace require a positive rather than a negative definition?

Required

1. **Davenport, Christian, Erik Melander, and Patrick M. Regan. *The Peace Continuum: What it is and how to Study it.* Oxford University Press, 2018, Chapter 1.**
2. Sambanis, Nicholas. "What is civil war? Conceptual and empirical complexities of an operational definition." *Journal of conflict resolution* 48.6 (2004): 814-858. [LINK](#)
3. **J. Ann Tickner, "Peace and Security from a Feminist's Perspective," *The Oxford Handbook of Women, Peace, and Security* eds. Sara E. Davies and Jacqui True (Dec 2018). [LINK](#)**

Recommended

1. Gleditsch, Nils Petter; Peter Wallensteen, Mikael Eriksson, Margareta Sollenberg & Håvard Strand 2002. "Armed conflict 1946-2001: A New Dataset." *Journal of Peace Research* 39(5):615-637. [LINK](#)
2. Jack Hirshleifer. Theorizing about conflict. *Handbook of defense economics*, 1995 [LINK](#)
3. Blattman, Christopher, and Edward Miguel. "Civil war." *Journal of Economic literature* 48.1 (2010): 3-57. [LINK](#)
4. Farmer, Paul. "On suffering and structural violence: A view from below." *Daedalus* 125.1 (1996): 261-283. [LINK](#)

## 4.3 Causes of armed conflict: The State (Sept. 11)

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? What role might the state and outside actors play in perpetuating civil war? Does war emerge directly out of state weakness - because it can?

Required

1. Byman, Daniel, and Jennifer Lind (2010). "Pyongyang's Survival Strategy: Tools of Authoritarian Control in North Korea." *International Security* 35(1): 44-74. [LINK](#)
2. Fearon, James D., and David D. Laitin. "Ethnicity, insurgency, and civil war." *American political science review* 97.1 (2003): 75-90. [LINK](#)

Recommended

1. Hironaka, Ann. *Neverending wars: The international community, weak states, and the perpetuation of civil war*. Harvard University Press, 2009. Chapters 1 and 2. Ebook here: [LINK](#)
2. Scott, James C. *The moral economy of the peasant: Rebellion and subsistence in Southeast Asia*. Yale University Press, 1977. Chapter 7 [LINK](#)

#### 4.4 Causes of armed conflict: International Factors (Sept 16)

Examining wars that occur within states does not mean that we must limit our focus to dynamics within states. How do international factors contribute to internal conflicts or civil wars? In what ways do civil wars have international or transnational roots?

Required

1. Kalyvas, Stathis N., and Laia Balcells. 2010. "International System and Technologies of Rebellion: How the End of the Cold War Shaped Internal Conflict." *American Political Science Review* 104: 415-29. [LINK](#)
2. Gleditsch, Kristian Skrede. 2007. "Transnational Dimensions of Civil War." *Journal of Peace Research* 44 (3): 293-309. [LINK](#)

Recommended

1. Lyall, Jason, and Isaiah Wilson. "Rage against the machines: Explaining outcomes in counterinsurgency wars." *International Organization* 63.1 (2009): 67-106. [LINK](#)
2. Reno, William. "War, markets, and the reconfiguration of West Africa's weak states." *Comparative Politics* (1997): 493-510. [LINK](#)

#### 4.5 Causes of armed conflict: Greed and Grievance (Sept. 18)

##### 4.5.1 Prompt 1 Response - Distributed

If civil wars occur only when individuals within them choose to take up arms against their governments, this means that questions about when wars occur are intertwined with when and why people choose to join armed groups and fight. To what extent does greed versus grievance explain participation in armed conflict? How do natural resources relate to this question?

Required

1. **Zartman, William. "Need, Creed and Greed in Intrastate Conflict". In Cynthia J. Arnson, I. William Zartman. 2004. *Rethinking the Economics of War. The Intersection of Need, Creed and Greed, Chapter 10, pp. 256-84. Washington D.C.: Woodrow Wilson Center Press.***
2. Michael L. Ross. 2004. "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases." *International Organization* 58(1): 35-67. [LINK](#)
3. Reno, William. "The business of war in Liberia." *Current History* 95.601 (1996): 211. [LINK](#)

Recommended

1. 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. [LINK](#)
2. Collier, Paul, and Anke Hoeffler. "Greed and grievance in civil war." *Oxford economic papers* 56.4 (2004): 563-595. [LINK](#)
3. **Gurr, Ted R. *Why men rebel. "Relative Deprivation and the Impetus to Violence", Chapter 2. Princeton: Princeton University Press.***
4. Bahney, Benjamin W., et al. "Insurgent compensation: Evidence from Iraq." *American Economic Review* 103.3 (2013): 518-22. [LINK](#)

## 4.6 Causes of armed conflict: Ethnicity (Sept 23)

### 4.6.1 Prompt 1 Response 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. Posen, Barry R. “The security dilemma and ethnic conflict.” *Survival* 35.1 (1993): 27-47. [LINK](#)
2. V.P. Gagnon, Jr., “Ethnic Nationalism and International Conflict: The Case of Serbia,” *International Security*, vol.19, no.3 (Winter 1994/95), pp. 130-166. [LINK](#)

Recommended

1. Sambanis, Nicholas. “Do Ethnic and Nonethnic Civil Wars Have the Same Causes?” *Journal of Conflict Resolution* 45(3): 259 - 282. 2001. [LINK](#)
2. Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. “Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison.” *American Political Science Review* 105: 478-95. [LINK](#)
3. Weidmann, Nils B. “Violence ‘from above’ or ‘from below’? The Role of Ethnicity in Bosnia’s Civil War.” *The Journal of Politics*, vol. 73, no. 4, 2011, pp. 1178–1190. [LINK](#)
4. Cynthia Enloe, “All the Men Are in the Militias, All the Women Are Victims: The Politics of Masculinity and Femininity in Nationalist Wars,” in *The Curious Feminist: Searching for Women in a New Age of Empire*, Chapter 7, p.99. [LINK](#)

## 4.7 Intervention: Theory and Ethics (Sept 25)

Having concluded our discussion of the causes of civil war, we now turn to international efforts to end wars and build peace. First, we will consider the moral logic of intervention in civil wars. What are the promises and pitfalls of intervention?

Required

1. Michael Walzer, “Law and Order in International Society,” *Just and Unjust Wars*. New York: Basic Books, 1977, Selections from Chapter 4 and Chapter 6 pp. 51-63 and pp. 86-108.
2. Barnett, Michael, and Jack Snyder. “The grand strategies of humanitarianism.” *Humanitarianism in question: Politics, power, ethics* 143 (2008): 147.

Recommended

1. Annan, Kofi Atta. *The question of intervention: statements by the Secretary-General. United Nations, 1999.*
2. Finnemore, Martha. *The purpose of intervention: Changing beliefs about the use of force.* Cornell University Press, 2004. Chapter 3.
3. Duffield, Mark. *Global governance and the new wars: The merging of development and security.* Zed Books Ltd., 2014, Chapter 1.

## 4.8 Intervention: War Outcomes and Mediation (Sept 30)

The decision is not only about whether to intervene, but also how to intervene. What are the implications of the ways international actors choose to intervene?

Required

1. Toft, Monica Duffy. 2010. "Ending Civil Wars: A Case for Rebel Victory?" *International Security*: 7-36. [LINK](#)
2. Betts, Richard K. "The delusion of impartial intervention." *Foreign Affairs*, 73 (1994): 20. [LINK](#)
3. Robert Ulrich Nagel, "Talking to the shameless? Sexual violence and mediation in intrastate conflicts," *Journal of Conflict Resolution* (January 23, 2019), pp. 1-28. [LINK](#)

#### Recommended

1. Licklider, Roy. "The consequences of negotiated settlements in civil wars, 1945–1993." *American Political Science Review* 89.3 (1995): 681-690. [LINK](#)
2. Luttwak, Edward N. "Give war a chance." *Foreign affairs* (1999): 36-44. [LINK](#)

### 4.9 Challenges to ending war: Rationality and Issue Indivisibility (Oct 2)

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. James Fearon, "Rationalist Explanations for War," *International Organization* 49, no. 3 (summer 1995): 379– 414. [LINK](#)
2. Hassner, Ron E. "“To halve and to hold”: Conflicts over sacred space and the problem of indivisibility." *Security Studies* 12.4 (2003): 1-33. [LINK](#)

#### Recommended

1. Toft, Monica Duffy. "Getting religion? The puzzling case of Islam and civil war." *International Security* 31.4 (2007): 97-131. [LINK](#)
2. Toft, Monica Duffy. "Issue indivisibility and time horizons as rationalist explanations for war." *Security Studies* 15.1 (2006): 34-69. [LINK](#)
3. Toft, Monica Duffy. "Indivisible territory, geographic concentration, and ethnic war." *Security Studies* 12.2 (2002): 82-119. [LINK](#)

### 4.10 Challenges to ending war: Commitment Problems (Oct 7)

#### 4.10.1 Groups Assigned / Assignment Distributed in Class

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. "The critical barrier to civil war settlement." *International organization* 51.3 (1997): 335-364. [LINK](#)
2. Svensson, Isak. "Bargaining, bias and peace brokers: How rebels commit to peace." *Journal of Peace Research* 44.2 (2007): 177-194. [LINK](#)

#### Recommended

1. **Anderlini, Sanam Naraghi. *Women building peace: What they do, why it matters.* Boulder, CO: Lynne Rienner Publishers, 2007, Chapter 3: Getting to the Peace Table.**



#### 4.11 Challenges to ending war: Multiple Actors (Oct 9)

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

Required

1. Kydd, Andrew and Barbara F. Walter. 2002. Sabotaging the Peace: The Politics of Extremist Violence. *International Organization* 56 (2): 263-296. [LINK](#)
2. Cunningham, David E. "Veto players and civil war duration." *American Journal of Political Science* 50.4 (2006): 875-892. [LINK](#)

Recommended

1. Kydd, Andrew H. 2006. When Can Mediators Build Trust. *American Political Science Review* 100 (3):449-462. [LINK](#)

#### 4.12 GROUP PRESENTATION DAY (Oct 14)

#### 4.13 Peacekeeping: Effectiveness (Oct 16)

The presence of peacekeepers is one example of a third party commitment. Does it work? Why is it difficult to know whether peacekeeping works?

Required

1. Fortna, Virginia Page. "Does peacekeeping keep peace? International intervention and the duration of peace after civil war." *International studies quarterly* 48.2 (2004): 269-292. [LINK](#)
2. Autesserre, Severine. "International peacebuilding and local success: Assumptions and effectiveness." *International Studies Review* 19.1 (2017): 114-132. [LINK](#)

Recommended

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

#### 4.14 Peacekeeping: The United Nations (Oct 21)

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

Required

1. **Barnett, Michael. *Eyewitness to a genocide: the United Nations and Rwanda*. Cornell University Press, 2002. Available as Ebook in library site. [LINK](#)**

Recommended

1. Power, Samantha. "Bystanders to genocide." *Atlantic Monthly* 288.2 (2001): 84-108.

#### 4.15 Peacekeeping: Everyday Practice (Oct 23)

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

Required

1. **Autesserre, Séverine. *Peaceland: conflict resolution and the everyday politics of international intervention*. Cambridge University Press, 2014. Chapter 1 (excerpts) and Chapter 7**

2. Bernd Beber, Michael Gilligan, Jenny Guardado, and Sabrina Karim, “U.N. Peacekeeping and Transactional Sex,” Monkey Cage blog, June 16, 2015. [LINK](#)

Recommended

1. Gowrinathan, Nimmi and Kate Cronin-Furman. “UN Peacekeepers: Keeping the Peace or Preventing It?” Al Jazeera op-ed, May 2, 2017, here: [LINK](#)

#### 4.16 MIDTERM IN CLASS (Oct 28)

#### 4.17 Settlements: Transitional Justice (Oct. 30)

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 resolution of war?

Required

1. Jack Snyder and Leslie Vinjamuri. 2003. “Trials and Errors: Principle and Pragmatism in Strategies of International Justice.” *International Security* 28(3): 5-44. [LINK](#)
2. Kathryn Sikkink and Carrie Booth Walling. 2007. “The Impact of Human Rights Trials in Latin America.” *Journal of Peace Research* 44(4): 427-445. [LINK](#)

Recommended

1. Goemans, H.E. 2000. Fighting for Survival: The Fate of Leaders and the Duration of War. *Journal of Conflict Resolution* 44 (5): 555-579. [LINK](#)
2. Cronin-Furman, Kate. “Managing expectations: international criminal trials and the prospects for deterrence of mass atrocity.” *International Journal of Transitional Justice* 7.3 (2013): 434-454.
3. Putnam, Tonya. “Human rights and sustainable peace.” *Ending Civil Wars: The Implementation of Peace Agreements* 237 (2002).
4. Licklider, Roy. “Ethical advice: conflict management vs. human rights in ending civil wars.” *Journal of Human Rights* 7.4 (2008): 376-387.

#### 4.18 Settlements: War Crimes, Politics and Memory (Nov 4)

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. “Building the Rule of War: Postconflict Institutions and the Micro-Dynamics of Conflict in Eastern DR Congo.” *International Organization* (2017): 1-35. [LINK](#)
2. **Longman, Timothy. 2017. *Memory and Justice in Post-Genocide Rwanda*. Cambridge University Press. 2017. Introduction to part I, and chapter 4.**

Recommended

1. Cyrus Samii, Who Wants to Forgive and Forget? Transitional justice Preferences in Postwar Burundi. *Journal of Peace Research*.
2. Lake, Milli. “Organizing hypocrisy: providing legal accountability for human rights violations in areas of limited statehood.” *International Studies Quarterly* 58.3 (2014): 515-526.
3. Baines, Erin K. ““Today, I want to speak out the truth”: Victim agency, responsibility, and transitional justice.” *International Political Sociology* 9.4 (2015): 316-332.

4. Loken, Meredith, Milli Lake, and Kate Cronin-Furman. "Deploying Justice: Strategic Accountability for Wartime Sexual Violence." *International Studies Quarterly* 62.4 (2018): 751-764.

#### 4.19 Institutions: Partition vs Ethnic Integration (Nov 6)

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

Required

1. Kaufmann, Chaim. "Possible and impossible solutions to ethnic civil wars." *International security* 20.4 (1996): 136-175. [LINK](#)
2. Kumar, Radha. "The troubled history of partition." *Foreign Affairs* (1997): 22-34. [LINK](#)

Recommended

1. Habyarimana, James, et al. "Better institutions, not partition." *Foreign Affairs* 87.4 (2008): 138-141.
2. Sambanis, Nicholas. "Partition as a solution to ethnic war: An empirical critique of the theoretical literature." *World politics* 52.4 (2000): 437-483.

#### 4.20 Institutions: Power Sharing and Inclusiveness (Nov 11)

What insitutional 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. "The Art of the Possible: Power Sharing and Post—Civil War Democracy." *World Politics* 67.1 (2015): 37-71. [LINK](#)
2. Horowitz, Donald L. "Ethnic Power Sharing: Three Big Problems." *Journal of Democracy*, vol. 25 no. 2, 2014, p. 5-20. [LINK](#)

Recommended

1. Belloni, Roberto. "Peacebuilding and consociational electoral engineering in Bosnia and Herzegovina." *International peacekeeping* 11.2 (2004): 334-353.
2. Bose, Sumantra, "The Bosnian State a Decade after Dayton", in *Peace Without Politics? Ten Years of State-Building in Bosnia*, edited by David Chandler, Routledge, 2005. [LINK](#)
3. **Lipjhart, Arend, "The Powersharing Approach," in Montville, Joseph V., ed. *Conflict and peacemaking in multiethnic societies*. Free Press, 1990, Chapter 27.**

#### 4.21 Institutions: Inclusiveness (Nov 13)

##### 4.21.1 Groups Assigned / Assignment Distributed in Class

Inclusiveness in terms of warring parties or ethnic groups is only one dimension. How is gender inclusiveness is relevant to the quality and durability of peace after war?

Required

1. True, Jacqui, and Yolanda Riveros-Morales. "Towards inclusive peace: Analysing gender-sensitive peace agreements 2000–2016." *International Political Science Review* 40.1 (2019): 23-40. [LINK](#)
2. Goetz, Anne Marie, and Rob Jenkins. "Agency and accountability: promoting women's participation in peacebuilding." *Feminist Economics* 22.1 (2016): 211-236. [LINK](#)
3. Cynthia Enloe, "Syrian Women Resist Peace Table Patriarchy," in *The Big Push* (University of California Press, 2017), pp. 24-47. [LINK](#)

## 4.22 Institutions: Elections and Violence (Nov 18)

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. Matanock, Aila M. 2017. "Bullets for Ballots: Electoral Participation Provisions in Peace Agreements and Conflict Recurrence." *International Security* 41: 93-132. [LINK](#)
2. Brancati, D. and J. L. Snyder (2012). "Time to Kill: The Impact of Election Timing and Sequencing on Postconflict Stability." *Journal of Conflict Resolution* 57(5): 822–853. [LINK](#)
3. Roland Paris, "Peacebuilding and the Limits of Liberal Internationalism," *International Security*, Vol. 22, No. 2, Fall 1997, pp. 54-89. [LINK](#)

## 4.23 GROUP PRESENTATION DAY (Nov 20)

### 4.24 Addressing Consequences: Demobilization and Reintegration (Nov 25)

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. Macartan Humphreys and Jeremy M. Weinstein. 2007. "Demobilization and Reintegration", *Journal of Conflict Resolution* 51(4): 531-67. [LINK](#)
2. Annan, Jeannie, et al. "Civil War, Reintegration, and Gender in Northern Uganda." *Journal of Conflict Resolution*, vol. 55, no. 6, Dec. 2011, pp. 877–908. [LINK](#)

Recommended

1. Daly, Sarah Zukerman. "Organizational legacies of violence: Conditions favoring insurgency onset in Colombia, 1964–1984." *Journal of Peace Research* 49.3 (2012): 473-491. [LINK](#)
2. Marks, Zoe. "Gender, Social Networks and Conflict Processes." *feminists@ law* 9.1 (2019). [LINK](#)
3. Mazurana, Dyan, and Linda Eckerbom Cole. "Women, Girls and Disarmament, Demobilization and Reintegration (DDR)." *Women & Wars*. Cambridge: Polity (2013): 194-214.
4. Piccone, Ted. "Is Colombia's Fragile Peace Breaking Apart?" *Lawfare*, March 29, 2019, [LINK](#)

### 4.25 Addressing Consequences: Refugees (Dec 2)

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. Lischer, Sarah Kenyon. "Collateral damage: Humanitarian assistance as a cause of conflict." *International Security* 28.1 (2003): 79-109 [LINK](#)
2. Krystalli, Roxanne, Allyson Hawkins, and Kim Wilson. "'I followed the flood': a gender analysis of the moral and financial economies of forced migration." *Disasters* 42 (2018): S17-S39. [LINK](#)

Recommended:

1. Salehyan, Idean and Kristian Skrede Gleditsch. 2006. "Refugees and the Spread of Civil War." *International Organization* 60: 335-366.

## 4.26 Addressing Consequences: Development Aid (Dec 4)

### 4.26.1 Prompt 2 Response Distributed

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. "Can development aid contribute to social cohesion after civil war? Evidence from a field experiment in post- conflict Liberia." *The American Economic Review* 99.2 (2009): 287-291. [LINK](#)
2. Girod, Desha M. 2012. "Effective Foreign Aid Following Civil War: The Nonstrategic- Desperation Hypothesis." *American Journal of Political Science* 56 (1): 188-201. [LINK](#)

Recommended

1. **Bush, Sarah Sunn. *The Taming of Democracy Assistance*. Cambridge University Press, 2015. Chapter 1**

## 4.27 Addressing Consequences: Norms and Gender (Dec 9)

We know that wars destroy infrastructure and hurt people. But in what ways might war bring about less apparent societal change?

Required

1. Marie E. Berry, 2017. "Barriers to Women's Progress After Atrocity: Evidence from Rwanda and Bosnia-Herzegovina," *Gender & Society*. [LINK](#)
2. Krause, Jana. "Gender Dimensions of (Non)Violence in Communal Conflict: The Case of Jos, Nigeria." *Comparative Political Studies*, vol. 52, no. 10, Sept. 2019, pp. 1466–1499. [LINK](#)
3. Enloe, Cynthia. "Demilitarization—or more of the same? Feminist questions to ask in the postwar moment." *The Postwar Moment: Militarities, Masculinities and International Peacekeeping*. London: Lawrence and Wishart (2002): 22-32. [LINK](#)

Recommended

1. Keck, Margaret E., and Kathryn Sikkink. "Transnational advocacy networks in international and regional politics." *International social science journal* 51.159 (1999): 89-101. [LINK](#)
2. Gizelis, Theodora-Ismene. "Gender empowerment and United Nations peacebuilding." *Journal of Peace Research* 46.4 (2009): 505-523. [LINK](#)
3. Hughes, Melanie M., and Aili Mari Tripp. "Civil war and trajectories of change in women's political representation in Africa, 1985–2010." *Social forces* 93.4 (2015): 1513-1540. [LINK](#)

## 4.28 REVIEW (Dec 11)

### 4.28.1 Prompt 2 Response Due in Class

## 4.29 FINAL EXAM DATE (Dec. 18 from 8-11am)

According to University Schedule here: <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://academicintegrity.rutgers.edu/academic-integrity-policy/>> \* <[http://www.libraries.rutgers.edu/avoid\\_plagiarism](http://www.libraries.rutgers.edu/avoid_plagiarism)>

## 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/registration-form>>. 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 Just In Case Web App

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD. <<http://codu.co/cee05e>>

## **6.4 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>](https://sasundergrad.rutgers.edu/academic-standing/student-services/1895-caps)

## **6.5 Scarlet Listeners**

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