



Politics of International Security POL 328 - 01, Spring 2016

Department of Political Science
John Jay College of Criminal Justice
The City University of New York

Room: 1.99 NB, Mondays and Wednesdays, 9:25 am – 10:40 am.

Instructor: Javier Osorio

josorio@jjay.cuny.edu

www.javierosorio.net

Office: 9.65.31

Office Hours: by appointment only.

Phone: 646-557-4614

Course Description:

The second half of the twentieth century has been marked by violence, bloodshed, and political upheaval. The primary source of this wave of violence is not international warfare between rival states, but internal political violence affecting a variety of governments across the globe. This course is designed to introduce students to the comparative study of civil wars. The objective of the course is devoted to understanding (1) key social, economic and political causes of civil war onset; (2) identifying the main tendencies in the conduct of civil wars; and (3) gaining factual knowledge about specific case studies. The course will cover topics such as the onset of civil wars, natural resources, political instability, recruitment strategies, rebel organization, child soldiering, lethality and tactics of violence, duration and termination. At the end of this course, students will have a solid understanding of the determinants and characteristics of civil wars from a comparative perspective. The course is structured as a seminar, and we will engage in a collective and critical discussion about the main findings, debates, strengths and limitations of different ideas and methodologies for studying civil war.

Seminar format:

For some students, this might be the first opportunity to participate in a seminar. A seminar refers to a group of people who have a shared interest on a topic, have conducted advanced reading and preparation, and get together to discuss their ideas, further explore the topic in a collective manner, and learn from one another through a process of informed discussion. The syllabus is structured around different topics related to civil wars. Each week a specific set of readings will provide the focus for our discussion, and the goal is to collectively unpacking and analyze its content. We will do so by dissecting its different components and arguments, questioning them, exploring their implications, and thinking out loud about them. Due its collective and dynamic nature, a seminar is not a space for lecturing nor for passive learning. As such, each individual is expected to provide valuable contributions to this common intellectual endeavor.

Prerequisites: ENG 201 + POL 257 / POL 260.

Credit Hours: 3

Course Objectives:

The readings, writing, and research assignments in this course are designed to help students better understand the theoretical and empirical challenges of understanding civil wars . After successfully completing this course, students will be able to:

1. Gain familiarity with main theories about the emergence and dynamics of civil wars in a comparative perspective:
 - 1.1. Understand the main political and economic theories of civil war onset, conduct and termination.
 - 1.2. Identify the major empirical challenges of studying intra-state conflict in a comparative perspective.
 - 1.3. Identify the main trends and key findings of the literature on civil wars.
2. Apply theoretical constructs to understand specific cases.
 - 2.1. Acquire substantive knowledge about specific cases and aspects of intra-state conflict.
 - 2.2. Effectively apply different (and often times competing) theoretical frameworks to disentangle the complexities of specific case studies.
3. Strengthen analytical skills:
 - 3.1. Effectively engage in analytical group discussions.
 - 3.2. Contribute as responsible and valuable team members of a collective intellectual effort.
 - 3.3. Distinguish between making a theoretically and empirically informed argument, and stating a simple opinion.
 - 3.4. Identify the basic building blocks of arguments: research question, argument, hypotheses, dependent variable, independent variables, causal mechanisms and evidence.
 - 3.5. Effectively communicate their ideas in written and verbal form.

Required Texts:

We will be using two books available for free (see links below). All other reading materials are available in Blackboard.

Paul Collier and Nicholas Sambanis, editors. *Understanding Civil War: Volume 1. Africa*. The World Bank, Washington, D.C., 2005, download available for free at: <https://openknowledge.worldbank.org/handle/10986/7437>

Paul Collier and Nicholas Sambanis, editors. *Understanding Civil War: Volume 2. Eurpoe, Central Asia, and Other Regions*. The World Bank, Washington, D.C., 2005, download available for free at: <https://openknowledge.worldbank.org/handle/10986/7438>

Course Requirements:

1. **Class attendance**
 - You are expected to attend to ALL classes and arrive ON TIME.
 - Students are required to sign the attendance sheet at the beginning of each class.
 - It is the student's responsibility to sign in when present in class.

- If you come to class extremely late or if you are recurrently late, I reserve the right to mark you as absent even if you sing in the attendance. The same policy applies for leaving before the end of the class.
- I do not grant “excused” absences except for religious observances (please send me an email in advance if that is the case).
- In case of unforeseeable circumstances, students can miss up to (3) classes.
- If you miss four (4) class sessions during the semester, your *final grade* will be deducted by 10%. For each additional absence your *final grade* will be deducted an additional 10%.
- Missing eight (8) or more classes for any reason will result in the student automatically failing the course.

2. Readings

- Since we will be running the class in a seminar format, you are required to complete all the required readings before class. This is an absolutely non-negotiable requisite.
- Although seminars are primarily a collective endeavor, they require substantial individual preparation in advance. Skimming the readings right before class is a poor strategy to succeed in a seminar. Preparing for a seminar requires analytical reading and often re-reading a text. You are encouraged to develop your own reading system (by underlining, highlighting, making annotations at the margin, drawing mind maps, or keeping a separate notebook).
- While preparing for class, make sure you engage in active reading. This is more than simply passing your eyes over words. The key is to *understand* the reading. You might find useful these active reading strategies <https://www.princeton.edu/mcgraw/library/for-students/remember-reading/active-reading.pdf>
- You are required to bring the assigned reading to class as well as your notes so you can refer directly to them.
- If I realize you did not do the assigned reading, I reserve the right to ask you to go to the library to write a summary for the reading and hand it to me at the end of the class.

3. Blackboard and email

- You will be able to find the syllabus, assigned readings and other relevant materials in Blackboard. You are responsible for checking Blackboard regularly.
- You are required to have an active email account registered in Blackboard as it will be a main way of communication.
- You are also required to upload a picture of you in your Blackboard profile. This will largely help me to get to know you better. You can change or delete your Blackboard profile picture after the end of this course if you wish so.
- You are required to use your John Jay email account to send me an email. When you do so, please observe the following guidelines:
 - How not to write an email: <https://www.youtube.com/watch?v=zSNc8F9tqzY>
 - How to write an email: http://www.wikihow.com/Email-a-Professor#Composing_an_Email_to_a_Professor_sub

- It is likely that some of your questions about the course are already answered in the syllabus. Please read it before sending me an email. I reserve the right not to respond an email asking about something already stated in the syllabus. At best, you might get something like this: <http://www.phdcomics.com/comics.php?f=1583>.

4. Assignments

Your grade for this course will come from the assignments indicated below.

| Date | Assignments | Percentage |
|---------------------------------------|------------------|------------|
| | Participation | 20 % |
| April 4 th | Midterm | 25 % |
| May 9 th -18 th | Presentation | 15 % |
| May 9 th -18 th | Student feedback | 10 % |
| May 25 th | Final paper | 30 % |

5. Seminar participation

- Attending class and sitting quietly in the classroom does not count towards your class participation grade.
- Based on your advanced reading and preparation, we will get together in a seminar to share insights, explore ideas, and learn from one another through a process of discussion. Every individual is required to become valuable contributor to this collective intellectual effort.
- As a seminar member, you are expected to participate in class by asking questions, criticizing and providing informed opinions about the assigned readings. Instead of advancing an uninformed opinion,¹ your participation should reflect that you **have read** the assigned text and **have thought** about it, that is the nature of an informed opinion.
- Basic participation rules:
 - Speak openly to the entire group
 - Listen actively to one another
 - Be respectful to all other participants
 - Natural talkers must exercise self-discipline. The Professor might intervene to prevent someone to dominate the discussion.
 - Naturally quiet people must stretch themselves to contribute regularly. The Professor might ask you engage in the discussion even if this means pushing you outside you comfort zone.
 - Instead of interrupting others, raise your hand with two fingers to indicate that you want to make a direct contribution to that point. The person talking should be aware of others' intention to participate and finish the idea quickly.
 - Expect divergent points of view and disagreement in a seminar. However, you should address these situations with absolute respect and maturity.

¹Check this link <http://www.houstonpress.com/arts/no-it-s-not-your-opinion-you-re-just-wrong-updated-7611752>

6. Midterm

- The Midterm exam will be deployed online via Blackboard. The exam format will include short answer and essay questions. Exam questions will be based on assigned readings and discussions.

7. Presentation

- Students will prepare an individual presentation for their research and present its content to the class.
- Presentations are scheduled from May 9th to May 18th (see the schedule at the end of the syllabus)
- In preparation of their presentation, students should circulate a draft of their final paper at least four days before their presentation. This will allow time for the Professor and other students to provide written feedback.
 - The draft is work in progress. However, it should be well written and addressed all major components of the paper: research question, thesis/argument, literature review, and some case study or quantitative analysis.

8. Student feedback

- Students will read each others draft papers, and provide written substantive feedback (2 double space pages, 12 pt. font, Times New Roman) due on the date of the students scheduled presentation.
- Feedback will be provided in an alternate manner. This means that the group of students presenting in the second week will provide written feedback to the students presenting the first one, and vice versa.
- The purpose of offering feedback is to help others to improve their paper. Substantive feedback typically has two components. First, it summarizes in a brief paragraph the entire research paper. Second, it provides constructive criticism about specific points, raises questions derived from the paper, and offers helpful guidance such as suggesting a relevant reading or website that you came across in your own research.
- You should avoid entirely hollow statements such as "this was interesting" or "this is good." Instead, say something worth saying that clearly demonstrates that you read and thought about the paper.
- Students should email their feedback to the presenters copying the Professor. Feedback must be provided before the beginning of the students presentation.

9. Final paper

- The final paper will be 10 pages maximum, double-spaced, normal margins (1" per side) and font Times New Roman 12pt.
- The 10 pages limit does not include bibliography or figures.
- Students are responsible for making sure the instructor receives the paper.

10. Late assignment policy

- All assignments are due on time via Blackboard. The system will automatically close each assignment window at the deadline. In consequence, late assignments will not be accepted under any circumstances and will receive a grade of 0%. This policy also applies for the poster presentations and final papers.
- Due to the concatenated nature of the assignments in the course, it is important for you to conduct each assignment to the best of your ability. In that way, you will be able to build up your research project throughout the semester.
- Learning is a continuous process that requires constant updating of our reasoning and arguments. As such, I expect some students to redefine and even change some important components of their research projects. Feel free to do so with the confidence that such modifications will not penalize your grade. However, I will not provide retrospective feedback in written manner to redefined assignments.

11. Writing quality

- In line with objective 10 of this course, the assignments require students to pay close attention to their writing in every assignment.
- To ensure high quality writing, consider the following **five errors policy**:
 - I reserve the right to stop reading your essay after I find five writing errors (typos, grammar, syntax, punctuation marks, logical sequence, and similar mistakes).
 - I will send the assignment back to the student and deduct a full letter grade (e.g. from A to B).
 - The student will have 24 hours to fix the writing in the assignment and send it back to me by email.
 - Failing to submit the revised assignment within 24 hours will cause the assignment to receive a grade of 0%.
 - If the revised version still has writing errors, the assignment will receive a grade of 0%.
- Consider the following recommendations to improve the quality of your writing:
 - Proofread your paper at least three times
 - Read your paper out loud at least twice
 - Make an appointment at the Writing Center
 - Rely on friends or family to proofread your paper

Letter Grade Distribution:

| Expectation | Grade | Range |
|--------------------------|-------|-----------------|
| Excellent performance | A | [93.0 - 100] |
| | A- | [90.0 - 92.9] |
| Good performance | B+ | [87.1 - 89.9] |
| | B | [83.0 - 87.0] |
| | B- | [80.0 - 82.9] |
| Satisfactory performance | C+ | [77.1 - 79.9] |
| | C | [73.0 - 77.0] |
| | C- | [70.0 - 72.9] |
| Basic performance | D+ | [67.1 - 69.9] |
| | D | [63.0 - 67.0] |
| | D- | [60.0 - 62.9] |
| Below basic performance | F | [0 - 60.0] |

Incomplete Grade Policy:

Incompletes are not allowed in this course, so plan accordingly.

Citation Style:

Students are required to use the American Political Science Association (APSA) citation style in their written assignments. If you are not sufficiently familiar with the use of this citation style let me know and I will write you a referral for the Writing Center so they help you on that.

For further information on the APSA citation style consult:

The APSA Style Manual: <http://www.apsanet.org/files/APSASStyleManual2006.pdf>

Gregory M. Scott and Stephen M. Garrison. *The Political Science Student Writer's Manual*. Pearson Pertinence Hall, Upper Saddle River, 5 edition, 2006 p. 58-73.

Managing your sources:

Students are required to open an account on Mendeley, a free reference manager available at: <http://www.mendeley.com/>. For further information on how to use Mendeley use these resources:

<http://www.mendeley.com/features/>

<http://www.mendeley.com/videos-tutorials/>

Academic Integrity:

1. John Jay College Policy on Academic Integrity:

- Each student in this course is expected to abide by the John Jay College Policy on Academic Integrity, which is available at <http://www.jjay.cuny.edu/academic-integrity-0>.
- Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

- Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility of plagiarism.
 - It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
 - Students who are not sure about how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation
 - Any work submitted by a student should be the students own work.
2. Authorship:
- Students must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, the student must provide attribution of that work in order to uphold the standards of intent and authorship.
3. Declaration:
- Online submission of, or placing one's name on an exam, assignment, or any course document is a statement of academic honor that the student has not received or given inappropriate assistance in completing it and that the student has complied with the Policy on Academic Integrity in that work.
4. Avoiding Plagiarism:
- Consider the advice provided by Gregory M. Scott and Stephen M. Garrison. *The Political Science Student Writer's Manual*. Pearson Pertinence Hall, Upper Saddle River, 5 edition, 2006, p. 73-76.
5. Plagiarism Detection Software:
- Students must submit the literature review and the final paper using SafeAssign, a plagiarism detection software endorsed by the College.
6. Plagiarism Sanction:
- The detection of intentional or unintentional plagiarism will cause the student to automatically get an F in the course.
 - Cheating or altering data, results or graphs will cause the student to automatically get an F in the course.
 - In the event of plagiarism detection, I will issue an Academic Integrity Violation Form to the Office of the Provost.

Americans with Disabilities Act (ADA) Policies:

Qualified students with disabilities will be provided reasonable academic accommodation if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in the course, the instructor must receive written verification of a student's eligibility from the OAS which is located at 1233N (212-237-8144). It is the student's responsibility to initiate

contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Students with special needs are required to contact the Professor to discuss a concrete action plan for the successful completion of the assignments during the semester and achievement of the course objectives.

Advising in the Political Science, Law and Society, and Legal Studies majors and in the Political Science and Human Rights minors:

Advisers are available to meet with students to discuss degree requirements, academic planning, graduate study and careers after graduation. Please contact the adviser to schedule an appointment. The Political Science major and minor adviser is Prof. Samantha Majic (Room 9.65.13, smajic@jjay.cuny.edu, 212-237-8439). The Law and Society major adviser is Prof. Monica Varsanyi (Room 9.65.10, mvarsanyi@jjay.cuny.edu, 212-237-8232). The Legal Studies major adviser is Prof. Alexandra Moffett-Bateau (Room 9.65.37, amoffett-bateau@jjay.cuny.edu, 212-237-8244). The Human Rights minor adviser is Prof. George Andreopoulos (Room 09.65.09, gandreopoulos@jjay.cuny.edu, 212-237-8190). All majors and minors also can schedule an appointment with the Political Science Department chairperson, Prof. James Cauthen (Room 9.65.08, jcauthen@jjay.cuny.edu, 212-237-8193).

Course Outline:

The course is structured according to the following sections:

1. Global trends
2. Definition of civil war
3. Collective action
4. Paradigms and Methodologies
5. The Role of Ethnicity
6. Economic Factors
7. Territorial Control and Geography
8. Political Factors
9. Recruitment
10. Child soldering
11. Lethality of Civil Wars
12. Duration of Civil Wars
13. Negotiating Peace

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

Course Content:

Introduction

February 1st

No readings assigned

Global trends

February 3rd

Joseph Hewitt, Jonathan Wilkenfeld, and Ted Robert Gurr. *Peace and Conflict. 2012. Executive Summary*. University of Maryland. Center for International Development and Conflict Management, Maryland, 2013

Stathis N. Kalyvas. "New" and "Old" Civil Wars A Valid Distinction? *World Politics*, 54(1):99–118, 2001

Interpreting regression results

February 8th

Peter M. Nardi. Reading Regressions. In *Interpreting Data: A Guide to Understanding Research*, pages 93–104. Pearson, New York City, 2005.

Stephen A. Sweet and Karen Grace-Martin. Multivariate Analysis with Linear Regression. In *Data Analysis with SPSS*, pages 131–147. 2008.

Definition of civil war

February 10th

Nicolas Sambanis. What Is Civil War?: Conceptual and Empirical Complexities of an Operational Definition. *Journal of Conflict Resolution*, 48(6):814–858, 2004

February 15th

College closed

Collective action

February 17th

Sidney G. Tarrow. *Power in Movement: Social Movements and Contentious Politics*. Cambridge University Press, Cambridge, 1998, Ch. 1, pages 10-23

Mancur Olson. *The Logic of Collective Action*. Harvard Economic Studies, Cambridge, 1965, Ch. 1, pages 1-52.

Paradigms and Methodologies

February 22nd

Stathis N. Kalyvas. Civil Wars. In Charles Boix and Susan Stokes, editors, *The Oxford Handbook of Comparative Politics*, pages 416–434. Oxford University Press, New York, 2009

Paul Collier, Anke Hoeffler, and Nicholas Sambanis. The Collier-Hoeffler Model of Civil War Onset and the Case Study Project Research Design. In Paul Collier and Nicholas Sambanis, editors, *Understanding Civil War. Volume 1: Africa*, pages 1–33. The World Bank, Washington, D.C., 2005

February 24th

Stathis N. Kalyvas. Promises and pitfalls of an emerging research program: the microdynamics of civil war. In Stathis N. Kalyvas, Ian Shapiro, and Tarek Masoud, editors, *Order, Conflict, and Violence*, pages 397–421. Cambridge University Press, Cambridge, 2008

Elizabeth Wood. *Insurgent Collective Action and Civil War in El Salvador*. Cambridge University Press, Cambridge, 2003, Ch. 2 pp. 31-49.

The Role of Ethnicity

February 29th

Donald Horowitz. *Ethnic Groups in Conflict*. University of California Press, Berkeley, 1985, Chapter 1, pages 3-54.

March 2nd

Nicolas Sambanis. Do Ethnic and Nonethnic Civil Wars Have the Same Causes?: A Theoretical and Empirical Inquiry (Part 1). *Journal of Conflict Resolution*, 45(3):259–282, jun 2001

John Mueller. The Banality of ‘Ethnic war’. *International Security*, 25(1):42–70, 2000

March 7th

Stathis N. Kalyvas and Nicholas Sambanis. Bosnia Civil War. Origins and Violence Dynamics. In Paul Collier and Nicholas Sambanis, editors, *Understanding Civil War. Volume 2: Europe, Central Asia, and Other Regions*, pages 191–230. The World Bank, Washington, D.C., 2005

Guillermo Trejo. Religious Competition and Ethnic Mobilization in Latin America: Why the Catholic Church Promotes Indigenous Movements in Mexico. *American Political Science Review*, 103(03):323, aug 2009

Economic Factors

March 9th

James D. Fearon and David D. Laitin. Ethnicity, Insurgency, and Civil War. *The American Political Science Review*, 97(1):75 – 90, 2003

Paul Collier and Anke E. Hoeffler. Greed and grievance in civil war. *Oxford Economic Papers*, 56(4):563–595, jun 2004

March 14th

James D. Fearon. Primary Commodity Exports and Civil War. *Journal of Conflict Resolution*, 49(4):483–507, aug 2005

Michael Ross. A Closer Look At Oil, Diamonds, and Civil War. *Annual Review of Political Science*, 9(1):265–300, jun 2006

March 16th

Oeindrila Dube and Juan Vargas. Commodity Price Shocks and Civil Conflict: Evidence from Colombia. *The Review of Economic Studies*, 2013

Michael Ross. Resources and Rebellion. In Paul Collier and Nicholas Sambanis, editors, *Understanding Civil War. Volume 2: Europe, Central Asia, and Other Regions*, pages 35–58. The World Bank, Washington, D.C., 2005

Territorial Control and Geography

March 21st

Stathis N. Kalyvas. *The Logic of Violence in Civil War*. Cambridge University Press, Cambridge, MA, 2006, Ch. 1 pp. 16-31 and Ch. 7 pp. 173-209.

March 23rd

Stathis N. Kalyvas and Matthew A. Kocher. The Dynamics of Violence in Vietnam: An Analysis of the Hamlet Evaluation System (HES). *Journal of Peace Research*, 46(3):335–355, may 2009

Elizabeth Wood. *Insurgent Collective Action and Civil War in El Salvador*. Cambridge University Press, Cambridge, 2003, Ch. 5 pp. 121-159.

Political Factors

March 28th

Edward D Mansfield and Jack Snyder. Democratization and Civil War. 2008

Charles Tilly and Sidney G. Tarrow. Regimes, Repertoires and Opportunities. In *Contentious Politics*, pages 45–67. Paradigm, Boulder, CO, 2007, Ch. 3 pp. 45-68.

March 30th

Dafna Hochman Rand. *Roots of the Arab Spring: Contested Authority and Political Change in the Middle East*. University of Pennsylvania Press, Philadelphia, PA, 2013, Ch. 1 pp. 1-19 and Ch. 3 pp. 71-96

S. Hess. From the Arab Spring to the Chinese Winter: The institutional sources of authoritarian vulnerability and resilience in Egypt, Tunisia, and China. *International Political Science Review*, 34(3):254–272, 2013

Recruitment

April 4th

Midterm due

Jeremy Weinstein. Resources and the Information Problem in Rebel Recruitment. *Journal of Conflict Resolution*, 49(4):598–624, 2005

Macartan Humphreys and Jeremy Weinstein. Who Fights? The Determinants of Participation in Civil War. *American Journal of Political Science*, 52(2):436–455, 2008

Paul Staniland. Organizing Insurgency: Networks, Resources, and Rebellion in South Asia. *International Security*, 37(1):142–177, 2012

Child soldering

April 6th

Bernd Beber and Christopher Blattman. The Logic of Child Soldiering and Coercion. *International Organization*, 67(01):65–104, 2013

Christopher Blattman and Jeannie Annan. The Consequences of Child Soldiering. *Review of Economics and Statistics*, 92(4):882–898, 2010

Watch documentary Beasts of no Nation, available at:

<http://putlocker.is/watch-beasts-of-no-nation-online-free-putlocker.html>.

Also available in Netflix.

Lethality of Civil Wars

April 11th

Bethany Lacina. Explaining the Severity of Civil Wars. *Journal of Conflict Resolution*, 50(2):276–289, 2006

Stathis N. Kalyvas. Wanton and senseless? The logic of massacres in Algeria. *Rationality and Society*, 11(3):243–285, aug 1999

April 13th

Peter Andreas. *Sex, Drugs, and Body Counts: The Politics of Numbers in Global Crime and Conflict*. Cornell University Press, Ithaca, 2010, Chapters 7 and 8

Duration of Civil Wars

April 18th

Paul Collier, Anke Hoeffler, and Mans Soderbom. On the Duration of Civil War. *Journal of Peace Research*, 41(3):253–273, 2004

James D. Fearon. Why Do Some Civil Wars Last So Much Longer than Others? *Journal of Peace Research*, 41(3):275–301, 2004

April 20th

Ali Abdel Gadir Ali, Ibrahim A. Elbadawi, and Atta El-Batahani. Sudans Civil War: Why Has It Prevailed for So Long? In Paul Collier and Nicholas Sambanis, editors, *Understanding Civil War. Volume 1: Africa*, pages 193–220. The World Bank, Washington, D.C., 2005

Fabio Sánchez, Andrés Solimano, and Michael Formisano. Conflict, Violence, and Crime in Colombia. In Paul Collier and Nicholas Sambanis, editors, *Understanding Civil War. Volume 1: Africa*, pages 119–190. The World Bank, Washington, D.C., 2005

April 25th

College closed - Spring break

April 27th

College closed - Spring break

Negotiating Peace

May 2nd

Barbara Walter. Designing Transitions from Civil War: Demobilization, Democratization, and Commitments to Peace. *International Security*, 24(1):127–155, 1999

Nicholas Sambanis. Partition as a Solution to Ethnic War: An Empirical Critique of the Theoretical Literature. *World Politics*, 52(4):437–483, 2000

May 4th

Page Fortna. Interstate Peacekeeping: Causal Mechanisms and Empirical Effects. *World Politics*, 56(4):481–490, 2004

Michael Doyle and Nicholas Sambanis. International Peacebuilding: A Theoretical and Quantitative Analysis. *American Political Science Review*, 94(4):779–801, 2000

Watch Documentary: No End in Sight, <https://www.youtube.com/watch?v=N13AHPM6r84>
Also available for rent in Amazon for \$2.99

Research Presentations

May 9th

1. Erick Alonzo
2. Hina Altaf
3. Hira Babar
4. Nicole Goya
5. Ana Guerrero

May 11th

1. Tania Guerrero
2. Jasmine Jefferson
3. Zag Kimpolo Nkaya
4. Aminata Konate

May 16th

1. Adriana Lemus
2. Albin Lepiz

3. Rocio Maradiegue
4. Samuel Owiredu

May 18th

1. Carla Reyes
2. Boubacar Tigane
3. Michael Vandergriff
4. Fabian Vasconez

May 23rd

No class.

May 25th

Final paper due.