

IAFF 6186.25
Civil Wars in World Politics
Fall 2020

IAFF 6186: Civil Wars in World Politics
Fall 2020
Sync Session: Thursdays 5:10-6:10PM ET

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Virtual Office Hours: 2pm-3pm ET Monday, 2pm-3pm ET Tuesday, or by appointment
Office Hour Sign-Ups: <https://www.wejoinin.com/irismalone@gwu.edu>

Overview

This course examines the interplay between contemporary civil wars and world politics, exploring the causes and consequences of these interactions. Students will apply concepts from international relations theory to analyze key questions concerning civil wars. For example, when do civil wars begin? How are they fought? Who intervenes in civil wars? Why do civil wars last so long? What are the consequences for international peace and stability? The objective of this course is to acquire the tools and techniques to critically analyze these conflicts and to understand the different foreign policy challenges they entail.

Concentrations: U.S. National Security and Conflict Resolution

Learning Outcomes

By the end of the course, students will be able to:

- describe different types of civil wars and their historical trends,
- evaluate different risk factors for civil war onset in contemporary cases,
- compare the efficacy of different insurgency and counterinsurgency strategies,
- explain different forms of international involvement in civil wars and their consequences,
- assess the barriers to ending civil wars, and
- mobilize historical examples and quantitative evidence to critically assess existing explanations.

Assignments and Evaluation

- **Participation (15%):** Contributing to synchronous and asynchronous (online discussion) forums in thoughtful and meaningful ways each week is essential. Two discussion forum responses are due each week by **Friday 5pm ET**. You may engage with one discussion question twice or two discussion questions separately. Quantity of participation is not as important as quality. Questions, insights, applied examples, and challenges are all considered quality. One-line answers and last-minute forum postings are not. A separate rubric will be provided. Please note: participation is graded on a curve (25% A, 35% B+ to A-, 30% B, 10% B- or below).
- **Conflict Forecasting Memo (20%):** Students will work in pairs to prepare a 5-7 page double-spaced threat assessment memo predicting top civil war hot spots over the next five years (2021-2025) due by **October 1 5pm ET**. Students will be given some data about a list of countries and asked to prioritize which of the selected countries are most at risk for civil war. Students will mobilize evidence from historical examples, readings, and basic descriptive statistics in their analyses to justify their predictions.
- **2 Analytical Response Papers (30%):** Students will write two 3-5 page double-spaced analytical papers during the course of the quarter to help facilitate discussions. Timing will be arranged during the first week of the course. Response papers are designed to encourage you to think critically about the arguments the reading assignments are advancing, how these arguments relate to each other, and how they fit into the course themes as a whole. A prompt will be sent a week in advance. Students should send a copy to the professor by **Wednesdays 9 PM ET** and post a summary on the online discussion forum the night before scheduled synchronous sections.
- **Case Study Assignment (35%):** Students will write a 10-12 page historical case study examining the resolution of one civil war due by **December 15 5pm ET**. Students will describe the barriers to resolution, explain how these challenges got resolved, assess the consequences of the civil war (including whether the peace held), and any implications the case has for ending current conflicts. Some outside research is expected. The paper should focus on one of the following cases:
 - Cambodian Civil War (Cambodia, 1967-1975)
 - Nicaraguan Civil War (1976-1990)
 - South African Border War (Namibia, 1966-1990)
 - Lebanese Civil War (Lebanon, 1975-1990)
 - The Troubles (Northern Ireland, 1969-1998)

If an individual student would rather submit a single 20-page final term research paper instead of the case study and conflict forecasting memo, they should contact the instructor by the end of week 2 to discuss potential research topics.

Course Materials and Technology Requirements

Books

- Geraint Hughes. 2014. *My Enemy's Enemy: Proxy Warfare in International Politics*. Brighton; Portland: Sussex Academic Press, January
- Martha Finnemore. 2004. *The purpose of intervention: changing beliefs about the use of force*. Cornell University Press

Articles and Book Chapters

PDF copies of articles and book chapters will be posted on Blackboard.

Technology Requirements

Blackboard will be used for posting course files, modules, and assignments and for communicating with the class. We will use Blackboard Collaborate and Mentimeter for synchronous discussions. You are already enrolled for this course on Blackboard if you have completed registration for the course. It is your responsibility to periodically check the course site (log in at <http://blackboard.gwu.edu/> Using your gwu.edu address) for updates to the syllabus/readings.

As an online student, it is necessary to possess baseline technology skills in order to participate fully in the course. Please consult online.gwu.edu/student-support for further information about recommended configurations and support.

Course Format

Workload Expectations

In this 3 credit graduate course students are expected to work for 7.5 hours per week (this includes 60 minutes of synchronous class time per week) totaling to 112.5 hours of work over the duration of this 15-week semester.

Methods of Instruction

What is Synchronous?

1. **Weekly Blackboard Ultra Seminar Discussions** (Thursday 5:10pm-6:10pm ET): Blackboard Ultra is a collaborative meeting tool that allows for real-time video meetings and sharing computer content over the web. We will also periodically use Mentimeter in conjunction to increase interactivity. You should familiarize yourself with the topics and cases for discussion before coming to class. **Please adjust for the time zone difference if you are not in ET.**

What is Asynchronous?

1. **Independent Readings:** Please read and come prepared to discuss before our weekly discussion.
2. **Online Modules:** Pre-Recorded Lectures and (Ungraded) Self-Check Assessments posted on Blackboard. Please watch before our weekly discussions and come to sync sessions with questions.
3. **Online Discussion Forums:** We will use Blackboard to participate in online discussion forums. For discussions, there are a minimum of two required postings each week (an initial response and an engagement with another classmates' posting). Please see the discussion rubric for further evaluation.

Submission of Assignments and Late Work

Submission of Papers

- Assignments are to be submitted to the professor via email in Word, Pages, or PDF before the deadline time. An assignment is considered late if the professor cannot successfully open the document before the deadline.
- Please name your files using the header LastName-Assignment, e.g. Malone-Memo.pdf

Late Work, Extensions, and Synchronous Absences

- Late papers will be penalized at a rate of one-half letter grade (e.g. A to A-) for every 12 hours past the deadline. They are not accepted after 48 hours.
- Extensions for late work will not be accepted except in extenuating circumstances (e.g. illness, family emergency).
- If synchronous class attendance is not possible due to extenuating circumstances *and* you have notified the professor in advance, you may compensate by doubling asynchronous participation in online forums the following week. If you have not notified the professor in advance, you may still receive credit by doing the above plus sending a 2 page double-spaced response paper before the start of the next class.

Netiquette for Online Discussions

- Remain professional, respectful, and courteous at all times.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.
- I reserve the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Contact and Virtual Office Hours

Email is the best way to contact me. I promise to respond to your emails within 24 hours. I will hold office hours via WebEx on Mondays and Tuesdays. Please sign-up in advance using wejoinin.com/irismalone@gwu.edu. If those hours do not work for you, please email for an individual appointment.

University Policies

- **Plagiarism, Cheating, and Academic Integrity:** Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For details and complete code, see studentconduct.gwu.edu/code-academicintegrity
- **Sharing of Course Content** Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.
- **Observance of Religious Holidays:** In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: provost.gwu.edu/policies-procedures-and-guidelines
- **Security and Safety:** In an emergency: call GWPD 202-994-6111 or 911. For situation-specific actions: review the Emergency Response Handbook: safety.gwu.edu/emergencyresponse-handbook In an active violence situation: Get Out, Hide Out or Take Out: For more info, see go.gwu.edu/shooterprep and safety.gwu.edu/stay-informed

- **Alert DC:** Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.
- **GW Alert:** GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

Student Support and Resources

- **Virtual Academic Support** A full range of academic support is offered virtually in fall 2020. See coronavirus.gwu.edu/top-faqs for updates. Tutoring and course review sessions are offered through Academic Commons in an online format. See academiccommons.gwu.edu/tutoring Writing and research consultations are available online. See academiccommons.gwu.edu/writing-research-help. Coaching, offered through the Office of Student Success, is available in a virtual format. See studentsuccess.gwu.edu/academic-program-support
- **Commitment to Inclusive Teaching:** Higher education works best when it encourages a vigorous exchange of ideas in which all points of view are heard. Free expression in the classroom is an integral part of the process. At the same time, this process is most effective when all approach the enterprise with empathy and respect for others, irrespective of their ideology, views, or identity. I encourage you to report bias incidents here: <https://diversity.gwu.edu/bias-incident-response>.
- **Disabilities and Accommodations:** If you need disability accommodations, please register with Disability Support Services (DSS). If you have questions about disability accommodations, contact DSS at 202-994-8250 or dss@gwu.edu or visit them in person in Rome Hall, Suite 102. For information about how the course technology is accessible to all learners, see the following resources:
 - <https://www.blackboard.com/blackboard-accessibility-commitment>
 - <https://corp.kaltura.com/products/video-accessibility/>
 - <https://voicethread.com/about/features/accessibility/>
- **Counseling and Psychological Services:** The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see: counselingcenter.gwu.edu/

Course Calendar

1. September 3: Definitions and Historical Trends

- Topics
 - Course Introduction
 - Internationalization of Civil Wars
 - New vs Old Civil Wars
 - Key Cases: U.S. Civil War, Vietnam War, ISIS
- Readings:
 - James D. Fearon. 2017. “Civil War & the Current International System.” *Daedalus* 146 (4): 18–32
 - Stathis Kalyvas. 2005. *Warfare in Civil Wars*. Edited by Isabelle Duyvesteyn and Jan Angstrom. London
 - Mary Kaldor. 2013. “In Defence of New Wars.” *Stability: International Journal of Security and Development* 2, no. 1 (March): Art. 4
 - Barbara F. Walter. 2017b. “The New New Civil Wars.” *Annual Review of Political Science* 20 (1): 469–486

Unit 1: The Causes of Civil War

2. September 10: Individual/Group-Level Causes

- Topics
 - Relative Deprivation
 - Greed vs Grievance
 - (Ethno-)Nationalism
 - Key Cases: Bosnia, Sierra Leone, Ethiopia
- Readings:
 - Ted Gurr. 1968. “Psychological Factors in Civil Violence.” *World Politics* 20 (2): 245–278
 - Paul Collier. 2010. “The Market for Civil War.” *Foreign Policy* <https://foreignpolicy.com/2009/11/02/the-market-for-civil-war/>
 - Macartan Humphreys and Jeremy M. Weinstein. 2008. “Who fights? The determinants of participation in civil war.” *American Journal of Political Science* 52 (2): 436–455
 - Lars-Erik Cederman, Andreas Wimmer, and Brian Min. 2010. “Why Do Ethnic Groups Rebel?: New Data and Analysis.” *World Politics* 62, no. 1 (January): 87–119

- Addisu Lashitew. 2020. “Ethiopia Will Explode if It Doesn’t Move Beyond Ethnic-Based Politics.” *Foreign Policy* <https://foreignpolicy.com/2019/11/08/ethiopia-will-explode-if-abi-ahmed-doesnt-move-beyond-ethnic-based-p>

3. September 17: National/State-Level Causes

- Topics:
 - Economic Development
 - Governance
 - Demographics
 - Geography
 - Key Cases: DRC, Spain, Somalia
- Readings
 - James D. Fearon and David D. Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” Publisher: Cambridge University Press, *American Political Science Review* 97, no. 1 (February): 75–90
 - Sarah Zukerman Daly. 2012. “Organizational legacies of violence: Conditions favoring insurgency onset in Colombia, 1964–1984.” *Journal of Peace Research* 49 (3): 473–491
 - James D. Fearon. 2011. “Governance and civil war onset.” *World Bank*
 - Krystal Strong, Macani Tougara, and Thierry Dongala. 2020. *Hearing: The Youth Bulge in Africa: Considerations for US Policy (YouTube)*. United States Congress, February <https://youtu.be/fWIs7h6FveE>

4. September 24: Transnational/International-Level Causes

- Topics
 - Diasporas and Refugees
 - Contagion/Spillover Effects
 - Economic/Political Shocks
 - Weather and Climate Change
 - Key Cases: Burundi, Arab Spring, Niger (Tuaregs)
- Readings
 - Edward Miguel, Shanker Satyanath, and Ernest Sergenti. 2004. “Economic shocks and civil conflict: An instrumental variables approach.” *Journal of Political Economy* 112 (4): 725–753
 - Idean Salehyan and Kristian Skrede Gleditsch. 2006. “Refugees and the spread of civil war.” *International Organization* 60 (2): 335–366
 - Marshall B. Burke et al. 2009. “Warming increases the risk of civil war in Africa.” *Proceedings of the National Academy of Sciences* 106, no. 49 (December): 20670–20674

- Robert Malley. 2019. “The Unwanted Wars.” *Foreign Affairs* <https://www.foreignaffairs.com/articles/middle-east/2019-10-02/unwanted-wars>
- Halvard Buhaug and Kristian Skrede Gleditsch. 2008. “Contagion or Confusion? Why Conflicts Cluster in Space.” *International Studies Quarterly* 52 (2): 215–233

5. October 1: Why Civil Wars Begin

- **Assignment Due: Conflict Forecasting Analysis**
- Topics
 - Commitment Problems
 - Information Problems
 - Issue Indivisibility
- Key Cases: Afghanistan, Philippines, Israel-Palestine, Liberia
- Readings
 - James D. Fearon. 1995. “Rationalist explanations for war.” *International Organization* 49:379–379
 - Barbara F. Walter. 2009. “Bargaining failures and civil war.” *Annual Review of Political Science* 12:243–261 (p. 242-252 only)
 - Philip Roessler. 2011. “The enemy within: Personal rule, coups, and civil war in Africa.” *World Politics* 63 (2): 300–346
 - Iris Malone. n.d. “Uncertainty and Civil War Onset.” *Working Paper* (Skip empirics)
 - Ron E. Hassner. 2003. ““To Halve and to Hold”: Conflicts over Sacred Space and the Problem of Indivisibility.” *Security Studies* 12, no. 4 (January): 1–33

Unit 2: Conduct of Civil War

6. October 8: Rebel Recruitment and Mobilization

- Topics
 - Terrorism, Insurgency, and Guerrilla Tactics
 - Radicalization versus Coercion
 - Foreign Fighters and Transnational Terrorism
 - Key Cases: El Salvador, Uganda (LRA), Syrian Civil War
- Readings
 - Macartan Humphreys and Jeremy M. Weinstein. 2008. “Who fights? The determinants of participation in civil war.” *American Journal of Political Science* 52 (2): 436–455 (Skim/Refresh)

- Kristine Eck. 2014. “Coercion in Rebel Recruitment.” *Security Studies* 23, no. 2 (April): 364–398
- Virginia Page Fortna. 2015. “Do Terrorists Win? Rebels’ Use of Terrorism and Civil War Outcomes.” *International Organization* 69 (3): 519–556
- Barbara F. Walter. 2017a. “The Extremist’s Advantage in Civil Wars.” *International Security* 42 (2): 7–39
- Thomas Hegghammer. 2013. “Should I Stay or Should I Go? Explaining Variation in Western Jihadists’ Choice between Domestic and Foreign Fighting” [in en]. *American Political Science Review* 107, no. 1 (February): 1–15
- Martha Crenshaw. 2020. *Rethinking Transnational Terrorism: An Integrated Approach*. Technical report. United States Institute of Peace
- *Optional*: Stephen Tankel, Kim Cragin, et al. 2018. “Policy Roundtable: What Is the Future of the Jihadist Movement?” *Texas National Security Review*

7. October 15: Civil Wars and the Cold War

- Topics

- Wars of “National Liberation”
- Cold War Counterinsurgency
 - * “Hearts and Minds” vs “Search and Destroy”
 - * “Sticks and Carrots” (Coercion Theory)
- Key Cases: Malaya Emergency, Mau Mau Rebellion, Vietnam War

- Readings

- Austin Long. 2006. “COIN Theory:: What Are Insurgencies and How Does One Fight Them?” In *On “Other War”: Lessons from Five Decades of RAND Counterinsurgency Research*, 21–34. RAND Corporation
- Geraint Hughes. 2011. “The Cold War and Counter-Insurgency.” *Diplomacy & Statecraft* 22, no. 1 (March): 142–163
- Paul Dixon. 2009. ““Hearts and minds’? British counter-insurgency from Malaya to Iraq.” *Journal of Strategic Studies* 32 (3): 353–381
- Matthew Adam Kocher, Thomas B. Pepinsky, and Stathis N. Kalyvas. 2011. “Aerial Bombing and Counterinsurgency in the Vietnam War.” *American Journal of Political Science* 55 (2): 201–218
- Matt Kielty. *Mau Mau* WNYC. Radiolab. <https://www.wnycstudios.org/podcasts/radiolab/articles/mau-mau> (Transcript or Podcast)

8. October 22: Cold War Interventions

- Topics
 - Intervention Motives and Types
 - Proxy Wars
 - Principal-Agent Problems
 - Key Cases: Nicaragua, Angola, Soviet-Afghan War
- Readings
 - Geraint Hughes. 2014. *My Enemy's Enemy: Proxy Warfare in International Politics*. Brighton; Portland: Sussex Academic Press, January Chapter 1-2 plus one case study (Chapter 3 or 5)
 - Mi Yung Yoon. 1997. "Explaining U.S. Intervention in Third World Internal Wars, 1945-1989." *The Journal of Conflict Resolution* 41 (4): 580-602
 - Idean Salehyan, David Siroky, and Reed M. Wood. 2014. "External rebel sponsorship and civilian abuse: A principal-agent analysis of wartime atrocities." *International Organization* 68 (3): 633-661

9. October 29: Civil Wars in the 21st Century

- Topics
 - State-Sponsored Terrorism and Insurgency
 - Small Footprint Approaches
 - "Shape, Clear, Hold, and Build" COIN
 - Key Cases: Iraq, Yemen, South Sudan
- Readings
 - Stathis N. Kalyvas 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 (3): 415-429
 - Stephen Biddle, Jeffrey A. Friedman, and Jacob N. Shapiro. 2012. "Testing the surge: Why did violence decline in Iraq in 2007?" *International Security* 37 (1): 7-40
 - Jonathan Schroden. 2014. "What Does "Small Footprint" Really Mean?" *War on the Rocks* <https://warontherocks.com/2014/03/what-does-small-footprint-really-mean/>
 - Daniel L Byman. 2008. "The Changing Nature of State Sponsorship of Terrorism." *Brookings Institution*, Center for Middle East Policy Analysis Papers: 58
 - Michael Knights and Matthew Levitt. 2018. "The Evolution of Shi'a Insurgency in Bahrain." *Combating Terrorism Center Sentinel* 11 (1) <https://ctc.usma.edu/evolution-shia-insurgency-bahrain/>

- Robbie Gramer. 2018. “Remember South Sudan? Washington Would Prefer Not to.” *Foreign Policy* <https://foreignpolicy.com/2018/10/04/quietly-angrily-was>

10. November 5: Modern (Humanitarian) Interventions

- Topics
 - International Order & Changing Norms
 - Unilateral vs Multilateral Interventions
 - Responsibility to Protect Doctrine
 - Key Cases: Rwanda, Kosovo, Libya, Syria
- Readings
 - Edward Luttwak. 1999. “Give War a Chance.” *Foreign Affairs*
 - Martha Finnemore. 2004. *The purpose of intervention: changing beliefs about the use of force*. Cornell University Press, Chapter 3-5
 - Samantha Powers. 2001. “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen.” *Atlantic Monthly*: 84–108 <https://www.theatlantic.com/magazine/archive/2001/09/bystanders-to-genocide/304571/>
 - Susan Rice. 2019. “In Syria, America Had No Good Options.” *The Atlantic* <https://www.theatlantic.com/ideas/archive/2019/10/susan-rice-how-obama-foun/599296/>

Unit 3: Consequences of Civil Wars

11. November 12: Civil War Duration and Outcomes

- Topics
 - Commitment Problems
 - Spoiler Problems
 - Civil War Outcomes
 - Key Cases: Bangladesh, Ukraine, Israel-Palestine, Syria
- Readings
 - Barbara F. Walter. 1997. “The critical barrier to civil war settlement.” *International Organization* 51 (3): 335–364
 - Dylan Balch-Lindsay and Andrew J. Enterline. 2000. “Killing Time: The World Politics of Civil War Duration, 1820–1992.” *International Studies Quarterly* 44, no. 4 (December): 615–642
 - Lise Morjé Howard and Alexandra Stark. 2018. “Why Civil Wars Are Lasting Longer.” *Foreign Affairs* <https://www.foreignaffairs.com/articles/syria/2018-02-27/why-civil-wars-are-lasting-longer>

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- Stephen John Stedman. 1997. “Spoiler problems in peace processes.” *International Security* 22 (2): 5–53
- Monica Duffy Toft. 2010. “Ending Civil Wars: A Case for Rebel Victory?” *International Security* 34, no. 4 (March): 7–36
- *Optional*: James D. Fearon. 2004. “Why do some civil wars last so much longer than others?” *Journal of Peace Research* 41 (3): 275–301

12. November 19: State-Building and Stabilization

- Topics

- Peacekeeping and Peacebuilding
- Security Force Assistance/FID
- International and Regional Organizations
- Key Cases: Haiti, East Timor, Mali

- Readings

- Virginia Page Fortna. 2004. “Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War.” *International Studies Quarterly* 48, no. 2 (June): 269–292
- Ban Ki-moon. “Post-conflict peacebuilding: Report of the Secretary-General on peacebuilding in the immediate aftermath of conflict (S/2009/304).” United Nations. 2009. <https://www.youtube.com/watch?v=DKSFeZBbmW4> (Report and Video)
- Chris Changwe Nshimbi. 2020. “Why the African Union has failed to ‘silence the guns’. And some solutions.” *The Conversation* <http://theconversation.com/why-the-african-union-has-failed-to-silence-the-guns-and-some-solutions>
- Stephen Tankel, Andrew Boutton, et al. 2018. “Policy Roundtable: The Pros and Cons of Security Assistance.” *Texas National Security Review* <https://tnsr.org/roundtable/policy-roundtable-the-pros-and-cons-of-security-assista>

13. November 26: Thanksgiving (No Class)

14. December 3: Domestic Consequences of Civil War

- Topics

- Transitional Justice
- Health and Welfare
- Internally-Displaced Populations
- Governance
- Key Cases: DRC, Colombia, El Salvador, Sri Lanka

- Readings
 - Hazem Adam Ghobarah, Paul Huth, and Bruce Russett. 2003. “Civil Wars Kill and Maim People—Long After the Shooting Stops.” *American Political Science Review* 97, no. 2 (May): 189–202
 - Kate Cronin-Furman. 2020. “Human Rights Half Measures: Avoiding Accountability in Postwar Sri Lanka.” *World Politics* 72, no. 1 (January): 121–163
 - Milli Lake. 2017. “Building the Rule of War: Postconflict Institutions and the Micro-Dynamics of Conflict in Eastern DR Congo.” *International Organization* 71 (2): 281–315
 - Ana Maria Ibanez. “The 52 year war in Colombia and the hope for peace.” MacMillan Report. Yale University. 2016. <https://youtu.be/eAot12SBDtc>
 - Aila M. Matanock. 2017. “Bullets for ballots: Electoral participation provisions and enduring peace after civil conflict.” *International Security* 41 (4): 93–132

15. December 10: International Consequences of Civil War

- **Assignment Due December 15 5pm ET: Case Study**

- Topics

- International Conflict
- Transnational Threats and Ungoverned Spaces
- Refugees
- Key Cases: Sahel, Mozambique, Future Conflicts?

- Readings

- Kristian Skrede Gleditsch, Idean Salehyan, and Kenneth Schultz. 2008. “Fighting at Home, Fighting Abroad How Civil Wars Lead to International Disputes.” *Journal of Conflict Resolution* 52, no. 4 (August): 479–506
- Barry R. Posen. 2017. “Civil Wars & the Structure of World Power.” *Daedalus* 146, no. 4 (October): 167–179
- Marc Lynch. 2016. “Failed States and Ungoverned Spaces.” *The Annals of the American Academy of Political and Social Science* 668, no. 1 (November): 24–35
- Intelligence Squared Debate. 2016. *The U.S. Should Let In 100,000 Syrian Refugees* <https://www.intelligencesquaredus.org/debates/us-should-let-100000-s> (Skim)
- Douglas Ollivant. 2016. “The Rise of the Hybrid Warriors: From Ukraine to the Middle East.” *War on the Rocks* (March) <https://warontherocks.com/2016/03/the-rise-of-the-hybrid-warriors-from-ukraine-to-the-middle-east/>
- Tonderayi Mukeredzi. 2020. “Mozambique’s Insurgency Is a Regional Problem.” *Foreign Policy* <https://foreignpolicy.com/2020/07/01/mozambique-islamist-i>