POLI SCI 960
Political and Social Legacies of Civil Conflict

Class Meetings	**Contact Information**
Spring Semester 2020	Instructor: Chris Price (cgprice@wisc.edu)
Thursdays, 1:20 - 3:15 PM	Office: 322d, North Hall
422 North Hall	Office Hours: 2-4 PM Wednesday, or by appointment
	Course Website: https://canvas.wisc.edu/courses/188841

Course Description

What are the effects of civil conflict? While some scholars argued that inter-state conflict might spur political and economic development, intra-state conflict was solely seen as detrimental -- In the words of one influential study it was 'development in reverse'.[1] However, over the past decade scholars have started to focus on sub-state violence, particularly civil wars, as an explanatory variable for a variety of positive outcomes, such as prosocial behavior, political engagement, and state building.

These findings set up a number of important questions for contemporary politics. For example: Do increases in community engagement and trust aggregate to participation in national elections and the legitimacy of the state? Does greater tolerance at the community level correspond to individuals' willingness to vote for peace and compromise with political opponents? Does violence lead to a hardening of ethnic or other social identities? How quickly do war torn economies rebound? Given that most works focus on a single case, how do these findings compare across contexts?

In this course, we will look at how civil conflict affects individuals, communities, and countries, working from the level of the individual to higher levels of analysis. As a seminar course, the main method of instruction will be reading and discussing works which examine the effects of

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[1] Collier et al. 2003. *Breaking the Conflict Trap: Civil War and Development Policy*. Washington DC: World Bank. 10.

sub-state violence on individual preferences, communal engagement, group and gender identities, and political and economic development. The course is 3 credits, with one meeting during the week, and readings and preparation work taking approximately 6-8 hours outside of class per week.

The required readings are almost exclusively from the last decade, to give you a sense of the most recent findings and questions in the literature, although I will be posting a longer list of readings for those interested in reading more deeply on a topic on my website. Given the contemporary nature of most of these works, an additional focus of the course will be on identifying productive avenues for future research based on the state of current literature. The cases covered and methods used by authors are varied, to give a wider background on civil conflict and the eclecticism of the field.

Learning Objectives:

- Prepared to submit and write a conference paper
- Prepared to write and submit a research proposal for grant approval
- Background on cases of civil violence around the world after 1945
- Improved ability to critique published research on methodological and theoretical grounds

Course Prerequisites:

This course is aimed at 1st and 2nd year graduate students, although later years and advanced undergraduates will be accepted on instructor approval. While a background in research methods and political violence will be helpful, there are no course prerequisites.

Course Materials:

All course materials will be posted on the course site, to minimize the cost to students. Articles should also be available to you via your library account, and I will put books on course reserve at the library for those who wish to read them in hard copy. There is no requirement for you to buy the books, but they are available for purchase online either via their press site or retailers, and will likely be of interest to anyone continuing to study this topic.

Course Calendar

Week	Class Meeting:	Topics
1	23 - January	Intro to Legacies of Conflict
2	30 - January	Variations in Wartime Dynamics
3	6 - February	Psychological Effects - Post-Traumatic Stress, Growth, and Attitudes towards Risk
4	13 - February	Prosocial Behaviors - Altruism, Cooperation, Egalitarianism
5	20 - February	Trust and Tolerance
6	27 - February	Collective Action and Political Participation
7	5 - March	Social Capital and Social Networks
8	12 - March	Topics for final project due (Individual consultations, no seminar)

9	19 - March	Spring Break
10	26 - March	Partisanship and Political Identities
11	2 - April	Gender
12	9 - April	Ethnic and Religious Group Identities
13	16 - April	State building
14	23 - April	Economic Development
15	30 - April	Prospects for Peace and Violence; Conclusion
16	8 - May	Final Projects Due

Course Requirements

This course is designed to develop the skills you will need to move forward through your graduate training: Critically consume research, identify research topics, and gain committee approval and funding for conducting research. My expectations are that you are all capable of achieving an A in this course.

Seminar Engagement (20% of final grade):

The value of any seminar course is based largely on the group discussion which takes place. As such, make sure you attend having done the readings and are ready to contribute to a critical discussion of the readings.

Participation grades can be the source of confusion or anxiety, especially to shy students. I will be evaluating this on a does/partially/does not meet expectations basis for each class meeting. My expectation is that you will be on time, respectful, have prepared notes on the readings, and talk at least once during each meeting.

Short Responses (20% of final grade):

Five times during the semester of your choosing, send a short (<500 word) document to me before 5 PM, the day before class. I will use these as a source of questions or discussion points for the group, as well as a way to gauge the engagement of students who may be less talkative.

These reactions can include any/all of:

- o Shortcomings in empirics or issues of logic you identify in the paper
- o Questions you have but cannot answer about the authors empirics
- o A description of a case you know about which is not explained by the author's theory despite meeting scope conditions.
- o Normative concerns you have about the implications of the author's analysis

I will be grading each one of these on a does/partially/does not meet expectations; my expectation is that each will be in on time, addresses one of the topics above, and is spelling and grammar checked.

Final Project (10% for initial proposal; 50% for finished project):

There are two options for your final project: the first (Option A) is to write a paper to be submitted for presentation at a conference, and the second (Option B) is to write a grant application for a research project on this topic. No matter which option you choose, there will be a meeting in week 8 to verify which option you are pursuing, cover your topic, and discuss ways forward with your project. If submissions are closed for a certain grant or conference, I will post a copy of what they looked like the previous year on the course website.

For Option A, you will write a paper which could be delivered at an academic conference or workshop. The final paper should be no more than 12,000 words, and must use as its explanatory variable some attribute of civil conflict. Any methodological approach is acceptable, but realize that you will most likely face deep challenges in conducting empirical research during the semester. If you are pursuing Option A, I will expect you to send a draft submission proposal (ISA, APSA, MPSA) in advance of our meeting in week 8 as the initial proposal.

For Option B, you will write a grant application to conduct research on any topic related to civil conflict, using the templates provided by an existing call for research grants/fellowships. You are free to choose which grant proposal to use, but I would expect it to be one of the SSRC, Henry Frank Guggenheim, USIP, and NSF dissertation grants. If you are pursuing Option B, I will expect you to bring the initial grant short form in advance of our meeting in week 8 as the initial proposal. If your research will involve human subjects, I will also want a brief (<500 words) document about how you are planning to pursue IRB approval and any ethical concerns at the week 8 meeting. Option B is harder to do, but is valuable preparation for the future.

For both Option A and Option B, I will be grading the initial assignment on a meets/partially/doesn't meet expectations, where expectations are that the initial proposal would not lead to immediate rejection of the potential conference paper or grant proposal. For the final project, my expectations for Option A are that it is not a ready for publication article, but that it does have a clear argument, inclusion of relevant literature, empirics, and is formatted appropriately. For Option B, my expectations are that you have a clear question/puzzle, an argument with testable hypotheses, a plan for testing these which gives specifics (including ethical and practical concerns), and meets the word limit. Based on your initial proposal, I will do my best to help you meet these standards.

Class Policies

Absences:

I understand that like in any professional workplace, there may be occasions where you find you have a schedule conflict or are unable to attend class. As such, you all have one unexcused absence throughout the semester, and I will allow further excused absences for reasons identified as protected or typical in [University policy](). However, regular attendance is important for a productive seminar format and a good predictor of positive learning outcomes. As such, if you miss class, please make arrangements to talk with me so that I know you are caught up on the material for that week.

Late Assignments:

The final assignment due dates are set well in advance, so there should be no reason for late submission. If something comes up which meets the requirements for an excused absence, please let me know as soon as possible so we can arrange an extension. For all other cases, late assignments will

be penalized by 5% (approximately the plus or minus of a grade) for every eight hours past the due date, to make sure that I have them and can provide feedback in a timely manner.

Academic Integrity:

Both the University and myself take academic integrity quite seriously. Throughout this course, the expectation is that in written work you will recognize the sources you used, and that unless an assignment is explicitly stated as a collaborative one, your work is yours and yours alone.

If you have questions about how to cite the works of others, please see the UW Writing Center website, particularly, their writer's handbook, where you can find information about citation methods and formats.

The University's full policy on academic integrity can be found here, and applies to this course.

Accommodations for Disabilities:

This course is inclusive for individuals who may require reasonable accommodations in terms of attendance, participation, and assignments. If you believe that you will need an accommodation, please let me know before the third week of class. I will then work with you and the McBurney Center, so that appropriate accommodations can be set up in a timely manner.

Diversity and Respect for Others:

During the semester, we will be talking about religion, ethnicity, gender, class, and violence. Any of these topics alone is likely to raise strong responses, and even with the best of intentions, it's not unlikely someone will make an ill-considered remark when talking about them at length. I ask that we all do our best to be respectful of others, and that you please let me know if there are any issues which come out of class discussion which you believe need to be resolved. If you are uncomfortable talking to me, please use any of the resources available at the Division of Diversity, Equity, and Educational Achievement.

I stand behind the University's statement on Diversity:

"Diversity is a source of strength, creativity, and innovation for UW–Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin–Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background — people who as students, faculty, and staff serve Wisconsin and the world."

Electronic Devices:

There is an emerging body of work which strongly suggests that using computers or phones in a classroom setting correlates with worse educational outcomes.[2] As such, please minimize your use of these devices in the classroom.

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[2] Pam A. Mueller & Daniel M. Oppenheimer. 2014. "The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking," *Psychological Science* 25 (6): 1159- 1168; Beland, Louis-Phillipe & Richard Murphy. "Ill Communication: Technology, Distraction & Student Performance," *Labour Economics* 41: 61-76.

I reserve the right to at any point in the semester ban electronic devices from the classroom if it appears they are detrimental to focus during the seminar.

Grading Disputes:

I will make every effort to be transparent and to be accurate in grading your assignments. However, in cases where you believe there is an error in grading, I will carry out re-grading by the following process:

- No earlier than 24 hours after you received the grade and no later than one week after, please send an email to me detailing which portion of the assignment you believe was incorrectly graded, as well as your reasoning for why, citing the rubric.
- I will then regrade the item with the rubric, and will adjust the grade accordingly. If there was an error, I will adjust the grade up; If there was no error, I will explain why the item was graded the way it was; and if it appears that there are additional issues with your answer, I may downgrade and will explain why.

Other Unforseen Issues:

For any unforeseen issues which are not enumerated here, my default will be the policies set by the Dean of Students Office.

Detailed Course Schedule

Class 1 - Introduction to the Legacies of Civil Conflict   January 23rd

- Wood, Elisabeth Jean. 2008. "The Social Processes of Civil War: The Wartime Transformation of Social Networks." Annual Review of Political Science 11: 539-561.
- Bauer et al. 2016. "Can War Foster Cooperation?" Journal of Economic Perspectives 30(3): 249-274.
- Davenport et al. 2019. "The Consequences of Contention: Understanding the Aftereffects of Political Conflict and Violence." Annual Review of Political Science 22: 361-377.

Class 2 - Conceptualizing the IV's: Variation in Civil Conflict   January 30th

- Balcells, Laia and Stathis N. Kalyvas. 2014. "Does Warfare Matter? Severity, Duration, and Outcomes of Civil Wars". Journal of Conflict Resolution 58(8): 1390-1418.
- Gutiérrez-Sanín, Francisco and Elisabeth Jean Wood. 2017. "What Should We Mean by 'Pattern of Political Violence'? Repertoire, Targeting, Frequency, and Technique". Perspectives on Politics 15(1): 20-41.
- Parkinson, Sarah Elizabeth. 2013. Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War. American Political Science Review 107(3): 418-432.
- Parkinson, Sarah E. and Sherry Zaks. 2018. "Militant and Rebel Organization(s)". Comparative Politics 50(2): 271-293.
- Staniland, Paul. 2017. "Armed Politics and the Study of Intrastate Conflict". Journal of Peace Research 54(4): 459-467.
- Steele, Abbey. 2019. "Civilian Resettlement Patterns in Civil War". Journal of Peace Research 56(1): 28-41.
- Straus, Scott. 2012. " 'Destroy Them to Save Us': Theories of Genocide and the Logics of Political Violence". Terrorism and Political Violence 24(4): 544-560.

Class 3 - Individual Effects: Trauma, Growth, and Attitudes to Risk   February 6th

- Callen, Michael, Mohammad Isaqzadeh, James D. Long, and Charles Sprenger. 2014. "Violence and Risk Preference: Experimental Evidence from Afghanistan". American Economic Review 104(1): 123-148.
- Hirsch-Hofler, Sivan, Daphna Canetti, Carmit Rapaport, and Stevan E. Hobfoll. 2014. "Conflict Will Harden Your Heart: Exposure to Violence, Psychological Distress, and Peace Barriers in Israel and Palestine". British Journal of Political Science 46(4): 845-859.
- International Human Rights and Conflict Resolution Clinic (Stanford Law School) and Global Justice Clinic (NYU School of Law). 2012, September. Living Under Drones: Death, Injury, and Trauma to Civilians from US Drone Practices in Pakistan. Chapter 3: Living Under Drones, 55-103.

- Kijewski, Sara and Markus Freitag. 2018. "Civil War and the Formation of Social Trust in Kosovo: Posttraumatic Growth or War-related Distress?" Journal of Conflict Resolution 62(4): 717-742.
- Moya, Andrés. 2018. "Violence, Psychological Trauma, and Risk Attitudes: Evidence from Victims of Violence in Colombia." Journal of Development Economics 131:15-27.
- Voors et al. 2012. "Violent Conflict and Behavior: A Field Experiment in Burundi." American Economic Review 102(2): 941-964.
- Young, Lauren. 2019. "The Psychology of State Repression: Fear and Dissent Decisions in Zimbabwe." American Political Science Review 113(1): 140-155.

Class 4 - Community Effects: Prosocial Behaviors of Altruism, Cooperation, and Egalitarianism

February 13th

- Bauer, Michal, Alessandra Cassar, Julie Chytilová, and Joseph Henrich. 2014. War's Enduring Effects on the Development of Egalitarian Motives and In-Group Biases. Psychological Science 25(1): 47-57.
- Condra, Luke N. and Sera Linardi. 2019. Casual Contact and Ethnic Bias: Experimental Evidence from Afghanistan. Journal of Politics 81(3): 1028 - 1042.
- Gilligan, Michael J., Benjamin J. Pasquale, and Cyrus Samii. 2014. Civil War and Social Cohesion: Lab-in-the-Field Evidence from Nepal. American Journal of Political Science 58(3): 604-619.
- Mironova, Vera and Sam Whitt. 2016. The Evolution of Prosociality and Parochialism After Violence. Journal of Peace Research 53(5): 648-664.
- Osborne, Matthew, Ben D'Exelle, and Arjan Verschoor. 2018. Truly Reconciled? A Dyadic Analysis of Post-Conflict Social Reintegration in Northern Uganda. Journal of Peace Research 55(1): 107-121.
- Vélez, María Alejandra, Carlos Andres Trujillo, Lina Moros, and Clemente Forero. 2016. Prosocial Behavior and Subjective Insecurity in Violent Contexts: Field Experiments. PLoS ONE 11(7): 1-23.
- Whitt, Sam. 2014. Social Norms in the Aftermath of Ethnic Violence: Ethnicity and Fairness in Non-costly Decision Making. Journal of Conflict Resolution 58(1): 93-119.

Class 5 - Community Effects: Trust and Tolerance   February 20th

- Bechetti, Leonardo, Pierluigi Conzo, and Allesandro Romeo. 2014. Violence Trust and Trustworthiness: Evidence from a Nairobi Slum. Oxford Economic Papers 66(1) :283-305.
- Cassar, Alessandra, Pauline Grosjean, and Sam Whitt. 2013. Legacies of Violence: Trust and Market Development. Journal of Economic Growth 18(3): 285 - 318.
- Nunn, Nathan and Leonard Wantchekon. 2011. The Slave Trade and the Origins of Mistrust in Africa. American Economic Review 101(7): 3221-3252.
- Tir, Jaroslav and Shane P. Singh. 2015. Get off My Lawn: Territorial Civil Wars and Subsequent Social intolerance in the Public. Journal of Peace Research 52(4). 478-491.

- Wang, Yuhua. Forthcoming. [The Political Legacy of Violence During China's Cultural Revolution](.).
  British Journal of Political Science.
- Werner, Katharina. 2016. [Whom Do People Trust After a Violent Conflict? Evidence from Maluku, Indonesia](.). Passauer Diskussionspapiere, Volkswirtschaftliche Reihe V-73-16.

Class 6 - Community Effects: Political Participation   February 27th

- Balcells, Laia and Gerard Torrats-Espinosa. 2018. [Using a Natural Experiment to Estimate the Electoral Consequences of Terrorist Attacks](.). PNAS 115(42): 10624-10629.
- Bateson, Regina. 2012. [Crime Victimization and Political Participation](.). American Political Science Review 106(3): 570 - 587.
- Bellows, John and Edward Miguel. 2009. [War and Local Collective Action in Sierra Leone](.). Journal of Public Economics 93 (11-12): 1144 - 1157.
- Blattman, Christopher. 2009. [From Violence to Voting: War and Political Participation in Uganda](.). American Political Science Review 103(2): 231-247.
- Grosjean, Pauline. 2014[. Conflict and Social and Political Preferences: Evidence from World War II and Civil Conflict in 35 European Countries](.). Comparative Economic Studies 56(3). 424-451.
- Matanock, Aila M. 2017. [Bullets for Ballots: Electoral Participation Provisions and Enduring Peace after Civil Conflict](.). International Security 41(4): 93-132.

Class 7 - Community Effects: Social Capital and Networks   March 5th

- Cilliers, Jacobus, Oeindrila Dube, and Bilal Siddiqi. 2016. [Reconciling After Civil Conflict Increases Social Capital but Decreases Individual Well-being](.). Science 352 (6287): 787-794.
- De Luca, Giacomo and Marijke Verpoorten. 2015. [Civil War, Social Capital, and Resilience in Uganda](.). Oxford Economic Papers 67(3): 661-686.
- Staniland, Paul. 2014. *Networks of Rebellion*. Cornell University Press. Chapters 1-3, 7; Skim Chapter 2, pay attention to the pathways to change in Chapter 3.
- Wilson, Alice. 2019. Invisible Veterans: Defeated Militants and Enduring Revolutionary Social Values in Dhufar, Oman. Conflict and Society: Advances in Research 5(1): 132-149.

Class 8 - Final Project: Initial Consultation   March 12th

- No Readings; Make arrangements to meet with me for 20 minutes during the week.
- Initial Proposals for final projects due 24 hours before we meet.

Class 9 - National Effects: Partisanship   March 26th

- Balcells, Laia. 2012. [The Consequences of Victimization on Political Identities: Evidence from Spain](.). Politics and Society 40(3): 311-347.
- Birnir, Johanna K. and Anita Gohdes. 2018. [Voting in the Shadow of Violence: Electoral Politics and Conflict in Peru](.). Journal of Global Security Studies 3(2): 181-197.
- Costalli, Stefano and Andrea Ruggeri. 2019. [The Long-Term Electoral Legacies of Civil War in Young Democracies: Italy, 1946-1968](.). Comparative Political Studies 52(6): 927-961.

- Getmansky, Anna and Thomas Zeitzoff. 2014. [Terrorism and Voting: The Effect of Rocket Threat on Voting in Israeli Elections](#). American Political Science Review 108(3): 588-604.
- Nugent, Elizabeth. 2020. *After Repression*.: Princeton University Press. Chapters 1-2, 5. 1-53, 124-153.
- Rozenas, Arturas, Sebastian Schutte, and Yuri Zhukov. 2017. [The Political Legacy of Violence: The Long-Term Impact of Stalin's Repression in Ukraine.](#) Journal of Politics 79(4): 1147-1161.

Class 10 - National Effects: Gender   April 2nd

- Hoover Green, Amelia. 2018. "Mind the Gap": Measuring and Understanding Gendered Conflict Experiences. In Oxford Handbook of Gender and Conflict, Fionnuala Ni Aolain, Naomi Cahn, Dina Francesca Haynes, and Nahla Valji, eds. Pp. 316-328.
- Lazarev, Egor. 2019. [Laws in Conflict: Legacies of War, Gender, and Legal Pluralism in Chechnya](#). World Politics 71(4): 667-709.
- McWilliams, Monica and Avila Kilmurray. 2018. Northern Ireland: The Significance of a Bottom-Up Women's Movement in a Politically Contested Society. In Oxford Handbook of Gender and Conflict, Fionnuala Ni Aolain, Naomi Cahn, Dina Francesca Haynes, and Nahla Valji, eds. Pp.546-558.
- Petesch, Patti. 2018. Agency and Gender Norms in War Economies. In Oxford Handbook of Gender and Conflict, Fionnuala Ni Aolain, Naomi Cahn, Dina Francesca Haynes, and Nahla Valji, eds. Pp. 343-353.
- Satkunanathan, Ambika. 2018. Sri Lanka: The Impact of Militarization on Women. In Oxford Handbook of Gender and Conflict, Fionnuala Ni Aolain, Naomi Cahn, Dina Francesca Haynes, and Nahla Valji, eds. Pp. 579-590.
- Tripp, Aili Mari. 2015. *Women and Power in Post-Conflict Africa*. New York, New York: Cambridge University Press. Chapters 1-2, 5 (pp 3-46, 114-144 in paperback edition).
- Webster, Kaitlyn, Chong Chen, and Kyle Beardsley. 2019. [Conflict, Peace, and the Evolution of Women's Empowerment](#). International Organization 73(2): 255-289.

Class 11 - National Effects: Religious and Ethnic Identities   April 9th

- Christia, Fotini. 2012. *Alliance Formation in Civil Wars*. Cambridge University Press. Chapters 1-3.
- Ghosn, Faten and Sarah E. Parkinson. 2019. ["Finding" Sectarianism and Strife in Lebanon](#). PS: Political Science and Politics 52(3): 494-497.
- Hierro, María José and Aina Gallego. 2018. [Identities in between: Political Conflict and Ethnonational Identities in Multicultural States](#). Journal of Conflict Resolution 62(6): 1314-1339.
- Isaacs, Matthew. 2016. [Sacred Violence or Strategic Faith? Disentangling the Relationship between Religion and Violence in Armed Conflict](#). Journal of Peace Research 53(2): 211-225.
- Mitts, Tamar. 2019. [Terrorism and the Rise of Right-Wing Content in Israeli Books](#). International Organization 73(1): 203-224.

- Nair, Gautam and Nicholas Sambanis. 2019. Violence Exposure and Ethnic Identification: Evidence from Kashmir. International Organization 73(2): 329-363.

Class 12 - National Effects: Statebuilding and Regimes   April 16th

- Arjona, Ana. 2016. Institutions, Civilian Resistance, and Wartime Social Order: A Process-driven Natural Experiment in the Colombian Civil War. Latin American Politics and Society 58(3): 99-122.
- Ch, Rafael, Jacob Shapiro, Abbey Steele, and Juan F. Vargas. 2018. Endogenous Taxation in Ongoing Internal Conflict: The Case of Colombia. *American Political Science Review 112(4):* 996-1015.
- Huang, Reyko. 2016. *The Wartime Origins of Democratization.* New York, NY: Cambridge University Press. Introduction, Chapter 1, Chapter 7 -- pp. 1-15, 140-174.
- Reno, William. 2015. Predatory Rebellions and Governance: The National Patriotic Front of Liberia, 1989-1992. In *Rebel Governance in Civil War*, Ana Arjona, Nelson Kasfir, and Zachariah Mampilly, eds. Pp. 265-285.
- Slater, Dan. 2020. Violent Origins of Authoritarian Variation: Rebellion Type and Regime Type in Cold War Southeast Asia. *Government and Opposition 55(1)*: 21-40.
- Stewart, Megan A. 2018. Civil War as State-Making: Strategic Governance in Civil War. International Organization 72(1): 205-226.

Class 13 - National Effects: Economic Development   April 23rd

- Ahmad, Aisha. 2015. The Security Bazaar: Business Interests and Islamist Power in Civil War Somalia. International Security 39(3): 89-117.
- Blattman, Christopher and Jeannie Annan. 2010. The Consequences of Child Soldiering. Review of Economic and Statistics 92(4): 882-898.
- Charnysh, Volha and Evgeny Finkel. 2017. The Death Camp El Dorado: Political and Economic Effects of Mass Violence. American Political Science Review 111(4): 801-818.
- Justino, Patricia. 2018. Violent Conflict and Changes in Gender Economic Roles: Implications for Post-Conflict Economic Recovery. In *The Oxford Handbook of Gender and Conflict,*, Fionnuala Ni Aolain, Naomi Cahn, Dina Francesca Haynes, and Nahla Valji, eds., pp. 75-85.
- Meertens, Donny. 2018. Colombia: Gender and Land Restitution. In *The Oxford Handbook of Gender and Conflict,*, Fionnuala Ni Aolain, Naomi Cahn, Dina Francesca Haynes, and Nahla Valji, eds., pp. 521-531.

Class 14 - Prospects for Lasting Peace, and Concluding Thoughts   April 30th

- Bateson, Regina. 2017. The Socialization of Civilians and Militia Members: Evidence from Guatemala. Journal of Peace Research 54(5): 634-647.
- Grossman, Guy, Devorah Manekin, and Dan Miodownik. 2015. The Political Legacies of Combat: Attitudes Toward War and Peace Among Israeli Ex-Combatants. International Organization 69(4): 981-1009.

- Jha, Saumitra and Steven Wilkinson. 2012. Does Combat Experience Foster Organizational Skill? Evidence from Ethnic Cleansing during the Partition of South Asia. American Political Science Review 106(4): 883-907.
- Lake, Milli. 2017. Building the Rule of War: Postconflict Institutions and the Micro-Dynamics of Conflict in Eastern DR Congo. International Organization 71(2): 281-315.
- Zukerman Daly, Sarah. 2016. *Organized Violence After Civil War: The Geography of Recruitment in Latin America.* Cambridge University Press. Chapter 1-3, 8: pp. 1-43, 218-247.