



Module Name: Rebellion
Module Code: PUBL0044
Teaching: 10 hours of lectures, 10 hours of seminars
Credits: 15
Assessment: One 3,000 word essay
Essay Deadline/s: TBC
Lecturer: Dr M. Rodwan Abouharb
Office Hours: TBC

USEFUL LINKS

PG Student Intranet

<http://www.ucl.ac.uk/political-science/intranet/pg>

Lecture and Seminar Times:

www.ucl.ac.uk/timetable

Extenuating Circumstances

http://www.ucl.ac.uk/political-science/intranet/pg/pastoral/extenuating_circumstances

Essay Extensions

<http://www.ucl.ac.uk/political-science/intranet/pg/essays/extensions>

Penalties for Late Submission and Overlength Essays

http://www.ucl.ac.uk/political-science/intranet/pg/essays/lateness_word_penalties

Essay Submission Information

http://www.ucl.ac.uk/political-science/intranet/pg/essays/submission_return

Examinations

<http://www.ucl.ac.uk/political-science/intranet/pg/exams-dissertations>

Plagiarism and TurnItIn

<http://www.ucl.ac.uk/political-science/intranet/pg/policies/plagiarism>

Rebellion

Lectures: Available on Moodle.

Seminar Group 1:

Lecturer: Dr M. Rodwan Abouharb

Virtual Office Hours:

Email: m.abouharb@ucl.ac.uk

Course Description

Why do people rebel against their governments? We examine a variety of different theoretical explanations for how civil conflicts begin. The course begins with an overview of the disciplines knowledge about the determinants of civil conflict. The course then proceeds by introducing the student to different theoretical explanations for civil conflict and the empirical research undertaken to test these theories. In particular:

- 1) Examine different theoretical explanations for why people rebel against their state.
- 2) Examine the importance of international factors on the likelihood of civil conflict
- 3) Examine the consequences of civil wars for civilians.

The course critically reviews the impact that politics plays on the advent, continuation, and consequences of civil conflict. Students are invited to reflect upon the state of the discipline and areas of fruitful future research.

Course aims:

- To provide an understanding of the different theoretical perspectives concerning why civil conflicts begin, and what are their consequences.
- To assist students in developing a conceptually and empirically informed understanding of the debates surrounding the civil conflict.
- To introduce students to the debates in the literature on civil conflict.
- To qualify an international group of postgraduate students who may wish to proceed to further specialised study of civil conflict and/or employment in a related field.
- To develop key skills associated with: reading about, understanding and discussing conceptual issues and theoretical debates; applying concepts and theories to the empirical study of civil conflict; writing essays and presenting them in seminars, and to participate in group discussions.

Course objectives:

- By the end of the course students recognise, outline the key elements of, and differentiate between the main theoretical approaches to the study of civil conflict.
- Students will be able to critically review and apply the different approaches to the study of civil conflict.
- They will have gained the theoretical skills to systematically analyse key issues associated with civil conflict onset and its consequences.
- Students will demonstrate systematic reading and clarity of expression in developing written and oral arguments for and against specific positions, and to recognise the theoretical principles on which such arguments are based.

The course is not designed to teach you how to run regression analysis, which you will be learning in your methods class, but you should know and we will go through how to understand the output from regression analysis. To be sure you will also do this in your methods class.

Assessment Criteria:

Grades for the course are based on a student's performance in the following areas:

Research Project	100%
TOTAL	<hr/> 100%

Research Project:

A research paper of 3000 words is required of all students. The paper is a research design paper. It should pose a research question, and create a research design for how to test the student's research question. Students should begin work on this project soon after the semester is underway.

I will provide a list of possible paper topics. Students are allowed to pick from these or those who wish to ask a different question come and discuss a possible paper topic with me. The paper should discuss a limitation in the existing literature, propose a way to generate new knowledge about that particular topic. The more ambitious papers will improve our theoretical understanding in that particular area. The student will then create a research design to test their argument. Students should begin work on this project soon after the term is underway.

Academic freedom

Academic freedom is the cornerstone of university research and teaching, so that all university staff, speakers, and students can freely explore questions and ideas and challenge perceived views and opinions, without being censored or harassed by a government, any state authorities, the University, other students, or external pressure groups.¹ As part of the UCL academic community, all staff, speakers, and students share these responsibilities:

- **Everyone must respect freedom of thought and freedom of expression.** Your lecturer will not limit what can be discussed in the seminar, as long as it is relevant to the subject. They will not censor any topics, and they will expose you to controversial issues, questions, facts, views, and debates.
 - You may disagree with some facts or views that you read or hear in the classroom. You are encouraged to engage with these facts and views in a respectful manner.
 - Your lecturer will not penalise you merely for expressing views they or other students disagree with. However, they will expect you to present logical arguments supported by evidence.
- **You are explicitly prohibited from recording, publishing, distributing or transferring any class material/content**, in whole or in part, in any format, to any individual or entity outside the module, linking to or posting it online (including social media), or making it otherwise available to any person or entity outside the module, unless you have received prior specific written approval from the module leader. You are

¹ As defined in Statute 18 of the UCL Charter and Statutes, academic freedom's role is to "ensure that academic staff have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their jobs or privileges."

also explicitly prohibited from aiding or abetting in any of these actions. Similarly, your lecturer will not record, publish or distribute seminar sessions without the explicit consent of the participants.

- **By agreeing to take this module, you agree to abide by these terms. If you do not comply with these terms, you will potentially be subject to disciplinary actions similar to those under violations of the university [Student Code of Conduct](#).**

The paper is due on ***, 2.00pm to SPP reception.

Leading Class Discussion

In addition students will be expected to prepare and lead in the discussion sections of class. Students will sign up ahead of time to lead a class of particular interest to themselves. Leading class discussion will not count towards your final grade, it will however improve your learning experience during the course.

Individual Sessions

1. Introductions
2. Civil Wars in a Nutshell
3. Relative Deprivation & Violence
4. Resource Mobilisation & Violence
5. Rational Choice & Violence
6. Rational Choice II: Repression, Substitution & Violence
7. Economic Theories of Civil Conflict
8. Ethnic & Psychocultural Theories of Conflict
9. External Factors & Civil Conflict
10. Consequences

Required Books

You must have access and read these books by week 2 of the module!

Online copies are available from UCL, they are also available on short-term loan from the library.

Regan, Patrick. 2008. *Sixteen Million One*. Paradigm Publishers. ISBN-13: 978-1594516207
UCL E-book: <http://www.tandfebooks.com.libproxy.ucl.ac.uk/ISBN/9781315632117>
Amazon: <http://goo.gl/1AoQDm>

Collier, Paul. 2008. *The Bottom Billion: Why the Poorest Countries are Failing and What can be done about it*. Oxford University Press. ISBN-10: 0195374630
UCL E-book: <http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=415838>
Amazon: <http://goo.gl/3ItiQs>

Abouharb, M. Rodwan and David Cingranelli. 2007. *Human Rights and Structural Adjustment*. Cambridge: Cambridge University Press. ISBN 978-0-521-85933-2
UCL E-book: <https://www.dawsonera-com.libproxy.ucl.ac.uk/abstract/9780511461750>
Amazon: <http://goo.gl/YWzE3w>

Class Outline

WEEK 1: Introductions

WEEK 2: Civil Wars Three Views:

There is a lot of reading for this week. It is to get you immersed in the overall set of arguments that drive a lot of the current debate.

Questions to consider for class:

What are the competing views of civil wars? Why do people rebel against their governments according to Regan and Berkeley? What is the role of the economy plays in civil wars according to Collier? Where do Collier, Regan, and Berkeley agree? Where do Collier, Regan, and Berkeley disagree, why? Does the work of Dixon help us adjudicate between these arguments?

Regan, Patrick. 2008. *Sixteen Million One*. Paradigm Publishers.
Entire book

Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are Failing and What can be done about it*. Oxford University Press. Preface and Chapters 1-5 7-10.

Berkeley, Bill. 2001. *The Graves are Not Yet Full*. Basic Books, New York. Prologue & Introduction.

Dixon, Jeffrey. 2009. "What Causes Civil Wars? Integrating Quantitative Research Findings." *International Studies Review* 11: 707-735.

Recommended

Sambanis, Nicholas. 2004. "What Is Civil War? Conceptual And Empirical Complexities Of An Operational Definition." *Journal Of Conflict Resolution* 48:6 814-858.

Blair, R. A. and Sambanis, N. (2020) 'Forecasting Civil Wars: Theory and Structure in an Age of "Big Data" and Machine Learning', *Journal of Conflict Resolution*, 64(10), pp. 1885–1915. doi: 10.1177/0022002720918923.

Beger, A., Morgan, R. K. and Ward, M. D. (2021) 'Reassessing the Role of Theory and Machine Learning in Forecasting Civil Conflict', *Journal of Conflict Resolution*, 65(7–8), pp. 1405–1426. doi: 10.1177/0022002720982358.

Blair, R. A. and Sambanis, N. (2021) 'Is Theory Useful for Conflict Prediction? A Response to Beger, Morgan, and Ward', *Journal of Conflict Resolution*, 65(7–8), pp. 1427–1453. doi: 10.1177/00220027211026748.

WEEK 3: Relative Deprivation & Violence

Questions to consider for class:

What is relative deprivation? What is the link between relative deprivation and violence? Is this an individual or group phenomena. What are the strengths and weaknesses of relative deprivation arguments? What are the strengths? What is the evidence for and against? How does repression affect peoples willingness to protest against the state?

Gurr, Ted Robert. 1968. "Psychological Factors in Civil Violence." *World Politics* 20:2 245-278.

Muller, Edward N. and Erich Weede. 1990. "Cross-National Variations in Political Violence: A Rational Action Approach." *Journal of Conflict Resolution* 34:4 624-651.

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:(3) 478-495.

Abouharb, M. Rodwan, Susan Gaines, and Susan Aaronson. 2016 "Citizens Always Respond to Repression: Repression Types and Their Consequences for Non-Violent and Violent Civil Conflict." Journal Manuscript.

Dyrstad, K. and Hillesund, S. (2020) 'Explaining Support for Political Violence: Grievance and Perceived Opportunity', *Journal of Conflict Resolution*, 64(9), pp. 1724–1753. doi: 10.1177/0022002720909886.

Berkeley, Bill. 2001. *The Graves are Not Yet Full*. Basic Books, New York. Chapter 1

Recommended

Davis, James C. 1962. "Toward a Theory of Revolution." *American Sociological Review* 27:1 5-19.

Brush, Stephen G. 1996. "Dynamics of Theory Change in the Social Sciences: Relative Deprivation and Collective Violence." *The Journal of Conflict Resolution* 40:4 523-545.

Lichbach, Mark Irving. 1990. "Will Rational People Rebel against Inequality? Samson's Choice." *American Journal of Political Science*. 34: 4 (November) 1049-1076.

Mironova, V., Mrie, L. and Whitt, S. (2020) 'Commitment to Rebellion: Evidence from Syria', *Journal of Conflict Resolution*, 64(4), pp. 614–639. doi: 10.1177/0022002719867472.

Shaver, A. and Shapiro, J. N. (2021) 'The Effect of Civilian Casualties on Wartime Informing: Evidence from the Iraq War', *Journal of Conflict Resolution*, 65(7–8), pp. 1337–1377. doi: 10.1177/0022002721991627.

WEEK 4: Resource Mobilisation & Violence

Questions to consider for class:

What is resource mobilisation? Why is it important? What is the evidence? What are the strengths and weaknesses of the evidence? How does it speak to arguments about relative deprivation and those made earlier by Collier and Regan? What does it fill in, what does it contradict?

McCarthy, John D. And Mayer N. Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory." *The American Journal of Sociology* 82:6 1212-1241

Snyder David and Charles Tilly. 1972. "Hardship and Collective Violence in France 1830 to 1960." *American Sociological Review* 37 (October) :520-532.

Gurr, T.R. 1993. "Why Minorities Rebel- A Global Analysis of Communal Mobilization and Conflict Since 1945." *International Political Science Review* 14:2 161-201.

Weinstein, J. 2005. "Resources and the Information Problem in Rebel Recruitment." *Journal of Conflict Resolution*. 49:4 598-624.

Berkeley, Bill. 2001. *The Graves are Not Yet Full*. Basic Books, New York. Chapter 3

Recommended

Dosh, Paul. 2009. "Tactical Innovation, Democratic Governance, and Mixed Motives: Popular Movement Resilience in Peru and Ecuador." *Latin American Politics and Society* 51:1 87-118.

Khawaja M. 1994. "Resource Mobilization, Hardship, and Popular Collective Action in The West-Bank." *Social Forces* 73:1 191- 220

Urdhal, H. 2006. "A clash of generations? Youth Bulges and Political Violence." *International Studies Quarterly* 50 607-629.

Week 5: Rational Choice & Violence

Questions to consider for class:

What are the general rational choice arguments concerning rebellion? What are their strengths and weaknesses? Are they consistent in their explanations of violence? Is rebellion ever rational for an individual? How do these studies speak to the work by Collier and Regan as well as the relative deprivation and resource mobilisation arguments? What is the evidence for and against the rational choice explanations? How does the narrative about the establishment of ISIS contrast with Berkely's and Humphreys and Weinstein's explanation?

Muller, Edward N., Henry A. Dietz and Steven E. Finkel. 1991. "Discontent and the Expected Utility of Rebellion: The Case of Peru." *The American Political Science Review* 85:4 (December) 1261-1282.

Mason, T. David. 1996. "Insurgency, counterinsurgency, and the rational peasant." *Public Choice* 86:63-86.

Lindstrom, R. & W.H. Moore. 1995. "Deprived, rational or both? 'Why Minorities Rebel' Revisited." *Journal of Political and Military Sociology* 23:2 167-190.

Wintrobe, R. 2006. *Can Suicide Bombers Be Rational: Rational Extremism. The Political Economic of Radicalism*. Cambridge: Cambridge University Press. Chapter 5.

Humphreys, M. and J.M. Weinstein. 2008. "Who Fights? The Determinants of Participation in Civil War." *American Journal of Political Science* 52: 2 (April) 436-455.

Berkeley, Bill. 2001. *The Graves are Not Yet Full*. Basic Books, New York. Chapter 3

Glenn, Cameron. 2015. "The ISIS Primer." *The Wilson Center*.
<https://www.wilsoncenter.org/article/the-isis-primer>

Wood, Graeme. 2015. "What ISIS really wants." *The Atlantic*. March.
<http://www.theatlantic.com/magazine/archive/2015/03/what-isis-really-wants/384980/>

Wood, Graeme. 2015. "What ISIS really wants: The Response." *The Atlantic*.
<http://www.theatlantic.com/international/archive/2015/02/what-isis-really-wants-reader-response-atlantic/385710/>

Recommended

Olson M. 1965. *The Logic of Collective Action*. Cambridge, Harvard University Press.

DeNardo, James. 1985. *Power in Numbers. The Political Strategy of Protest and Rebellion*. Princeton: Princeton University Press.

Fearon, J.D. 1995. "Rationalist Explanations for War." *International Organization* 49:3 379-414.

Wintrobe, R. 2006. *Can Suicide Bombers Be Rational: Rational Extremism. The Political Economic of Radicalism*. Cambridge: Cambridge University Press.

Uexkull, N. von, d'Errico, M. and Jackson, J. (2020) 'Drought, Resilience, and Support for Violence: Household Survey Evidence from DR Congo', *Journal of Conflict Resolution*, 64(10), pp. 1994–2021. doi: 10.1177/0022002720923400.

Week 6: Rational Choice II: Repression, Substitution & Violence

Questions to consider for class:

What are the arguments made by Pion-Berlin and Lopez (1991)? How do they speak to the earlier rational choice arguments? How does the work of Moore try move forward our understanding of the response of government and rebels to violent and non-violent tactics. How does Carey improve upon the work of Moore? Does she? What are the limitations of these approaches? Do Abouharb et al. help fill in the gaps of previous work? Can any of this work help understand the findings and arguments made by Pion Berlin and Lopez?

Pion-Berlin, David and George Lopez. 1991. "Of Victims and Executioners: Argentine State Terror, 1975-1979." *International Studies Quarterly* 35 (March): 63-86.

Moore, W.H. 1998. "Repression and dissent: Substitution, context, and timing." *American Journal of Political Science* 42(3): 851-873

Carey, Sabine. 2006. 'The dynamic relationship between protest, repression, and political regimes.' *Political Research Quarterly* 59 (1): 1-11

Abouharb, M. Rodwan, Susan Gaines, and Susan Aaronson. 2016. "Taming the Tiger: non-violent and violent protest and the repressive responses of government." Journal Manuscript.

Gustafson, D. (2020) 'Hunger to Violence: Explaining the Violent Escalation of Nonviolent Demonstrations', *Journal of Conflict Resolution*, 64(6), pp. 1121–1145. doi: 10.1177/0022002719890669.

Berkeley, Bill. 2001. *The Graves are Not Yet Full*. Basic Books, New York. Chapter 6

Recommended

Moore, W.H. 2000. "The repression of Dissent: A substitution model of government coercion." *Journal of Conflict Resolution* 44:107-127

Tilly, Charles. 2008. Describing, Measuring, and Explaining Struggle." *Qualitative Sociology* 31:1–13.

Curtice, T. B., & Behlendorf, B. (2021). Street-level Repression: Protest, Policing, and Dissent in Uganda. *Journal of Conflict Resolution*, 65(1), 166–194. <https://doi.org/10.1177/0022002720939304>

Brandsch, J., & Python, A. (2021). Provoking Ordinary People: The Effects of Terrorism on Civilian Violence. *Journal of Conflict Resolution*, 65(1), 135–165.
<https://doi.org/10.1177/0022002720937748>

WEEK 7: Economic & Gendered Theories of Civil Conflict

Questions to consider for class:

How does the work of Collier and Hoeffler go about testing relative deprivation and economic arguments about the likelihood of civil war. What is their argument? What is their evidence? Do you find it convincing? How does the work of Fearon and that of Regan and Norton speak to the earlier work of Collier and Hoeffler? What is their evidence? What are the strengths and weaknesses of their findings? Is the most recent work of Collier, Hoeffler and Rohner an adequate response? How do the arguments linking horizontal inequalities link to the earlier work? How do the arguments made about the gender inequality fit into the rational choice/relative deprivation/resource mobilisation arguments? Do they fit? What is the explanation of violence according to Caprioli? Where does the ISIS narrative fit in this discussion?

Collier, Paul & Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56:4 563 -595.

Fearon JD. 2005. "Primary commodity exports and civil war." *Journal of Conflict Resolution* 49: 4 483-507.

Regan, Patrick M. and Daniel Norton. 2005. "Greed, Grievance, and Mobilization: The Onset of Protest, Rebellion, and Civil War." *Journal of Conflict Resolution*

Collier, Paul, Anke Hoeffler and Dominic Rohner. 2009. "Beyond greed and grievance: feasibility and civil war." *Oxford Economic Papers-New Series* 61:1 1-27.

Stoop, N. and Verpoorten, M. (2021) 'Would You Fight? We Asked Aggrieved Artisanal Miners in Eastern Congo', *Journal of Conflict Resolution*, 65(6), pp. 1159–1186. doi: 10.1177/0022002720983437.

Gender

Caprioli, M. 2005. "Primed for violence: the role of gender inequality in predicting internal conflict." *International Studies Quarterly* 49: 161-178.

Recommended

Muller, Edward N., and Mitchell Seligson. 1987. "Inequality and Insurgency." *American Political Science Review* 81: 425-451

Berdal M. and D. Malone. 2000. *Greed and Grievances: Economic Agendas in Civil Wars*. Lynne Rienner.

Cramer, C. 2002. "Homo Economicus Goes to War: Methodological Individualism, Rational Choice and the Political Economy of War." *World Development* 30:11 1845-1864.

Gender Recommended

Melander, Erik. 2005. "Gender equality and intrastate armed conflict." *International Studies Quarterly* 49: 695-714.

Randall, Margaret. 1995. *Sandino's daughters: testimonies of Nicaraguan women in struggle*. Piscataway: Rutgers University Press.

Regan, P. M. and A. Paskeviciute. 2003. "Women's Access to politics and peaceful states." *Journal of Peace Research* 40: 287-302.

Gonzalez-Perez, Margaret. 2006. "Guerrillas in Latin America: Domestic and International Roles." *Journal of Peace Research*. 43: 313-329

Sylvester, Christine. 2002. *Feminist International Relations: an unfinished journey*. Cambridge: Cambridge University Press.

WEEK 8: Ethnic & Psychocultural Theories of Conflict

Questions to consider for class:

Does ethnic difference increase the likelihood of civil war? If so why? If not why? Is it the differences between people that make them more likely to fight each other or are these differences indicative of other societal divisions? What are psychocultural theories of conflict? How do they inform our understanding of civil conflicts? How is ethnic difference important in psychocultural theories of civil conflict? What role does narrative play in these conflicts? What distinguishes conflict that are based on psychocultural bases in comparison to other types of civil conflict?

Cederman, L.-E. et al. (2020) 'Civilian Victimization and Ethnic Civil War', *Journal of Conflict Resolution*, 64(7-8), pp. 1199-1225. doi: 10.1177/0022002719898873.

Fearon, James D., and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97:1 75-90.

Sambanis Nicholas. 2001. "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.

Kalyvas, S. 2003. "The Ontology of Political Violence: Action and Identity in Civil Wars." *Perspectives on Politics* 1:3 475-494.

Ross, Marc Howard. 1993. *The culture of conflict: interpretations and interests in comparative perspective*. Chs 1,2

_____. 2002. "The political psychology of competing narratives.: September 11 and Beyond. Social Science Resource Council."

Berkeley, Bill. 2001. *The Graves are Not Yet Full*. Basic Books, New York. Chapter 5

Recommended

Fearon, James D., and David Laitin. 1996. "Explaining Interethnic Co-operation." *American Political Science Review* 90:4 715-735.

Kaufman, S.J. 2006. "Symbolic Politics or Rational Choice? Testing Theories of Ethnic Violence." *International Security* 34:4 45-86.

Vanhanen, Tatu. 1999. "Domestic Ethnic Conflict and Ethnic Nepotism." *Journal of Peace*

Research 36:1 55-73.

Vogt, M., Gleditsch, K. S. and Cederman, L.-E. (2021) 'From Claims to Violence: Signaling, Outbidding, and Escalation in Ethnic Conflict', *Journal of Conflict Resolution*, 65(7-8), pp. 1278-1307. doi: 10.1177/0022002721996436.

WEEK 9: External Factors & Civil Conflict

Questions to consider for class:

How do international economic processes impact the likelihood of civil conflict? What is the impact of World Bank and IMF structural adjustment policies on conflict within states? Why are some types of economic integration associated with greater likelihood of conflict and other types of economic integration a reduced likelihood of conflict? Why was the US a destabilising force in Africa according to Berkeley? What is his evidence?

Abouharb, M. Rodwan and David Cingranelli. *Human Rights and Structural Adjustment*. Cambridge: Cambridge University Press: Ch 1, 2, 3, 8.

Di John, Johnathan. 2005. "Economic Liberalization, Political Instability, and State Capacity in Venezuela." *International Political Science Review* (25):1 107-124.

Blanton, Robert G. and Clair Apodaca. 2007. "Economic globalization and violent civil conflict: Is openness a pathway to peace?" *The Social Science Journal* 44: 599-619.

Berkeley, Bill. 2001. *The Graves are Not Yet Full*. Basic Books, New York. Chapter 2

Recommended

Bussmann, Margit and Gerald Schneider. 2007. "When Globalization Discontent Turns Violent: Foreign Economic Liberalization and Internal War." *International Studies Quarterly* 51, 79-97

Salehyan, I. and K.S. Gleditsch. 2006. "Refugees and the Spread of Civil War." *International Organization* 60:2 816-860.

Doyle, M.W. and N. Sambanis. 2000. "International peacebuilding: a theoretical and quantitative analysis." *American Political Science Review* 94:4 779-801.

Djankov S. and M. Reynal-Querol. 2007. "The Colonial Origins of Civil War." World Bank Policy Research Working Paper 4254.

Elbadawi, I. and N. Sambanis. 2003. "Why are there so many Civil Wars in Africa?" *Journal of African Economies* 9:3 244-269.

Lange, M. and a. Dawson. 2009. "Dividing and ruling the World? A Statistical Test of the Effects of Colonialism on Postcolonial Violence." *Social Forces* 88:2 785-817.

Martin, Philippe, Thierry Mayer, and Mathias Thoenig. 2008. "Civil Wars and International Trade." *Journal of the European Economic Association* 6(2-3):541-550.

WEEK 10: Consequences

Questions to consider for class:

What is the impact of civil wars on health and human welfare? What is the linkage between civil conflict and its consequences? Is it direct or indirect? Is it immediate or longer term? What are the mechanisms through which conflict impacts societies? Does it affect everyone equally or are some more harshly affected than others? Does the impact of conflict remain the same over time or has it varied? What is the role of the international human rights regime in mitigating the consequences of conflict for public health?

Iqbal, Zaryab. 2006. Health and Human Security: The Public Health Impact of Violent Conflict. *International Studies Quarterly* 50 (3): 631-649.

Li, Quan, and Ming Wen. 2005. The Immediate and Lingering Effects of Armed Conflict on Adult Mortality: A Time-Series Cross-National Analysis. *Journal of Peace Research* 42 (4): 471-492.

Plümper, Thomas and Eric Neumayer. 2006. The Unequal Burden of War: The Effect of Armed Conflict on the Gender Gap in Life Expectancy. *International Organization* 60 Summer 723–754.

Abouharb, M. Rodwan. 2011. *Why Some Conflicts Remain More Lethal Than Others: How the International Human Rights Regime Mitigates the Impact of Civil and Interstate War on Infant Mortality Rates, 1817-2005*. Unpublished Manuscript.

Bakken, I. V. and Buhaug, H. (2021) 'Civil War and Female Empowerment', *Journal of Conflict Resolution*, 65(5), pp. 982–1009. doi: 10.1177/0022002720983409.

Recommended

Ghobarah, Hazem, Paul Huth, And Bruce Russett. 2003. Civil Wars Kill and Maim People Long after the Shooting Stops. *American Political Science Review* 97:189–202.

Revkin, M. R. (2021). Competitive Governance and Displacement Decisions Under Rebel Rule: Evidence from the Islamic State in Iraq. *Journal of Conflict Resolution*, 65(1), 46–80. <https://doi.org/10.1177/0022002720951864>