

Global Studies 124: Global Conflict
Fall 2021
Mon/Wed 2:00-3:15PM
North Hall 1105

Professor Kai M. Thaler
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Office Hours: Mondays 10:00am-12:00pm and by appointment
Sign up for scheduled office hours: <https://calendly.com/kaithaler>.
Office hours will be held outdoors at the Social Sciences & Media Studies building when possible, or meetings can be over Zoom.

Course Description

What distinguishes a country ‘at peace’ from one experiencing war? How do we define and explain types of violence, ranging from the interpersonal level to civil conflict, interstate war, and mass atrocities? This course will examine theories and empirical studies of conflict and violence from the local to the global, drawing on approaches from across the social sciences. We will work to understand individual and collective behavior in conflict and violent environments and how the social, political, and economic factors motivating or facilitating conflict might be altered or addressed to help build more sustainable peace. The course is highly participatory and has a mixed structure, with one recorded lecture and one session of small group and full class discussion each week.

Pedagogical Commitments¹

I know that your academic pursuits are complemented by richly-textured personal lives. And the coming months may mean that you face unprecedented challenges at home and in your family as we are facing a continuing pandemic and other crises in California, the US, and around the globe. So, I want you to know how I will respond when challenges arise:

- **I will privilege care.**
Care for your well-being—in all its many dimensions and expressions—is my paramount commitment to you.
- **I will invite your feedback.**
I will make mistakes, so I will ask for your help to actively improve the quality and relevance of our course readings, activities, and assignments. If you have concerns about any elements of the course, please let me know, and I will do my best to be a responsive and respectful partner in improving your learning experience and the course itself.
- **I will be flexible with expectations.**
If you have questions or concerns about assignments, deadlines, requirements, details, norms, technology, or anything else, please ask.
- **I will be reflective.**
Just as we foster critical inquiry among students in the Department of Global Studies, I too will honor the critical need for reflection as we all move forward together.

¹ Adapted [from](#) Joni Dunlap, Brad Hinson, Remi Kalir, Sean Michael Morris, Rebecca Schell, Laura Summers, and Brent Wilson.

Course Structure, Requirements, and Evaluation

This is a rigorous upper-level elective course based on a combination of lectures, discussion, and academic writing. Monday sessions will usually be devoted to lectures and Wednesday sessions to discussions based on reading groups which will be randomly assigned for discussions beginning in Week 2. You will then sign up to be discussion leaders for your group at least once during the quarter. Lectures and readings are designed to be complementary, and you should be prepared to discuss material from both in discussions and written assignments.

At the end of each lecture, I will pose several questions or prompts related to that week's material. **By 7:00pm of the Tuesday before a Discussion**, you must upload to Gauchospace a **1-2 paragraph response to one of the prompts and you must suggest at least one additional question or prompt** for group discussion. Your responses should engage directly with the readings, incorporating citations where appropriate. Your questions may be points of clarification, or may raise broader theoretical or practical issues to be taken up by the group. **You should also use the forum to engage with your classmates' responses and reply to them to generate further respectful discussion and debate.**

Generally, reading group discussions will occupy 35-40 minutes of our class discussion time, and will be followed by full class discussions. The role of discussion leaders is to review group members' responses and suggested questions prior to class, to begin and direct group discussion, and to be prepared to report to the full class the main topics or questions engaged with by the group.

You will be graded on a 'reading group portfolio' consisting of all of your reading responses from the quarter, as well as on your participation in the reading group. Reading groups are not expected to meet outside of class time. Your grade for this component will be individual, i.e., you will only be graded on the quality of your individual portfolio and participation and not on the quality of your group.

Readings: Readings are all posted on Gauchospace as PDFs—though where links are provided on the syllabus, the online layout may be easier to read. Recommended readings are listed below the required readings and indented, and these are intended to be resources for those interested in learning more about a topic or may be useful for final papers. Read actively—take notes and if you see concepts or theories you do not recognize, look them up and discuss them with your peers. Check the syllabus carefully before starting your readings each week.

There will be an average of 50-80 pages of reading per week, varying from topic to topic. I have tried to keep the reading load moderate for an upper-level course while also giving you a variety of different perspectives. You may, however, sometimes find yourself with insufficient time to read all assigned materials in minute detail. Strategic reading is an essential skill for college and beyond. I recommend consulting this helpful guide for **tips on reading strategically for class** (also posted in the Class Resources folder on Gauchospace):

Burke, Timothy. 2017. "Staying Afloat: Some Scattered Suggestions on Reading in College."
<http://www.swarthmore.edu/SocSci/tburke1/reading.html>.

Readings are included for you to consider and to inform your own judgments. I would therefore recommend that you look up the author of a piece before or after you read it. This will give you a sense

of their background, their other works, and their general perspective. This will allow you to engage with authors' work more critically in your own arguments.

Current Events: You are also *expected to keep up with current events* in order to be an engaged global citizen. In line with Global Studies department policy, questions about current events may be included for written assignments, such as reading response prompts.

Content Warning: This course examines some of the darker aspects of human nature and behavior, and many readings or events they discuss may be disturbing. Some of the videos we watch during the course may contain footage of violence, real or acted. I will provide a warning in lectures before showing any such video.

Participation: You are expected to complete the required readings and other assignments prior to our Monday class sessions and to contribute fully to Wednesday group discussions. Our classroom should be an environment for respectful, substantive discussions in which everyone feels comfortable participating. If for any reason you do not feel comfortable speaking during our discussions, please advise me so we can make appropriate adjustments. I recognize that people contribute to discussions in different manners, and I also value as participation replies on Gauchospace to other students' reading responses and conversations during office hours or over email.

Major assignments: Beyond participation and brief reading responses, you will have two major assignments. First, you will write an **600-800 word opinion post** related to our readings in week 3 about whether the world is getting more or less violent. You will take a stance and provide evidence in favor of it and make an argument about what lessons or policies we should draw based on that stance. The tone and content should be directed to a general public audience like a newspaper op-ed. We will discuss structure and style more the week before posts are due. Your opinion pieces will be turned in on Gauchospace. These posts will be due online by **9pm on October 17**.

Your final assignment will be a **final research paper** on a topic or conflict of your choosing. You will analyze a particular conflict or issue and make an argument about how to explain its dynamics or how it should or should not be addressed by practitioners or policy makers. To give you plenty of time for the final assignment, you will submit a **one to two paragraph proposal** on **November 13 by 7pm**.

Your research paper should be **6-10 double-spaced pages in length**, in 12-point Times New Roman font with one-inch margins. Longer is not necessarily better—the focus should be on making an argument and providing evidence to support it, based on academic research articles, books, and government, think tank, or NGO reports. The bibliography and tables or figures do not count towards the length. Your paper should include **parenthetical (Author YEAR)** citations in the text, with page numbers for direct quotations, and a full list of references at the end of the paper *or full footnote citations throughout*. Pages should be numbered in the lower right-hand corner. Along with your paper, you will turn in a one-paragraph self-assessment of the paper to help determine your grade. The paper and self-assessment will be due on Gauchospace by **December 7 by 11:59pm Pacific Time on Gauchospace**. This [guide to academic citations](#) may be helpful.

Grades

My focus in the course is on helping you develop your knowledge, ideas, and skills. Rather than a rubric-based approach to evaluating your course experience and performance, your final grade will consist of the following, based on self-assessments and my own evaluations:

| | |
|--------------------------|------------|
| Participation | 20% |
| Reading responses | 25% |
| Opinion post | 20% |
| Paper proposal | 5% |
| Final paper | 30% |

General considerations

COVID-19 Policies and Procedures

All students of this course, as a condition of physical presence in this classroom (including for exams or tests in this classroom or other location on the UCSB campus), must be compliant with the UC SARS-CoV-2 (COVID-19) Vaccination Program at all times. Until any further notice from the university, all class participants, including me, must wear face masks covering their mouths and noses at all times in the classroom. Face masks not only protect the wearer, they help prevent anyone who is COVID-positive from spreading the virus to others. Student non-compliance with COVID-19 health and safety requirements or with related directions from the instructor is a violation of the UCSB Standards of Conduct and will be adjudicated accordingly.

Email: Please *only send emails to me from your UCSB account* and include the course name (GLOBAL 124) in the subject line, or I might not get them due to the spam filter and the high volume of email I receive. For useful email guidelines, please consult: <http://www.wikihow.com/Email-a-Professor>.

Academic Integrity

1. It is the policy of the Global Studies Department not to tolerate academic misconduct of any sort.
2. Academic misconduct is defined by the university. It includes, but is not limited to, plagiarism, copying or putting your name on somebody else's work, and cheating on exams. Violations of course-specific policies intended to prevent academic misconduct constitute academic misconduct. Aiding an act of academic misconduct is academic misconduct. Please read the university's policy: <http://judicialaffairs.sa.ucsb.edu/academic-integrity>. Ignorance is not an excuse.
3. Any instructor in charge of a course who observes or is informed of the possibility of academic misconduct will look into the matter. If the instructor determines that there is "reasonable suspicion" of academic misconduct, they will gather what facts are available and refer the matter to the Office of Student Conduct (formerly Judicial Affairs) by filing a report via the online portal. The Office of Student Conduct will adjudicate whether a penalty is appropriate and what it should be, not the instructor.

Excuses and Extensions: All **anticipated** conflicts with class meetings should be explained to me at least two weeks in advance, and arrangements will be made to write a longer reading response or meet at a different time to ensure that you gain familiarity with the week's materials. If you anticipate having trouble finishing an assignment on time, **please email me to let me know and give me a brief explanation**. I don't need too many details—the world is a mess right now, so I get that it is hard to

always accomplish things as planned. We can then work out a timeline to complete the assignment. Please do try to stick to the timeline of any extension, however, barring new events, so that incomplete assignments do not pile up.

Students with Disabilities: UCSB is committed to providing full participation and access for students with disabilities. If you plan to request accommodations, please contact the Disabled Students Program (<https://dsp.sa.ucsb.edu/>). They can be reached by emailing DSP.Help@sa.ucsb.edu or by phone (805.893.2668) or fax (805.893.7127).

Policy on Children in Class: UCSB does not currently have a policy on children in the classroom, but the policies here reflect my own commitments to making the classroom accessible for students who are parents or guardians.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary.
2. For older children and babies, if disruptions in childcare put parents or guardians in the position of having to miss class or stay home with a child, it is perfectly acceptable to occasionally bring a child to class to cover gaps in childcare.
3. If you do bring a baby or older child to class, I ask that you please sit near the door, so that if your child needs special attention or is disrupting learning for other students, you can quickly step outside until their needs have been met.

I trust you to manage things as you see fit to be able to take care of your necessary caregiving responsibilities and to participate in class as best you can.

Basic Needs

If you are facing any challenges securing food, housing, or the technology needed to fully participate in the class, I urge you to visit <https://food.ucsb.edu/> to find out more about the resources the university has available and to contact the Student Needs Advising Center by online chat [on the website](#), phone (805-893-2786), or email (Thrive@ucsb.edu). For issues with computer or internet access, please email financialcrisis@sa.ucsb.edu.

Schedule and Readings²

Week 1: What is peace and what is violence?

September 27: Course Introduction and Lecture

September 29: Full Class Discussion

- Galtung, Johan. 1969. "Violence, Peace, and Peace Research." *Journal of Peace Research* 6(3): 167-191.
- Galtung, Johan. 1990. "Cultural Violence." *Journal of Peace Research* 27(3): 291-305.
- Farmer, Paul, et al. 2004 [2001]. "An Anthropology of Structural Violence" [and comments]. *Current Anthropology* 45(3): 305-325.
- Pearce, Jenny. 2016. "Central America: From War to Violence." In O.P. Richmond, S. Pogodda, and J. Ramović (eds). *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, pp.450-462. London: Palgrave MacMillan.

² Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

- Cole, Teju. 2018. "What Does It Mean to Look at This?" *New York Times* (24 May). <https://www.nytimes.com/2018/05/24/magazine/what-does-it-mean-to-look-at-this.html>.

Recommended additional reading

- Mazurana, Dyan and Susan McKay. 2001. "Women, Girls, and Structural Violence: A Global Analysis." In D.J. Christie, R.V. Wagner, and D.A. Winter (eds.). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Christie, Daniel J. 1997. "Reducing Direct and Structural Violence: The Human Needs Theory," *Peace and Conflict*, 3(4): 315-332.
- Lapper, Richard. "Central America is as Violent as Ever. What Would it Take to Change?" *Americas Quarterly*. <https://www.americasquarterly.org/content/central-america-violent-ever-what-would-it-take-change>.
- Gusterson, Hugh. 2007. "Anthropology and Militarism." *Annual Review of Anthropology* 36(1): 155-175.
- Sluka, Jeffrey A. 2013. "Virtual War in the Tribal Zone." In Neil Whitehead and Sverker Finnström (eds.). *Virtual War and Magical Death: Technologies and Imaginaries for Terror and Killing*. Durham, NC: Duke University Press.
- Hussain, Nasser. 2013. "The Phenomenology of a Drone Strike." *Boston Review* (16 October). <https://bostonreview.net/world/hussain-drone-phenomenology>.
- Gilbert, Emily. 2015. "The gift of war: Cash, counterinsurgency, and 'collateral damage.'" *Security Dialogue* 46(5): 403-421.
- Verwimp, Philip, Patricia Justino, and Tilman Brück. 2019. "The microeconomics of violent conflict." *Journal of Development Economics* 141 (forthcoming). <https://doi.org/10.1016/j.jdeveco.2018.10.005>.

Week 2: How does violence take place?

October 4: Lecture

October 6: Discussion

- Collins, Randall. 2009. "Micro and Macro Causes of Violence." *International Journal of Conflict and Violence* 3(1): 9-22.
- *SKIM* Eisner, Manuel. 2009. "The Uses of Violence: An Examination of Some Cross-Cutting Issues." *International Journal of Conflict and Violence* 3(1): 40-59.
- *SKIM* Shaw, Martin. 2009. "Conceptual and Theoretical Frameworks for Organised Violence." *International Journal of Conflict and Violence* 3(1): 97-106.
- Nassauer, Anne. 2016. "From peaceful marches to violent clashes: a micro-situational analysis." *Social Movement Studies* 15(5): 515-530.
- Grossman, David and Bruce K. Siddle. 2000. "Psychological Effects of Combat." In *Encyclopedia of Violence, Peace and Conflict*. Cambridge, MA: Academic Press.

Recommended additional reading

- Klusemann, Stefan. 2010. "Micro-situational antecedents of violent atrocity." *Sociological Forum* 25(2): 272-295.
- Fujii, Lee Ann. 2013. "The Puzzle of Extra-Lethal Violence." *Perspectives on Politics* 11(2): 410-426.

- Wood, Elisabeth Jean. “Conflict-related sexual violence and the policy implications of recent research.” *International Review of the Red Cross* 96(894): 457-478.
- Levy, Barry S. and Victor W. Sidel. 2009. “Health Effects of Combat: A Life-Course Perspective.” *Annual Review of Public Health* 30: 123-136.

Week 3: Is the world getting less violent?

October 11: Lecture [No reading responses this week—work on opinion posts]

October 13: Discussion

- Gabbatiss, Josh. 2017. “Is Violence Embedded in Our DNA?” *SAPIENS* (12 July). <https://www.sapiens.org/evolution/human-violence-evolution/>.
- Wiessner, Polly and Nitze Pupu. 2012. “Toward Peace: Foreign Arms and Indigenous Institutions in a Papua New Guinea Society.” *Science* 337: 1651-1654.
- Tilly, Charles. 2002. “Violence, Terror, and Politics as Usual.” *Boston Review* (1 June). <https://bostonreview.net/us/charles-tilly-violence-terror-and-politics-usual>.
- Radelet, Steven. 2018. “Doomsday Delusions: The Case for Optimism in a Pessimistic Age.” *Foreign Affairs* (November/December). <https://www.foreignaffairs.com/reviews/review-essay/2018-10-15/doomsday-delusions>.
- Fazal, Tanisha and Paul Poast. 2019. “War is Not Over: What the Optimists Get Wrong about Conflict.” *Foreign Affairs* (November/December). <https://www.foreignaffairs.com/articles/2019-10-15/war-not-over>.
- Mann, Michael. 2018. “Have Wars and Violence Declined?” *Theory and Society* 47(1): 37-60.

Recommended additional reading

- Fazal, Tanisha. 2014. “Dead Wrong? Battle Deaths, Military Medicine, and Exaggerated Reports of War’s Demise.” *International Security* 39(1): 95-125.
- Phillips, Chris, Michaela Perske, Kiki Dillon, Lindsay Poulton, Jacqueline Edenbrow and Charlie Phillips. 2019. “The ‘Lost Rambos’ of Papua New Guinea: how weapons and Hollywood changed tribal disputes – video.” [22 mins] *Guardian* (28 October). <https://www.theguardian.com/world/video/2019/oct/28/the-lost-rambos-of-papua-new-guinea-how-weapons-and-hollywood-changed-tribal-disputes-video>. [Contains discussions and footage of violence and may be disturbing.]

October 16: Opinion posts about global trends in violence due by 9pm.

Week 4: Nonviolence and Conflict

October 18: Lecture

October 20: Discussion

- Mantena, Karuna. 2016. “The Power of Nonviolence.” *Aeon* (11 March). <https://aeon.co/essays/nonviolence-has-returned-from-obscurity-to-become-a-new-force>. [Audio version available online]
- Sharp, Gene and the Albert Einstein Institution. Selected excerpts on nonviolent action. “What is nonviolent action?”; “198 Methods of Nonviolent Action”; and “Correcting Common Misconceptions about Nonviolent Action.” <https://www.aeinstein.org>.
- Cambanis, Thanassis. 2011. “Call to arms.” *Boston Globe* (July 31). http://www.boston.com/bostonglobe/ideas/articles/2011/07/31/call_to_arms/.

- Thaler, Kai. 2019. “Violence is Sometimes the Answer.” *Foreign Policy* (5 December). <https://foreignpolicy.com/2019/12/05/hong-kong-protests-chile-bolivia-egypt-force-police-violence-is-sometimes-the-answer/>.

Week 5: Communal Violence and Riots

October 25: Lecture

October 27: Discussion

- Wilkinson, Steven. 2009. “Riots.” *Annual Review of Political Science* 12(1): 329-343.
- Rakia, Raven. 2013. “Black Riot.” *The New Inquiry* (14 November). <https://thenewinquiry.com/black-riot/>.
- Richardson, Heather Cox. 2015. “Rioting: An American Tradition.” *We’re History* (30 April). <http://werehistory.org/riots/>.
- Panggabean, Samsu Rizal and Benjamin Smith. 2011. “Explaining Anti-Chinese Riots in Late 20th Century Indonesia.” *World Development* 39(2): 231-242.
- Madueke, Kingsley. 2018. “Routing ethnic violence in a divided city: walking in the footsteps of armed mobs in Jos, Nigeria.” *Journal of Modern African Studies* 56(3): 443-470.

Recommended Additional Reading

- Greengrass, M. 1983. “The Anatomy of a Religious Riot in Toulouse in May 1562.” *Journal of Ecclesiastical History* 34(3): 367-391.

Week 6: Gangs and Large-scale Criminal Violence

November 1: Lecture

November 3: Discussion

- Hagedorn, John M. 2005. “The Global Impact of Gangs.” *Journal of Contemporary Criminal Justice* 21(2): 153-169.
- Shirk, David and Joel Wallman. 2015. “Understanding Mexico’s Drug Violence.” *Journal of Conflict Resolution* 59(8): 1348-1376.
- Durán-Martínez, Angélica. 2015. “To Kill and Tell? State Power, Criminal Competition, and Drug Violence.” *Journal of Conflict Resolution* 59(8): 1377-1402.
- Lessing, Benjamin. 2015. “Logics of Violence in Criminal War.” *Journal of Conflict Resolution* 59(8): 1486-1516.
- Tilly, Charles. 1985. “War Making and State Making as Organized Crime.” In Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (eds.). *Bringing the State Back In*, pp.169-187. New York: Cambridge University Press.

Recommended additional reading

- Bergal, Carina. 2011. “The Mexican Drug War and the Case for a Non-International Armed Conflict Classification.” *Fordham International Law Journal* 34(4): 1042-1088.
- Kalyvas, Stathis N. 2015. “How Civil Wars Help Explain Organized Crime—And How They Do Not.” *Journal of Conflict Resolution* 59(8): 1517-1540.
- Felbab-Brown, Vanda. “Organized Crime, Illicit Economies, Civil Violence & International Order: More Complex Than You Think.” *Daedalus* 146(4): 98-111.
- Ley, Sandra, Shannan Mattiace, and Guillermo Trejo. 2019. “Indigenous Resistance to Criminal Governance: Why Regional Ethnic Autonomy Institutions Protect Communities from Narco Rule in Mexico.” *Latin American Research Review* 54(1): 181–200.

- Stephenson, Svetlana. 2017. "It Takes Two to Tango: The State and Organized Crime in Russia." *Current Sociology* 65(3): 411-426.
- Kynoch, Gary. 1999. "From the Ninevites to the hard livings gang: township gangsters and urban violence in twentieth-century South Africa." *African Studies* 58(1): 55-85.
- Pillay, Suren. 2002. "Problematising the making of good and evil: Gangs and PAGAD." *Critical Arts* 16(2): 38-75.
- Dua, Jatin and Ken Menkhaus. 2012. "The Context of Contemporary Piracy: The Case of Somalia." *Journal of International Criminal Justice* 10(4): 749-766.

Week 7: Terrorism

November 8: Lecture [*NOTE: this lecture may potentially be recorded and asynchronous due to possible travel. I will let you know as we get closer.]

November 10: Discussion

November 13: Paper proposals due by 7pm on Gauchospace

- Crenshaw, Martha. 1981. "The Causes of Terrorism." *Comparative Politics* 13(4): 379-399.
- Duyvesteyn, Isabelle. 2004. "How New is the New Terrorism?" *Studies in Conflict & Terrorism* 24(5): 439-454.
- Atran, Scott. 2003. "The Genesis of Suicide Terrorism." *Science* 299(5612): 1534-1539.
- Bloom, Mia. "Bombshells: Women and Terror." *Gender Issues* 28(1-2): 1-21.
- Toros, Harmonie. 2008. "'We Don't Negotiate with Terrorists!': Legitimacy and Complexity in Terrorist Conflicts." *Security Dialogue* 39(4): 407-426.
- Sexton, Renard, Rachel Welhausen, and Michael Findley. 2019. "Reactions to Terrorism Can Bring Serious Harm." *Political Violence at a Glance* (2 May).
<http://politicalviolenceataglance.org/2019/05/02/reactions-to-terrorism-can-bring-serious-harm/>.

Recommended additional reading

- Crenshaw, Martha. 2007. "Explaining Suicide Terrorism: A Review Essay." *Security Studies* 16(1): 133-162.
- Mueller, John and Mark G. Stewart. 2018. "Terrorism and Bathtubs: Comparing and Assessing the Risks." *Terrorism and Political Violence*, forthcoming. DOI: 10.1080/09546553.2018.1530662.
- Ritchie, Hannah. 2018. "Is it fair to compare terrorism and disaster with other causes of death?" *Our World in Data* (14 February). <https://ourworldindata.org/is-it-fair-to-compare-terrorism-and-disaster-with-other-causes-of-death>.

Week 8: Civil War/Insurgency

November 15: Lecture

November 17: Discussion

- Kalyvas, Stathis N. 2009. "Civil Wars." In Carles Boix and Susan Stokes (eds.). *The Oxford Handbook of Comparative Politics*, pp.416-434. Oxford: Oxford University Press.
- Armitage, David. 2009. "Civil War and Revolution." *Agora* 44(2): 18-22.
- Jumbert, Maria Gabrielsen and David Lanz. 2013. "Globalised rebellion: the Darfur insurgents and the world." *Journal of Modern African Studies* 51(2): 193-217.
- *SKIM* Staniland, Paul. 2017. "Whither ISIS? Insights from Insurgent Response to Decline." *The Washington Quarterly* 40(3): 29-43.

- Ahadi, Baktash. 2021. "I was a combat interpreter in Afghanistan, where cultural illiteracy led to U.S. failure." *Washington Post* (31 August). <https://www.washingtonpost.com/opinions/2021/08/31/afghanistan-combat-interpreter-baktash-ahadi-us-cultural-illiteracy>.
- Gopal, Anand. 2021. "The Other Afghan Women." *The New Yorker* (13 September). <https://www.newyorker.com/magazine/2021/09/13/the-other-afghan-women>.
- *SKIM* Cohen, Corentin. 2015. "Boko Haram and the Impossible Political Sociology of An Armed Group." *Afrique Contemporaine* 2015/3(255): 71-87.
- Adibe, Jidefor. 2020. "Should Nigeria have released Boko Haram suspects?" *The Conversation* (20 February). <https://theconversation.com/should-nigeria-have-released-boko-haram-suspects-131987>.

Recommended additional reading

- Blattman, Christopher and Edward Miguel. 2010. "Civil War." *Journal of Economic Literature* 48(1): 3-57.
- Crenshaw, Martha. 2017. "Transnational Jihadism and Civil Wars." *Daedalus* 146(4): 59-70.

Week 9: Mass atrocities and humanitarian intervention

November 22: *Recorded Lecture* – Watch on your own time [no reading responses]

November 24: NO CLASS -Thanksgiving week

- Fein, Helen. 1990. "Social Recognition and Criminalization of Genocide." *Current Sociology* 38(1): 1-7.
- Semelin, Jacques. 2005. "What is 'Genocide'?" *European Review of History/Revue européenne d'histoire* 12(1): 81-89.
- Rosenberg, Sheri P. 2012. "Genocide is a process, not an event." *Genocide Studies and Prevention* 7(1): 16-23.
- Luft, Aliza. 2015. "Toward a Dynamic Theory of Action at the Micro Level of Genocide: Killing, Desistance, and Saving in 1994 Rwanda." *Sociological Theory* 33(2): 148-172.
- Thaler, Kai. 2012. "Foreshadowing Future Slaughter: From the Indonesian Killings of 1965–1966 to the 1974–1999 Genocide in East Timor." *Genocide Studies and Prevention* 7(2-3): 204-222.
- Gibbs, David N. and Michael Chertoff. 2019. "The End of Humanitarian Intervention? A Debate at the Oxford Union with Historian David Gibbs and Michael Chertoff." *Class, Race and Corporate Power* 7(2).
- Slim, Hugo. 2020. "You don't have to be neutral to be a good humanitarian." *The New Humanitarian* (27 August). <https://www.thenewhumanitarian.org/opinion/2020/08/27/humanitarian-principles-neutrality>.

Recommended additional reading

- Straus, Scott. 2012. "Retreating from the Brink: Theorizing Mass Violence and the Dynamics of Restraint." *Perspectives on Politics* 10(2): 343-362.
- De Waal, Alex. 2004. "Counterinsurgency on the Cheap." *Review of African Political Economy* 31(102): 716-725.
- Guéhenno, Jean-Marie. 2018. "The United Nations & Civil Wars." *Daedalus*, 147(1): 185–196.

Week 10: Peacebuilding

November 29: Lecture [No reading responses—complete self-assessments instead]

December 1: Full-class discussion and wrap-up

- Barnett, Michael, Hunjoon Kim, Madalene O'Donnell, and Laura Sitea. 2007. "Peacebuilding: What Is in a Name." *Global Governance* 13(1): 35-58.
- Paris, Roland. 2010. "Saving Liberal Peacebuilding." *Review of International Studies* 36: 337-365.
- Autesserre, Séverine. 2017. "International Peacebuilding and Local Success: Assumptions and Effectiveness." *International Studies Review* 19: 114-132.
- Satha-Ananda, Chaiwat. 2001. "Crossing the Enemy's Line: Helping the Others in Violent Situations Through Nonviolent Action." *Peace Research* 33(2): 105-114.

Recommended additional reading

- Brett, Roddy and Lina Malagon. 2013. "Overcoming the Original Sin of the 'Original Condition:' How Reparations May Contribute to Emancipatory Peacebuilding" *Human Rights Review* 14(3): 257-271.
- Baumann, Marcel M. 2009. "Understanding the Other's "Understanding" of Violence: Legitimacy, Recognition, and the Challenge of Dealing with the Past in Divided Societies." *International Journal of Conflict and Violence* 3(1): 107-123.
- Mitchell, Christopher R. 2005. "Conflict, Social Change, and Conflict Resolution: An Inquiry." In *Berghof Handbook* Dialogue No. 5. Berlin: Berghof Research Center for Constructive Conflict Management.
- Luckham, Robin. 2018. "Building inclusive peace and security in times of unequal development and rising violence." *Peacebuilding* 6(2): 87-110.

Final papers and self-assessment due December 7 by 11:59pm Pacific Time on Gauchospace.