



**PCJ360H1F – Topics in Peace, Conflict and Justice:  
Civil Conflicts, Violence and Socio-Economic Development  
Fall 2022**

**Class Time:** Wednesdays 9am – 11am

**Class Location:** SS1071 (Sidney Smith, 100 St George St)

**Tutorial Time:** Some Fridays 2pm – 3pm

**Tutorial Location:** UC161 (University College, 27 King's College Circle)

**Instructor:** Professor Paola Salardi

**Location:** 1 Devonshire Place (At Trinity Site), Room #259S

**Email:** [paola.salardi@utoronto.ca](mailto:paola.salardi@utoronto.ca)

**Office Hours:** Wednesdays 2pm – 4pm (by appointment only, sign up at <https://calendly.com/paola-salardi/paola-salardi-office-hours> )

**Teaching Assistant:** Dario Toman

**Location:** 150 St. George St. (Max Gluskin House), Room GE313

**Email:** [dario.toman@mail.utoronto.ca](mailto:dario.toman@mail.utoronto.ca)

**Office Hours:** Thursdays 3pm – 5pm (3-4pm drop-in; 4-5pm by appointment only, sign up at <https://calendly.com/dario-toman/oh-appointment-with-dario> )

**Course Description:** Welcome to the PCJ360H course! The goal of this course is to introduce you to core debates and issues related to civil wars, political violence and their relationship with socio-economic development. The course is broadly divided into three parts. The first part will cover debates related to the conceptualization of civil conflicts and wars and to their causes and triggers. We will begin by understanding how conflict and violence are conceptualized and measured, and then we will look carefully at the causes and triggers of conflict – that is, what motivates individuals and groups to fight. In the second part of the course, we will turn our attention to the consequences of conflict for people's lives, focusing on education, health, and labour outcomes, and on social capital and political participation. The final sessions of the course will be focused on more active participation by students who will lead presentations based on influential research in the field. Throughout the course we will focus primarily on applied econometric studies, focusing on both the macro- and micro-levels. This will introduce you to important strands of research, while also exposing you to new approaches to research: how quantitative research methods are applied to investigate conflicts, how to assess the quality and implications of econometric conflict research and how to run research in conflict-affected areas.

*Welcome on board!*

## 1. Organization of the course

The course is organized in lectures and tutorials. Lectures will be held every week for two hours, while several tutorials are scheduled over the course of the term and are led by the TA. All of this is laid out in the detailed timetable for the course in section 5 of this document. However, variation from the detailed timetable may sometimes be announced during lectures and online on Quercus.

Lectures will be supplemented by six one-hour tutorials, which are designed both to review key concepts and to offer you a deeper understanding of more complex sections of the compulsory reading. The TA and instructor will also go through examples of the types of questions that will be on your midterm test and final exam, thus helping you to prepare effectively. The tutorials are also your chance to ask questions about the course material.

On top of tutorials, students will have access to office hours as a source of additional support. Office hours will be held by both the instructor and by the TA. The instructor's and TA's office hours are listed at the beginning of this syllabus, and any variation will be sent by email and posted on Quercus.

U of T's learning portal (a.k.a. Quercus) is here: <https://q.utoronto.ca/>  
Announcements, lecture slides, readings, tutorial assignments, additional readings, past exams and grades will be posted on Quercus.

### Teaching materials

This is an **article-based course** (not a textbook-based course): to succeed in this course you are required to read *at least two* academic articles to prepare for each class. In addition to these articles, lecture slides will be provided via Quercus prior to the date of the lecture. You are expected to read both the lecture slides and the related articles before class. In my experience, this strategy puts you in a position to better understand the reading and to grasp key concepts much more easily. It is important to attend all of the lectures, as they are interconnected.

The articles assigned for each lecture are listed in the preliminary list of readings in section 6 of this document. All of the compulsory reading will be posted on Quercus prior to the beginning of each week. Additional suggested readings are listed in the reading list and can be easily found through the U of T electronic library:  
<https://onesearch.library.utoronto.ca/>.

Please note that the reading list might be revised based on your feedback and impressions as the course proceeds – and I would welcome your feedback so that I can continue to improve the course.

## 2. Student evaluation

This is the grading scheme:

<b>Title</b>	<b>Deadlines</b>	<b>Length</b>	<b>Weight</b>
<b>Critical Reflection</b>	Friday, October 28 at 11:59pm EST To be submitted via Quercus	1,000 word essay	20%
<b>In-Class Presentation</b>	Slides must be submitted the day before the presentation at 11:59pm EST by email to the instructor	20-minute presentation	25%
<b>Response Papers (2)</b>	Due at 11:59pm EST the day before class, in the week after the paper/presentation you are responding to To be submitted via Quercus	750 words each	10% each
<b>Final Written Test</b>	Wednesday, December 07 at 9:00am EST	90 minutes	25%
<b>Participation</b>	See the description below for the disaggregated items of the participation grade	ongoing	10%

### Critical Reflection

The Critical Reflection is a 1,000-word essay that responds to the reading for one of the first six weeks of the term. It is designed to offer you an opportunity to dig more deeply into the material of a topic of choice, while challenging you to think analytically about the key messages, strengths, limitation and implications of the collective reading related to that topic. Please check the documents explaining this assignment on the Quercus module related to the assignment's material.

The goal of the critical reflections *is not to simply summarize the readings*. Instead, the goal is to write a short essay that adopts an analytical approach to understanding the key messages, strengths, limitation and implications of the collective reading in a given week. While the specific formats will vary, a successful critical reflection will have a clear introduction that lays out the overall argument and goals of the paper, a body that develops the core argument systematically, and a conclusion that pulls the key argument together. Similarly, while the precise elements addressed by the critical reflection will vary by topic, in general they should address the following elements:

- What is the key question addressed by the reading, and why it is important?
- What is the key argument/what are the key arguments of the reading?
- How are the readings similar, or different, in the issues that they address and the arguments that they make?
- Are the different readings complementary, or do they disagree? In what ways? Which elements of the readings are most persuasive, and least persuasive?

- Overall, what are the key take away messages from the readings? What are the key limitations?
- And, finally, what might be the policy implications of the research findings?

The critical reflection should *not* be rigidly structured around these topics. Instead, you should seek to find a structure that allows you to address these questions within an essay that tells a clear and compelling story.

The Critical Reflection must be submitted by **Friday, October 28<sup>nd</sup> at 11:59pm EST**. You should submit the paper through Quercus, following the naming convention “Critical Reflection [insert Student Number] [insert your full name].docx” The essay should be prepared as a Word (or Open Office). Document with a clear indication on the first page of your full name, your UTORid, your Student Number and the title of your Critical Reflection. Your Critical Reflection will count for 20% of your total final grade. The essay needs to be no **longer than 1,000 words**. Please write using size 12 Times New Roman font, with 1.5 line spacing. The penalty for late submission will be 3% per day, so please submit on time.

### **In-Class Presentation**

The In-Class Presentation is designed to give you an opportunity to work in-depth on a specific research paper related to our course material, delve deeply into the econometric methods employed, and to develop presentation skills.

*Selection of the research paper:* During the first week of class, I will post a timetable to assign the 10 different research paper presentations, one for each week of class.

*Group Assignment:* Roughly 4-5 students will work jointly on the same research paper and in-class presentation. You will work as a team to produce a 20-minute in-class presentation during the assigned week, followed by a 10-minute Q&A session. The in-class presentation will require you, as a group, to present to the class a detailed analysis of the paper, its conclusions and its limitations. This will involve addressing several issues very succinctly:

- What is the research question/s of the paper, and why is it important?
- What is already known about the topic/what is the most important existing research on the topic?
- What is the empirical strategy of the paper?
- What are the key findings of the paper? This should include presentation and explanation of the key table(s) of findings.
- What are the implications of the findings for thinking about conflict, and policy to respond to conflict?
- What are the weaknesses and limitation of the paper? Where is more research needed?

To do this successfully you will need not only to review your own research paper, but to independently review the broader literature on your topic in detail, in order to better understand where your article fits in the literature, its limitations and directions for research. Your group will be expected to independently identify related literature in order

to gain a greater mastery of the material, and a list of references, *containing at least five sources*, should be included along with the slides that you submit prior to class.

*In-Class Presentations:* Throughout the course, 30 minutes will be allotted to your in-class presentations (20-minute presentation followed by a 10-minute Q&A session), which will be worth 25% of your final grade. Please note that the presentation slides must be submitted **the day before the presentation at 11:59pm EST** by email to the instructor using the following naming convention: “InClass Presentation [insert number].docx,” where the number refers to the one indicated in the timetable in section 5. Each student is expected to contribute equally to the presentation – it reflects badly on all of the presenters if one person does not make a solid contribution. A successful presentation depends not only on the quality of the information, but also on communicating that information very clearly to your classmates. Here are some key points to keep in mind.

- 1) *You need to be extremely well-rehearsed*, so that you speak clearly, and adhere to the time limit. You should meet as a group beforehand and rehearse the presentation out loud at least three times, to make sure you are on time and clear. I will be extremely strict about the 20-minute time limit, cutting you off as soon as you exceed the limit, as being able to stay on time is a very important skill.
- 2) *Think of your presentation as a short oral essay*. You are not simply summarizing the literature, but are trying to tell a story and make an argument about what we already know, what the research shows, and what is missing. You need to be very precise about the key messages.
- 3) *Have positive body language and speaking style*: By speaking clearly, with good volume, with energetic body language and by trying to communicate directly with your audience (relying as little as possible on your notes), you will be much more effective as a speaker, and your audience will retain much more information.

Note that it is very important that you attend *all* of the presentations and not just the class when you are presenting. Because everyone is presenting on related topics, you can learn a lot from both the substance and the style of the different presentations, while it is also important to attend in order to support and respect your colleagues. The critical reflection and final exam might include material from the in-class presentations, while, as described below, you will need to write two response papers responding to the presentations made by other groups. If you fail to submit your presentation and/or are absent from your own presentation you will receive a zero for the assignment, unless you have an approved medical or personal reason for your absence, as described below.

### Response Papers

While it is independently important that you attend *all* of the presentations, whether you are presenting or not, you will also be required to complete two short Response Papers. The goal of the Response Papers is to respond critically to the content of two presentations in sessions different to yours.

In your Response Papers, you will be required to respond to the presentation of your peers, commenting not on the style of the presentation, but rather on its substance. Specifically, you will be asked to comment on their description of the question and literature, on their presentation of the identification strategy and empirical findings, and on their suggestions for future research. If applicable, you should point out errors or gaps in their analysis, and issues that you felt should have been addressed.

The goal of the assignment is twofold: (1) To allow you an opportunity to assess in detail particular research papers and their research findings, and (2) to build your skills in listening to, understanding and responding to oral presentations. This is a critical skill in the field of economics and in the broader labour market, but one which we practice comparatively rarely. More detailed instructions for the Response Papers will be circulated via Quercus immediately after Week 1.

Each Response Paper will be due **at 11:59pm EST on the day before class**, the week after the paper/presentation you are responding to; for example, if you are commenting on a presentation done in Week 10, your response paper will be due at 11:59pm EST the day before the class in Week 11. The Response Papers should be prepared as a Word (or Open Office) Document with your full name, UTORid, Student Number and the title of the paper you are responding to clearly indicated on the first page. The submitted file must use the following naming convention: “Response paper [insert number] [insert your full name].docx” where the number refers to the corresponding presentation you are responding to, per the timetable in section 5. Each response paper will count for 10% of your total final grade. Each response paper **should not exceed 750 words**. Please use size 12 Times New Roman font, with 1.5 line spacing. The penalty for late submission will be 3% per day, so please submit on time. You will need to submit via Quercus.

### Final Written Test

The Final Written Test will consist of a series of questions drawing on the entirety of the course material covered in the reading, during lectures, in-class presentations and tutorials. Because the compulsory readings are the core teaching materials, having a good understanding of them will be key to being able to write a good final test. Remember that during tutorials your TA will present questions that could be part of the final test and, more generally, will work to deepen your understanding of the core reading. Attending the tutorials will thus be critical to succeeding on the final test.

The final test will combine more technical questions, based on economic models and results discussed in class, and more open-ended short essay questions. For the former, you might, for example, be asked to describe the model of civil conflict presented by a particular author, might be asked to explain a specific table of results, or might be asked to provide very short answers about the implications of a model or set of results. For the latter, you might, for example, be asked to describe key debates around a topic analysed in class.

The Final test is scheduled for the last day of class, **Wednesday, December 7<sup>th</sup> at 9am EST**. The duration of the final test is 90 minutes. Your Final test will count for 25% of your total final grade. Failure to attend your Final test will result in being assigned zero to the portion of your final grade. If you are unable to attend the final test for a medical or personal reason, all appeals are handled by the Faculty of Art and Science, and not by individual instructors. Any accommodation for missing the final examination requires a student to formally petition A&S in order to write a deferred examination in the summer following the guidelines at <https://fas.calendar.utoronto.ca/rules-regulations>

### **Participation**

The participation component of your grade is based not only on your attendance in class and the quality of your active participation during these sessions, but also your participation in events and seminars outside of normal class hours. These events and seminars are part of being a member of the PCJ community and are recognized as an important complement to your courses. Specifically, the breakdown of this 10% will be as follows:

- In-class participation (attendance, discussions, feedback): 5%
- Trudeau Centre activities:
  - o Attendance at two PCJ Fellows Talks: 3%
  - o Attendance at one of the Woods Lectures: 2%

### **3. Relevant dates**

Wednesday, September 14: First Day of Class

**Friday, October 28: Deadline for Critical Reflection Submission**

Wednesday, November 09: No class (Reading week)

**Wednesday, December 07: Final Written Test**

### **4. Other important information**

#### **Email Policy**

Email is NOT an appropriate forum for asking questions. If you want to discuss the course material you should meet with your instructor, or your TA, in person during office hours. If you have any personal matter or concern, please similarly come to speak to me in person during office hours. On the other hand, if there are any issues with the course that you think I should know about, such as mistakes in a specific announcement, missing information about an approaching tutorial that have not been posted, feel free to email me – I would be most grateful, though I may not always be able to reply.

#### **Course Drop Dates**

The last date to cancel F courses is November 16, 2022. If you need to drop a course, please contact your Registrar's Office, and notify the PCJ Program and Events Coordinator, Anupam Chaudhri, at [pcj\\_program@utoronto.ca](mailto:pcj_program@utoronto.ca).

**Illness and Extensions**

For 2022-23, the *Verification of Illness* (also known as a “doctor’s note”) is temporarily not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on [ACORN](#) under the Profile and Settings menu. Students should also advise their instructor of their absence. Visit [COVID-19 Information for University of Toronto Students](#) page on the Vice-Provost, Students website for information on this and other frequently asked questions.

**Grading and Assessment**

Final grades in the course are given as percentage grades, which correspond to a letter grade that is used to calculate GPA according to the University of Toronto marking scheme as specified in [section 10](#) of the Faculty of Arts and Science [Academic Handbook](#). They reflect your overall performance in achieving the stated Course Learning Outcomes. Assessment on interim evaluations can take many forms and are intended to give you an indication of where you stand relative to others. This will allow you to adjust your approach, your expectations, and your performance. Please contact your instructor if you would like more guidance on your individual course performance.

**Plagiarism**

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

**Class Attendance**

Students are expected to attend every class. Those who miss more than one-sixth of a course due to illness or personal circumstances should inform their instructor and Registrar’s Office immediately.

**Accessibility Services**

Academic accommodations are provided when you experience disability-related barriers that prohibit demonstration of your knowledge and skills. To receive accommodations, students must register with Accessibility Services. Accommodations are provided to level the playing field upon which you can establish your success. You are encouraged to inform yourself about options in this regard at the website for [Accessibility Services](#).

**Academic Accommodations**

Occasionally students will need to apply for an academic accommodation due to disability, illness, religious observance, or personal emergency. All requests for an



academic accommodation due to disability are handled by the University of Toronto's Accessibility Services, as specified in the Faculty of Arts and Science [Academic Handbook, section 13](#). All requests for non-disability related accommodations are handled by the instructor, or the PCJ Program Director.

For disability-related accommodations, Accessibility Services staff will determine suitable accommodations on a case-by-case basis based on recommendation from health providers and with student input. If a non-disability related accommodation request is approved, a resolution will be determined by the instructor and may take the form of an alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution deemed appropriate by the instructor. If an accommodation request is not approved, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

### **Crisis Support**

Students in distress can access a range of free crisis lines available from the University of Toronto and City of Toronto: [Support When You Feel Distressed](#)

Most of these crisis lines are available 24 hours a day and some address specific problems that students may be experiencing. Immediate assistance is available as follows:

- My SSP for University of Toronto Students: 1-844-451-9700.
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- Distress Centres of Greater Toronto: 416-408-HELP (4357)
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

***You are not alone: please get help if you're experiencing difficulties and are in distress.***

If you are in immediate danger: For Personal Safety - Call 911, then Campus Community Police\* UTSG Police: 416-978-2222 | U of T Mississauga Police: 905-569-4333 | U of T Scarborough Police: 416-978-2222 | Centre for International Experience Safety Abroad 416-946-3929.

\*24/7/365; Campus Community Police can direct your call to the right service

### **Code of Behaviour on Academic Matters**

Please read the University's [Code of Behaviour on Academic Matters](#). It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

**Academic Integrity**

Case write-ups, papers, assignments, and all other deliverables must be original work, giving credit to the work of others where appropriate. This applies to individual and group deliverables. All members of a group are accountable for the academic integrity of their submissions. You are encouraged to consult the following sites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the [University of Toronto Academic Integrity](#) and the [UofT Writing Centre Resources](#) websites for further detail and help on the proper use of citations.

**Group Work and Behaviour**

You are expected to treat teamwork the same way as you would in any professional organization. This includes, but is not limited to:

- Contributing substantially and proportionally to each project
- Committing to a standard of work and level of participation agreed upon by the group
- Ensuring familiarity with the entire content of a group deliverable so that you can sign off on it with your name in its entirety as original work
- Accepting and acknowledging that assignments that are found to be plagiarized in any way will be subject to sanctions for all group members under the University's Code of Behaviour on Academic Matters linked above
- Ensuring that all team members voice their opinions, thoughts, and concerns openly and in an inclusive and considerate environment
- Taking personal responsibility for voicing your own thoughts to enhance and contribute to the team learning

If you encounter difficulties with any group member that cannot be resolved within the group, please contact your instructor for guidance. Your instructor may refer you to the PCJ Program Director for further assistance.

**Class Recordings Policy for 2022-23**

The Munk School is pleased to be planning for an in-person learning experience in the 2022-2023 academic year. We are not planning for fully online or hybrid courses. In the event of student illness or due to a formal accommodation, we will plan as much as we are able to provide video and audio or audio only recordings for required courses that have 50 or more registered students. Students should check with their program administrator if they are unsure which of their courses qualify.

In order to receive access to these recordings, students will be required to send a written request to their professors. The professor will then approve the request and the student will receive a link (48-72 hours later) where they can view the missed lectures on a secure site requiring UTORid login credentials.

Students who miss smaller seminar classes and lectures will be required to catch up on missed content from classmates and/or through the course page on Quercus. Please be aware that missing classes in courses with participation grades will impact your ability to earn full participation marks. Participation grades and related policy are determined for

each course by the professor. Should Toronto public health requirements or University policy necessitate re-visiting this policy, we will do so.

**Copyright, Trademark, and Intellectual Property**

Unauthorized reproduction, copying or use of online materials, e.g., video footage or text, may result in copyright infringement. The “fair use” provisions that apply to photocopies used for teaching do not apply to web pages. [The Centre for Teaching Support & Innovation](#) (CTSI) in Robarts Library can provide further guidance. You may also access [copyright resources](#) on the University of Toronto Libraries website.

## 5. Detailed Timetable

Week	Date	Session	Topic
1	Sept 14	Lecture #1	Introduction to the course Global Trends in Conflict and Violence
2	Sept 21	Lecture #2	Overview of the Economics of Conflict
	Sept 23	Tutorial #1	Using Data for Studying Conflict and Violence
3	Sept 28	Lecture #3	Conceptualization of Conflict and Violence
	Sept 30	Tutorial #2	Correlations and Bivariate Regression
4	Oct 05	Lecture #4	Causes and Triggers of Civil Wars (part I)
	Oct 07	Tutorial #3	Multivariate Regression
5	Oct 12	Lecture #5	Causes and Triggers of Civil Wars (part II)
	Oct 14	Tutorial #4	Binary Outcome Models
6	Oct 19	Lecture #6	Consequences of Exposure to Violence (part I)
	Oct 21	Tutorial #5	Intro the Potential Outcomes Framework and Differences-in-Differences
7	Oct 26	Lecture #7	Consequences of Exposure to Violence (part II)
	Oct 28	Tutorial #6	Regression Discontinuity, IV
8	Nov 02	Lecture #8	Consequences of Exposure to Violence (part III)
	<b>Nov 09</b>	<b>Reading week (No class)</b>	
9	Nov 16	Presentations' session (I)	
	Nov 18	Tutorial #7	Papers Review I
10	Nov 23	Presentations' session (II)	
	Nov 25	Tutorial #8	Papers Review II
11	Nov 30	Presentations' session (III)	
12	Dec 07	<b>Final Written Test</b>	

## 6. Preliminary List of Readings

**Important note:** Any changes to the reading list will be clearly communicated both during lectures, by email and via Quercus announcements. The readings listed under each lecture are **compulsory**. In turn, I have provided a short list of additional optional readings for each topic, if you want to dig deeper into the topic.

### Lecture 1: Global Trends in Conflict and Violence

- Kalyvas, Stathis N., (2006), *“The Logic of Violence in Civil War,”* New York: Cambridge University Press. [Chapter 1, pp. 16-31].
- Pettersson, Therése, Shawn Davies, Amber Deniz, Garoun Engström, Nanar Hawach, Stina Högladh, Margareta Sollenberg, and Magnus Öberg, (2021), “Organized Violence 1989–2020, with a Special Emphasis on Syria.” *Journal of Peace Research*

### Additional Suggested Readings

- Gleditsch, Neils P., Wallensteen, P., Eriksson, M., Sollenberg, M., and Strand, H., (2002), “Armed conflict 1946–2001: a new dataset,” *Journal of Peace Research*, 39, 615–37.
- Human Security Report Project, (2013), *“Human Security Report 2013: The Decline in Global Violence: Evidence, Explanation, and Contestation,”* Vancouver: Human Security Press.
- Lacina, Bethany, and Neils P. Gleditsch (2005), “Monitoring Trends in Global Combat: A New Dataset of Battle Deaths,” *European Journal of Population*, 21: 145–166.
- Marshall, Monty G, and Gabrielle Elzinga-Marshall, (2017), *“Global Report 2017: Conflict, Governance, and State Fragility,”* Polity IV Project. Vienna, VA: Center for Systemic Peace.
- McEvoy, Claire and Gergely Hideg (2017) *“Global Violent Deaths 2017: Time to Decide”* Small Arms Survey. Geneva, Switzerland.
- Pettersson, Therese, Stina Högladh and Magnus Öberg, (2019), Organized violence, 1989-2018 and peace agreements, *Journal of Peace Research* 56(4).
- Pettersson, Therése, and Magnus Öberg. "Organized violence, 1989–2019." *Journal of peace research* 57, no. 4 (2020): 597-613.
- The International Institute for Strategic Studies (2018) *“Armed Conflict Survey 2018,”* London, England.
- Themner, Lotta, and Peter Wallensteen, (2012), “Armed Conflict, 1946-2011,” *Journal of Peace Research*, 49(4): 565-575.
- Thomas Szayna et al (2017), *“What are the Trends in Armed Conflicts, and What Do They Mean for U.S. Defense Policy?”* The RAND Corporation: Washington, DC.
- Walter, B. F. (2017). “The new new civil wars.” *Annual Review of Political Science*, 20, 469-486.
- World Bank, (2011), *“World Development Report 2011: Conflict, Security and Development,”* The World Bank, Washington D.C.

**Lecture 2: Overview of the Economics of Conflict**

- Blattman, Chris, and Edward Miguel, (2010), “Civil War,” *Journal of Economic Literature*, 48 (1): 3-57. [Section 1, and 2].
- Justino, Patricia (2009), “Poverty and Violent Conflict: A Micro-Level Perspective on the Causes and Duration of Warfare”, *Journal of Peace Research*, 46(3), 315–333.

**Lecture 3: Conceptualization of Conflict and Violence**

- Balcells, Laia, and Stathis Kalyvas, (2014), “Does Warfare Matter? Severity, Duration, and Outcomes of Civil Wars,” *Journal of Conflict Resolution*, 58(8): 1390-1418.
- Sambanis, Nicholas, (2004), “What Is Civil War? Conceptual and Empirical Complexities of an Operational Definition,” *Journal of Conflict Resolution*, 48(6): 814-858.

Additional Suggested Readings for Lectures 2 and 3

- Besley, Timothy, and Torsten Persson, (2011), “The Logic of Political Violence,” *The Quarterly Journal of Economics* 126, 1411–1445.
- Brück, Tilman, Patricia Justino, Philip Verwimp, Alexandra Avdeenko, Andrew Tedesco, (2016), “Measuring Violent Conflict in Micro-level Surveys: Current Practices and Methodological Challenges,” *The World Bank Research Observer*, Volume 31, Issue 1, February 2016, Pages 29–58
- Fearon, James. D., (1995), “Rationalist Explanations for War,” *International Organization* 49(3): 379-414.
- Gutiérrez-Sanín, F., & Wood, E. J. (2017). What Should We Mean by “Pattern of Political Violence”? Repertoire, Targeting, Frequency, and Technique. *Perspectives on Politics*, 15(1): 20-41.
- Hegre, Håvard and Nicholas Sambanis, (2006), “Sensitivity Analysis of Empirical Results on Civil War Onset,” *Journal of Conflict Resolution*, 50(508)
- Humphreys, M., & Weinstein, J. M. (2008). Who fights? The determinants of participation in civil war. *American Journal of Political Science*, 52(2), 436-455.
- Humphreys, M., & Weinstein, J. M. (2009). “Field experiments and the political economy of development.” *Annual Review of Political Science*, 12: 367-378.
- Justino, P., Tilman Brück, and Philip Verwimp (2013), “Micro-level dynamics of conflict, violence and development: A new analytical”, in Justino, P., Brück, T. and Verwimp, P. (eds.) *A Micro-Level Perspective on the Dynamics of Conflict, Violence and Development*. Oxford University Press.
- Justino, Patricia, (2010) “War and Poverty”, in *Handbook of the Economics of Peace and Conflict*, by Michelle Garfinkel and Stergios Skaperdas (Eds.), Oxford University Press.
- Raleigh, C., Linke, A., Hegre, H., & Karlsen, J. (2010). “Introducing ACLED: an armed conflict location and event dataset: special data feature.” *Journal of Peace Research*, 47(5), 651-660.
- Sambanis, Nicholas (2000), “A Review of Recent Advances and Future Directions in the Quantitative Literature on Civil War,” *Defence and Peace Economics*, 13(3): 215–43.

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