

**Course Syllabus**

**GRAD-E1450: Origins of Conflict and Pathways to Peace**

**1. General information**

Course Format	Onsite
Instructor(s)	Dr. Burak Giray
Instructor's e-mail	<a href="mailto:b.giray@hertie-school.org">b.giray@hertie-school.org</a>
Assistant (if applicable)	
Instructor's Office Hours	Immediately preceding or following the class, or alternatively, can be scheduled through email.

Link to [Study, Examination and Admission Rules and MIA, MDS and MPP Module Handbooks](#)

For information on **course room, times and session dates**, please consult the [Course Plan](#) on *MyStudies*.

Instructor Information:

Dr. Burak Giray is a postdoctoral researcher at the Centre for International Security at Hertie School. He was awarded the German Academic Exchange Service (DAAD)'s 2022/23 Postdoctoral Researchers International Mobility Experience (PRIME) Fellowship, which supported his year-long research stay at the Department of Peace and Conflict Research at Uppsala University. He earned his Ph.D. from the University of Houston. His primary research interests revolve around various aspects of UN interventions in conflicts, encompassing supply-side dynamics, effectiveness, and the legitimacy of UN peacekeeping operations. Dr. Giray has published on these topics in the *Journal of International Peacekeeping*, *Political Research Quarterly*, *Journal of International Interactions*, and *Peace Economics, Peace Science and Public Policy*.

**2. Course Contents and Learning Objectives**

Course contents:

This graduate seminar aims to provide students with an opportunity to read and discuss a range of scholarly literature on the causes and consequences of civil wars, and to plan their own research on related topics. It analyzes what we know about civil wars —why they break out and how they end— and how to think conceptually, theoretically and empirically about conflict processes. In addition to asking why so many countries fall into conflict trap, the seminar also focuses on how peace settlements can be achieved and engage in scholarly debate on whether third-party interventions can steer countries toward peace. After introducing the causes of conflict, the second part of the seminar shifts attention to the conditions leading to peace settlements, with a particular focus on UN peacekeeping operations. Students will be introduced the literature asking when UN peacekeepers can be successful in the context of civil wars. At the end of the seminar, students will be able to link theoretical approaches to contemporary conflict events and design a research project on a topic related to civil war and peace which presents a theoretical argument and evaluates this with empirical evidence.

Main learning objectives:

Upon completion of the course, students will have the ability to:

- Understand and analyze civil wars and peacebuilding processes.
- Grasp key concepts, theoretical traditions, and debates in the study of civil war and peace.
- Enhance their research, analytical, and writing skills through assignments and papers.

Target group:

This course is designed for graduate students interested in the complex issues surrounding civil wars, peacebuilding, and conflict resolution, and who aim to develop their research and analytical skills in these areas.

Teaching style:

In this course, instructional techniques revolve around interactive discussions and research-oriented methods. To facilitate this, students are required to prepare by completing assigned readings prior to class, actively participate in discussions by sharing their perspectives and exchanging ideas. Furthermore, students are anticipated to independently conduct research and apply theoretical principles to address real-world research inquiries.

Prerequisites:

An interest in conflict and peace processes is expected. While not required, a basic understanding of statistics can be advantageous.

Diversity Statement:

Understanding and respect for all cultures and ethnicities is central to the teaching at Hertie. Being mindful of diversity is an important issue for policy professionals in the planning, implementation, and evaluation of programs designed for specific groups, populations, or communities. Diversity and cultural awareness will be integrated in the course content whenever possible.

### 3. Grading and Assignments

Composition of Final Grade:

<b>Assignment 1: Reaction Papers (#2)</b>	Deadline: Prior to the beginning of the chosen session	Submit via Moodle	20%
<b>Assignment 2: Presentation of Research Paper</b>	Deadline: Session 12	Classroom Presentation	25%
<b>Assignment 3: Research Paper</b>	Deadline: May 17 at 11.59pm	Submit via Moodle	45%
<b>Participation grade</b>			10%

Assignment Details

**Reaction Papers:**

Students are required to write concise critiques, limited to a maximum of two pages each (double-spaced, 12 pts), in which they evaluate two chosen readings from any session. These critiques should be submitted before the commencement of the session corresponding to the selected articles. Reaction papers are intended to be written reflections or critical analyses of journal articles that

students personally choose. It's important to differentiate them from mere summaries of readings. The papers that are well organized, clear, concise, demonstrate a solid understanding of the chosen readings – especially key contribution, main argument, and findings – and offer insightful and critical analysis will receive the highest grades.

### **Presentation of Research Paper:**

Students are expected to deliver a brief (10-minute) presentation of their research design essays during Session 12. In these presentations, students will introduce several key elements of their research paper, including the topic's significance, research questions, theoretical expectations, and their intended research designs.

The rationale behind scheduling these presentations prior to the final submission date is to provide an opportunity for students to refine their ideas, clarify their thoughts, and identify any weaknesses in their arguments. This format also allows for valuable feedback from both instructors and peers. Should any issues or areas requiring improvement become apparent during the presentation, students will have ample time to make necessary revisions to their research papers before the ultimate submission.

### **Research Paper:**

Learning to do original research is a key component of graduate training. During the course, students will identify a research question and build a project around it. At the end of the semester, students will turn in a short research design essay, which will effectively comprise the “front end” of a larger paper. This should include an introduction, literature review, and the development of a theoretical argument. While students are not expected to conduct an analysis, the paper should discuss the methods (and, if appropriate, data) that would be used to analyze the research question. Students are also strongly encouraged to discuss their ideas with the instructor in advance, or to submit potential topics for feedback.

### **Participation grade:**

The participation grade assumes that students take part, not as passive consumers of knowledge, but as active participants in the exchange, production, and critique of ideas—their own ideas and the ideas of others. Therefore, students should come to class not only having read and viewed the materials assigned for that day but also prepared to discuss the readings and to contribute thoughtfully to the conversation. Participation is marked by its active nature, its consistency, and its quality.

Please leave enough time to read the literature assigned carefully. When reading you should focus on the following questions:

- What's the study's purpose? Does it introduce a new theory or test an existing one? What are its key contributions, and how effectively are they achieved?
- What's the author's main argument? What research question are they addressing? What are the independent and dependent variables, and how do they connect?
- Is the theory logically sound and persuasive? Can you identify any alternative theories?
- Is the theory practically relevant? Do the empirical findings align with the theoretical expectations?
- If the author conducts empirical tests, are the concepts and analysis methods appropriate?
- How does this study compare to other approaches, and why?
- Is this research intriguing and informative? Does it offer new insights, and can we draw policy recommendations from it?

- How do this week's readings relate to each other, and how do they fit into the course as a whole?

**Late submission of assignments:** For each day the assignment is turned in late, the grade will be reduced by 10% (e.g. submission two days after the deadline would result in 20% grade deduction).

**Attendance:** Students are expected to be present and prepared for every class session. Active participation during lectures and seminar discussions is essential. If unavoidable circumstances arise which prevent attendance or preparation, the instructor should be advised by email with as much advance notice as possible. Please note that students cannot miss more than two out of 12 course sessions. For further information please consult the [Examination Rules](#) §10.

**Academic Integrity:** The Hertie School is committed to the standards of good academic and ethical conduct. Any violation of these standards shall be subject to disciplinary action. Plagiarism, misuse of AI, free riding in group work, and other deceitful actions are not tolerated. See [Examination Rules](#) §16, the Hertie [Plagiarism Policy](#), and [the Hertie Guidelines for Artificial Intelligence Tools](#).

**Compensation for Disadvantages:** If a student furnishes evidence that he or she is not able to take an examination as required in whole or in part due to disability or permanent illness, the Examination Committee may upon written request approve learning accommodation(s). In this respect, the submission of adequate certificates may be required. See [Examination Rules](#) §14.

**Extenuating circumstances:** An extension can be granted due to extenuating circumstances (i.e., for reasons like illness, personal loss or hardship, or caring duties). In such cases, please contact the course instructor and Examination Office *in advance* of the assignment deadline.

#### 4. General Readings

Mason, T. D., & Mitchell, S. M. (Eds.). (2023). *What do we know about civil wars?*. Rowman & Littlefield.

#### 5. Session Overview

Session	Session Date	Session Title
1	06.02.2024	Understanding Civil Wars Fundamentals
2	13.02.2024	Ethnicity, Diversity, and War
3	20.02.2024	The Economic Origins of War
4	27.02.2024	State Strength, Political Systems, and Armed Conflict
5	05.03.2024	Transnational Dynamics and Diffusion
6	12.03.2024	Third Party Intervention in Civil Wars
7	26.03.2024	Mediating Civil Wars
8	02.04.2024	Ending Wars with Peace Accords
9	09.04.2024	Peacekeeping Operations
10	16.04.2024	Size and Types of Peacekeepers
11	23.04.2024	Composition of Peacekeepers
12	30.04.2024	Class Research Presentations

## 6. Course Sessions and Readings

All course readings can be accessed on the course Moodle page. Optional readings are intended to broaden your knowledge in the respective area. It is highly recommended to at least skim them.

<b>Session 1: Understanding Civil Wars Fundamentals</b>	
<b>Required Readings</b>	<p>What do we know about civil wars? (introduction &amp; chapter 1)</p> <p>Sambanis, N. (2004). "What is civil war? Conceptual and empirical complexities of an operational definition." <i>Journal of Conflict Resolution</i>, 48(6), 814–858.</p>
<b>Optional Readings</b>	<p>Wood, Elizabeth J. 2003. <i>Insurgent Collective Action and Civil War in Salvador</i>. New York: Cambridge University Press. Chapter 1.</p> <p>Sawyer, A. (2004) "Violent Conflicts and governance challenges in West Africa: the case of the Mano River basin area." <i>The Journal of Modern African Studies</i> 42(03).</p>

<b>Session 2: Ethnicity, Diversity, and War</b>	
<b>Required Readings</b>	<p>What do we know about civil wars? (chapter 3)</p> <p>Sambanis, Nicholas. (2001). 'Do Ethnic and Non-Ethnic Civil Wars Have the Same Causes?' <i>Journal of Conflict Resolution</i> 45 (3): 259-82.</p> <p>Weidmann, Nils B. (2011). 'Violence from "Above" or from "Below"? The Role of Ethnicity in Bosnia's Civil War'. <i>Journal of Politics</i>, 73(4): 1178-1190.</p>
<b>Optional Readings</b>	<p>Lake, David A. and Donald Rothchild. (1996). 'Containing Fear: The Origins and Management of Ethnic Conflicts'. <i>International Security</i>, 21(2): 41-75.</p> <p>Posen, B. R. (1993). "The security dilemma and ethnic conflict." <i>Survival</i>, 35(1), 27–47.</p> <p>Cederman, L. E., Wimmer, A., &amp; Min, B. (2010). "Why do ethnic groups rebel? New data and analysis." <i>World Politics</i>, 62(1), 87–119.</p>

<b>Session 3: The Economic Origins of War</b>	
<b>Required Readings</b>	<p>What do we know about civil wars? (chapter 2)</p> <p>Collier, P. and A. Hoeffler (2004). "Greed and Grievance in Civil War." <i>Oxford Economic Papers</i> 56(4): 563-595.</p> <p>Ross, Michael L. (2006). "A Closer Look at Oil, Diamonds, and Civil War." <i>Annual Review of Political Science</i> 9: 265–300.</p>
<b>Optional Readings</b>	<p>Miguel, Edward, Shanker Satyanath and Ernest Sergenti. (2004). "Economic Shocks and Civil Conflict: An Instrumental Variables</p>

	<p>Approach," <i>Journal of Political Economy</i> 112 (4), 119-144.</p> <p>Scott, James. (1976). <i>The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia</i>. New Haven: Yale University Press, introduction, chapter 1 &amp; 7.</p>
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#### Session 4: State Strength, Political Systems, and Armed Conflict

<b>Required Readings</b>	<p>What do we know about civil wars? (chapter 4)</p> <p>Goodwin, J., &amp; Skocpol, T. (1989). Explaining revolutions in the contemporary Third World. <i>Politics &amp; Society</i>, 17(4), 489-509.</p> <p>Tezcür, G. M. (2010). When democratization radicalizes: The Kurdish nationalist movement in Turkey. <i>Journal of Peace Research</i>, 47(6), 775-789.</p>
<b>Optional Readings</b>	<p>Gurses, M., &amp; Mason, T. D. (2010). Weak states, regime types, and civil war. <i>Civil Wars</i>, 12(1-2), 140-155.</p> <p>Fearon, J. D. (2004). Why do some civil wars last so much longer than others?. <i>Journal of peace research</i>, 41(3), 275-301.</p>

#### Session 5: Transnational Dynamics and Diffusion

<b>Required Readings</b>	<p>What do we know about civil wars? (chapter 5)</p> <p>Gleditsch, Kristian S. and Idean Salehyan. (2006). 'Refugees and the Spread of Civil War', <i>International Organization</i> 60(2): 335-66.</p> <p>Idean Salehyan. (2007). 'Transnational Rebels: Neighboring States as Sanctuary for Rebel Groups'. <i>World Politics</i> 59(2): 217-242.</p>
<b>Optional Readings</b>	<p>Gleditsch, Kristian S. 2007. 'Transnational Dimensions of Civil War'. <i>Journal of Peace Research</i> 44:293-309.</p> <p>Buhaug Halvard and Kristian S. Gleditsch. (2008). 'Contagion or Confusion? Why Conflicts Cluster in Space'. <i>International Studies Quarterly</i>, 52: 215-233.</p>

#### Session 6: Third Party Intervention in Civil Wars

<b>Required Readings</b>	<p>What do we know about civil wars? (chapter 6)</p> <p>Balch-Lindsay, D., Enterline, A. J., &amp; Joyce, K. A. (2008). Third-party intervention and the civil war process. <i>Journal of Peace Research</i>, 45(3), 345-363.</p> <p>Escribà-Folch, A. (2010). Economic sanctions and the duration of civil conflicts. <i>Journal of Peace Research</i>, 47(2), 129-141.</p>
<b>Optional Readings</b>	<p>Ilgaz, H. (2021). Qui bono? Foreign military, economic, diplomatic interventions, and the termination of civil wars: An integrative</p>

	<p>approach. <i>International Interactions</i>, 47(6), 1069-1099.</p> <p>Regan, P. M., Frank, R. W., &amp; Aydin, A. (2009). Diplomatic interventions and civil war: A new dataset. <i>Journal of Peace Research</i>, 46(1), 135-146.</p>
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### Session 7: Mediating Civil Wars

<b>Required Readings</b>	<p>What do we know about civil wars? (chapter 7)</p> <p>Greig, J. M., &amp; Regan, P. M. (2008). When do they say yes? An analysis of the willingness to offer and accept mediation in civil wars. <i>International Studies Quarterly</i>, 52(4), 759-781.</p> <p>Wiegand, K., Rowland, E., &amp; Keels, E. (2021). Third-party knowledge and success in civil war mediation. <i>The British Journal of Politics and International Relations</i>, 23(1), 3-21</p>
<b>Optional Readings</b>	<p>Clayton, G. (2013). Relative rebel strength and the onset and outcome of civil war mediation. <i>Journal of Peace Research</i>, 50(5), 609-622.</p> <p>Savun, B. (2008). Information, bias, and mediation success. <i>International studies quarterly</i>, 52(1), 25-47.</p>

### Session 8: Ending Wars with Peace Accords

<b>Required Readings</b>	<p>What do we know about civil wars? (chapter 8)</p> <p>Mattes, M., &amp; Savun, B. (2010). Information, agreement design, and the durability of civil war settlements. <i>American Journal of Political Science</i>, 54(2), 511-524.</p> <p>Maekawa, W., Ari, B., &amp; Gizelis, T. I. (2019). UN involvement and civil war peace agreement implementation. <i>Public Choice</i>, 178, 397-416.</p>
<b>Optional Readings</b>	<p>DeRouen Jr, K., Ferguson, M. J., Norton, S., Park, Y. H., Lea, J., &amp; Streat-Bartlett, A. (2010). Civil war peace agreement implementation and state capacity. <i>Journal of Peace Research</i>, 47(3), 333-346.</p> <p>DeRouen Jr, K., &amp; Chowdhury, I. (2018). Mediation, peacekeeping and civil war peace agreements. <i>Defence and Peace Economics</i>, 29(2), 130-146.</p> <p>Reiter, A. G. (2015). Does spoiling work? Assessing the impact of spoilers on civil war peace agreements. <i>Civil Wars</i>, 17(1), 89-111.</p>

### Session 9: Peacekeeping Operations

<b>Required Readings</b>	<p>What do we know about civil wars? (chapter 9)</p>
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	<p>Hegre, H., Hultman, L., &amp; Nygård, H. M. (2019). Evaluating the conflict-reducing effect of UN peacekeeping operations. <i>The Journal of Politics</i>, 81(1), 215-232.</p> <p>Bara, C., &amp; Hultman, L. (2020). Just different hats? Comparing UN and non-UN peacekeeping. <i>International Peacekeeping</i>, 27(3), 341-368.</p>
<b>Optional Readings</b>	<p>Fortna, V. P. (2004). Does peacekeeping keep peace? <i>International intervention and the duration of peace after civil war</i>. <i>International studies quarterly</i>, 48(2), 269-292.</p> <p>Hultman, Lisa, Jacob Kathman and Megan Shannon. 2014. Beyond Keeping Peace: United Nations Effectiveness in the Midst of Fighting. <i>American Political Science Review</i>, 108(4): 737-753</p> <p>Clayton, G., Kathman, J., Beardsley, K., Gizelis, T. I., Olsson, L., Bove, V., ... &amp; Goodness, C. (2017). The known knowns and known unknowns of peacekeeping data. <i>International Peacekeeping</i>, 24(1), 1-62.</p>

### Session 10: Size and Types of Peacekeepers

<b>Required Readings</b>	<p>Ruggeri, A., Gizelis, T. I., &amp; Dorussen, H. (2013). Managing mistrust: An analysis of cooperation with UN peacekeeping in Africa. <i>Journal of Conflict Resolution</i>, 57(3), 387-409.</p> <p>Hultman, L., Kathman, J., &amp; Shannon, M. (2013). United Nations peacekeeping and civilian protection in civil war. <i>American Journal of Political Science</i>, 57(4), 875-891.</p> <p>Kirschner, S., &amp; Miller, A. (2019). Does peacekeeping really bring peace? Peacekeepers and combatant-perpetrated sexual violence in civil wars. <i>Journal of Conflict Resolution</i>, 63(9), 2043-2070.</p>
<b>Optional Readings</b>	<p>Carnegie, A., &amp; Mikulaschek, C. (2020). The promise of peacekeeping: protecting civilians in civil wars. <i>International Organization</i>, 74(4), 810-832.</p> <p>Gizelis, T. I., &amp; Benson, M. (2019). Advancing the frontier of peacekeeping research. <i>Journal of conflict resolution</i>, 63(7), 1595-1600.</p>

### Session 11: Composition of Peacekeepers

<b>Required Readings</b>	<p>Bove, V., &amp; Ruggeri, A. (2016). Kinds of blue: Diversity in UN peacekeeping missions and civilian protection. <i>British Journal of Political Science</i>, 46(3), 681-700.</p>
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	<p>Haass, F., &amp; Ansorg, N. (2018). Better peacekeepers, better protection? Troop quality of United Nations peace operations and violence against civilians. <i>Journal of Peace Research</i>, 55(6), 742-758.</p> <p>Wilén, N. (2020). Female peacekeepers' added burden. <i>International Affairs</i>, 96(6), 1585-1602.</p>
<b>Optional Readings</b>	<p>Giray, B. (2023). Troop-providers' ideational commitment to UN peacekeeping and effectiveness. <i>International Interactions</i>, 1-29.</p> <p>Dworschak, C., &amp; Cil, D. (2022). Force structure and local peacekeeping effectiveness: micro-level evidence on UN troop composition. <i>International Studies Quarterly</i>, 66(4), sqac072.</p>

### Session 12: Class Research Presentations

<b>Learning Objectives</b>	<p>Students present their research design essays for 10 minutes, followed by feedback from both the instructor and peers.</p> <p>Research papers are due on <b>May 17 at 11.59pm.</b></p>
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