

GLBL 296: Global Studies Foundation Seminar

Consequences of Civil Conflict

Spring 2017 (Meets March 13 – May 17)

Location: 330 Armory

Credit: 1 Hour

Instructor: Duu Renn

Office Hours: Monday 9:00AM-9:50AM or by appointment

Meeting Time: Monday 10:00AM-11:50AM

Type: Lecture/Discussion

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DKH 328C

1 Course Description

This seminar is designed to introduce students to the scientific study of civil conflict and equip understand organized political violence and its consequences around the world. We will focus on the effects or legacies of civil war, looking at a broad range of consequences that impact individuals, social groups and governments in the aftermath of civil conflict. Students will read excerpts from scholarly work, news articles, and personal narratives to gain a greater understanding of the subject matter. As students become familiar with the impact of civil war, they will apply this knowledge to a specific civil war and analyze the effect of the conflict on some of the consequences covered in the class. In addition to helping develop writing and research skills, the course seeks to motivate students to consider the problem of civil war in a global context and what might be done to address needs of societies are they recover from conflict.

2 Topic Description

There have been approximately 250 of civil wars since the end of World War II. These conflicts have killed more than 16 million combatants (Sarkees et al 2003) and countless more civilians, both directly and indirectly (Cairns 1997; Lacina et al 2006). These wars are also associated with a number of other consequences, such as forced migration, the spread of disease, stagnant economic growth, political upheaval and international involvement. In this course, we will deal with the question of what happens when a civil war ends, survey some of the many consequences of domestic conflict. What are the legacies of civil war and what might be done to address them?

The readings in this course are designed to introduce students to the scientific study of war and to equip them to understand civil conflict in a global context. Students will learn terminology, explore data sources, and consider theoretical arguments that appear in scholarly work, media accounts, and political debate. Activities throughout the course are designed to give students experience in using source material to develop the ability to understand and evaluate the consequences of modern civil conflicts.

By the end of the course, students will be familiar with many of the difficulties that typically accompany civil wars, including the loss of life due to fighting and disease, displacement, divisive politics, stagnant economic development, and the recurrence of conflict. The students will also

consider the theoretical arguments behind these findings, including why some conflicts are “worse” than others and the feedback between the causes and consequences of violence.

Students will choose from a list of civil wars and write a short paper that describes a country process toward recovery following a civil war. Using skills developed in readings and class discussion, they will describe the situation in post-war countries objectively and with empirical evidence. The final component of this assignment is to evaluate whether issues in post-war societies are due to conflict or some other factor and to suggest what might be done to improve conditions in countries that experience a civil war.

3 General Goals of Course:

1. Provide a forum for discussion and debate around the consequences of civil war, with an eye toward understanding how one might improve conditions following a civil war.
2. Develop knowledge and skills that will aid Global Studies majors:
 - a. Understand and critique theoretical explanations for social phenomena as they are presented in academic writing.
 - b. Gather information from primary and secondary sources and present this information objectively
 - c. Use case studies to evaluate theoretical arguments and develop specialized knowledge of specific areas and topics

4 Course Format

The course is intended to be primarily a discussion with minimal lecturing. Students should complete all readings before the weekly meeting unless otherwise instructed. Some readings may prove confusing, but it is crucial that students go through all material and come to class prepared to offer summary, critique and questions. If I call on you and you have no input, your participation grade will suffer.

The topics are loosely arranged by level of analysis (In this course, we divide as follows: individual, group/state, and international). For the first two weeks, we will focus on the effects of war on the individual level. In the following weeks, we will look at the effects of civil war on ethnic groups and political institutions within the state. Finally, we will consider the effect of civil war on international organizations and the global economy. This format may be useful in organizing your final paper. Do not focus too much on only one level of analysis.

Each week contains a number of readings. I will divide students into two or three groups each week and assign a set of readings by group. Each student should read and take notes on their assigned readings (typically an excerpt from a journal and either a new article or personal narrative). I will collect notes at the beginning of each class period and use your notes to help determine your participation grade. I have also include several classroom activities that should help us understand the material - but like the readings and discussion, these will require active

participation. During the weekly meeting, we will discuss each group's set of readings. I will call on members of each group to help summarize the readings (this will also factor into your participation grade).

The course includes a short paper which describes a civil war and the state of the country following the end of the war. Section 7 includes more information about the paper, but I suggest that students begin early by selecting a civil war that ended in the past fifty years. The following website (<http://www.ucdp.uu.se/gpdatabase/search.php>) has a list of civil conflicts that you may use to help select a case. Note that I should approve your case selection before you start writing your paper.

5 Readings

There are no required textbooks for this course. All readings are available online through media outlets or through the University's database of scholarly journals. I will provide scans for the occasional book chapter.

Many of the readings are academic articles and can be difficult to understand. We will mainly read selections from these readings but know that these readings, though students are encouraged to read more in topics that pique their interest.

Similarly, many of these academic articles will include tables and figures that require some knowledge of statistics to understand. We typically will not read these sections, but if you are in global studies, I would suggest taking a stats course or two since it is an important topic. If you would like to skim these sections, the following primer may be useful (http://www.uky.edu/~clthyn2/PS439G/readings/PS439G_statsguide.pdf). You are always welcome to ask questions about readings that you do not understand, but please do the readings first.

If you have trouble accessing the readings, please let me know. Many of the materials are also available through the library's media database. We will have a quick introduction on how to use this tool in the first week.

Note that much of the material may prove disturbing. While you we cannot avoid discussion about the consequences of war,

6 Schedule

Week 1 – The Human Costs of War: Death, Disease and Disability

In this first week, we will take a brief look at the frequency and cost of civil conflict in the post-WWII era. Students will learn how social scientists define civil war, examine trends in casualties, and consider consequences such as disease and disability that affect individuals both during and after the conflict. How should we think about the consequences of civil war? What are the links between conflict and consequences like death and disease? Are all bad things that happen during and after a civil war due to the conflict? What do we mean when we saw something causes

something else? After reading about some of the human costs of war, what are some solutions to these issues? Why don't we see more solutions implemented?

Reading:

Group 1: Battlefield Casualties

- a. Lacina, Bethany. "Explaining the severity of civil wars." *Journal of Conflict Resolution* 50.2 (2006): 276-289. (Read pgs 277-284; 287 – the “Conclusion”)
- b. Sample Discussion Questions
 - i. Are the casualties that result from civil war significant? Are there other things that kill more people? Are civil wars something that we can stop?
 - ii. Why are casualty figures so difficult to collect? Can you think of more effective ways to gather this information?
 - iii. Why are some wars so much deadlier than others?

Group 2: Disease and Disability

- a. Ghobarah, Hazem Adam, Paul Huth, and Bruce Russett. "Civil wars kill and maim people—long after the shooting stops." *American Political Science Review* 97.02 (2003): 189-202. (You are only required to read pgs. 189-192 and 197-201.)
- b. Agency Reports and News Articles
 - i. South Sudan Crisis: Situation Report No. 43, United Nations Office for the Coordination of Humanitarian Affairs (OCHA)
<<http://reliefweb.int/sites/reliefweb.int/files/resources/South%20Sudan%20Crisis%20Situation%20Report%20No.%2043.pdf>>
 - ii. Rape and HIV as Weapons of War, <<http://unu.edu/publications/articles/rape-and-hiv-as-weapons-of-war.html>>.
 - iii. Landmines Continue to Maim and Kill,
<<http://www.yementimes.com/en/1766/report/3641/Landmines-continue-to-maim-and-kill.htm>>
- c. Sample Discussion Questions
 - i. How are issues of public health directly connected to the events of a civil war? How are they indirect connected?
 - ii. Are Ghobarah et al's (2003) discussion of the connection between health and warfare the only ones that you can think of?
 - iii. If civil war had not occurred, what might be different in the three reports/news stories that you read?

Activities:

1. Group Assignment - Defining a Civil War and a “Battle Death”
2. Discussion: What is the real cost of conflict and why does it matter?
3. Lecture: Determining Cause and Effect (Discuss causation, spuriousness, temporal ordering and endogeneity)
4. Activities:

- a. Movie Excerpt – *Beasts of No Nation*
 - b. Attempt to verify casualties in a conflict
 - c. Find an example of a consequence indirectly tied to civil war (disease and disability)
- 5. Explore Civil Wars
 - a. Access the Correlates of War Project and PRIO's Armed Conflict Dataset and just look around. Find the list of civil wars in both projects.
 - b. Do any of these wars seem interesting? Begin to think about which you might write about for your final paper.

Week 2 – The Human Costs of War: Mental Health and Displacement

In addition to death, disease and physical injury, civil wars often take a toll on the mental health of those that encounter violence (both victims and perpetrators). Victims of war often deal with the additional stress of displacement, as conflict drives them away from their homes. The following readings provide a brief overview of the relationship between conflict and the challenges that face those who survive a civil war, including mental anguish, trauma and forced migration/refugee status. What can be done to help in these situations? What is a refugee? How are services provided to refugees and war-survivors? Why is it so difficult for war survivors to reintegrate into society? Who designs and enforces post-war treatment for mental health and refugees? How is it funded?

Readings:

Group 1: Mental Health

- a. Betancourt, Theresa S., et al. "Sierra Leone's former child soldiers: a longitudinal study of risk, protective factors, and mental health." *Journal of the American Academy of Child & Adolescent Psychiatry* 49.6 (2010): 606-615. (You can skim the methodology section)
- b. Reports and Video
 - i. Marshall, Grant N., et al. "Mental health of Cambodian Refugees Two Decades after Resettlement in the United States." *Jama* 294.5 (2005): 571. (Note that you only have to read the first page)
 - ii. Profile: Dominic Ongwen of Uganda's LRA. <<http://www.bbc.com/news/world-africa-30709581>>
 - iii. Peru War Survivors Live Violent Legacy, <<http://www.latinamericanstudies.org/peru/legacy.htm>>
- c. Sample Discussion Questions
 - i. According to the readings, what factors helped protect those that were exposed to violence from mental illness, stress and trauma?
 - ii. Should people like Dominic Ongwen (both victims and perpetrators of violence) be granted leniency when tried for the crimes that they commit? What happened in Dominic Ongwen's ICC trial?

Group 2: Displacement/Refugees

- a. What is a Refugee? - Use the text of the 1951 Convention Relating to the Status of Refugees and the 1967 Protocol Relating to the Status of Refugees (available here: <http://www.unhcr.org/3b66c2aa10.html>)
- b. Reports and Video
 - iv. "Global Refugee Trends 2013 - June 2014,"
<https://www.youtube.com/watch?v=CIL1mQv4vm8>
 - v. U.N. Reports Sharp Increase in Refugees as Civil Wars Cripple Nations,
<<http://www.nytimes.com/2014/06/21/world/refugees-at-levels-not-seen-since-second-world-war.html>>
- c. Sample Discussion Questions
 - i. According to international law, what is a refugee?
 - ii. Do refugee flows stop after a civil war ends? What makes return difficult or undesirable?
 - iii. What are the typical conditions that refugees face when they move? What challenges do these individuals deal with in their travels?

Activities

- a) Browse the UNHCR's report (<http://www.unhcr.org/5399a14f9.html>) on trends on refugee trends in 2013. Select three countries (pgs 41 - 43) and attempt to explain why refugees are fleeing that country. (<http://www.unhcr.org/5399a14f9.html>)
- b) Group Activity: Legacy of violence – Research a person (provided in class) who lived through a civil war. Listen to their account of the war and how they responded.

Week 3 – Group-Level Consequences: Society's Response to Civil War

In the previous two weeks, we considered the effects of civil war on individuals, but how does conflict affect groups within societies? Many argue that civil conflicts damage social cohesion creating cleavages between groups that fought in a war. After the fighting stops, are former enemies able to reconcile or work together? When does this happen and when does it fail? How does war strain social ties and are there ways to mitigate this effect? Conversely, how might ethnic and religious divisions affect the likelihood of conflict? We will consider the feedback between the two in our discussion. Are Truth and Reconciliation councils useful tools, or do they stir up more strife? Should actions one form of reconciliation prevail following all types of conflicts?

Readings:

Group 1: Ethnic and Religious Conflict

- a. Central African Republic: Religious Tinderbox. (<http://www.bbc.com/news/world-africa-24802898>) Some background – Prior to the conflict in 2012, Muslim and Christian populations in the CAR lived in relative harmony. There were a number of rebellions and coups that spurred this new conflict. For a more detailed analysis, consider reading the

International Crisis Group's history of conflict in the CAR

(<http://www.crisisgroup.org/~media/Files/africa/central-africa/central-african-republic/b105-la-face-cachee-du-conflit-centrafricain-english.pdf>).

- b. Fearon, James D., and David D. Laitin. "Sons of the soil, migrants, and civil war." *World Development* 39.2 (2011). Read selection (199-206.)
- c. Discussion Questions
 - i. How might ethnic and religious divisions lead to war?
 - ii. How does conflict affect ethnic and religious divisions?
 - iii. Consider the cases in the readings (Sri Lanka, CAR) along with other wars that you might know about – what was the role of ethnic and religious division? Did this change over time (at the beginning of war, during, afterwards and into the next conflict)?
 - iv. Recall the Grant et al (2005) piece from last week – what were the effects for individuals who fled war as refugees? How might the difficulties that individuals experience affect the group as a whole? (Think about the net effect of migration on a country's demographic composition)

Group 2: Truth and Reconciliation

- a. Kroker, Dejvid A. "Truth commissions, transitional justice and civil society." *Filozofski godišnjak* 11 (1998): 225-247.
(<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1124587/>) Don't let the page count fool you; this article is really short.
- b. Shaw, Rosalind. "Rethinking truth and reconciliation commissions." *Lessons from Sierra Leone* (2005). (<http://www.usip.org/sites/default/files/resources/sr130.pdf>) If you are interested in reading more about the T&R council in Sierra Leone, here is a report filed by the commission (http://trcofliberia.org/resources/reports/final/volume-two_layout-1.pdf)
- c. Discussion Questions
 - a. What are the goals of truth and reconciliation commissions?
 - b. Who participates in these commissions?
 - c. What is the best possible outcome? What about the worst? When are T&R commissions most appropriate?

Activity:

- a. Read the following article in groups (mix members from both of the reading groups). How does the conflict in South Sudan illustrate the problem of ethnic division post-conflict? What are the challenges to reconciliation? Conflicts in South Sudan (<http://www.enoughproject.org/conflicts/sudans/conflicts-south-sudan>).
- b. Video – Truth and Reconciliation Commission – CNN: Truth and reconciliation in Liberia (<https://www.youtube.com/watch?v=upANQfHtY9I>)
- c. Pick a conflict (maybe the one that you've selected for your final paper) and see if there is evidence of ethnic division after the conflict (or before) an attempt at reconciliation.

Consider what we read last week – how does migration affect both ethnic divisions and attempts to reconcile?

Week 4 - The Effect of Civil War on Government Institutions

At the center of every civil war is a political issue: who's has the right to govern? When conflict end – whether in victory or in a settlement, former belligerents must still answer this question. Most post-civil war countries hold elections in the wake of violence, though they are not typically deemed “free and fair.” What are the prospects for democracy in the aftermath of civil war? Can former enemies agree on political issues without returning to violence? Even if belligerents “agree” on leadership, how are political institutions shaped by a legacy of violence? Does a history of conflict make for a less ordered state? Are different forms of coercion, like government repression and imprisonment more likely?

Readings:

Group 1: Does War Bring Democracy?

- a. Angola: Second Civil War (1992-2002). Electoral Institute for Sustainable Democracy in Africa. <http://www.content.eisa.org.za/old-page/angola-second-civil-war-1992-2002>
- b. Renn and Diehl (if published), otherwise Fortna, Virginia Page, and Reyko Huang. "Democratization after Civil War: A Brush-Clearing Exercise1." *International Studies Quarterly* 56.4 (2012): 801-808.
- c. Discussion Questions
 - i. Identify three or four civil wars and search (quickly) to see if elections followed the conflict? Who won? Who was allowed to participate? According to these handful of cases, what are the prospects for democracy in post-civil war countries?
 - ii. Is democracy a desirable outcome for post-civil war societies? List some of the reasons why the citizens within a post-civil war country would want democracy and some reasons why they might not want it.

Group 2: Infighting, Repression, and Exclusion

- a. Atlas, Pierre M., and Roy Licklider. "Conflict among former allies after civil war settlement: Sudan, Zimbabwe, Chad, and Lebanon." *Journal of Peace Research* 36.1 (1999): 35-54. (Choose one of the four case study to read, along with the introduction and conclusion – about 6 pages of reading)
- b. Poe, Steven C., and C. Neal Tate. "Repression of human rights to personal integrity in the 1980s: a global analysis." *American Political Science Review* 88.04 (1994): 853-872. (Only read intro 853-855; and discussion of civil war 859; 863)
- c. Discussion Questions
 - i. Why is political cooperation difficult after a civil war? Who fights in a civil war? Are the same groups likely to fight afterwards?

- ii. What does it mean to be repressed? How do social scientists measure this concept? What are some of the difficulties measuring repression?
- iii. What affect does experience in a civil war have on political repression?

Activities

- a. Video: Angola Elections (<https://www.youtube.com/watch?v=xBgVD6L7yzI>)
- b. Discussion: In the Aftermath of the Arab Spring, what is the prospect for democracy in the following countries:
 - a. Egypt
 - b. Tunisia
 - c. Libya
- c. Group Activity: The Autocrat's Game/Handbook of Repression. Other than war, how might a leader repress dissent? Are these methods easier in the wake of civil war? Why or why not? Can anything be done to prevent this?

Week 5 – War, Economic Development, and the Rule of Law

Many scholars describe civil wars as development in reverse. Fighting diminishes economic growth and strains already weak societal and governmental structures. What can be done to stop this vicious cycle? Can anything be done to return war torn societies to calm and stability? Even if political conflict ceases, what are the consequences for the rule of law? Is criminal activity more likely after a civil war and if so, who does this hurt?

Readings:

Group 1: The Conflict Trap and Economic Development

- a. Collier, Paul. *Breaking the conflict trap: Civil war and development policy*. World Bank Publications, 2003. (pgs. 13-17; 20-23)
- b. Serneels, Pieter, and Marijke Verpoorten. "The impact of armed conflict on economic performance Evidence from Rwanda." *Journal of Conflict Resolution* (2013). Read pgs. 1-7.
- c. Discussion Questions:
 - i. What is meant by "the conflict trap?" How would a country escape this vicious cycle?
 - ii. How did conflict affect consumers in Rwanda? How long did these effects last?
 - iii. What are the costs of civil war on a global scale, according to Collier and his co-authors?

Group 2: The Rule of Law and Crime

- a. Collier, Paul. *Breaking the conflict trap: Civil war and development policy*. World Bank Publications, 2003. (pgs. 40-47)
- b. Haggard, Stephan, and Lydia Tiede. "The Rule of Law in Post-Conflict Settings: The Empirical Record." *International Studies Quarterly* (2013). Pgs. 405-410
- c. Discussion Questions

- a. What sort of crimes are associated with post-war countries? How do these criminal activities affect other countries?
- b. What is the rule of law and why is it important?
- c. How do social scientists measure the rule of law?
- d. What are the prospects for law and order in countries following a civil war?

Activities:

- a. Group Activity: Exploring the global arms trade. (Using the SIPRI Arms Transfer Database)
- b. Conflict Profile: Somalia vs. Somaliland.
- c. Video and Discussion: Clip from “Lord of War.”
- d. Discussion: What can be done?: Solutions to the problems of law and order and economic development.

Week 6 - The Role of International Organizations and Third Parties

Though civil wars are defined as conflicts within a country, we have encountered many cases where outside actors intervene – either directly in the conflict or after conflict ends. This week, I will ask that you survey the literature on involving international organizations and other third parties and consider when these outside actors benefit countries recovering from civil war and when they might hurt. Is this intentional? Why do you think that parties that are not part of the local conflict get involved afterwards? How do the readings deal with concerns about dependency or manipulation?

* Special instruction for this week. Choose from two of the following categories and complete the accompanying readings. Consider the following question – how do outside parties (individuals, companies, other countries or international organizations) intervene after a civil war? Are these interventions helpful or sustainable?

Liberalization and Democratization

- a. Paris, Roland. *At war's end: building peace after civil conflict*. Cambridge University Press, 2004. (pgs. 1-5; 235-237 – Scan Available)

Security and Peacekeeping

- b. Hultman, Lisa, Jacob Kathman, and Megan Shannon. "United Nations peacekeeping and civilian protection in civil war." *American Journal of Political Science* 57.4 (2013): 875-891. (Only read Introduction and conclusion)

Refugees

- c. Dangerous Sanctuaries: Refugee Camps, Civil War, and the Dilemmas of Humanitarian Aid by Sarah Kenyon Lischer. Review by: Scott Straus. *Political Science Quarterly*. Vol. 121, No. 3 (Fall, 2006) , pp. 527-529 (Stable URL: <http://www.jstor.org/stable/2020274>)

Foreign Aid and Social Cohesion

- d. Fearon, James D., Macartan Humphreys, and Jeremy M. Weinstein. "Can development aid contribute to social cohesion after civil war? Evidence from a field experiment in post-conflict Liberia." *The American Economic Review*(2009): 287-291.

Activity:

- a. Discussion: Is Outside Assistance "Good?"
- b. Group Activity – Consider the following conflicts (Background provided in class).
Work in your group to consider what sort of intervention would have been helpful in these cases. Is intervention always necessary or possible? Why or why not?
 - i. Sudan/South Sudan 2009
 - ii. Somalia 2009
 - iii. China/Tibet 1950
 - iv. El Salvador 1991

* Note that your final paper is due next week, two days after our class meeting. You will be reading some of your classmates' reports for our final week so do not turn it in late.

Week 7 – Old Wars End, New Wars Begin

Readings:

War Outcomes and Sustainable Peace

- a. Luttwak, Edward. "Give War a Chance." *Global. Foreign Affairs*, July-Aug. 1999. Web. 22 Jan. 2015. (<http://www.foreignaffairs.com/articles/55210/edward-n-luttwak/give-war-a-chance>)
- b. Licklider, Roy. "The consequences of negotiated settlements in civil wars, 1945–1993." *American Political science review* 89.03 (1995): 681-687;
- c. Discussion:
 - i. What does Luttwak suggest as a means to end civil wars? What effect will this have on the post-war environment? Are there any ethical concerns about his "solution?"
 - ii. According to Licklider, how does the end of a civil war affect what might happen in the future? What are the implications and where have we seen this in our previous readings?

The Problem of Recurrence

- a. Walter, Barbara F. "Does conflict beget conflict? Explaining recurring civil war." *Journal of Peace Research* 41.3 (2004): 371-375; 379-386 – skim charts and tables.
- b. Country Profile: Ivory Coast
(<http://www.telegraph.co.uk/news/worldnews/africaandindianocean/cotedivoire/8414344/Ivory-Coast-civil-war-reignites-as-forces-seize-key-towns.html>)

c. Discussion

- i. How often do civil wars recur?
- ii. How do Walter's findings relate to the discussion of Collier (The Conflict Trap) in our week on economic consequences?

Week 8 - Paper Presentations

For this final class period, we will discuss your papers. I will distribute your paper to four other students (so write with that audience in mind) and they will provide some comments. We'll select a few papers at random to discuss as a class. While reading, consider why some conflicts were so much worse than others in terms of the consequences. Is it fair to say that the conflict caused these consequences? What might have happened if there was no conflict (would there still be disease and poor development)? What was done to help mitigate the consequences and did it work?

Activity

- Discuss Papers – Individual Feedback and Group Discussion
- Class Discussion – The Consequences of Civil War in Perspective

7 Assessment

Grades for the class will be calculated using the percentages below:

Attendance (20%)

Participation (40%)

Final Paper (40%)

Students will have three options for their final paper. Regardless of the option chosen, the paper should range from 5-7 pages in length and conform to the university's guidelines on plagiarism (i.e. Do not plagiarize and cite your sources). If you would like guidance on writing style and grammar, please consider going to the writing center located in the undergraduate library.

1) Civilians and Sieges – *This War of Mine*

- a. Play through *This War of Mine*, available on mobile platforms ([android](#), [apple](#)) and for computers ([steam](#)). Before you decide to do this, realize that this assignment requires that you complete the game, which can take between 10-12 hours. Answer the following questions:
 - i. What difficulties did the characters in the game experience?
 - ii. Describe what actions you took to ensure survival for your characters. Did you change your strategy during the game?
 - iii. Choose at least one character and read the background information provided in the game. Summarize the character's background
 - iv. What was the outcome of your game? (length, survival, key decisions)
 - v. Put a screenshot of you playing (near the end of the story) at the end of your paper.

- b. Research either the Siege of Aleppo in the Syrian Civil War or the Siege of Sarajevo in the Bosnian War. You should use primary and secondary sources that are not Wikipedia. Consider the [newspaper database](#) or other library resources. Provide a background that answers the following:
 - i. What parties were involved in the conflict?
 - ii. Why was the city put under siege?
 - iii. How long was the siege and what were some of the difficulties that residents faced?
 - iv. How many casualties and fatalities were associated with the siege? What were the causes of these fatalities?
 - v. What are the long-term effects for those that survived? Provide at least one specific example.

2) Children in Conflict – *Beasts of No Nation*

- a. Watch the movie *Beast of No Nation*, available on Netflix. If you want to watch it but do not have access to an account, please let me know and I can hold a class screening. Answer the following questions:
 - i. Summarize the key plot points of the film.
 - ii. Who are the key characters in the film? How has conflict affected them (be specific and make sure that you consider the implied effects, not just what the movie spells out for the viewer)?
 - iii. How does Agu find himself in the NDF? Why do the child soldiers fight?
 - iv. What do you think will happen to the character of Agu in the future? What challenges will he face?
- b. Watch this video on [Ishmael Beah](#) and research the civil war in Sierra Leone. Answer the following questions:
 - i. What parties were involved in the conflict?
 - ii. How long was the conflict and what international actors got involved?
 - iii. Describe the Revolutionary United Front (RUF), their leadership, and their use of child soldiers.
 - iv. What challenges did Beah encounter? What reason does he give for why he survived?
 - v. In light of Beah's experiences, how would you evaluate Agu's character from *Beasts of No Nation*. Is his experience authentic? Dramatized?

3) Case Study

Choose a civil war that occurred within your region of expertise. For a full list of civil wars, you can use the [UCDP conflict database](#). I will upload an outline of the final paper after the first week, but remember that the purpose of the paper is to demonstrate critical thinking. It is not a summary of the pieces covered in the course, nor is it merely a report on your civil war. The majority of the assignment should focus on evaluating a theoretical explanation in your particular case using rigorous logic and evidence. The paper should be no shorter than 4 pages and no longer than 6

pages, excluding a title page, figures, tables, footnotes and the bibliography. There should be two main sections. The first describes your civil war (~2 pages) and the second, evaluates at least two consequences that we discussed in class, preferably across two different levels of analysis.

8 Course Policies

There is a zero tolerance policy for academic dishonesty in this course. As the final paper is the only written assignment, plagiarism will result no credit for the assignment and an “F” in the course. It is also likely that you will face further disciplinary action if you plagiarize. Please consult the student handbook (http://admin.illinois.edu/policy/code/article1_part4_1-401.html) for more information on the university’s plagiarism policy. If you are confused about the distinction between plagiarism and summarizing, I encourage you to visit the writing center (<http://www.cws.illinois.edu/>) and read about plagiarism (<http://www.library.illinois.edu/learn/research/academicintegrity.html>).

Please do your best to minimize distractions in the classroom. This includes silencing your cell phone, only using a computer for class-related purposes (I will ban computers if I see people goofing off) and coming to class on time. Excessive tardiness will mean no credit for attending class.

I will require official documentation for all excused absences and special accommodations. For more information on what qualifies as an excused absence, consult Article 1, Section 501 of the Student Handbook. If you are absent, I still expect that you to complete the readings and reserve the right to assign make-up work to access this.