

Politics 384: Ending War and Securing Peace: Conflict Mediation and Resolution in the 21st Century

Spring 2018, Friday 1:15-4:05, Room: Clapp 225

Professor: Andy Reiter

Office Hours: Skinner 107, T 2:45-3:45, TH 10:45-11:45, or by appointment

Course Description

How do we end political violence and achieve peace? This course focuses on the context for negotiation and bargaining strategies, including what types of actors are involved in negotiations, the contours of the mediation environment, the timing of intervention and talks, the use of leverage to get warring parties to the table, and the transformation of processes across multiple stages from initial mediation to implementation to enforcement. The course also examines several peacemaking strategies in depth, including resource sharing, territorial autonomy and partitions, elections and powersharing agreements, refugee crisis management, and demobilization and reintegration programs.

Course Readings

There are no texts to purchase for the course, all readings are provided electronically. Many of the readings are scholarly analyses by academics, much as would be used in a typical politics seminar. Yet we will also be reading a number of guides that are used in training workshops for practitioners working on conflict resolution around the world. In addition, we will also be examining several case studies and reading the actual peace agreements signed in those cases. The goal is to provide students a window into what a professional career in this field might look.

Course Requirements

Class participation is an important component of the course and worth 20% of your grade. If you are going to miss class for whatever reason, please notify me ahead of time and arrange to get notes for that day from another student. You may also be required to meet in office hours to get caught up on the material and discussion. Participation is graded on the frequency and, more importantly, the quality of your contributions to our class discussion. A participation grading rubric can be found below. Everyone should participate every week we meet and you should demonstrate that you have thought critically about the readings and how they relate to one another (within a week's readings and across the semester), are making connections between the readings and your own case, and have begun to frame your own arguments and views about the topics. Some of the readings and topics are difficult, so remember that interesting and thought-provoking questions are as important as knowledgeable answers—if you did not understand something it is likely that other students did not either. If you do not feel comfortable participating in class discussions, please come speak to me in office hours and we can strategize ways to improve in this area.

In addition to regular participation, there will be an in-class simulation of a peace negotiation process (15%). You will be assigned a role, will need to prepare a position and statement ahead of time, and must participate actively in the negotiations to successfully reach a final peace agreement.

The main research and writing project for the course will be for each student to analyze an ongoing conflict in the world between a state and an organized rebel group with political aims (this excludes ISIS, al-Qaeda, Boko Haram,

and criminal groups, such as drug traffickers and gangs in Mexico and Central America). The project takes four parts. The first assignment is an annotated bibliography to demonstrate that you have gained an understanding of existing research and writing on your case (5%). The second assignment is a brief history of the conflict (5%). The third assignment is an analysis of why the previous attempt(s) at peace have failed (15%). Were their missed opportunities? Did peacemakers pursue the wrong strategies? The fourth assignment is a proposal for a new approach at bringing peace the conflict (15%). Drawing from the theory and cases discussed in the course, what strategies would you pursue, which actors would need to be involved, and what would a final peace agreement ideally look like? At the end of the semester, you are required to combine the history, analysis, and proposals into one policy brief that is formatted professionally (see examples on Moodle from past courses). You may submit multiple drafts of any of these sections for comments at any point during the semester. Students often need to workshop 2-3 drafts to produce a refined final product. In addition, I will give you a grade on each component of the writing project as you complete them, but you may continue to improve them, and I will give each component a new final grade when you submit your final policy brief in May. This applies also to the annotated bibliography. Your final policy brief should include only a traditional bibliography (not annotated), but you will be graded again on the variety and appropriateness of the resources you used for the project.

The final assignment for the course is to present and defend your analysis and recommendations for a new approach to peacemaking during the final two weeks of the course to our class and a panel of outside faculty (25%). Failure to complete any of the assignments will result in an F for the course.

Grade Breakdown

| | |
|---------------------------|-----|
| Participation | 20% |
| Annotated Bibliography | 5% |
| Historical Background | 5% |
| Analysis of Peace Failure | 15% |
| Policy Proposals | 15% |
| Simulation | 15% |
| Final Presentation | 25% |

Course Guidelines

Any cheating or plagiarism is a serious violation of the College's Honor Code and any instance will result in a zero for the assignment, and potentially for the course. You are required to complete the [College's Tutorial on the proper use of sources](#). If you have any questions on what constitutes plagiarism, please ask; claiming that you did not know or understand the rules is not an excuse. In addition, late assignments are not accepted for credit unless there are extenuating circumstances and you obtain *prior* approval from me. If a class is canceled for any reason, such as weather; I will email modifications to this syllabus accordingly.

To encourage active engagement and academic inquiry in the classroom, as well as to safeguard the privacy of students and faculty, no form of audio or visual recording in the classroom is permitted without explicit permission from the professor/instructor or without a letter from AccessAbility Services, signed by the faculty member, authorizing the recording as an accommodation. Authorized recordings may only be used by a student who has obtained permission and may not be shared or distributed for any reason. Violation of this policy is an infraction of the Mount Holyoke Honor Code and academic regulations and will result in disciplinary action.

AccessAbility

If you would like to request accommodations, please contact AccessAbility Services, located in Wilder Hall B4, at (413) 538-2634 or accessability-services@mtholyoke.edu. If you are eligible, they will give you an accommodation letter which you should bring to me as soon as possible

A Note on Course Content

While most of the readings are academic in nature, this is a course on violence, and as such, you will, at times, be exposed to descriptions of violent acts (including mass killings and sexual crimes), confessions of perpetrators, testimony of victims, and difficult moral and ethical questions. Some of you may also have experienced violence or are from a country in which mass violence occurred. So if at any point you anticipate that particular readings or discussions will be difficult for you, please contact me ahead of time. Similarly, if after readings or a discussion, you feel unsettled or troubled in anyway, please contact me. It is also important to respect the views of each other during discussions. We will strive to take a step back and approach these questions analytically and seek to understand the reasons why different views exist and what implications each has for the study conflict and peace.

Case Selection

The following cases are not permitted because they are too internationalized, too complex, and covered too extensively by researchers already: Syria, Ukraine, India and Pakistan (Kashmir), and Israel-Palestine.

You can choose any of the following cases, but everyone must have a unique case. If you have an idea that is not on this list, we can discuss it, but this is a very exhaustive list of the cases in the world where larger scale armed conflict is occurring between organized sides. *Note, out of fairness, students from my Fall 2017 Political Violence course are not allowed to select the same cases again.

- Afghanistan – Taliban
- Azerbaijan – Nagorno-Karabkh
- Bangladesh – JMB
- Burundi – Forebu, RED-Tabara, and others
- Central African Republic
- Colombia – ELN
- Democratic Republic of Congo – Kasai
- Democratic Republic of Congo – Katanga
- Democratic Republic of Congo – Kivu
- Ethiopia – Oromiya
- India – Naxalites
- India – Seven Sisters States
- Libya
- Mali – Northern Mali
- Myanmar – Arakan (Rohingya insurgency)
- Myanmar – Palaung
- Myanmar – Shan
- Pakistan – Balochistan

- Philippines – Mindanao
- Philippines – CPP and aligned groups
- Somalia
- South Sudan
- Sudan – Darfur, South Kordofan, and the Blue Nile states
- Thailand – Patani
- Turkey – PKK (Kurds)
- Yemen

Course Schedule

****Note: Complete readings in the order they are listed for each week****

Friday January 26 Introduction to the Course and Defining War

- ❖ Nils Petter Gleditsch, Erik Melander, and Henrik Urdul, “Introduction—Patterson of Armed Conflict since 1945,” in *What Do We Know About Civil Wars?* edited by T. David Mason and Sara McLaughlin Mitchell (Lanham, MD: Rowman and Littlefield, 2016), 15-32.
- ❖ Höglbladh, Stina. 2012. “Peace agreements 1975-2011 - Updating the UCDP Peace Agreement Dataset.” In *States in Armed Conflict 2011*, edited by Pettersson Therése and Lotta Themnér. Uppsala University: Department of Peace and Conflict Research Report 99.

Thursday February 1 **Case Selections need to be finalized by 1:15 PM (Everyone will enter their preferences in a spreadsheet)**

Friday February 2 War Termination and Recurrence **Complete the tutorial on the proper use of sources**

- ❖ Fred Iklé, *Every War Must End* (New York, NY: Columbia University Press, 1971), 84-105.
- ❖ David Cunningham, “Veto Players and Civil War Duration,” *American Journal of Political Science* 50:4 (2006): 875-892.
- ❖ Barbara F. Walter, “Bargaining Failures and Civil War,” *Annual Review of Political Science* 12 (2009): 243-61.
- ❖ Xan Rice, “Background: The Lord’s Resistance Army,” *The Guardian*, October 20, 2007 [Excerpts]
- ❖ International Criminal Court, “Warrant of Arrest Unsealed Against Five LRA Commanders,” Press Release, October 14, 2005.
- ❖ Jeeven Vasagar, “Lord’s Resistance Army Leader is Offered Amnesty by Uganda,” *The Guardian*, July 4, 2006

Friday February 9 Timing and Mediation

- ❖ Harold H. Saunders, “We Need a Larger Theory of Negotiation: The Importance of Pre-Negotiating Phases,” *Negotiation Journal* 1:3 (1985): 249-62.
- ❖ I. William Zartman and Alvaro de Soto, “Timing Mediation Initiatives,” *The Peacemaker’s Toolkit* (Washington, DC: United States Institute of Peace Press, 2010).
- ❖ Lakhdar Brahimi and Salman Ahmed, “In Pursuit of Sustainable Peace: The Seven Deadly Sins of Mediation,” NYU Center for International Cooperation, May 2008.
- ❖ Agreement on the Cessation of Hostilities Between the Government of the Republic of Uganda and the Lord’s Resistance Army/Movement.
- ❖ *BBC News*, “Uganda Drops Peace Talks Deadline,” September 12, 2006.
- ❖ Jonah Fisher, “Uganda LRA Want Warrants Dropped,” *BBC News*, October, 2006.
- ❖ Addendum 1 to the Cessation of Hostilities Agreement.
- ❖ Addendum 2 to the Cessation of Hostilities Agreement.
- ❖ Addendum 3 to the Cessation of Hostilities Agreement.

Monday February 12 **Annotated Bibliography Due by 1:15 PM**

Friday February 16 Negotiation, Implementation, and Spoilers

- ❖ Amy L. Smith and David R. Smock, “Managing a Mediation Process,” *The Peacemaker’s Toolkit* (Washington, DC: United States Institute of Peace Press, 2008).
- ❖ Anthony Wanis-St. John and Darren Kew, “Civil Society and Peace Negotiations: Confronting Exclusion,” *International Negotiation* 13:1 (2008):11-36.
- ❖ Andrew G. Reiter, *Fighting Over Peace: Spoilers, Peace Agreements and the Strategic Use of Violence* (New York, NY: Palgrave Macmillan, 2016), Chapter 2.
- ❖ Agreement on Comprehensive Solutions Between the Government of the Republic of Uganda and Lord’s Resistance Army/Movement.
- ❖ Agreement on Accountability and Reconciliation Between the Government of the Republic of Uganda and Lord’s Resistance Army/Movement.
- ❖ Addendum 4 to the Cessation of Hostilities Agreement.
- ❖ Addendum 5 to the Cessation of Hostilities Agreement.

Friday February 23 Religion, Ethnicity, Resources, and Territory

- ❖ Isak Svensson, *Ending Holy Wars: Religion and Conflict Resolution in Civil Wars* (Queensland, Australia: University of Queensland Press, 2012), 49-82.
- ❖ Alexander B. Downes, “The Problem with Negotiated Settlements to Ethnic Civil Wars,” *Security Studies* 13:4 (2004): 230-279.
- ❖ United States Institute of Peace, “Natural Resources, Conflict, and Conflict Resolution,” 2007.
- ❖ **In Class Simulation on Resource Sharing**

Friday March 2 Reintegrating Victims and Perpetrators: Refugees and DDR
****Midterm Course Evaluations and Participation Grades****

- ❖ Kelvin Ong, “Managing Fighting Forces: DDR in Peace Processes,” *The Peacemaker’s Toolkit* (Washington, DC: United States Institute of Peace Press, 2012).
- ❖ Gerard Mc Hugh, “Integrating Internal Displacement in Peace Processes and Agreements,” *The Peacemaker’s Toolkit* (Washington, DC: United States Institute of Peace Press, 2010).
- ❖ United Nations Department of Political Affairs, “Guidance for Mediators: Addressing Conflict-Related Sexual Violence in Ceasefire and Peace Agreements,” 2012.

Thursday March 8 **Historical Background Due by 1:15 PM**

Friday March 9 Powersharing, Elections, and Democracy

- ❖ Caroline A. Hartzell and Matthew Hoddie, *Crafting Peace: Power-Sharing Institutions and the Negotiated Settlement of Civil Wars* (University Park, PA: The Pennsylvania State University Press, 2008), 21-42.
- ❖ Charles T. Call, *Why Peace Fails: The Causes and Prevention of Civil War Recurrence* (Washington, DC: Georgetown University Press, 2012), 183-210.
- ❖ Barbara F. Walter, “Why Bad Governance Leads to Repeat Civil War,” *Journal of Conflict Resolution* 59:7 (2015): 1242-1272.

Friday March 16 No Class – Spring Break

Friday March 23 Peacekeeping and the Responsibility to Protect

- ❖ Robert Muggah w. Natasha White, “Is There a Preventive Action Renaissance? The Policy and Practice of Preventive Diplomacy and Conflict Prevention,” Norwegian Peacebuilding Resource Centre Report, February 2013.
- ❖ Virginia Page Fortna, *Does Peacekeeping Work? Shaping Belligerent’s Choices after Civil War* (Princeton, NJ: Princeton University Press, 2008), 76-103.
- ❖ Jon Western and Joshua S. Goldstein, “Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya,” *Foreign Affairs* 90:6 (2011): 48-59.
- ❖ Benjamin A. Valentino, “The True Costs of Humanitarian Intervention: The Hard Truth About a Noble Notion,” *Foreign Affairs*, October 17, 2011.

Thursday March 29 **Analysis of Peace Failure Due by 1:15 PM**

Friday March 30 Transitional Justice and Post-Conflict Reconciliation

- ❖ Andrew G. Reiter, “The Development of Transitional Justice,” in *An Introduction to Transitional Justice*, edited by Olivera Simic (London, UK: Routledge Press, 2016).
- ❖ Phil Clark, “Rwanda’s Recovery: When Remembrance Is Official Policy,” *Foreign Affairs* 97:1 (2018): 35-41.
- ❖ Pierre Englebert and Denis M. Tull, “Postconflict Reconstruction in Africa: Flawed Ideas about Failed States,” *International Security* 32:4 (2008): 106-139.
- ❖ Michael Bratton, “Violence, Displacement and Democracy in Post-Conflict Societies: Evidence from Mali,” *Journal of Contemporary African Studies* 34:4 (2016): 437-58.
- ❖ *BBC News*, “Ugandans Reach War Crimes Accord,” 2008 February 19, 2008.
- ❖ Annexure to the Agreement on Accountability and Reconciliation.
- ❖ Implementation Protocol to the Agreement on Comprehensive Solutions.
- ❖ Agreement on a Permanent Ceasefire.
- ❖ Agreement on Implementation and Monitoring Mechanisms.
- ❖ Agreement on Disarmament, Demobilisation and Reintegration.

Friday April 6 In-Class Simulation

- ❖ Addendum 6
- ❖ Frank Nyakairu, “ICC Softens On Kony’s Case,” *Africa News Service*, March 11, 2008.
- ❖ *BBC News*, “Uganda Sets Up War Crimes Court,” May 26, 2008
- ❖ Ronald R. Atkinson, “From Uganda to the Congo and Beyond: Pursuing the Lord’s Resistance Army,” International Peace Institute, December 2009.
- ❖ Visit the [LRA Crisis Tracker website](#).

Thursday April 12 **Policy Proposals Due by 1:15 PM**

Friday April 13 In-Class Simulation

Friday April 20 Final Presentations

Friday April 27 Final Presentations

Friday May 4 **Final Policy Brief Due by 1:15 PM**

Class Participation Grading Rubric

A (4.0)

An A is reserved for the few students who have done exceptionally well in discussion. Besides encapsulating everything described below for an A- student, these students are the ones that I have leaned on throughout the year. I never had any doubts that they had read and were prepared; when discussion stalled I could turn to them to get it started again; and when a particularly difficult question led to silence I could count on them to attempt to think it through and offer an answer.

A- (3.67)

Students who receive a grade of A- have gone above and beyond the description of a B+ student. Not only have they been present regularly and contributed often to discussion, they do so in a constructive manner and help aid the flow of discussion by bringing questions with them and offering answers and opinions when prompted. They always come to class prepared, having done the readings and ready to participate.

B+ (3.33)

Students who receive a grade of B+ have been present regularly and they have made solid contributions to discussion throughout the year. A grade of B+ is an excellent grade for this course.

B (3.0)

Students who receive a grade of B have been present regularly and have also contributed to discussion from time to time.

B- (2.67)

Students who receive a grade of B- have been present regularly, but have been quiet and have rarely contributed to discussion.

C (2.0)

Students who receive a grade of C have been absent numerous times and when present rarely contribute to discussion.

D (1.0)

Students who receive a grade of D have been habitually absent from class and have not taken this component of the course seriously.

F (0.0)

Students who receive a grade of F are rare. An F is only given if the student has missed many classes in a row, not contacted me, and has clearly decided not to engage this component of the course.

Guide for Writing Assignments and Final Presentations

The main research and writing project for the course will be for each student to analyze an ongoing conflict in the world between a state and an organized rebel group with political aims (this excludes ISIS, al-Qaeda, Boko Haram, and criminal groups, such as drug traffickers and gangs in Mexico and Central America). The due date for submitting your case preferences is February 1. Once your case is selected, you should set about becoming an expert on it. Read and research widely. You should aim to bring this knowledge of your case into the class discussions throughout the remainder of the semester. In addition, I will call on several students at the beginning of each class to report out on their cases. You should be ready every week to do so.

The project takes four parts. The first assignment is an annotated bibliography to demonstrate that you have gained an understanding of existing research and writing on your case (5%). More details on this assignment are

The second assignment is a brief history of the conflict (approximately 2,000 words). What are the origins of the conflict? How has it evolved over time? What is the status of the violence today?

The third assignment is an analysis of why the previous attempt(s) at peace have failed or have not been tried (approximately 2,000 words). Are there barriers to negotiation? Were there missed opportunities? Did peacemakers pursue the wrong strategies?

The fourth assignment is a proposal for a new approach at bringing peace to the conflict (approximately 2,000 words). Drawing from the theory and cases discussed in the course, what strategies would you pursue, which actors would need to be involved, and what would a final peace agreement ideally look like?

The above word-counts are approximations, they will vary considerably by conflict. There is no maximum word limit, but the goal is to be thorough but concise, and so I will instruct you to cut words where necessary.

At the end of the semester, you are required to combine the history, analysis, and proposals into one policy brief, with an introduction and conclusion, that is formatted professionally (see examples on Moodle from past courses).

You may submit multiple drafts of any of these sections for comments at any point during the semester. Students often need to workshop 2-3 drafts to produce a refined final product. In addition, I will give you a grade on each component of the writing project as you complete them, but you may continue to improve them, and I will give each component a new final grade when you submit your final policy brief in May. This applies also to the annotated bibliography. Your final policy brief should include only a traditional bibliography (not annotated), but you will be graded again on the variety and appropriateness of the resources you used for the project.

The final assignment for the course is to present and defend your analysis and recommendations for a new approach to peacemaking during the final two weeks of the course to our class and a panel of outside faculty. Each presentation will be 10 minutes, with a PowerPoint, followed by 7 minutes of questions from the audience. This will be a mock presentation to an NGO or government agency where you must convince a group of policymakers to support and implement your proposals. Signups for slots will take place later in the semester. In addition, each of you are required to meet with me individually in office hours prior to your presentation; I will hold extended office hours in the days prior to the presentations.

Pedagogical Reasoning

The majority of the students in the class have some interest in working on issues of human rights, security, or conflict resolution in their careers, either from a non-profit/NGO position or from within government. The assignments are thus geared towards helping students begin to think about what a career in this field might be like, and to help juniors think about potential internships for the crucial summer before their senior year. Moreover, they aim to help students gain the skills necessary to succeed in a job or internship that involves researching and analyzing contemporary issues of violence, and presenting and writing policy-relevant recommendations to end violence based on that analysis.

The assignments serve a key pedagogical purpose of requiring students to apply to a particular case the many theories in political science on conflict resolution learned throughout the semester in the course. But beyond that they target the development of several job-relevant skills.

First, they force students to think about policy, something that too few assignments in our courses do. Each student must generate specific policy recommendations for how to resolve the conflict they are studying. In doing so, students must understand the risk and trade-offs of particular policies and contemplate the likelihood or willingness of actors to agree to and enact them. Students must examine the interests of a variety of actors and contemplate the cost (political and economic) of any potential action in order to generate realistic policy prescriptions.

Second, the assignments aim to improve job-relevant writing skills. While learning to write academic research papers is vital, students also need to learn how to make writing accessible to a policy-oriented audience. To that end, the assignments are meant to represent policy briefs, position statements, or internal research memos. They are thorough but concise. Students must be able to summarize the violence, analyze the failure of previous attempts at conflict resolution, and provide their recommendations in a way that is accessible to a broad audience. They are encouraged to use summary tables and bullet points where appropriate. Many students will include timelines, maps, and budgets in appendices. Students read these types of reports regularly when doing their research, but often have no experience writing this type of document. These assignments aim to give them such an experience.

Third, the assignments aim to improve job-relevant oral presentation skills. Rather than just present their research or their findings at the end of the semester, this final presentation requires students to convince the audience to support their policy recommendations. They must make a formal presentation using PowerPoint to an audience with little to no knowledge about their case that succeeds in teaching the audience the important aspects of the case and then “sells” the audience on their policy recommendations for resolving the conflict. Following the presentation, students will be forced to handle a lengthy question and answer session from the audience and defend their arguments. Each student will be required to meet with me individually prior to the class presentation to practice the delivery and refine the PowerPoint.

Finally, the assignment also aims to improve the emotional preparation of students for work beyond Mount Holyoke. In the types of jobs that many of these students aspire to hold, analysts submit and present their findings to superiors. These superiors—whether in the form of government bureaucrats, politicians, or boards of trustees or directors—may or may not be familiar with the particular issue or case being presented. To mirror this, students for this assignment must present to a classroom full of individuals who are well trained in the general topic of conflict resolution but not in their specific case (the other students in the course), one individual who will be knowledgeable about the topic and case (me), and a panel of individuals who are well trained in critical thinking and analysis but

largely unfamiliar with the issues and cases involved (an outside panel of professors). In particular, by bringing in outside faculty students are forced to present to people of rank and authority they respect but who they may not know. This will raise the pressure of the talk and better prepare students for future presentations in their careers.

The goals of the assignments are detailed in this assignment guide, will be articulated orally by myself in class, and reinforced in further detail to students in comments on drafts and in one-on-one sessions throughout the semester. In particular, I will be working with individual students to tailor their projects to any potential career or internship goals they may have. In the end, papers and presentations will take different forms, with some geared towards specific governments (e.g. the US, India) and others specific organizations (e.g. the UN, Human Rights Watch).

Guide for Annotated Bibliography

The annotated bibliography is a crucial assignment for the rest of your research over the course of the semester. It is due early, on February 11, with the goal of ensuring that you have found and begun reading sufficient resources on your conflict. You should rely on the Guide to Resources for Peace and Conflict Studies found on the following page to conduct their research. To that end, you must:

- 1) Examine the information on your case found at the UCDP/PRIO Armed Conflict Data Program. Briefly list the basic characteristics of the conflict and the armed actors involved, and describe the trend in the levels of violence over time.
- 2) Search all four databases of peace agreements and list any agreements and their dates found for your conflict.
- 3) Explore the sites for all three UN offices and list any reports or other documents covering your conflict. Provide a brief overview (3-5 sentences) below each.
- 4) Read the United States Department of State Country Reports on Human Rights Practices for your country for at least the last ten years. Briefly describe the overall trend in violence related to your conflict. Note that those reports will include information on human rights more broadly for your country. You can focus specifically on violence related to your armed conflict.
- 5) Explore the websites of all 19 NGOs/Think Tanks and list any reports covering your conflict. Provide a brief overview (3-5 sentences) below each. There should be a minimum of five.
- 6) Search all 15 journals and listed any articles related to your conflict. Provide a brief overview (3-5 sentences) below each. There should be a minimum of ten.
- 7) List any articles related to your conflict found on the two academic blogs. Provide a brief overview (3-5 sentences) below each.
- 8) Search all 11 major news sources online and write a short summary that notes which have the most coverage on your conflict and any particular journalists who provide consistent coverage.
- 9) Search the two newspaper guides and explore the publications from within your country. List any publications in English or other languages that you can read that you will use for research this semester.
- 10) Search for academic books related to your conflict. List those found in Mount Holyoke College's Library and those that you will have to obtain by Inter-Library Loan. Provide a brief overview (3-5 sentences) below each. There should be a minimum of ten.

Note: If you need any assistance in locating academic sources, please contact Bryan Goodwin bgoodwin@mholyoke.edu at the library. He is the liaison for the Politics and International Relations Departments and is available to help.

Andy's Guide to Resources for Peace and Conflict Studies

Andrew G. Reiter, Associate Professor of Politics and International Relations, Mount Holyoke College
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Download [↗](#)

The UCDP/PRIO Armed Conflict Data Program [↗](#) has an interactive global map with detailed histories, casualty figures (geo-plotted), types of violence, and a list of all armed actors involved. You should start here to orient yourself on cases.

The following four sources have detailed information on peace agreements, searchable by country:

- [United Nations Peacemaker](#) [↗](#)
- [Ulster University's Transitional Justice Institute](#) [↗](#)
- [Peace Accords Matrix](#) [↗](#)
- [Uppsala Conflict Data Program](#) [↗](#)

Within the United Nations, these three offices have the most relevant information related to peace and conflict:

- [United Nations Peacekeeping](#) [↗](#)
- [United Nations Office of the High Commissioner for Human Rights](#) [↗](#)
- [United Nations High Commissioner for Refugees](#) [↗](#)

The United States State Department produces annual reports on the status of human rights practices in each country in the world:

- [United States Department of State Country Reports on Human Rights Practices](#) [↗](#)

There are many think tanks and NGOs working on issues related to peace and conflict. The ones listed below are those that have significant country-specific coverage:

- [Human Rights Watch](#) [↗](#)
- [Carnegie Endowment for International Peace](#) [↗](#)
- [Open Society Foundation](#) [↗](#)
- [Freedom House](#) [↗](#)
- [Amnesty International](#) [↗](#)
- [International Crisis Group](#) [↗](#)
- [Internal Displacement Monitoring Centre](#) [↗](#)
- [Conciliation Resources](#) [↗](#)
 - [Including the open-access Accord Publication Series](#) [↗](#)
- [International Center for Transitional Justice](#) [↗](#)
- [Institute for War and Peace Reporting](#) [↗](#)
- [Belfer Center for Science and International Affairs](#) [↗](#)

- [Council on Foreign Relations](#)
- [Brookings Institute](#)
- [RAND Corporation](#)
- [Center for Strategic and International Studies](#)
- [Woodrow Wilson International Center for Scholars](#)
- [Stimson Center](#)
- [Stockholm International Peace Research Institute](#)
- [Foundation for the Defense of Democracies](#)
 - [Including the open-access Long War Journal](#)

There are many academic journals related to peace and conflict. The ones listed below are those that focus less on theoretical issues and more on empirical research on specific countries:

- [Foreign Affairs](#)
- [Foreign Policy](#)
- [Terrorism and Political Violence](#)
- [Studies in Conflict and Terrorism](#)
- [Civil Wars](#)
- [Journal of Peace Research](#)
- [Peacebuilding](#)
- [Peace and Conflict Studies](#)
- [Journal of Peacebuilding and Development](#)
- [International Peacekeeping](#)
- [Security Studies](#)
- [African Conflict & Peacebuilding Review](#)
- [African Peace and Conflict Journal](#)
- [African Journal on Conflict Resolution](#)
- [International Journal of Transitional Justice](#)

There are two major academic blogs that cover issues related to the study of conflict:

- [Political Violence at a Glance](#)
- [The Small Wars Journal and Blog](#)

The following reputable news outlets provide regular coverage of global issues:

- [BBC News](#)
- [New York Times](#)
- [Washington Post](#)
- [Al Jazeera](#)
- [The Guardian](#)
- [CNN World News](#)
- [Reuters](#)
- [The Economist](#)

- [All Africa](#)
- [Los Angeles Times](#)
- [San Francisco Chronicle](#)

For comprehensive lists of country specific newspapers, see:

- [The Guardian's World News Guide](#)
- [ABYZ's All Countries Newspaper and News Media Guide](#)