University of Massachusetts Boston

**Political Economy of Violent Conflict**

**Econ 418**

**Instructor**: Kade Finnoff

**Office**: Wheatley 5-25

**Office Hours**:

**Class Location**:

**Phone**: 617-287-6961

**Email**: kade.finnoff@umb.edu

**Course Description:**

This course examines the Political Economy of Violent Conflict with a focus on low and middle income countries over the last 3 decades. Particular attention will be given to the theories and causes of war, the ways wars are waged, resource conflicts, financing of wars, the effect of war on the economy, conflict resolution and post-conflict reconstruction and nation building. This course seeks to combine theoretical debates with country case studies as a way to illustrate the diversity of experiences and complexity of understanding conflict. Throughout this course gender will be considered as an important conceptual category in understanding the patterns, prevalence, and impacts of violence in war-affected countries.

**Prerequisites:**

It is expected that students have taken Introduction to Microeconomics and Introduction to Macroeconomics (Econ 101 and Econ 102). In addition, students will also need to have taken either Microeconomic Theory (Econ 201) or Macroeconomic Theory (Econ 202). Students without the prerequisites will be able to enroll with permission of instructor on a case-by-case basis.

**Learning Outcomes:**

Students will be able to:

* Explain the ways in which warfare has changed since 1945.
* Find, use and display data on violent conflict.
* Describe various theoretical approaches to understanding violent conflict.
* Explain the gendered nature of war, including the use of sexual violence as a form of warfare.
* Using contemporary examples, explain the way internal and external economic factors affect violent conflicts.
* Analyze a contemporary violent conflict using political economy analysis and tools.
* Explain the microeconomic effects of war with the use of country specific examples.
* Explain the macroeconomic effects of war with the use of country specific examples.
* Evaluate and critique the way different economic theories understand conflict resolution.
* Provide examples of how economic factors affect post-war state-building.

**Student Evaluation:**

This is a seminar-based course based on problem based learning to actively engage students in the learning process. Each student will need to complete required readings, the weekly critical reading assignments and come to class prepared to discuss the main issues. In addition there will be four short essay assignments, a data assignment and students will be expected to lead a discussion on a reading topic. Assignments have to be typed and handed in at the start of the class the day they are due for full credit. Each student is required to pick a war-affected country as a case study that they follow throughout the course.

Late assignments will receive grade penalties.

Reading comprehension is an important component of university education. Students are required to complete weekly critical reading assignments that summarize and engage students with the material. A ‘reading for meaning’ worksheet will be uploaded onto Blackboard to guide student responses to the required readings. Submission of critical reading assignments will be through Blackboard.

The four essay assignments and data assignment will be explained in class and a worksheet and grading rubric will be given four weeks before the deadline. There will be small group classroom time devoted to all the assignments. Additionally, students are encouraged to meet with me in my office hours to get individualized feedback.

***Grading***

The final course grade is determined as follows:

+ 5% attendance and participation

+ 5% discussion facilitator for one topic

+ 20% critical reading response assignments

+ 20% data assignment

+ 50% 4 short essay question assignments

Grading Scale for the course: A = 93, A- = 90, B+ = 87, B = 83 B- = 80, C+ = 77, C = 73, C- = 70, D+ = 67, D= 63, D- = 60

Attendance is mandatory. **If a student misses more than 8 classes in the semester they will automatically fail the course.**

**Important Note**: Students must have access to their UMB e-mail. All messages will come via UMB e-mail.

**Required Texts (available at UMB bookstore):**

Cramer, Chris. 2006. *Violence in Developing Countries*. Bloomington, Indianapolis: Indiana University Press (~$24)

Boyce, James and Madalene O’Donnell. 2007. *Peace and the Public Purse: Economic Policies for Postwar Statebuilding*. Boulder, CO: Lynne Rienner Publishers. ~$24

O'Gorman, Eleanor. 2011. *Conflict and Development*. London: Zed Books. ~$27

Cohn, Carol. 2013. *Women and Wars*. Cambridge: Polity Press. ~$27

Additional texts (don’t purchase as required chapters are electronically available):

World Bank. 2010. *World Development Report 2011: Conflict, Security & Development*. Washington, D.C: The World Bank

Coyne, Chris and Rachel Mathers. 2011. *The Handbook on the Political Economy of War.* Northampton: Edward Elgar.

**Office Hours and Other Assistance:**

My regular office hours this semester will be Tuesday 3:30—4:30 pm and Thursday 10:30-11:30 am, or by appointment. Any changes will be announced in class and posted on my office door. I encourage students to make use of them! I can also meet with students by appointment, or converse by phone or email. Email to kade.finnoff@umb.edu is usually the best way to reach me to make an appointment.

Many students find informal study groups to be helpful, and I encourage these as long as each student turns in only homework that he or she has seriously worked on and come to understand. Identical (copied) homework will each receive a grade of zero.

Suggestions:

• Don't make the mistake of missing class; attendance is the single-most useful thing anyone can do to learn the material.

• Make use of the economics department student tutoring system.

• Start study groups where students can develop their understanding of the material by working through the analysis together.

• Rewrite class notes each week - with the aid of the readings. This is a good method of learning the material and will help students identify mistakes and confusing points in their notes early on. Do not rely on my notes alone.

• Email me with questions whenever they arise and stop by my office during my office hours.

• **Academic Support Services** – Students can get help with math, writing, reading and study skills, by contacting Academic Support Programs (Campus Center 1-1300, 617-287-6550). Students must sign-up early in the semester to access some of these resources.

If students find they are having a difficulty with this course, come see me in my office, and/or start a study group or tutoring commitment right away. Do not put off seeking help until right before exams.

**Reasonable Accommodation**

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. Students must register with the Ross Center for Disability Services (Campus Center UL Room 211, http://www.umb.edu/academics/vpass/disability, 617-287-7430) and then meet with me in person to request accommodations.

Requests for adjustments to assignment due dates will be granted only if they are *reasonable*, are made *as soon as the problem is known*, and (except in rare cases) are *documented* (such as with a note from a doctor or coach). Assignments submitted late without such prior arrangements will be given a grade of zero.

**Academic Honesty**

It is the expressed policy of the University that every aspect of academic life--not only formal coursework situations, but all relationships and interactions connected to the educational process--shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student’s own and is in compliance with University policies, including its policies on appropriate citation and plagiarism. These policies are spelled out in the Code of Student Conduct, available at:

<http://www.umb.edu/life_on_campus/policies/code/>.

Students are encouraged to visit and review the UMass website on Correct Citation and Avoiding Plagiarism: <http://umb.libguides.com/GradStudiesCitations>.

Additionally, the interactive guide available at:

<http://abacus.bates.edu/cbb/quiz/intro/integrity.html>.

**Topic Outline (with required readings and assignments):**

This course is arranged in seven overlapping but distinct sections. Each student is required to pick a low or middle income country that has experienced war (in the last 3 decades) as a case study that students will follow throughout the course. Homework and data analysis pertaining to their case study will be announced in class and uploaded onto blackboard. Each topic has a number of recommended films that cover important themes pertaining to the topic under study. It is recommended that students watch at least one film per topic and integrate this into class discussions when relevant. Additionally, there will be recommended public lectures outside of the classroom that will enrich students experience and understanding of the material covered in class. One such venue will be the lecture series offered by UMB’s *Consortium on Gender, Security and Human Rights* (see <http://genderandsecurity.umb.edu/>).

The following is the course outline for the class. The table provides a quick reference guide for topics, required readings and assignment due dates. An extended reading list by topic outline is given after the table for students who wish to go beyond the required readings for the course. Subject to student interests changes to the topics and readings will be announced in class and uploaded onto blackboard.

*Notes for table: (E) Refers to electronically available reading uploaded onto blackboard and (RR) Refers to ‘required reading’ assignment (all readings in table are required).*





Topic: Introduction

* An introduction to violent conflict
* Violent conflict and development
* Why a political economy approach to understanding violent conflict?

Learning Outcomes:

* Define the terms violent conflict and political economy.
* Explain the linkages between violent conflict and development

Readings:

Bouta, Tsjeard, Georg Frerks, Ian Bannon. 2005. *Gender, Conflict and Development.* Washington, D.C.: The World Bank. (Ch. 1)

Cohn, Carol. 2013. *Women and Wars*. Cambridge: Polity Press. (Ch. 1)

O'Gorman, Eleanor. 2011. *Conflict and Development*. Zed Books (Ch1)

Hirshleifer, Jack. 1995. “Theorizing about Conflict.” in Handbook of Defense Economics, ed. Hartley, K. and Todd Sandler, 165-89. Vol.1, Amsterdam, Elsevier Science. <http://econ.ucla.edu/workingpapers/wp727.pdf>

Keynes, John Maynard. 1982 [1934]. “The New Statesman and Nation.” p. 34 in Elizabeth Johnson and Donald Moggridge (eds.) *Collected Writings of J.M. Keynes*. Vol. 28. Cambridge: Cambridge University Press and The Royal Economic Society.

Keen, David. 2001. “The Political Economy of War.” Chapter 3 in Stewart, Frances, Valpy FitzGerald and Associates. *War and Underdevelopment*. Volume 1: The Economic and Social Consequences of Conflict. Oxford: Oxford University Press.

Morris, Ian. 2012. “The Evolution of War”. *Cliodynamics: The Journal of Theoretical and Mathmatical History.* Vol 3(1).

World Bank. 2011. *World Development Report 2011: Conflict and Development.* Washington, DC: World Bank. (Ch1)

*Class Exercise:* Are Countries Poor Because They Are Violent or Violent Because They Are Poor? *The Economics of Violence* [*http://www.economist.com/node/18558041*](http://www.economist.com/node/18558041)

Films:

The Fog of War (2003)

Men with Guns (1997)

War Redefined (PBS 2011)

Topic: Why Wars Are Waged

* The politics of analyzing conflict
* Theories and causes of war
* The reasons for wars
* Greed vs. Grievance debate
* Violence and capitalism

Learning Outcomes:

* Define how war is measured and who collects data on violent conflicts.
* Ability to find, use and display data on violent conflicts.
* Explain the differences in Neo-classical and Marxian economic theory in explaining the causes of war.
* Compare and contrast the greed versus grievance economic literature in explaining civil war.
* Explain how to interpret econometric results in an empirical paper.

Readings:

Bardhan, P. 1997. "Method in the madness? a political-economy analysis of the ethnic conflicts in less developed countries." *World Development* 25(9): 1381-1398.

Boswell, T. and W. J. Dixon. 1993. "Marx's Theory of Rebellion: A Cross-National Analysis of Class Exploitation, Economic Development, and Violent Revolt." *American Sociological Review* 58(5): 681-702.

Collier, Paul and A. Hoffler. *Greed and Grievance in Civil War.* Oxford Economic Papers (2004) 56 (4): 563-595.

Coyne, Chris and Rachel Mathers. 2011. *The Handbook on the Political Economy of War.* Northampton: Edward Elgar. (Ch 1, 2)

Cramer, Chris. 2006. *Violence in Developing Countries*. Bloomington, Indianapolis: Indiana University Press (Ch 3 & 6)

Garfinkel, Michelle and Stergios Skaperdas. 2012. *The Oxford Handbook of The Economics of Peace and Conflict. Oxford: Oxford University Press.*

Harris, Colette. 2011. What Can Applying a Gender Lens Contribute to Conflict Studies? *MICROCON Research Working Paper 41.*

Hirshleifer, Jack. 2001. *The Dark Side of the Force: Economic Foundations of Conflict Theory.* Cambridge, UK: Cambridge University Press. (Ch. 14)

Humphreys, Macartan. 2003. *Economics and Violent Conflict.* Cambridge: Harvard University.

Keen, David. 1998. *The Economic Functions of Violence in Civil Wars*. Adelphi Paper 320, Oxford: Oxford University Press, for the International Institute of Strategic Studies.

Keen, David. 2000. “Incentives and Disincentives for Violence.” Chapter 2 in Berdal and Malone, *Greed and Grievance: Economic Agendas in Civil Wars*. Ottawa: IDRC.

O'Gorman, Eleanor. 2011. *Conflict and Development*. London: Zed Books (Ch2)

Stewart, F. 2002. *Horizontal Inequalities: A Neglected Dimension of Development*, Queen Elizabeth House, University of Oxford.

Tilly, Charles. 1990. Coercion, Capital and European States, A.D. 990-1990. Cambridge: Blackwell.

*Class Exercise: Historical mapping of conflict from 1980-present*

*Class Exercise: Mapping of economic theories and violent conflict*

Films:

The Battle of Algiers (1966)

The Dancer Upstairs (2002)

Full Metal Jacket (1987)

Control Room (2004)

Topic: Ways of Waging War

* Conscription and child soldiers
* Guerrilla warfare and torture
* Women and war
* Warlord politics and genocide

Learning Outcomes:

* Explain the way warfare has changed since 1945.
* Describe various conscription methods, how this has changed over time and the economic implications this has had.
* Analyze the gendered nature of war.
* Define game theory and show how it can be used to understand war.
* Analyze the economics of the arms industry and how this affects the way contemporary wars are waged.

Readings:

Beber, B. and Blattman, C. (2010) The Industrial Organization of Rebellion: The Logic of Forced Labor and Child Soldiering. *Households in Conflict Network Working Paper Series (HiCN 72).*

Bouta, Tsjeard, Georg Frerks, Ian Bannon. 2005. *Gender, Conflict and Development.* Washington, D.C.: The World Bank. (Ch. 2 & 3)

Cohn, Carol. 2013. *Women and Wars*. Cambridge: Polity Press. (Ch. 2)

Coyne, Chris and Rachel Mathers. 2011. *The Handbook on the Political Economy of War.* Northampton: Edward Elgar.(Ch. 6,7 & 9)

Enloe, Cynthia. 2004. *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press. (Part 2, Ch 7-14)

Fitzgerald, Valpy and Arturo Grigsby, 2000. “Nicaragua: the Political Economy of Social Reform and Armed Conflict.” in *War and Underdevelopment: Case Studies of Countries in Conflict*, vol. 2 F. Stewart & V. Fitzgerald, eds., Oxford University Press, Oxford.

Gurr, Ted Robert and Will H. Moore. 1997. “Ethnopolitical Rebellion: A Cross-Sectional Analysis of the 1980s with Risk Assessment for the 1990s.” *American Journal of Political Science*, 41: 4 1079-1103.

Kaldor, Mary. 1999. *New and Old Wars: Organized Violence in a Global Era*. Cambridge: Polity Press.

McKay, Susan and Dyan Mazurana. 2004. *Where are the Girls? Girls in Fighting Forces in Northern Uganda, Sierra Leone and Mozambique: Their Lives During and After War.* Montreal: Rights & Democracy (International Centre for Human Rights and Democratic Development).

Nafziger, E.Wayne., Frances Stewart and Raimo Väyrynen (eds). 2000. “The origins of humanitarian emergencies: war and displacement in development countries.” in *War, Hunger and Displacement: The Origins of Humanitarian Emergencies.* Vol. 1. Oxford: Oxford University Press.

O'Gorman, Eleanor. 2011. *Conflict and Development*. London: Zed Books. (Ch. 5)

Victor, Jonah. 2004. “African peacekeeping in Africa: Warlord politics, defense economics, and state legitimacy Warlord Politics and African States”. *Journal of Peace Research.* Vol 47(2).

*Class Exercise: What makes a ‘good’ soldier? Exploring myths and gendered notions of who are ‘soldiers’.*

*Class Exercise: Game theory and war: The application of economic tools to understanding strategic interactions.*

*Class Exercise: The Lost Boys of Sudan*

*Class Exercise: Small Arms and Mass Destruction (*[*http://www.pbs.org/wnet/women-war-and-peace/features/small-arms-mass-destruction*](http://www.pbs.org/wnet/women-war-and-peace/features/small-arms-mass-destruction)*)*

Films:

I Came to Testify (PBS 2011)

Johnny Mad Dog (2008)

The Killing Fields (1984)

Before the Rain (1994)

Winter Soldier (1972)

Standard Operating Procedure (2008)

Restrepo (2010)

Lost Boys of Sudan (2003)

Topic: Resource Conflicts and Financing of War

* Internal vs. external factors
* Diamonds and conflict
* Oil and conflict
* Land and conflict

Learning Outcomes:

* Using contemporary examples, explain the way internal and external economic factors affect violent conflicts.
* Review the evidence of the relationship between natural resources and civil war.
* Using data visually display the relationship between natural resources and civil war.
* Describe the evolution and market specifics of the international diamond cartel.

Readings:

Cilliers, Jakki. 2000. *Resource Wars – A New Type of Insurgency*. Pretoria: Institute for Security Studies (ISS)

Cramer, Chris. 2006. *Violence in Developing Countries*. Bloomington, Indianapolis: Indiana University Press. (Ch. 5)

Davies, Victor and Abie Fofana. 2002. “Diamonds, Crime and Civil War in Sierra Leone.” *Working Paper on the Economics of Crime and Violence in Sierra Leone*, World Bank / Center for United Nations Studies at Yale. Yale. April 12-15.

de Soysa. 2000. “The resource curse: Are Civil Wars Driven by Rapacity or Paucity.” In Berdal and Malone, *Greed and Grievance: Economic Agendas in Civil Wars*. Ottawa: IDRC.

Evans, Martin. 2003. The Political Economy of War in the Casamance. *HPG Background Paper Report 13.* ODI. <http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/454.pdf>

Hirsch, John. 2001. *Sierra Leone: diamonds and the struggle for democracy.* London: International Peace Academy Occasional Paper Series and Boulder, CO: Lynne Rienner Publishers.

Homer-Dixon, Thomas. 1994. “Environmental Scarcities and Violent Conflict: Evidence from Cases.” *International Security*. Vol 16, No. 1, pp. 4-40.

Hunt, W. Ben. 1990. “Port Access and Arms Sales: The Unspoken Quid Pro Quo” *The Journal of Conflict Resolution*, Vol. 34, No. 2. (June), pp. 335-365.

Kretschmer, Tobias. 1998. “De Beers and Beyond: The History of the International Diamond Cartel”. *London Business School Case Study*

Le Billon, Philippe. 2001. “The political ecology of war: Natural resources and armed conflict.” *Political Geography* 20 (2001), pp. 561-584.

Orogun, Paul. 2004. “Blood Diamonds and Africa’s Armed Conflicts in the Post-Cold War Era”. *World Affairs,* Vol 166(3), p. 151-161.

Reichel, Max. 2004. “De Beers and Beyond: An Update”. *London School of Economics Case Study*

Ross, Michael. 2004. “What Do We Know About Natural Resources and Civil War?”. *Journal of Peace Research* Vol 41(3), p. 337-356.

World Bank. 2010. *World Development Report 2011: Conflict, Security & Development*. Washington, D.C: The World Bank. (Ch. 2)

|  |
| --- |
|  |

*Class Exercise: Mapping illegal trafficking of drugs in West Africa and Political Violence 1990-2009.*

*Class Exercise: Conflict Diamonds: Attempts to regulate the Supply but not Demand of the Industry.*

*Class Exercise: Conflict Minerals: Know Where Your Coltan, Cassiterite, Gold and Tungsten Come From.*

Films:

Blood Diamond (2006)

Soldier Child (1998)

Fahrenheit 9/11 (2004)

Iraq for Sale (2006)

Topic: Civil War and the Economy

* Economic perspectives on civil wars
* Employment and survival during war
* Conflict, human capital and household welfare
* The arms trade
* The cost of war

Learning Outcomes:

* Using country specific examples, describe the microeconomic effects of war.
* Describe various methodological approaches to measuring the ‘cost’ of war.
* Visually show the major players in the global arms trade.

Readings:

Cohn, Carol. 2013. *Women and Wars*. Cambridge: Polity Press. (Ch. 3, 6 & 7)

Coyne, Chris and Rachel Mathers. 2011. *The Handbook on the Political Economy of War.* Northampton: Edward Elgar.Ch. 10, 12 & 13

Davoodi, Hamid , Benedict Clements, Jerald Schiff, and Peter Debaere. 2001. “Military Spending, the Peace Dividend, and Fiscal Adjustment” *IMF Staff Papers* Vol. 48, No. 2

Human Rights Watch. 1997. *Exposing the Source: U.S. Companies and the Production of Antipersonnel Mines.* New York: Human Rights Watch Report, (April).

Human Rights Watch 2001b. “No Questions Asked: The Eastern Europe Arms Pipeline to Liberia.” *Human Rights Watch Briefing Paper.* (November 15).

Imai, Kosuke and Jeremy Weinstein. 2000. “Measuring the Economic Impact of Civil War.” CID Working Paper No. 51, Harvard University.

Justino, Patricia. 2011. “Violent Conflict and Human Capital Accumulation”. *Households in Conflict Network Working Paper Series (HiCN 99)*

Pivovarova M. and Swee E. L. (2012. “Quantifying The Microeconomic Effects of War: How Much Can Panel Data Help?”. *Households in Conflict Network Working Paper Series (HiCN 116)*

Sambanis, Nicholas. 2001. “A Review Of Recent Advances and Future Directions In the Literature On Civil War.” Working Paper. Washington DC: The World Bank.

Wood, Elisabeth Jean. 2009. “Armed Groups and Sexual Violence: When Is Wartime Rape

Rare?” *Politics & Society* 37, no. 1: 131–161.

Wood, Elisabeth Jean. 2006. “Variation in Sexual Violence During War.” *Politics & Societ*y 34, no. 3: 307–342.

*Class Exercise: Disarming Viktor Bout: The Rise and Fall of the World’s Most Notorious Weapons Trafficker (The New Yorker)*

*Class Exercise: The Global Arms Market*

Films:

Sometime in April (2005)

Mortu Nega (1988)

Mayasi, taximan à Kinshasa (Mayasi, taxi driver in Kinshasa) (2004)

James Nachtwey's Searing Photos of War (TED talk 2007)

Children of Congo : From War to Witches (2008)

Topic: Conflict Resolution

* Economic theory and conflict resolution
* Women, peace and security
* The economics of peacekeeping

Learning Outcomes:

* Critique the way economic theory understands conflict resolution.
* Explain how gender affects the way we understand peace and security.
* Describe the economic factors associated with peacekeeping.

Readings:

Azam, J.-P. (2001). "The Redistributive State and Conflicts in Africa." *Journal of Peace Research* 38(4): 429-44.

Bouta, Tsjeard, Georg Frerks, Ian Bannon. 2005. *Gender, Conflict and Development.* Washington, D.C.: The World Bank. (Ch. 4&5)

Cohn, Carol. 2013. *Women and Wars*. Cambridge: Polity Press. (Ch. 5 & 8)

Coyne, Chris and Rachel Mathers. 2011. *The Handbook on the Political Economy of War.* Northampton: Edward Elgar.Ch. 28

Doyle, Michael and Nicholas Sambanis. 2000. “International Peacebuilding: A Theoretical and Quantitative Analysis.” American Political Science Review. Vol 94 (4): 779-801

Mazurana, Dyan E., Angela Raven-Roberts, and Jane L. Parpart. *Gender, Conflict, and*

*Peacekeeping*. Rowman & Littlefield, 2005. (Introduction, Ch. 1, 2, 9 & 14)

O'Gorman, Eleanor. 2011. *Conflict and Development*. London: Zed Books. (Ch. 4)

Olmsted, Jennifer. 2008. “Post-Oslo Palestinian (un)employment: a gender, class, and age-cohort analysis”. *The Economics of Peace and Security Journal*. Vol 3(2).

*Class Exercise: Economic Theory and Conflict Resolution – bringing in case studies to examine their usefulness*

*Class Exercise: What Does Redistribution have to do with Conflict Resolution?*

Films:

Pray the Devil Back to Hell (2008)

Sengadal (2011)

The War Against War (2010)

Policing the UN (BBC 2008)

Blue Caps (2008)

The War We Are Living (PBS 2011)

Topic: Post-Conflict Reconstruction and Nation Building

* The economics of post-war statebuilding
* Fragile states and the limits of peacebuilding
* Peace and the public purse
* Public finance and accountability
* Horizontal inequalities and post-war development
* Policy Implications

Learning Outcomes:

* Explain the economic factors involved in post-war state-building.
* Describe in detail how public finance affects the state-building enterprise post-war.
* Using a country case study and data, diagnose the horizontal inequalities affecting post-war development.

Readings:

Addison, T., S. M. Murshed, et al. (2005). *Post-conflict Reconstruction in Africa: Some Analytical Issues. Post-Conflict Economies in Africa*. Houndmills, U.K. and New York: Palgrave Macmillan. (Ch 1, 3, & 14) <http://www.palgrave.com/pdfs/140394346X.pdf>

Bouta, Tsjeard, Georg Frerks, Ian Bannon. 2005. *Gender, Conflict and Development.* Washington, D.C.: The World Bank. (Ch. 6)

Boyce, James and Madalene O’Donnell. 2007. *Peace and the Public Purse: Economic Policies for Postwar Statebuilding*. Boulder, CO: Lynne Rienner Publishers. (Ch. 1, 2, 3 & 10)

Butler, Judith. 2006. *Precarious Life: The Powers of Mourning and Violence*. New York: Verso. (Ch. 2)

Cohn, Carol. 2013. *Women and Wars*. Cambridge: Polity Press. (Ch. 10)

Enloe, Cynthia. 2004. *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press. (Part 3, Ch 15-19)

Justino P., Cardona I., Mitchell R. and Müller C. 2012. “Quantifying the Impact of Women’s Participation in Post-Conflict Economic Recovery”. *Households in Conflict Network Working Paper Series (HiCN 131)*

O'Gorman, Eleanor. 2011. *Conflict and Development*. London: Zed Books. (Ch. 6)

Stewart, Frances, A Langer and R Venugopal. 2011. Horizontal Inequalities and Post-conflict Development, Basingstoke: Palgrave Macmillan (Ch 1, 2, 3 & 4)

World Bank. 2010. *World Development Report 2011: Conflict, Security & Development*. Washington, D.C: The World Bank. (Ch. 7)

*Class Exercise: What exactly is ‘Public Finance’ and why is it important in understanding Post War Statebuilding?*

*Class Exercise: Using data to map horizontal inequality*

*Class Exercise: Using data to chart the macroeconomic landscape of a post war economy*

Films:

Peace Unveiled (PBS 2011)

Goodbye Lenin (2003)

Judgment at Nuremburg (1961)

Red Dust (2004)

Tsotsi (2005)