

**DEPARTMENT OF ECONOMICS  
UNIVERSITY OF TORONTO**

**ECO368H1S  
Economics of Conflict  
Spring 2020  
This version: December 17, 2019**

**Class Time:** Wednesdays 10am-12pm

**Class Location:** SS1072

**Tutorial Time:** Fridays 11am-12pm

**Tutorial Location:** UC144

**Instructor:** Professor Paola Salardi

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**Office Hours:** By appointment only, sign up at <https://calendly.com/paola-salardi>

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**Office Hours:** TBD

**Course Description:** Welcome to the Economics of Conflict! The goal of this course is to introduce you to current debates and issues related to civil wars and political violence. The course is divided into three parts. The first part will cover core debates in the Economics of Conflict. We will begin by understanding how conflict and violence are conceptualized and measured, and then turn our attention to the causes and consequences of conflict. We will look carefully at the causes and triggers of conflict and the consequences of conflict for people's lives, focusing on education, health, and labour outcomes, and on social capital and political participation, at both the macro- and micro-levels. During the second part of the course we will focus on the research methods applied to investigating conflict, on how to assess the quality and implications of conflict research and how to run research in conflict-affected areas. Lastly, in the final part of the course we will focus on the impact of conflict on local institutions, and local institutional responses to violence and conflict. To explore these topics, the course will draw on a combination of theory and empirics, using detailed country specific and cross-country empirical evidence to critically understand the emergence of conflict and its consequences.

*Welcome on board!*

## 1. Organization of the course

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

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

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

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

### Teaching materials

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

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

<https://onerearch.library.utoronto.ca/>. Please note that the reading list might be revised based on your feedback and impressions as the course proceeds – and I would welcome your feedback so that I can continue to improve the course.

## 2. Student evaluation

This is the grading scheme:

<b>Title</b>	<b>Deadlines</b>	<b>Length</b>	<b>Weight</b>
<b>Midterm Test</b>	Wednesday, February 26 at 10am	1 hour	20%
<b>In-Class Presentation</b>	Slides must be submitted the day before the presentation at 11:59pm by email to the instructor	25-minute presentation	20%
<b>Response Papers (2)</b>	Due at 11:59pm the day before class, in the week after the paper/presentation you are responding to	750 words each	10% each
<b>Final Exam</b>	Final Exam Period (Location and date to be confirmed)	2 hours	40%

### Midterm Test

The Midterm Test will consist of two questions drawing on the first part of the course material, including both lectures and the reading, up to the day of the test. The Midterm Test will be one hour long and it is scheduled on February 26<sup>th</sup> at 10am. It will take place in our usual classroom, unless stated otherwise during class. Your Midterm Test will count for 20% of your total final grade.

The test will have two sections. First, a more open-ended question that asks you to reflect and comment upon on key concepts introduced in class and discussed in the reading. Second, a more technical question on models and results drawn from the reading. You will become familiar with both types of questions during the first few seminars with the instructor and the TA. As such, attending the tutorials will be critical to succeeding on the midterm test.

Students who miss the midterm test for an approved medical condition, or any other approved cause, will be authorized to write a common make-up test toward the end of the term (TBC). The make-up test is cumulative, meaning that it will cover the entire content of the course up to that date. Students who do not qualify for the make-up test will receive a grade equal to zero for the midterm test that they missed without an approved cause.

## In-Class Presentation

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

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

*Group Assignment:* Roughly 5-6 students will work jointly on the same research paper and in-class presentation. You will work as a team to produce a 25-minute in-class presentation during the assigned week, followed by a 10-minute Q&A session. The in-class presentation will require you, as a group, to present to the class a detailed analysis of the paper, its conclusions and its limitations. This will involve addressing several issues very succinctly:

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

To do this successfully you will need not only to review your own research paper, but to independently review the broader literature on your topic in detail, in order to better understand where your article fits in the literature, its limitations and directions for research. Your group will be expected to independently identify related literature in order to gain a greater mastery of the material, and a list of references, containing at least 5 sources, should be included along with the slides that you submit prior to class.

*In-Class Presentations:* Throughout the course, 35 minutes will be allotted to your in-class presentations (25-minute presentation followed by a 10-minute Q&A session), which will be worth 20% of your final grade. Please note that the presentation slides must be submitted the day before the presentation at 11:59pm by email to the instructor using the following naming convention: “InClass\_Presentation [insert number].docx,” where the number refers to the one indicated in the timetable in section 5. The penalty for late submission will be 3% per day, so please submit on time. Each student is expected to contribute equally to the presentation – it reflects badly on all of the presenters if one person does not make a solid contribution. A successful presentation depends not only on the quality of the information, but also on communicating that information very clearly to your classmates. Here are some key points to keep in mind.

- 1) *You need to be extremely well-rehearsed*, so that you speak clearly, and adhere to the time limit. You should meet as a group beforehand and rehearse the presentation out loud at least three times, to make sure you are on time and clear. I will be

extremely strict about the 25-minute time limit, cutting you off as soon as you exceed the limit, as being able to stay on time is a very important skill.

- 2) *Think of your presentation as a short oral essay.* You are not simply summarizing the literature, but are trying to tell a story and make an argument about what we already know, what the research shows, and what is missing. You need to be very precise about the key messages.
- 3) *Have positive body language and speaking style:* By speaking clearly, with good volume, with energetic body language and by trying to communicate directly with your audience (relying as little as possible on your notes), you will be much more effective as a speaker, and your audience will retain much more information.

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

### **Response Papers**

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

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

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

Each Response Paper will be due at 11:59pm on the day before class, the week after the paper/presentation you are responding to; for example, if you are commenting on a

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

### **Final Exam**

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

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

The Final exam will be scheduled by the Faculty of Art and Science for a date during the exam period from April 6 – April 25 (<https://www.artsci.utoronto.ca/current/faculty-registrar/exams/>). That information will be available from A&S and via Quercus. Your Final Exam will count for 40% of your total final grade. Failure to attend your Final Exam will result in being assigned zero to the portion of your final grade. If you are unable to attend the final exam for a medical or personal reason, all appeals are handled by the Faculty of Art and Science, and not by individual instructors. Any accommodation for missing the final examination requires a student to formally petition A&S in order to write a deferred examination in the summer following the guidelines at: <https://fas.calendar.utoronto.ca/rules-regulations>

### 3. Relevant dates

Wednesday, January 8: First Day of Class  
Wednesday, February 19: No class (Reading week)  
Wednesday, February 26: Midterm Test  
April, (Exam Period, April 6 - April 25): Final Exam

### 4. Other important information

**Course accessibility:** Students with diverse learning styles and needs are always welcome in this course. In particular, if you have a disability or health consideration, which may require accommodation, please feel free to approach me in person and/or the Accessibility Service (<http://accessibility.utoronto.ca/> or call 416-978-8060).

**Academic integrity:** Academic integrity is an important priority here at the University of Toronto. Our academic community honors the values of honesty, trust, respect, fairness and responsibility in order to protect you and your degree. Read Section B of the University of Toronto's Code of Behavior on Academic Matters, as all students are expected to know and to respect this Code:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>

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

**Turnitin.com:** Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

Since the introduction of the Quercus platform, it is not necessary to log in to the Turnitin.com website as this application is integrated with the Quercus platform. As you submit your assignment on Quercus, you have the option to consent to having your work checked for plagiarism through Turnitin.com.

If you elect to opt-out of using Turnitin.com, you must contact the course instructor well in advance (i.e. at least two weeks before your assignment is due) to establish appropriate alternative arrangements for submission of your written assignments. This will involve devising alternative methods for verifying the originality of your work, likely including

submitting rough work along with your essay and having a brief interview about the work with the relevant instructor.

**Illness and Extensions:** In the case that you submit an assignment late because of illness we will follow the Department of Economics policy for granting extensions. In general extensions will only be granted for serious illness immediately before or on the date of the submission deadline. Medical certificates, documenting the illness, must be submitted **within one week of the deadline** – or, in the case of serious illness prior to the deadline, must be submitted before the due date. Medical certificates need to adhere to the following characteristics in order to be acceptable:

- Only the official Verification of Student Illness or Injury by the University of Toronto will be accepted, fully completed by a Physician, Surgeon, Nurse Practitioner, Dentist, or Registered Psychologist. You can find the certificate to be completed at this link: <http://www.illnessverification.utoronto.ca/index.php>
- You need to have visited the physician during the illness in question, not after the fact, and the medical note needs to be dated accordingly.
- The certificate needs to be submitted to the instructor in person, in class or during normal office hours. Suspicious certificates will be forwarded to the Office of Student Academic Integrity (OSAI) for further investigation.

## 5. Detailed Timetable

Week	Date	Session	Topic
1	Jan 8	Lecture 1	Introduction to the course Global Trends in Conflict and Violence
2	Jan 15	Lecture 2	Overview of the Economics of Conflict
3	Jan 22	Lecture 3	Conceptualization of Conflict and Violence In-class Presentation 1: Balcells & Kalyvas (2014)
	Jan 24	Tutorial 1	Papers review
4	Jan 29	Lecture 4	Causes and Triggers of Civil Wars (I): Grievances In-class Presentation 2: Collier et al. (2009)
	Jan 31	Tutorial 2	Econometric Methods 1
4	Feb 5	Lecture 5	Causes and Triggers of Civil Wars (II): Natural Resources In-class Presentation 3: Ross (2016)
	Feb 7	Tutorial 3	Papers review
5	Feb 12	Lecture 6	Causes and Triggers of Civil Wars (II): Climate Change and Aid In-class Presentation 4: Sarsons (2015) In-class Presentation 5: Crost et al (2014)
<b>6</b>	<b>Feb 19</b>	<b>Reading week (No class)</b>	
<b>7</b>	<b>Feb 26</b>	<b>MID-TERM TEST</b>	
8	Mar 4	Lecture 7	Consequences of Exposure to Violence (I): Health
	Mar 6	Tutorial 4	Econometric Methods 2
9	Mar 11	Lecture 8	Consequences of Exposure to Violence (II): Education In-class Presentation 6: Michaelsen & Salardi (2019)
	Mar 13	Tutorial 5	Papers review
10	Mar 18	Lecture 9	Consequences of Exposure to Violence (III): Collective Action In-class Presentation 7: Blattman (2009)
	Mar 20	Tutorial 6	Econometric Methods 3
11	Mar 25	Lecture 10	Consequences of Exposure to Violence (IV): Behavioural Response In-class Presentation 8: Callen et al (2014)
12	April 1	Lecture 11	Wrap-Up Session
	<b>TBD</b>	<b>FINAL EXAM</b>	

## 6. Preliminary List of Readings

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

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

- Kalyvas, Stathis N., (2006), “*The Logic of Violence in Civil War*,” New York: Cambridge University Press. [Chapter 1, pp. 16-31].
- Pettersson, Therese, Stina Högladh and Magnus Öberg, (2019), Organized violence, 1989-2018 and peace agreements, *Journal of Peace Research* 56(4).

### Additional Suggested Readings

- Gleditsch, Neils P., Wallensteen, P., Eriksson, M., Sollenberg, M., and Strand, H., (2002), “Armed conflict 1946–2001: a new dataset,” *Journal of Peace Research*, 39, 615–37.
- Human Security Report Project, (2013), “*Human Security Report 2013: The Decline in Global Violence: Evidence, Explanation, and Contestation*,” Vancouver: Human Security Press.
- Lacina, Bethany, and Neils P. Gleditsch (2005), “Monitoring Trends in Global Combat: A New Dataset of Battle Deaths,” *European Journal of Population*, 21: 145–166.
- Marshall, Monty G, and Gabrielle Elzinga-Marshall, (2017), “*Global Report 2017: Conflict, Governance, and State Fragility*,” Polity IV Project. Vienna, VA: Center for Systemic Peace.
- McEvoy, Claire and Gergely Hideg (2017) “*Global Violent Deaths 2017: Time to Decide*” Small Arms Survey. Geneva, Switzerland.
- The International Institute for Strategic Studies (2018) “*Armed Conflict Survey 2018*,” London, England.
- Themner, Lotta, and Peter Wallensteen, (2012), “Armed Conflict, 1946-2011,” *Journal of Peace Research*, 49(4): 565-575.
- Thomas Szayna et al (2017), “*What are the Trends in Armed Conflicts, and What Do They Mean for U.S. Defense Policy?*” *The RAND Corporation: Washington, DC*.
- Walter, B. F. (2017). “The new new civil wars.” *Annual Review of Political Science*, 20, 469-486.
- World Bank, (2011), “*World Development Report 2011: Conflict, Security and Development*,” The World Bank, Washington D.C.

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

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

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

- Sambanis, Nicholas, (2004), “What Is Civil War? Conceptual and Empirical Complexities of an Operational Definition,” *Journal of Conflict Resolution*, 48(6): 814-858.
- **In-class Presentation 1:** Balcells, Laia, and Stathis Kalyvas, (2014), “Does Warfare Matter? Severity, Duration, and Outcomes of Civil Wars,” *Journal of Conflict Resolution*, 58(8): 1390-1418.

**Additional Suggested Readings for Lectures 2 and 3**

- Besley, Timothy, and Torsten Persson, (2011), “The Logic of Political Violence,” *The Quarterly Journal of Economics* 126, 1411–1445.
- Brück, Tilman, Justino, Patricia, Verwimp, Philip, Avdeenko, Alexandra, (2010), “Identifying Conflict and Violence in Micro-Level Surveys,” IZA Discussion Papers 5067.
- Fearon, James. D., (1995), “Rationalist Explanations for War,” *International Organization* 49(3): 379-414.
- Gutiérrez-Sanín, F., & Wood, E. J. (2017). What Should We Mean by “Pattern of Political Violence”? Repertoire, Targeting, Frequency, and Technique. *Perspectives on Politics*, 15(1): 20-41.
- Hegre, Håvard and Nicholas Sambanis, (2006), “Sensitivity Analysis of Empirical Results on Civil War Onset,” *Journal of Conflict Resolution*, 50(508)
- Humphreys, M., & Weinstein, J. M. (2008). Who fights? The determinants of participation in civil war. *American Journal of Political Science*, 52(2), 436-455.
- Humphreys, M., & Weinstein, J. M. (2009). “Field experiments and the political economy of development.” *Annual Review of Political Science*, 12: 367-378.
- Justino, P., Tilman Brück, and Philip Verwimp (2013), “Micro-level dynamics of conflict, violence and development: A new analytical”, in Justino, P., Brück, T. and Verwimp, P. (eds.) *A Micro-Level Perspective on the Dynamics of Conflict, Violence and Development*. Oxford University Press.
- Justino, Patricia, (2010) “War and Poverty”, in *Handbook of the Economics of Peace and Conflict*, by Michelle Garfinkel and Stergios Skaperdas (Eds.), Oxford University Press.
- Raleigh, C., Linke, A., Hegre, H., & Karlsen, J. (2010). “Introducing ACLED: an armed conflict location and event dataset: special data feature.” *Journal of Peace Research*, 47(5), 651-660.
- Sambanis, Nicholas (2000), “A Review of Recent Advances and Future Directions in the Quantitative Literature on Civil War,” *Defence and Peace Economics*, 13(3): 215–43.
- Verpoorten Marijke, (2011), “Measure for Measure: How Well Do We Measure Micro-level Conflict Intensity?” IOB Working Paper 2011.08, Universiteit Antwerpen.
- Verwimp, Philip, Patricia Justino and Tilman Brück (2009), “The Micro-Level Dynamics of Violent Conflict”, *Journal of Peace Research*, 46 (3): 307-314.
- Wood, Elisabeth J., (2006), “The Ethical Challenges of Field Research in Conflict Zones,” *Qualitative Sociology* 29 (3): 307-41.

- Wood, Elizabeth J., (2003), *Insurgent collective action and civil war in El Salvador*, Cambridge Studies in Comparative Politics, CUP, New York. Chapter 1.

#### **Lecture 4: Causes and Triggers of Civil Wars (I): Grievance**

- Blattman, Chris, and Edward Miguel, (2010), “Civil War,” *Journal of Economic Literature*, 48 (1): 3-57. [Section 3].
- **In-class Presentation 2:** Collier, Paul, et al., (2009), “Beyond Greed and Grievance: Feasibility and Civil War,” *Oxford Economic Papers* 61(1): 1-27.

#### **Lecture 5: Causes and Triggers of Civil Wars (II): Natural Resources**

- Fearon, James D., and David D. Laitin, (2003), “Ethnicity, Insurgency, and Civil War”, *American Political Science Review* 97: 75-90.
- **In-class Presentation 3:** Ross, Michael L. (2006), “A Closer Look at Oil, Diamonds, and Civil War,” *Annual Review of Political Science* 9: 265-300.

#### **Lecture 6: Causes and Triggers of Civil Wars (III): Climate Change and Aid**

- **In-class Presentation 4:** Sarsons, Heather (2015), Rainfall and conflict: A cautionary tale, *Journal of Development Economics* 115: 62–72.
- **In-class Presentation 5:** Crost, B., Felter, J., & Johnston, P. (2014). “Aid under fire: Development projects and civil conflict.” *American Economic Review*, 104(6), 1833-56.

#### Additional Suggested Readings for Lectures 4 to 6

- Basedau, Matthias, and Jann Lay, (2009), “Resource Curse or Rentier Peace? The Ambiguous Effects of Oil Wealth and Oil Dependence on Violence Conflict,” *Journal of Peace Research* 46(6): 757-776.
- Berman, N., Couttenier, M., Rohner, D., & Thoenig, M. (2017). “This mine is mine! How minerals fuel conflicts in Africa.” *American Economic Review*, 107(6), 1564-1610.
- Blattman, C., & Annan, J. (2016). “Can employment reduce lawlessness and rebellion? A field experiment with high-risk men in a fragile state.” *American Political Science Review*, 110(1), 1-17.
- Burke, M. B., Miguel, E., Satyanath, S., Dykema, J. A., & Lobell, D. B. (2009). “Warming increases the risk of civil war in Africa.” *Proceedings of the National Academy of Sciences*, 106(49), 20670-20674.
- Collier, Paul, (1998), “On Economic Causes of Civil War,” *Oxford Economic Papers* 50 (4): 563-73.
- Collier, Paul, and Anke Hoeffler, (2004), “Greed and Grievance in Civil War”, *Oxford Economic Papers* 56 (4): 563-595.
- Collier, Paul, and Dominic Rohner, (forthcoming), “Democracy, Development and Conflict,” *The Journal of the European Economic Association*.
- Cotet, Anca, M. and Kevin K. Tsui, (2013), “Oil and Conflict: What Does the Cross Country Evidence Really Show?,” *American Economic Journal: Macroeconomics* 5(2): 49-80.

- Dube, Oeindrila, and Juan F. Vargas (2013), “Commodity Price Shocks and Civil Conflict: Evidence from Colombia.” *Review of Economic Studies*, 80: 1384-1421.
- Fearon, James D., (2004) “Why Do Some Civil Wars Last So Much Longer than Others?” *Journal of Peace Research* 41: 275–301.
- Hegre, Håvard, (2014), “Democracy and Armed Conflict,” *Journal of Peace Research*, 51: 159-172.
- Humphreys, M. (2005) Natural Resources, Conflict, and Conflict Resolution. Uncovering the Mechanisms, *Journal of Conflict Resolution*, Vol. 49 No. 4, 508-537.
- Mach, K.J., Kraan, C.M., Adger, W.N. *et al.* (2019). Climate as a risk factor for armed conflict. *Nature* 571, 193–197.
- Maystadt, J.-F., Calderone, M., & You, L. (2015). Local warming and violent conflict in North and South Sudan. *Journal of Economic Geography*, 15(3), 649-671.
- Miguel, Edward, Shanker Satyanath and Ernest Sergenti, (2004), “Economic Shocks and Civil Conflict: An Instrumental Variables Approach,” *Journal of Political Economy*, 112(4): 725-753.
- Prichard, Wilson, Paola Salardi, and Paul Segal (2018), “Taxation, non-tax revenue and democracy: New evidence using new cross-country data” *World Development* 109: 295-312.
- Ross, Michael L., (2001), “Does Oil Hinder Democracy?” *World Politics* 53: 325-61.
- Ross, Michael L., (2012), “Oil-Based Violence,” in *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*, Princeton University Press. Chapter 5.
- Ross, Michael L., (2015), What Have We Learned about the Resource Curse? *Annu. Rev. Polit. Sci.* 18:239-259.
- Snyder R., Ravi Bhavnani. (2005) Diamonds, Blood, and Taxes. A Revenue-Centered Framework for Explaining Political Order, *Journal of Conflict Resolution*, Vol. 49 No. 4, 563-597.
- Wood, Elisabeth J., (2003), “Civil Wars: What We Don’t Know,” *Global Governance*, 9(2): 247–61.

### **Lecture 7: Consequences of Exposure to Violence (I): Health**

- Blattman, Chris, and Edward Miguel, (2010), “Civil War,” *Journal of Economic Literature*, 48 (1): 3-57. [Section 4, and 5].
- Akresh, Richard, Philip Verwimp and Tom Bundervoet, (2011), “Civil War, Crop Failure, and Child Stunting in Rwanda,” *Economic Development and Cultural Change* 59 (4): 777-810.

### **Lecture 8: Consequences of Exposure to Violence (II): Education**

- León, Gianmarco, (2012), “Civil Conflict and Human Capital Accumulation: The Long-term Effects of Political Violence in Peru,” *Journal of Human Resources*, 47(4): 991-1022.
- **In-class Presentation 6:** Michaelsen, Maren M. and Paola Salardi (2019), “Violence, Psychological Stress and Educational Performance during the “War on Drugs” in Mexico”, *Journal of Development Economics*, forthcoming.

**Lecture 9: Consequences of Exposure to Violence (III): Collective Action**

- Bellows, John and Edward Miguel, (2009), “War and local collective action in Sierra Leone,” *Journal of Public Economics* 93: 1144–1157.
- **In-class Presentation 7:** Blattman, C. (2009). “From violence to voting: War and political participation in Uganda.” *American Political Science Review*, 103(2), 231-247.

**Lecture 10: Consequences of Exposure to Violence (III): Behavioural Response**

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- **In-class Presentation 8:** Callen, M., Isaqzadeh, M., Long, J. D., & Sprenger, C. (2014). “Violence and risk preference: Experimental evidence from Afghanistan.” *American Economic Review*, 104(1), 123-48.

Additional Suggested Readings for Lectures 7 to 11

- Akbulut-Yuksel, Mevlude, (2013), “Children of War: The Long- Run Effects of Large-Scale Physical Destruction and Warfare on Children,” *Journal of Human Resources* 49(3): 634-662.
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