POLITICAL SCIENCE 3301 Special Topics in International Relations: Post-Conflict Peacebuilding

Fall 2022 Tuesday/Thursday 12:30-1:50 pm
Course Number: 3301-002
Classroom:
Instructor: Dr. Elizabeth Brannon (she/her/hers)
Email: elibrann@ttu.edu

Course Description

How do we build peace after war? Extensive conflict episodes destroy the fabric of society—dismantling government institutions and their legitimacy, disrupting basic social service provision, enabling injustice and human rights violations, and tearing apart communities and families. Repairing such damage is a tumultuous and complicated endeavor that has critical long-term implications for the stability of a country. In the course, we explore the nuances of how states move forward after conflict. The course is separated into four modules: 1) defining and measuring peace, 2) containing and ending conflict, 3) institutional and economic solutions to war, and 4) bottom-up and local approaches to peace. We consider what "peace" is and how it can be measured and evaluated and discuss the challenges in ending conflict. The class explores how humanitarian interventions, peacekeepers, and internationally mediated peace processes can facilitate peace, as well as discuss the important role of post-conflict institutional arrangements, security sector reform, reintegration programs for ex-combatants, and transitional justice in promoting peace. Finally, the course will conclude with a focus on local initiatives to promote peace.

Course Objectives

Throughout the course, students will develop and deepen their knowledge of theories of international relations and form a foundational understanding of the field of peacebuilding. They will learn to evaluate macro and micro-level approaches, as well as differentiate and compare international and local practices in peacebuilding. Students will build their historical context of how peacebuilding approaches have changed over the last century and acquire broad knowledge of specific cases of international and civil conflict resolution.

Through written assignments, students will develop their critical thinking and analytical skills. They will learn to apply broad theories to specific cases and form evidence-based arguments. They will sharpen their research skills and will learn to collect and analyze primary and secondary evidence for use in scholarly arguments. Written assignments will be used as a tool for students to develop their ability to professionally form, criticize, and debate academic arguments.

Class discussions and oral assignments will allow students to sharpen their communication skills. There will be a strong focus on professional development, including how to successfully deliver a presentation, conduct civil and productive debates, and work in small teams. The course will use several oral formats, including small group discussions, large group class discussions, short 3–5-minute pitches, long 20-minute informational presentations, and discussion leadership.

Course Expectations

Class Engagement and Preparation: Students are expected to do all required reading and assignments. This will be a discussion-intensive course and students must come to class having completed the assigned readings in order to fully participate. It is the responsibility of students to keep track of all due dates and submit their materials on time. Students should regularly check Blackboard to keep up with the material and assignments.

This class will be reading heavy. Students are expected to complete all the assigned readings and they ought to devote time each week to critically reflect on the material covered. It is recommended for students to take detailed notes for every reading, including brainstorming questions, evaluating strengths and weaknesses, and considering connections to other class material.

Classroom Professionalism: Recognizing that a vibrant and transformative intellectual community may be best facilitated among individuals of different experiences and opinions, students are expected to be respectful and open to the perspectives of other students. Students have a right to express their opinions and be heard but are expected to give their peers the same space. The goal of this class is not to reach consensus or to seek absolute answers, but rather to encourage a nuanced understanding of complex issues.

Our classroom is a professional environment. Students' time at university should be used as a practice in professionalism---preparing them for their post-graduate careers. Students are expected to act in a respectful and professional manner, practicing the behavior that they will be expected to perform in the workforce.

Do not take photos or videos in the classroom without the permission of the instructor or other classmates featured.

Required Text
This class has one required book.

Autesserre, Séverine. 2021. *The Frontlines of Peace: An Insider's Guide to Changing the World*. Oxford University Press.

All other readings will be uploaded by the instructor onto Blackboard.

Course Assignments and Evaluation
Your grade will be based on the following:
1. **Reading Quizzes (10%)**
2. **Participation (15%)**
3. **Midterm Essay (20%)**
4. **Group Project (25%)**
5. **Final Essay (30%)**

Grading scale, based on the number of points earned:
A+ = 96-100%   A = 90-95%   B+ = 86-89%   B = 80-85%   C+ = 76-79%
      C = 70-75%   D+ = 66-69%   D = 60-65%   F = < 60%

Reading Quizzes (10%)
Students will receive 10 reading quizzes throughout the semester. The quizzes will check for completion and comprehension of assigned readings. Each quiz will have between 1 and 5 questions. THE LOWEST GRADE GIVEN OUT ON READING QUIZZES IS 50%. This means that if you are in class to take the quiz, you will receive at least a 50% regardless of how many questions you answer correctly. Quizzes usually take place at the beginning of class and will not be announced beforehand. Students who leave after the reading quiz has been administered will receive no credit for that quiz.

Participation (15%)
This course will be discussion heavy. Discussion will typically revolve around reading and lecture material. Being present in class is not enough to achieve a high participation grade. Rather, students are expected to be active participants. Students should be prepared, offer insightful commentary, and ask insightful questions. These contributions must always be professional. The grading rubric for participation is available on Blackboard.

Midterm Exam (20%)
Students will be given a take-home midterm essay. The essay prompts will be posted on **OCTOBER 13TH at 8AM**. The midterm is due by **MIDNIGHT on OCTOBER 20TH**. Students will have the option to choose between two essay prompts. The essay prompt will involve material covered in the class thus far and no outside research is necessary. Students should expect to engage with the theories and frameworks discussed in class and use them to make an argument regarding a specific course topic. **Essays should be 4 pages double spaced with 12pt Times New Roman font and 1-inch margins**. Students MUST include in-text citations and a bibliography. All essays will be reviewed with software to check for plagiarism.

Group Presentation (25%)
Students will be put into groups of 4-5 for the group presentation. Each group will be assigned a country/topic to profile. Presentations will be spaced out throughout the course. Presentations should be 15-20 minutes, followed by 10 minutes of discussion. The work should be equally split among group members. Presentation topics will be decided upon by the instructor and students will have the option to select their preferred option from the list. Presentations should offer relevant historical content for the phenomenon, highlight key actors, and trace paths of change. The grading rubric for the project is available on Blackboard.

Final Paper (30%)
Students will write an 8–10-page policy brief on a specific peacebuilding program in a post-conflict country. Topics could include, for example, the UN peacekeeping mission in Rwanda, the DDR program in Sierra Leone, or the truth commission in South Africa. Policy briefs must include 5 components: 1.) background of the conflict and its resolution, 2.) detailed overview of the program, 3.) critical analysis of the program's strengths and failures, 4.) examination of the long-term legacies of the program on the state of peace, 5.) recommendations. Throughout the policy briefs, students should evaluate how the program they are analyzing relates to the aspects of peace discussed early in the course, as well as how well it attained the goals set out by the agency running the program.

Students MUST do outside research on their topic in order to write a strong brief. A minimum of 15 sources is required. Students must include in-text citations, as well as bibliographies. Citations should be in Chicago style. The grading rubric for the policy brief is available on Blackboard.

There will be several in-class sessions throughout the semester to work on policy briefs in class. Portions of the brief will be due incrementally to facilitate feedback. A thesis statement, outline, and list of 10 sources are due on November 1st at midnight. A 4-page draft of the policy brief is due on November 16th at midnight. On November 17th, we will have an in-class peer review session of the short drafts. Students will give a 5-minute presentation on their policy brief in class on December 1st and 6th. **The final policy brief is due Friday, December 9th at Midnight.**

Extra Credit
There is only ONE opportunity for extra credit throughout the semester. Students who visit office hours within TWO WEEKS after midterm grades have been distributed will receive **5 extra credit points** for their final paper. These meetings will be used to discuss your individual progress in the class so far, as well as your plans for your final project. Extra office hour sessions will be offered during these two weeks to accommodate student schedules.

Class Policies
Email/Blackboard: I will respond to emails on Monday-Friday during normal business hours (9am-5pm) and will respond to all emails within a 24 to 48-hour window during the week. If you email me over the weekend, I will get back to you on Monday. Students must have access to Blackboard for this course. It is the student's responsibility to ensure they have access and to check Blackboard regularly. For issues with Blackboard, students should contact the help desk online or by phone at (806) 742-HELP.

Deadlines and Make-up Policy: All assignments are due by **Midnight Central Time (CT)** on the date listed on the syllabus. It is the student's responsibility to take this into account if they are in a different time zone. **No late work will be accepted,** except in documented cases of what the university defines as "extraordinary circumstances" (including university-approved athletic competition, extreme illness resulting in a hospital stay, or death of a family member).

Office Hours: Office hours will be held on Tuesdays from 2:00-3:30 pm in-person in the instructor's office. If you are unable or uncomfortable with meeting in person, please email to schedule a time for a zoom meeting.

Academic Integrity: Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students,

faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

Accommodations for Students with Disabilities: Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

Religious Holy Day Statement: "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

COVID-19 Statement: The University will continue to monitor CDC, State, and TTU System guidelines concerning COVID-19. Any changes affecting class policies or temporary changes to delivery modality will be in accordance with those guidelines and announced as soon as possible. Students will not be required to purchase specialized technology to support a temporary course modality change, though students are expected to have access to a computer to access course content and course-specific messaging as needed.

If you test positive for COVID-19, report your positive test through TTU's reporting system: https://www.depts.ttu.edu/communications/emergency/coronavirus/. Once you report a positive test, the portal will automatically generate a letter that you can distribute to your professors and instructors.

Name and Pronoun Policy: Students have a right to be called by preferred names and pronouns. Students may indicate their preferred names and pronouns throughout the semester. The instructor and all students in this class will respect such preferences.

The instructor reserves the right to amend this syllabus on an as-needed basis throughout the semester. Students will be notified by email or Blackboard when revisions are made.

Schedule

PART I

The Academic Study of Conflict Resolution and Peace – Concepts, Measurement, and Debates

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Introduction

Thursday, Aug. 25, 2022:   Introduction to course & overview of global trends in conflict

1. Read the syllabus

Defining, Measuring, and Evaluating Peace

Tuesday, Aug. 30, 2022:   Defining Peace & Peacebuilding

1. Johan Galtung, "Three Approaches to Peace: Peacekeeping, Peacemaking, and Peacebuilding," in *Peace, War and Defense—Essays in Peace Research*, vol. 2 (Copenhagen: Christian Enjers, 1975), pp. 282-304
2. Call, Charles T. 2008. "Knowing Peace When You See It: Setting Standards for Peacebuilding Success." *Civil Wars* 10 (2): 173-194.
3. Boutros Boutros-Ghali, *An Agenda for Peace: Preventive Diplomacy, Peacemaking, and Peacekeeping*, Report of the Secretary General Pursuant to the Statement Adopted by the Summit Meeting of the Security Council on 31 January 1992 A/47/277-S/24111, 17 June 1992 (NY: United Nations, 1992)

Thursday, Sept. 1, 2022:   The Academic Study of Peace

1. Ramsbotham, Woodhouse, and Miall. 2016. "The Statistics of Deadly Quarrels and the Measurement of Peace." P. 68-109. (Ch. 2 in *Contemporary Conflict Resolution*)
2. Nils Petter Gleditsch, Jonas Nordkvelle, and Håvard Strand. "Peace Research – Just the Study of War?" *Journal of Peace Research,* no. 2 (2014): 145-158

Tuesday, Sept. 6, 2022:   Designing, Measuring and Evaluating Peace

1. Corlazzoli, Vanessa and White, Jonathan. 2013. "Back to Basics, A Compilation of Best Practices in Design, Monitoring & Evaluation in Fragile and Conflict-affected Environments," DFID and Search for Common Ground, p. 6-65.

PART II
Containing and Ending Violent Conflict

The Role of International Actors

<u>Thursday, Sept. 8, 2022</u>:   Responsibility to Protect (R2P)

1. United Nations General Assembly Resolution A/RES/63/308 on the Responsibility to Protect. Paragraphs 138 & 139. P. 30.
2. Bellamy, Alex J. 2007-8. "The Responsibility to Protect and the Problem of Military Intervention." *International Affairs* 84 (4): 615-39.
3. Morris, Justin. 2013. "Libya and Syria: R2P and the spectre of the swinging pendulum." *International Affairs* 89 (5): 1265-1283.

<u>Tuesday, Sept. 13, 2022</u>:   Limitations of Humanitarian Interventions

1. Kuperman, Alan. 2008. "The Moral Hazard of Humanitarian Intervention." *International Studies Quarterly* 52: 49-80.
2. Carpenter, R. Charli. 2003. "'Women and children first': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991–95." *International Organization* 57 (4): 661-694.

Peacekeeping

<u>Thursday, Sept. 15, 2022</u>:   The Effectiveness of Peacekeepers

1. Virginia Page Fortna, 2003. "Inside and Out: Peacekeeping and the Duration of Peace after Civil and Interstate Wars," *International Studies Review* 5 (4): 97-114.
2. Autesserre, Séverine. 2019. "The Crisis of Peacekeeping: Why the UN Can't End Wars." *Foreign Affairs* 98 (1): 101-116.

<u>Tuesday, Sept. 20, 2022</u>:   The Limitations of Peacekeepers

1. Power, Samantha. "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen." *Atlantic Monthly* September 2001.
2. Fjelde, Hanne, Lisa Hultman, and Desirée Nilsson. 2019. "Protection through presence: UN peacekeeping and the costs of targeting civilians." *International Organization* 73 (1): 103-131.

GROUP 1 PRESENTATION: The United Nations Peacekeeping Mission in Rwanda

Peace Processes

<u>Thursday, Sept. 22, 2022</u>:   Peace Negotiations

1. Bell, Christine and Laura Wise. 2022. "Peace Processes and Their Agreements." In *Contemporary Peacemaking: Peace Processes, Peacebuilding, and Conflict* (Eds. Roger Mac Ginty and Anthony Wanis-St. John). p. 381-407.
2. Mac Ginty, Roger. 2010. "No war, no peace: Why so many peace processes fail to deliver peace." *International Politics* 47 (2): 145-162.

<u>Tuesday, Sept. 27, 2022</u>:   Peace Processes II

Review Bell and Wise (2022) and Mac Ginty (2010)

GROUP 2 PRESENTATION: The Havana Peace Process (Colombia)

<u>Thursday, Sept. 29, 2022</u>:   NO CLASS

Disarmament and Security

<u>Tuesday, Oct. 4, 2022</u>:   Creating Inclusive Peace Processes

1. Krause, Jana and Louise Olsson. 2022. "Women's Participation in Peace Processes." In *Contemporary Peacemaking: Peace Processes, Peacebuilding, and Conflict* (Eds. Roger Mac Ginty and Anthony Wanis-St. John). P. 103-121.
2. Fry, Douglas P. and Geneviève Souillac. "Indigenous Approaches to Peacemaking." In *Contemporary Peacemaking: Peace Processes, Peacebuilding, and Conflict* (Eds. Roger Mac Ginty and Anthony Wanis-St. John). P. 121-141.

<u>Thursday, Oct. 6, 2022</u>:   Disarmament, Demobilization, and Reintegration Programs

1. Ayissa, Anatole. 2021. "Three Decades of Disarmament, Demobilization, and Reintegration of Ex-Combatants in Africa: Lessons Learned and Challenges Ahead." In *The State of Peacebuilding in Africa: Lessons Learned for Policymakers and Practitioners* (Eds. Terence McNamee and Monde Muyangwa). P. 141-163.
2. KC, Luna. 2019. "Everyday realities of reintegration: experiences of Maoist 'verified' women ex-combatants in the aftermath of war in Nepal." *Conflict, Security & Development* 19 (5): 453-474.

GROUP 3 PRESENTATION: The DDR Process in Sierra Leone and Liberia

Tuesday, Oct. 11, 2022:   Security Sector Reform

1. Alex J. Bellamy 2003. "Security Sector Reform: Prospects and Problems." *Global Change, Peace, and Security* 15 (2): 101-119.
2. Baaz, Maria Eriksson, and Maria Stern. 2017. "Being reformed: Subjectification and security sector reform in the Congolese armed forces." *Journal of Intervention and Statebuilding* 11 (2): 207-22
3. Lake, Mili. 2022. "Policing Insecurity." *American Political Science Review* 116 (3): 858-874.

PART III
Institutional and Economic Approaches to Peacebuilding

MIDTERM PROMPTS WILL BE POSTED THURSDAY, OCTOBER 13 AT 8AM

Post-Conflict Political Arrangements

Thursday, Oct. 13, 2022:   Powersharing and Quotas

1. Hartzell, Caroline; Hoddie, Matthew. 2003. "Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management." *American Journal of Political Science*, 47 (2): 318-332.
2. Ian S. Spears 2002. "Africa: The Limits of Power-Sharing." *Journal of Democracy* 13 (3): 123-36.

Tuesday, Oct. 18, 2022:   The Political Integration of Former Combatants

1. Manning, Carrie. 2007. "Party-building on the heels of war: El Salvador, Bosnia, Kosovo and Mozambique." *Democratisation* 14 (2): 253-272.
2. Steenbergen, Michanne. 2021. "Rethinking female ex-combatants, reintegration, and DDR: towards political reintegration?" *Conflict, Security & Development* 21 (5): 641-672.

Thursday, Oct. 20, 2022:   ***MIDTERM IS DUE BY THURSDAY, OCTOBER 20 AT MIDNIGHT***

                                     NO CLASS

Tuesday, Oct. 25, 2022:   Post-War Democratization & Elections

1. Hill, Matthew Allan. 2010. "Exploring USAID's democracy promotion in Bosnia and Afghanistan: a cookie cutter approach? *Democratization* 17 (1): 98-124.
2. Höglund, Kristine, Anna K. Jarstad, and Mimmi Söderberg Kovacs. 2009. "The predicament of elections in war-torn societies." *Democratization* 16 (3): 530-557.
3. Bush, Sarah Sunn. 2011. "International politics and the spread of quotas for women in legislatures." *International Organization* 65 (1): 103-137.

   GROUP 4 PRESENTATION: Women's Rights & Democracy Promotion in Afghanistan

Economic Recovery

Thursday, Oct. 27, 2022:   Rebuilding the Economy

1. Collier, Paul. 2009. "Post-conflict recovery: How should strategies be distinctive?" *Journal of African Economies* 18: 199-131.
2. Graciana del Castillo. 2009. *Rebuilding War-Torn States: The Challenges of Post-Conflict Economic Reconstruction*. Oxford University Press, pp. 29-50
3. Bangura, Ibrahim. 2016. "We Can't Eat Peace: Youth, Sustainable Livelihoods and the Peacebuilding Process in Sierra Leone" *Journal of Peacebuilding & Development* 11:2, 37-50.

   GROUP 5 PRESENTATION: The Resource Curse & Post-Conflict Peacebuilding

Reconciliation

Tuesday, Nov. 1, 2022:   Documenting Atrocities and Truth Commissions

1. Hayner, Priscilla B. 2011. *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions.* 2nd ed. New York: Routledge. Chapters 1-4 (pp. 1–44).
2. Neto, Félix, Maria da Conceição Pinto, and Etienne Mullet. 2007. "Intergroup forgiveness: East Timorese and Angolan perspectives." *Journal of Peace Research* 44(6): 711–28.

Thursday, Nov. 3, 2022:   Criminal Tribunals

1. Clark, Phil. 2021. "The International Criminal Court's Impact on Peacebuilding in Africa." In The State of Peacebuilding in Africa: Lessons Learned for Policymakers and Practitioners (Eds. Terence McNamee and Monde Muyangwa). P. 235-257.
2. Haddad, Heidi Nichols. 2011. Mobilizing the will to prosecute: Crimes of rape at the Yugoslav and Rwandan Tribunals. *Human Rights Review* 12(1): 109–32.
3. Zvobgo, Kelebogile. "The ICC's flawed Afghan investigation." *Foreign Affairs*. 11/03/2021.

   GROUP 5 PRESENTATION: Truth and Reconciliation in Bosnia & Herzegovina

Local Approaches to Peacebuilding

<u>Tuesday, Nov. 8, 2022</u>:   The "Local-Turn" in Peacebuilding

1. Autesserre, Séverine. 2021. *The Frontlines of Peace: An Insider's Guide to Changing the World*. Oxford University Press. Ch. 1-3 (p. 1-93).

<u>Thursday, Nov. 10, 2022</u>:   Local vs. International Approaches to Peacebuilding

1. Autesserre, Séverine. 2021. *The Frontlines of Peace: An Insider's Guide to Changing the World*. Oxford University Press. Ch. 4-7 (p. 93-193).

<u>Tuesday, Nov. 15, 2022</u>:   Civil Society & Peace Activism

1. Mwambari, David, "Women-Led Non-Governmental Organizations and Peacebuilding in Rwanda," *African Conflict & Peacebuilding Review, 7(1), 2017: 66-79.*
2. Nganju, Fritz. 2021. "Local Peace Committees and Grassroots Peacebuilding in Africa." In *The State of Peacebuilding in Africa: Lessons Learned for Policymakers and Practitioners* (Eds. Terence McNamee and Monde Muyangwa). P. 123-141.

    GROUP 7 PRESENTATION: The Women's Peace Movement in Liberia

<u>Thursday, Nov. 17, 2022</u>:   Creating Everyday Peace

1. Finish "Pray the Devil Back to Hell."
2. Mac Ginty, Roger. 2014. "Everyday peace: Bottom-up and local agency in conflict-affected societies." *Security Dialogue* 45 (6): 548-564.

Peace Education

<u>Tuesday, Nov. 22, 2022</u>:   Building Peace through Education

1. Cromwell, Alexander. 2021. "Peace Education as a Peacemaking Tool in Conflict Zones." In *Contemporary Peacemaking: Peace Processes, Peacebuilding, and Conflict* (Eds. Roger Mac Ginty and Anthony Wanis-St. John). P. 507-533.

2. Lahai, John Idriss and Helen Ware. 2013. "Educating For Peace: The Sociocultural Dimensions of Grassroots Peace Education as a Tool for National Reconciliation and Social Forgetting in Sierra Leone," *African Conflict & Peacebuilding Review* 3 (2): 69-90.

   GROUP 8 PRESENTATION: Peace Education in Japan after World War II

<u>Thursday, Nov. 24, 2022</u>:   NO CLASS – Thanksgiving Break

Social Transformation

<u>Tuesday, Nov. 29, 2022</u>:   Women, Peace, and Security

1. Kirby, Paul and Laura J. Shepherd. 2016. 'The futures past of the Women, Peace and Security agenda.' *International Affairs* 92(2): 373- 392.
2. Handrahan, Lori. 2004. 'Conflict, gender, ethnicity and post-conflict reconstruction,' *Security Dialogue* 35(4): 429-442

Presentations

<u>Thursday, Dec. 1, 2022</u>:   Presentations PART I

<u>Tuesday, Dec. 6, 2022</u>:   Presentations PART II