<div align="center">**Building Peace**
POLS BC 3411</div>

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Colloquium, Spring 2014
Tuesdays, 2:10 - 4 p.m.
Room 421, Lehman Hall
Barnard College

Office Hours: Wednesdays, 4:30 – 6:30 p.m.
> You can schedule an appointment during my office hours by clicking here. Walk-ins are of course welcome – on a first come, first served basis. However, I give priority to people who have scheduled an appointment, so you are better off doing that if you do not want to wait.

Head Speaking Fellow: Sarah Levine (sml2198@barnard.edu).
Head Writing Fellow: Sara Powell (sgp2118@barnard.edu)

Substance of the Course

How can we build peace in the aftermath of extensive violence? Is that even possible? Wars often destroy existing governance structures. They create deep resentment over past injustices and human rights violations. They divide couples, families, communities, and societies, pitting members against each others. These challenges are so significant that many countries that emerge from war lapse back into violence within a few years. However, certain communities manage to maintain some stability and eventually escape the cycle of war and violence. How do they do that?

One key element in this process is the presence of international peacebuilders. International interventions have multiplied since the end of the Cold War, with United Nations operations, non-governmental agencies, diplomatic missions, and regional organizations becoming increasingly numerous and influential. These external contributions can mean the difference between war and peace: regardless of local conditions, foreign peace interventions increase the chances of establishing a durable peace. However, international peacebuilding interventions face multiple challenges, and sometimes they actually worsen the problems that they mean to address. Why do so many international interventions fail to bring about peace? Why do others succeed? What are the most useful frameworks for analyzing international peace efforts?

This colloquium focuses on international peacemaking, peacekeeping, and peacebuilding in recent conflicts. It adopts a critical, social science approach to the topic of building peace (it is not a class on how to design and implement peacebuilding programs, but rather a class on how to think about such initiatives). Readings for this course are drawn from a variety of disciplines (political science, anthropology, and others), approaches (rational choice, constructivist), and methodologies (qualitative and quantitative). They include both highly theoretical works and case studies. Guest speakers will be invited for several class sessions, to engage with students and explain how the debates studied in class play out in the "real" world.

Throughout the course, students will develop their knowledge of international relations theories. They will acquire a broad understanding of the concepts, theoretical traditions, and debates in the study of peacemaking, peacekeeping, and peacebuilding. The course also will introduce students to new issues in the field, such as the micro-foundations of peace settlements, the importance of local perceptions, and the attention to the everyday in the study of conflict-resolution. Furthermore, by the end of the semester, students should have an in-depth understanding of some of the most salient peace processes in recent years, including those in the Democratic Republic of the Congo and the former Yugoslavia.

Class discussions and written assignments will help students develop their research and analysis skills as well as their ability to understand, criticize, and create scholarly arguments. In addition, this class puts a

lot of emphasis on developing students' leadership and oral presentation skills. We will do so through various activities in the classroom (class discussions, oral presentations, role play, student-led discussions, and interactions with guest speakers) and outside of the classroom (through three workshops with Barnard Speaking Fellows, the first on oral presentations skills, the second on how to lead a meeting, and the third on negotiations).

Grading and Requirements

1. Readings: Assignments are on the attached list.
   The required readings are available at the Columbia University Bookstore. In addition, all these books are on reserve at the library, under course number POLS BC 3411. Whenever authorized by copyright laws, I have placed specific book chapters on electronic reserves for the class (accessible through Coursework).

2. Class participation (20% of the final grade). The class participation grade will be based on 1-participation in the discussion during each session; 2- brief oral presentations on topics assigned by the instructor; 3- the oral presentation and the discussion during weeks 12 and 13 (see the last page of this syllabus), 4- attendance at the workshops led by the Speaking Fellows, and 5- (only for students who have elected this class as their capstone requirement): quality of the feedback provided to your peer partner throughout the semester (grade given by the peer partner).

3. Three reviews of the readings, maximum of two pages single-spaced (30% of the final grade). The reviews should summarize the argument briefly, assess it critically, and raise questions for class discussion. They should be submitted by Monday, 9 a.m., through two means: 1- putting a hard copy in the folder on my door, and 2- emailing me an electronic copy. No need to sign up or give me advance notice, just submit reviews for three different sessions of your own choosing.

4. A memo on your actor's position during the mock peace talks on week 8 (10 % of the final grade). Please bring a hard copy to class and email me an electronic copy.

5. A research paper (40% of the final grade), 25 to 30 pages double-spaced. Ancillary material due throughout the term: paper topic due on week 3 (5% of the final grade); research question and bibliography due on week 6 (5% of the final grade); 1-page outline due on week 10 (5% of the final grade; draft to the writing fellow due on week 8); final paper due on week 14, i.e. December 3, the last day of class (25% of the final grade; draft to the writing fellow due on week 12). Please bring a hard copy to class and email me an electronic copy. The research paper should build on the material studied in class. It should apply the theories and concepts studied to specific debates or cases of interest to the students.

   You should come see me during office hours sometime on week 3, 4, or 5 to discuss your paper topic. This is a mandatory meeting. You are also strongly encouraged to come see me during office hours on week 9, 10, or 11 to discuss your progress and questions (this is not a mandatory meeting but you are very strongly encouraged to come). You are also of course always welcome to come discuss your research during my office hours.

   Here are a couple of very useful websites, full of advice for research and writing:
   - http://www.nd.edu/~dlindley/handouts/handoutlinks.html (plenty of handouts on everything you need: how to make a theoretically informed argument, core theories and concepts used in IR, etc.)
   - http://www.library.ualberta.ca/guides/plagiarism/handouts/index.cfm (you can find tons of useful tips on research and writing)
   - http://owl.english.purdue.edu/owl (the sections on "The Writing Process", "General Academic Writing", "Research and Citations", and "Grammar and Mechanics" are especially helpful).

All material must be typed.

No late review will be accepted. For the research paper & ancillary material, late submissions will be penalized one-third of a letter grade per day after the deadline unless you contact me beforehand to request an extension. Extensions will be given only in the case of documented illness, family emergency, or another crisis situation (please bring any form of documentation available).

Please inform me beforehand if you expect to miss particular class meetings because of a religious holiday that forbids work, an illness, or a family emergency. Please plan to submit a one-page additional review of the readings on the readings assigned for that day, in addition to the three reviews assigned throughout the course. This extra review will make up for missed participation and will count towards your participation grade (so please clearly flag at the top of the document that it is an extra review that I should count toward your participation grade).

Barnard Honor Code: Students affirm that all work turned in is their own, and that they have fully and accurately cited every written source, including web-based sources, used in their writing. Students who do not comply with the Honor Code will face appropriate sanctions.

Here are some very helpful websites for all your questions on intellectual property, citing and documenting sources, avoiding disasters, etc. (And of course don't ever hesitate to ask me if you have any doubts or questions):
- http://www.library.ucla.edu/bruinsuccess (the tutorial is fun and very useful)
- http://owl.english.purdue.edu/owl/resource/589/01 (another very helpful site on avoiding plagiarism)
- http://www.dartmouth.edu/~sources (very detailed information about how and why to cite sources)

Additional Requirements for Seniors

All Seniors who have designated this course as the Colloquium to fulfill their Senior Capstone requirement must also complete the following:

1. Provide constructive criticism and feedback to your designated peer partner(s). You and your partner should hold meetings, in consultation with the instructor, to discuss your assignments, e.g. research proposals, research methods, rough drafts.

2. If not already required by the syllabus, present your main findings in class at the end of the semester. A portion of the class participation grade will reflect the quality of your mentoring and final presentation.

3. Attend at least one of the Senior overviews of the library and online resources hosted by the instructor or another member of the Political Science Department.

4. Generate a poster that summarizes your research question, argument, and findings. The poster should accompany your class presentation and will be displayed at the Senior end-of-year Departmental party in May 2014. The poster will not be graded, but is required to receive a "Pass" for your Senior requirement and will factor into Departmental considerations for Senior Project Distinction.

Recommended readings for Seniors who have chosen this course as their capstone requirement (and for any students looking for extra guidance on the final paper)

Wayne C. Booth et al. 2008. *The Craft of Research*. University of Chicago Press. 3rd ed.

Roselle, Laura and Spray, Sharon. 2008. *Research and Writing in International Relations*. Pearson.

Kate Turabian, 2013. *A Manual for Writers of Term Papers, Theses, and Dissertations.* 6th rev. ed. Chicago: University of Chicago Press.

Charles Lipson. 2005. *How to write a B.A. thesis*. University of Chicago Press.

Information about Barnard Speaking Fellows

One of the requirements of this course is working with a Barnard Speaking Fellow. Speaking Fellows are undergraduate Barnard students who teach students how to craft, prepare, and deliver presentations and participate in class discussions. After completing a one-semester training course in the theory and practice of public speaking, they are attached to speaking-intensive courses across the disciplines, and help students build stronger, more nuanced arguments through reflective, critical thinking and collegial support. Speaking Fellows do not grade your presentations or public speaking skills. They help you figure out what it is you want to say and how to say it most clearly and effectively, giving you the support to become more comfortable and confident in your speaking abilities.

The Speaking program will offer three workshops for this class: 1- Presentations Basics; 2- Leading a Brainstorming, and 3- The Art of Negotiations.

Your participation in Speaking Fellows workshops is a requirement of this course. At the beginning of the semester, a Speaking Fellow will visit your course to go over which types of workshops will be required and when in the semester they will be scheduled. Sign-ups will take place in class, 1-2 weeks before the first set of workshops begin. Preparation instructions, if any, will come from the Head Fellow of your course at this time. Workshop locations, as well as the contact information of the Speaking Fellow running each workshop, will be indicated on the sign-up sheet. Please make a note of when and where your workshop will take place, and record your Speaking Fellow's email and phone number when you sign up in case you need to contact her.

Sessions begin promptly, so please arrive on time, if not a few minutes early. Please keep in mind our program-wide attendance policy: Because workshops are experiential and based on the group dynamic, if you are late to your workshop, you will not be allowed to participate, and may not be able to reschedule. If you have an emergency and cannot attend your workshop last-minute, please call Cecelia Lie at 212-854-8941.

The Head Speaking Fellow for your course is Sarah Levine (sml2198@barnard.edu). Please contact her if you have questions about the Speaking Fellows working with your course. If you have other questions about the Speaking Program, please contact Cecelia Lie (clie@barnard.edu; 212-854-8941), the Program Coordinator. For more detailed information about the philosophy, program policies and procedures, and FAQs, please see the program's website: www.barnard.edu/speaking.

Information about the Barnard Writing Fellows

Another requirement of this course is working with a Barnard Writing Fellow. The Barnard Writing Fellows Program (founded in 1991) is designed to help students strengthen their writing in all disciplines. We believe that writing is a process; it happens in stages, in different drafts. Often the most fruitful dialogues about your writing occur with your peers, and the Writing Fellows are just that. They are not tutors or TAs; they are Barnard undergraduates who participate in a semester-long workshop in the teaching of writing and, having finished their training, staff the Barnard Writing Center and work in courses across the disciplines. It is not their role to comment on the accuracy of the content of your papers, nor to grade your work. They are not enrolled in your course. You will probably know more about the course's specific material than they do, and your papers must therefore be written clearly enough so that the non-expert can understand them.

Two dates are listed for each piece of writing assigned. You will hand in your first draft to your instructor on the first date, who will pass it on to your Writing Fellow. The Writing Fellow will read it, write comments, and conference with you on it, after which you will have a week to revise the paper and hand in a final version on the second date.

Sign up for your Writing Fellow in class when you first hand in your paper. Conference locations will be indicated on the sign-up sheet. Please make a note of when and where you have scheduled your

conference. Also, please make sure to record your Writing Fellow's email and phone number when you sign up for your conference in case you need to contact her.

The Head Writing Fellow for your course is Sara Powell (sgp2118@barnard.edu). Please contact her if you have questions about the Writing Fellows working with your course. If you have other questions about the Writing Program, please contact Cecelia Lie (clie@barnard.edu; 212-854-8941), the Program Coordinator.

Use of laptops in the classroom

The use of laptops (or ipads, etc) in the classroom is only permitted for taking notes on class lectures and discussions. Students are forbidden to use laptops in the classroom to browse the Internet or work on something other than the material discussed in class. Any student who wants to use a computer should give me a written document promising never to use his or her laptop in class for something other than taking notes on class lectures / discussion. Students caught doing otherwise will be given a participation grade of F and will be forbidden to continue to use their laptops during future class sessions.

Students with disabilities

Students with disabilities who wish to take this course and who need disability-related accommodations are encouraged to make an appointment to see me as soon as possible. Disabled students who need test or classroom accommodations must be registered in advance with the Office of Disabilities Services.

Pre-requisite

POLS V 1601 (International Politics) or equivalent.

Learning Objectives

Students who complete this course will learn how to:

1. Apply the major theories of international relations to the study of peacebuilding
2. Integrate and apply conceptual tools and theories from various disciplines, in particular political science, in order to analyze issues related to peacebuilding
3. Develop rigorous and convincing political science arguments
4. Demonstrate knowledge of several salient topics and cases related to peacebuilding
5. Express themselves effectively orally and in writing
6. Perform advanced independent research on political science topics

(January 21) Week 1 – Introduction

Overview of the class
Overview of the research methodology for the final paper.

<u>Recommended</u>

Boutros-Ghali, Boutros. 1992. *An Agenda for Peace. Preventive Diplomacy, Peacemaking and Peace-Keeping*. New York: United Nations.

Call, Charles T. 2008. "Knowing Peace When You See It: Setting Standards for Peacebuilding Success." *Civil Wars* 10 (2): 173-194.

Goldstein, Joshua. 2011. *Winning the War on War*. New York: Dutton / Penguin.

Lund, Michael. 2003. *What Kind of Peace Is Being Built? Taking Stock of Post-Conflict Peacebuilding and Charting Future Directions*. Discussion paper. Ottawa: International Development Research Centre.

Part I – The Tools

(January 28) Week 2 –Peacemaking and Negotiations

Holbroke, Richard. 1998. *To End A War*, Random House: New York. Chapters 1 to 18 (pp. 3-313).

Guest Speaker: Lisa Norberg, Dean of the Library and Librarian for Political Science, on how to find good research resources on international peacebuilding.

<u>Recommended</u>

Avruch, Kevin. 1998. *Culture and Conflict Resolution.* Washington, DC: United States Institute of Peace Press.

Bercovitch, Jacob. 2007. "Mediation in International Conflicts: Theory, Practice, and Development." In Zartman and J. Lewis Rasmussen. 2007. *Peacemaking in International Conflict. Methods and Techniques*. Washington, US Institute of Peace Press. Chapter 4 (pp. 163-194).

Crocker, Chester A; Hampson, Fen Oslder; and Aall Pamela R. 2004 *Taming intractable conflicts: Mediation in the hardest cases.* USIP Press

Darby, John and Mac Ginty, Roger. 2003. *Contemporary Peacemaking: Conflict, Violence and Peace Processes.*

Faure, Guy Olivier and Rubin, Jeffrey Z. 1993. *Culture and Negotiations*. London: Sage publications.

Jones, Bruce D.. 2001. *Peacemaking in Rwanda: The Dynamics of Failure*. Lynne Rienner.

Johnson, Hilde. 2011. *Waging Peace in Sudan: The Inside Story of the Negotiations That Ended Africa's Longest Civil War.* Portland, OR: Sussex Academic Press. Introduction and chapter 1.

Maundi, Mohammed O. et al. 2006. *Getting in: Mediator's entry into the settlement of African conflict*. USIP Press.

Sisk, Timothy. 1996. *Power Sharing and International Mediation in Ethnic Conflicts.* New York: Carnegie Corporation

Zartman, I. William. 1995. *Elusive Peace: Negotiating an End to Civil Wars*. Washington, D.C.: Brookings Institution.

Zartman and J. Lewis Rasmussen. 2007. *Peacemaking in International Conflict. Methods and Techniques*. Washington, US Institute of Peace Press.

(February 4) Week 3 – Peacekeeping

Barnett, Michael. 2002. *Eyewitness to a Genocide: the United Nations and Rwanda*. Cornell University Press. Entire book

Fortna, Virginia Page and Howard, Lise Morjé. 2008. "Pitfalls and Prospects in the Peacekeeping Literature." *Annual Review of Political Science* Vol. 11: 283-301.

Paper topic due to the instructor (and to your peer partner if you are taking this colloquium as your capstone requirement). Maximum length: 150 words.

Guest Speaker: Eric Hubbard, former United Nations peacekeeping officer.

<u>Recommended</u>

Adebajo, Adekeye. 2011. *UN Peacekeeping in Africa: From the Suez Crisis to the Sudan Conflicts.* Boulder: Lynne Rienner Publishers.

Aoi, Chiyuki, De Coning, Cedric, et al. *2007. Unintended Consequences of Peacekeeping Operations.* Tokyo: United Nations University Press.

Benner, Thorsten, Mergenthaler, Stephan, et al. 2011. *The New World of UN Peace Operations: Learning to Build Peace?* Oxford: Oxford University Press.

François Debrix. 1999. *Re-Envisioning Peacekeeping: The United Nations and the Mobilization of Ideology*. Minneapolis: University of Minnesota Press.

Doyle, Michael W. and Sambanis, Nicholas. 2006. *Making War and Building Peace.* Princeton University Press.

Howard, Lise M. 2008. *UN Peacekeeping in Civil Wars*. New York: Cambridge University Press.

Fortna, Page. 2008. *Does Peacekeeping Work. Shaping Belligerent's Choices after Civil Wars.* Princeton University Press.

Marten, Kimberly. 2004. *Enforcing the Peace: Learning from the Imperial Past*. New York: Columbia University Press.

Pugh, Michael. 2004. "Peacekeeping and Critical Theory." *International Peacekeeping* 11 (1): 39-58.

Razack, Sherene. 2004. *Dark Threats and White Knights: The Somalia Affair, Peacekeeping and the New Imperialism,* Toronto, University of Toronto Press.

Whitworth, Sandra. 2004. *Men, Militarism and UN Peacekeeping: A Gendered Analysis*. Boulder, CO: Lynne Rienner.

(February 11) Week 4 - Post-conflict reconstruction I: State Building and Democratization

Paris, Roland and Sisk, Timothy (eds). 2009. *The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations*. London: Routledge. Chapter 1 (pp. 1-20)

Pierre Englebert and Denis M. Tull. 2008. "Postconflict Resolution in Africa: Flawed Ideas about Failed States." *International Security* 32 (4): 106-139.

Holohan, Anne. 2005. Networks of Democracy: Lessons from Kosovo for Afghanistan, Iraq, and Beyond*. Stanford University Press.* Introduction, chapters 1, 3, and 4. (pp. 1-27, 49-92)

In-class methods training, part I: How to write a research paper

Reminder: don't forget to come and see me during my office hours (during week 4, 5, or 6) to discuss your paper topics!

<u>Recommended</u>

Third World Quarterly, Special Issue "From Nation-Building To State-Building," 2006: 27-1

Barnett, Michael N. and Zürcher, Christoph. 2009. "The Peacebuilder's Contract: How External Statebuilding Reinforces Weak Statehood." In *The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations* edited by Paris, Roland and Sisk, Timothy (pp. 23-52). London: Routledge.

Bliesemann De Guevara, Berit (ed). 2012. *Statebuilding and State-Formation: The Political Sociology of Intervention*. London: Routledge.

Call, Chuck, and Wyeth, Vanessa (ed.) 2008. *Building States to Build Peace.* International Peace Academy.

Chandler, David. 2010. *International Statebuilding : The Rise of Post-Liberal Governance*. London: Routledge.

Cousens, Elizabeth M.; Kumar, Chetan, et al. 2000. *Peacebuilding as Politics : Cultivating Peace in Fragile Societies*. Boulder, Co: Lynne Rienner Publishers.

Ellis, Stephen. "How to Rebuild Africa," *Foreign Affairs*, September/October 2005.

Guilhot, Nicolas. 2005. *The Democracy Makers: Human Rights and the Politics of Global Order*. Columbia University Press.

Hartzell, Caroline; Hoddie, Mattew. "Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management", *American Journal of Political Science*, 47 (2): 318-332. 2003.

Roeder, Philip and Rothchild, Donald. 2005. *Sustainable Peace: Power and Democracy After Civil Wars.* Cornell University Press, 2005.

Manning, Carrie and Zürcher, Christoph. 2013. *Costly Democracy: Peacebuilding and Democraticratization after War*. Palo Alto, CA: Standford University Press.

Stedman, Stephen John; Rothshild, Donald and Cousens, Elizabeth M. 2002. *Ending Civil Wars. The Implementation of Peace Agreements*. London, Lynne Rienner.

Tull, Denis M,; Mehler, Andreas. 2005. "The hidden costs of power-sharing: Reproducing insurgent violence in Africa," *African Affairs*, 104 (416):375-398.

(February 18) Week 5 – Post-conflict reconstruction II: Security, justice, and reconciliation

Stedman, Stephen John; Rothshild, Donald and Cousens, Elizabeth M. 2002. *Ending Civil Wars. The Implementation of Peace Agreements*. London, Lynne Rienner. Chapters 1 (pp. 1-40)

Lederach, John Paul. 1997. *Building peace: Sustainable Reconciliation in Divided Societies.* Washington, DC: USIP Press. Part II (pp. 19-149)

Brahm, Eric. 2010. *The Impact of Transitional Justice in Post-Conflict Environments.* Synthesis for the Program on States and Security, http://statesandsecurity.org/_pdfs/Brahm.pdf. (9 pages)

Kilroy, Walt. 2010. *Disarmament, Demobilization, and Reintegration: The Co-Evolution of Concepts, Practices, and Understanding*. Synthesis for the Program on States and Security, http://statesandsecurity.org/_pdfs/Kilroy.pdf. (8 pages)

Guest speaker: Natalie Rea, founder and board member of the International Legal Foundation.

Recommended

Berdal, Mats. 1996. *Disarmament and Demobilisation after Civil Wars: Arms, Soldiers, and the Termination of Armed Conflicts*. Adelphi Paper, 1996.

Crocker, David A. 1999. "Reckoning with Past Wrongs: A Normative framework," *Ethics & International Affairs*, Volume 13.

Lambourne, Wendy. 2009. "Transitional Justice and Peacebuilding after Mass Violence." *The International Journal of Transitional Justice* (3): 28 - 48.

Lederach, John Paul. 2002. *A Handbook of International Peacebuilding: Into the Eye of the Storm*. San Francisco: Jossey-Bass.

Paluck, Elisabeth Levy & Green, Donald P. 2009. Deference, dissent, and dispute resolution: A field experiment on a mass media intervention in Rwanda. *American Political Science Review. 103 (4):* 622-644.

Pouligny, Beatrice. 2002. "Building Peace after Mass Crimes," *International Peacekeeping* 9 (2): 202-223.

Rothstein, Robert L. (ed). *After the Peace: Resistance and Reconciliation*. Boulder, Colo., L. Rienner Publishers. 1999.

Shaw, Rosalind, Waldorf, Larrs, et al. (eds.). 2010. *Localizing Transitional Justice: Interventions and Priorities after Mass Violence*. Stanford, CA: Stanford University Press.

Teitel, Ruti. 2000. *Transitional Justice*, Oxford University Press.

Zelizer, Craig and Rubinstein, Robert A. (eds) 2009. *Building Peace: Practical Reflections from the Field*. Sterling, VA: Kumarian Press.

Part II – Using the Tools: Case study on the Democratic Republic of Congo

(February 25) Week 6 – Understanding the Congolese Conflict & Peace Process

Autesserre, Séverine. 2010. *The Trouble With the Congo: Local Violence and the Failure of International Peacebuilding.* New York: Cambridge University Press. Entire book (272 p.)

Guest speaker: Major General Patrick Cammaert, former United Nations Force Commander for the Eastern Democratic Republic of Congo.

End of class: distribution of the roles for the role-play, and explanation of the ground rules.

Research question and bibliography due to the instructor (and to your peer partner if you are taking this colloquium as your capstone requirement). Your research question, including any material you need to situate your question and introduce your topic, should be a maximum of 150 words long. Your bibliography should include at least 10 items in addition to any articles or books from our syllabus that you will be using. After providing the reference for each item, add one short sentence (no more) to describe how you will use each source.

Recommended

African Security Review. 2011. "Book Symposium on the Trouble with the Congo." *African Security Review* 20 (2): 56-124. Articles by Nest (pp. 66-72), Kavanagh (86-93), Jackson (94-100), and Mampilly (101-107).

Kisangani, Emizet Francois. 2012. *Civil Wars in the Democratic Republic of Congo, 1960-2010.* Boulder, CO: Lienne Rynner.

Lemarchand, René. 2008. *The Dynamics of Violence in Central Africa*. Philadelphia: University of Pennsylvania Press.

Prunier, Gérard. 2008. *Africa's World War. Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe*. Oxford: Oxford University Press.

Reyntjens, Filip. 2009. *The Great African War. Congo and Regional Politics, 1996 – 2006*. Cambridge University Press.

Stearns, Jason. 2011. *Dancing in the Glory of Monsters.* New York: PublicAffairs.

Trefon, Théodore. 2011. *Congo Masquerade: The Political Culture of Aid Inefficiency and Reform Failure.* London: Zed Book.

Turner, Thomas. 2013. *Congo.* Polity books.

Veit, Alex. 2010. *Intervention as Indirect Rule.* Civil War and Statebuilding in the Democratic Republic of Congo.New York: Campus Verlag.

(March 4) Week 7 – Activists and Peacemakers

Keck, Margaret, and Sikkink, Kathryn. 1998. *Activists beyond borders: advocacy networks in international politics*. Ithaca, N.Y, Cornell University Press. Introduction & chapter 3 (pp. 1-38 and 79-120)

Assignment in preparation for the role-play: prepare a 1-page memo, as well as a 5 minute presentation, on your actor's position during the mock peace talks (bullet points are fine). Recommended sources:
- Any and all the required and recommended readings for week 6 and 7
- The official webpage of your actor (usually easily accessible through a google search), its twitter account, facebook page, etc.
- International Crisis Groups' reports on the DRC (available at http://www.crisisgroup.org/en/regions/africa/central-africa/dr-congo.aspx)

(Note: if you wish to submit a review of the readings for this week, write it on the required reading plus either two of the articles / book chapters or one of the books listed below)

Recommended

Autesserre, Severine. 2012. Dangerous Tales: Dominant Narratives on the Congo and their unintended consequences. *African Affairs*. 111 (443), pp. 202-222.

Bareebe, Gerald, Titeca, Kristof, et al. 2012. "Simplified Campaign Narratives on Civil War: Case Study of 'Kony 2012'." In *L'afrique Des Grands Lacs. Annuaire 2011-2012*, edited by Reyntjens, Filip, Stef, Vandeginste and Marijke, Verpoorten (pp. 131-156). Paris: L'Harmattan.

D'errico, Nicole, Tshibangu, Kalala, et al. 2013. "'You Say Rape, I Say Hospitals. But Whose Voice Is Louder?' Health, Aid and Decision-Making in the Democratic Republic of Congo." Review of African Political Economy 40 (135): 51-66.

Dunn, Kevin C. 2003. *Imagining the Congo: The International Relations of Identity*. New York: Palgrave Macmillan.

Eriksson Baaz, Maria and Stern, Maria. 2013. *Sexual Violence as a Weapon of War? Perceptions, Prescriptions, Problems in the Congo and Beyond.* New York: Zed Books.

Taub, Amanda (ed.) 2012. *Beyond Kony2012: Atrocity, Awareness, & Activism in the Internet Age*. E-book: https://leanpub.com/beyondkony2012.

(March 11) Week 8 - Role Play: Ending the Congolese Conflict

Fisher, Roger, Ury, William, and Dennis Boutsikaris. 2011. *Getting to Yes: How to Negotiate Agreement without Giving In*. Revised edition, New York: Penguin. Entire book

(Note: if you wish to submit a review of the readings for this week, write it on the required reading for this week plus any of the texts listed as recommended readings for week 6 or 7).

Draft paper outline for the Writing Fellow due (If you are taking this colloquium as your capstone requirement, please also give your draft outline to your peer partners). Your outline should be no longer than one page. Don't forget to write your revised research question at the top of the document.

(March 25) Week 9 – Research and Writing

No class on that day (Prof. at the ISA). Take the opportunity to work on your research papers.

Make-up class: schedule a 15- or 30-minute one-on-one meeting during week 3, 4, or 5 to work with me on your research paper for this semester. This will be an individualized tutorial, and it is a mandatory meeting.

Part III - The Debates

(April 1) Week 10 – The Liberal Peace

Richmond, Oliver. 2005. *The Transformation of Peace*. New York: Palgrave Macmillan. Introduction (pp. 1-20).

Roland Paris. 2004. *At War's End: Building Peace after Civil Conflict*. Cambridge: Cambridge University Press. Read the introduction and chapters 1-3, browse chapters 4-8, read chapters 9 and 10. (read pp. 1-62 and 151-211; browse pp. 55-150)

Susanna Campbell, David Chandler, and Meera Sabaratnam (eds). 2012. *A Liberal Peace? The Problems and Practices of Peacebuilding*. London: Zed Books. Introduction (pp. 1-8) and chapter 9 (pp. 159-173).

In-class methods training, part II: How to write a research paper

Paper outline due to the instructor. Your outline should be no longer than one page. Don't forget to write your research question at the top of the document.

Reminder: plan to come and see me during office hours to discuss the progress on your final paper.

<u>Recommended</u>

Barnett, Michae. 2006. "Building a Republican Peace: Stabilizing States after War." *International Security* 30 (4): 87-112.

Chopra, Jarat and Hohe, Tanja. 2004. "Participatory Intervention," *Global Governance* (10), pp. 289-305

Coles, Kimberley. 2007. *Democratic Designs: International intervention and electoral practices in postwar Bosnia-Herzegovina.* Ann Arbor: The University of Michigan Press.

Heathershaw, John. 2011. *Post-Conflict Tajikistan: The Politics of Peacebuilding and the Emergence of Legitimate Order*. New York: Routldge.

Mac Ginty, Roger. 2008. "Indigenous Peace-Making Versus the Liberal Peace," *Cooperation and Conflict* 43 (139), pp. 147-149.

Richmond, Oliver. 2011. *A Post-Liberal Peace.* London: Routledge.

Newman, Edward; Roland Paris, et al. (eds.). 2009. *New Perspectives on Liberal Peacebuilding*. New York: United Nations University Press.

Pugh, Michael. 2004. "Peacekeeping and Critical Theory." *International Peacekeeping* 11 (1): 39-58.

Shahrbanou Tadjbakhsh. 2011. *Rethinking the Liberal Peace: External Models and Local Alternatives*. London: Routledge.

Special issues of *International Peacekeeping* in 2004 (issue 1) and 2009 (issue 5).

(April 8) Week 11 – Local Perceptions

Pouligny, Beatrice. 2006. *Peace Operations Seen from Below – UN Mission and Local People*. Kumarian Press. Chapters 4 and 5 (pp. 155-237).

Anderson, Mary; Brown, Dayna; and Jean, Isabella. 2012. *Time to Listen: Hearing People on the Receiving End of International Aid*. Cambridge, MA: CDA Collaborative Learning Project. Entire book except for chapter 2 (pp. 1-6 and 17-147).

Guest Speaker: Nimmi Gowrinathan from the Centre for Humanitarian Dialogue, on local perceptions of international peace efforts in Sri Lanka.

<u>Recommended</u>

Adam, Hussein. 2004. "Somalia: International Versus Local Attempts at Peacebuilding." In *Durable Peace: Challenges for Peacebuilding in Africa*, edited by Taisier, Ali and Matthews, Robert O (pp. 253-281). Toronto: University of Toronto Press.

Belloni, Roberto and Jarstad, Anna K. (Eds.). 2012. *Special issue of Global Governance: A Review of Multilateralism* 18 (1): 1-132.

Fassin, Didier and Mariella Pandolfi (eds.). 2010. *Contemporary States of Emergency: The Politics of Military and Humanitarian Interventions*. New York: Zone books.

Mac Ginty, Roger. 2011. *International Peacebuilding and Local Resistance - Hybrid Forms of Peace*. London: Palgrave Macmillan.

Mcguinness, Kate. 2012. *Local First: Development for the Twenty-First Century*. London: Peace Direct.

Menkhaus, Ken. 1997. "International Peacebuilding and the Dynamics of Local and National Reconciliation in Somalia." In *Learning from Somalia*, edited by Clarke, Walter and Herbst, Jeffrey (pp. 42-63). Boulder, Co: Westview Press.

Pugh, Michael. 2005. "The Political Economy of Peacebuilding: A Critical Theory Perspective." *International Journal of Peace Studies* 10 (2): 23-42.

Richmond, Oliver and Audra Mitchell. 2011. *Hybrid Forms of Peace: From Everyday Agency to Post-Liberalism*. New York: Palgrave.

(April 15 and 22) Week 12 and 13 – Your Puzzles, Debates, and Findings

These two weeks will be devoted to brainstorming your research papers.

Each student will send his/her draft paper to his/her peer partner by Monday, April 14, 9 a.m. and copy me on the message. Each student will be responsible for preparing constructive criticism of his/her peer partner's paper, and s/he will present his/her feedback during the class.

On week 12, senior students who have chosen this class as their capstone requirement will display their posters and give a 15-minute presentation of their papers, followed by Q&As with their classmates. These students are strongly encouraged to use powerpoint slides to illustrate their presentation, and to complete a one-on-one training session with the Speaking Program in order to prepare for their oral presentation. After all capstone students have presented their papers, we will break into small groups and each student will get constructive criticisms from his/her peer partner. (During the break-out sessions, students who have chosen this class as their capstone requirement will meet with me as a group to discuss progress on their final posters).

On week 13, each seminar participant (except the senior students who have chosen this class as their capstone requirement) will do a 5-minute presentation of his / her research paper (topic, puzzle, main argument), followed by Q&As with their classmates.

Draft final papers for the Writing Fellows due on week 12 (for all students).

(April 29) Week 14 – Conclusion

Group work on the main contributions of the class.

Final papers & posters due!