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 other. 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 have become 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, psychology, and others), approaches (rational choice, constructivist), and methodologies (qualitative and quantitative). They include both highly theoretical works and case studies.

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, Rwanda, 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, including class discussions, oral presentations, role play, and student-led discussions.
Grading and Requirements

1. Readings: Assignments are on the attached list. The required books are available at the Columbia University Bookstore. Many of them are also available online for free through the Columbia University library website. In addition, all of 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). And if you want to purchase the books but don't have the means to do so, look at https://www.columbiaspectator.com/spectrum/2018/06/12/on-avoiding-book-culture-how-and-where-to-get-cheap-textbooks/.

2. Class participation (15% of the final grade). The class participation grade will be based on 1- participation in the discussion during each session; 2- the oral presentation on week 10; 3- brief oral presentations on topics assigned by the instructor; 4- the oral presentation and discussions during weeks 13 and 13 (see the last two pages of this syllabus), and 5- quality of the feedback provided to your peer partner throughout the semester (grade given by the peer partner).

You should come see me during office hours at least once during the semester to discuss your final paper. This is a mandatory meeting, and it can take place during my regularly-scheduled office hours during any week of the semester. You are also of course always welcome to come discuss your research during my office hours as often as you want at any other point of the semester.

3. One review of the readings (20% of the final grade), two pages single-spaced. The review should briefly summarize the argument all of the required readings assigned for that week, and it should use the rest of the space to assess the required readings critically, evaluating their strengths and weaknesses. The summary of the required readings should be half a page maximum in total, so that the bulk of the review (the 1.5 pages remaining) can be devoted to a discussion of the strengths and weaknesses of the various required texts.

Reviews should be submitted by the beginning of the class during which we will discuss the required readings that the review focuses on (meaning, Tuesday, 12:10 p.m.). Please bring a hard copy to class and upload an electronic copy on coursework.

Reviews can be submitted on any week until week 8. No need to sign up or give me advance notice, simply submit a review for a session of your own choosing. But please keep in mind that 12:10 p.m. is a hard deadline – I won’t accept any late reviews (even reviews submitted later on Tuesdays), and the last opportunity to submit a reading review is on March 10.

Side note: Book reviews are tremendously important for authors and readers. So I encourage you to post relevant sections of your book reviews online (on Amazon, Goodreads, Barnes and Noble, Wikipedia, Bookbub, and/or whatever site you prefer). This would help raise the profile of the various books that we read this semester, be a kind gesture to their authors, and hopefully help potential readers decide whether or not to buy the book.

4. A memo on your actor's position during the mock peace talks on week 10 (15 % of the final grade), one page single-spaced. Please bring a hard copy to class and upload an electronic copy on coursework.

5. A research paper (50% of the final grade), 25 to 30 pages double-spaced. Ancillary material due throughout the term: research question due on week 4 (10% of the final grade); revised research question and 1-page outline due on week 8 (15% of the final grade); final paper due on week 14, i.e. April 28, the last day of class (25% of the final grade). Please bring a hard copy to class and upload an electronic copy on coursework. 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.

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 write an additional review of the readings on the readings assigned for that day (in addition to the one review required this semester), post it online (on Amazon, Goodreads, Barnes and Noble, Wikipedia, and/or whatever site your prefer), and email me a link to your posted review. (No need to give me a printed copy). This extra review will make up for missed participation and will count towards your participation grade.

Barnard Honor Code: We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

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):
- 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)

Conversion Scale
- A+: 99 - 100
- A: 93 - 98.99
- A-: 90 - 92.99
- B+: 87 - 89.99
- B: 83 - 86.99
- B-: 80 - 82.99
- C+: 77 - 79.99
- C: 73 - 76.99
- C-: 70 - 72.99
- D: 60 - 69.99 (there is no D+ or D-)
- F: below 60

Electronic Etiquette

Please do not use your cell phones during class for any reason. This will allow more focused discussion and intellectual exchange.

Please use laptops only if this will facilitate bringing readings to class. In other words, 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.
I aim to be responsive to emails from students. However, please do not expect an answer to your question any sooner than 48 hours (not including weekends) after it is sent. Last-minute email questions and requests are bad for everyone involved. Please also use office hours rather than email if you have any substantive questions.

**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 to discuss your assignments, e.g. research questions, paper outlines, rough drafts.

2. 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 is due on the last day of classes (December 3), and it will be displayed at the Senior end-of-year Departmental party in May 2020. 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. For guidelines, information, and advice on the poster, please see http://polisci.barnard.edu/node/33896.

5. Attend at least one of the workshops offered by the Barnard Speaking Program on how to deliver good oral presentations.

**Course-Specific Library Resources**

Personal librarian for our class: Jennie Correia (jcorreia@barnard.edu; https://library.barnard.edu/profiles/Jennie-Correia)

Library research guide: https://barnard.libguides.com/POLS-X3411-001

**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.

**Wellness**

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself—your own health, sanity, and wellness—your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them.

Should you have any questions about navigating these resources, please visit these sites: http://barnard.edu/primarycare or http://barnard.edu/counselinghttp://barnard.edu/wellwoman/about (Stressbusters Support Network). For more information, call ext. 4-3062 or visit http://barnard.edu/wellwoman.

**Pre-requisite**
POLS UN 1601 (International Politics) or equivalent (such as POLS UN3604 - War, Peace, and International Interventions in Africa).

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

Required reading, to be completed before the first class meeting: Please read the first 5 pages of this syllabus very carefully, and browse the rest of this syllabus. Please come to class prepared to ask any clarifying questions you need.

*Please remember to fill out and submit your Student Form on Coursework.*

(January 28) Week 2 – Overview (Mock book incubation workshop)


*I will distribute a hard copy of the book manuscript on January 21.*

**Recommended**


**Part I – The Tools**

(February 4) Week 3 – Peacemaking and Negotiations


*In-class methods training, part 1: How to find a puzzle & how to conduct research*

**Recommended**

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


For case studies, texts of recent peace agreements, practical guides, and other resources on mediation: http://peacemaker.un.org.


**Methods:** In case you need any additional guidance on how to find a good research question, look at Leanne C. Powner, "Empirical Research and Writing: A Political Science Student's Practical Guide," CQ Press, 2014, chapter 1.

**(February 11) Week 4 – Peacekeeping**


*Note: the whole book is available as an e-book through the Columbia library website.*


*In-class methods training, part II: How to find research resources on international peacebuilding (Guest Speaker: Jennie Correia, Barnard librarian)*

*Research question due to the instructor (and to your peer partner if you are taking this colloquium as your capstone requirement). Maximum length: 50 words. Please do not write anything longer than that: I will stop reading after 50 words.*

*Reminder: Remember to come and see me during my office hours sometime during the semester to discuss your final papers!*  

**Recommended**


(February 18) Week 5 – Everyday Dimensions and Local Perceptions of Peacebuilding


*Note: the whole book is available as an e-book through the Columbia library website.*

Recommended


Recommendations for fun / light reading:

*(February 25) Week 6 - State Building and Democratization*


Note: the whole book is available as an e-book through the Columbia library website.


In-class methods training, part III: How to structure & write a research paper

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


(March 3) Week 7 – Post-conflict reconstruction II: Security, Justice, and Reconciliation


Note: the whole book is available as an e-book through the Columbia library website.

Draft paper outline due to your peer partners. Your outline should be no longer than one page. Remember write your (revised) research question at the top of the document. (Your research question,
including any material you need to situate your question and introduce your topic, should be a maximum of 50 words long.)

Recommended


Documentaries “The Road to Justice” (on Burundi, Columbia, DR Congo, Guatemala, Nepal, Ouganda). Available at https://www.roadtojustice.eu

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

(March 10) Week 8 – Understanding the Congolese Conflict & Peace Process


Note: the whole book is available as an e-book through the Columbia library website.

In-class training: How to prepare and deliver a good oral presentation

Paper outline due to the instructor. Your outline should be no longer than one page. Remember to write your (revised) research question at the top of the document.

Last opportunity to submit a reading review this semester.

Recommended


2017 debate in Foreign Affairs online:
- Severine Autesserre, “What the Uproar Over Congo’s Elections Misses”
- Jason Stearns, Koen Vlassenroot, Kasper Hoffmann, and Tatiana Carayannis, “Congo’s Inescapable State”

Documentaries:
- This is Congo, by Daniel McCabe. 2018. https://www.thisiscongo.com/

(March 24) Week 9 – Research and Writing


No class meeting on that day (I’ll be at the annual meeting of the International Studies Association). Take the opportunity to work on your research papers.

Make-up class: schedule an appointment with me at any point during the semester to discuss your final paper. This will be an individualized tutorial, and it is a mandatory meeting. I will schedule extra office hours on week 10 to accommodate those of you who can’t make it to my regular Monday office hours.

Recommended


See Also: http://owl.english.purdue.edu/owl/resource/557/01/  

Various sources on citations, bibliographies, and footnotes available at: http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html

The following websites provide many very useful pieces of advice for research and writing, which may become handy as you write your essays:
- 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.wsu.edu/~brians/errors/errors.html#error (common errors to avoid)
- http://library.columbia.edu/locations/undergraduate/seedtexts.html and http://library.columbia.edu/research/citation-management.html (Various sources and resources on citations, bibliographies, and footnotes)

In case you need any additional guidance on how to write a literature review, look at:
- Raul Pachego-Vega, “How to undertake a literature review” (blog post posted at http://www.raulpacheco.org/2017/04/how-to-undertake-a-literature-review/)
(March 31) Week 10 – Governments, Rebels, Activists, and Peacemakers

Required readings:
- The official webpage of your actor (usually easily accessible through a google search), its Twitter account, and its Facebook page.
- Foreign Affairs’ latest article on the DRC. Title TBC on March 10.
- Foreign Policy’s latest article on the DRC. Title TBC on March 10.
- The New York Times’ three most recent articles on the DRC. (If you read French, please read instead the more recent three articles published in Le Monde and/or Jeune Afrique)

Assignment in preparation for the role-play: prepare a 1-page single-spaced memo, as well as a 4-minute presentation, on your actor’s position during the mock peace talks (bullet points are fine).

Recommended

Same as the list of recommended readings for week 8

(April 7) Week 11 - Role Play: Ending the Congolese Conflict


Recommended

Same as the list of recommended readings for week 8.

Conclusion: Your Cases, Puzzles, Debates, and Findings

(April 14 and 21) Weeks 12 and 13 – Your Puzzles, Debates, and Findings

On April 14, senior students who have chosen this class as their capstone requirement will give a 10-minute presentation of their papers followed by Q&As. Such students should use PowerPoint slides (or similar kinds of visual aids) to illustrate their presentations, and complete a one-on-one training session with the Speaking Program in order to prepare for their oral presentation.

On April 21, every other colloquium participant will do a 3 to 5-minute presentation of their research papers (topic, puzzle, main argument).

Each student will also send their draft paper to their peer partner by April 10, and copy me on the message. Each student will be responsible for preparing constructive criticism of their peer partner’s paper, and present their feedback during class on April 14. After all the capstone students have presented their papers, we will break into small groups and each student will get constructive criticisms from their peer partner.

(April 28) Week 14 – Conclusion
Group work on the main contributions of the class.

*Final papers & posters due!*