Building Peace
POLS BC 3411

Séverine Autesserre   Colloquium, Fall 2020
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Office: 1101 Milstein Center   Barnard College, Columbia University

Office Hours: Mondays, 5 - 7 p.m.
> My office hours this semester will take place via zoom until the end of the COVID-19-related restrictions. You can schedule a zoom appointment during my office hours by clicking here (https://tinyurl.com/whxhxhr). If on-campus office hours resume during the semester, I will honor all existing appointments, I will be happy to meet you either via zoom or in person (as you prefer), and the link to schedule an appointment will remain the same.

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, analysis, and writing 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 skills and oral presentation skills. We will do so through various individual and group activities, including oral presentations, role play, and student-led discussions.

Grading and Requirements

1. Readings: Assignments are on the attached list.
    All of the required books and article are available online for free through the Columbia University library website.
    In addition, all of the required books are available at the Columbia University Bookstore, and they are on reserve at the library under course number POLS BC 3411. (If you want to purchase a physical copy of 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/)
    Whenever authorized by copyright laws, I have also placed specific book chapters on electronic reserves for the class (accessible through Coursework).

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 9; and 3- quality of the feedback provided to your peer partner throughout the semester (grade given by the peer partner).

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 on Coursework 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.).
    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 October 27.

    > 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 research project, including:
    *   A research question due on Coursework on week 3 (10% of the final grade);
    *   A revised research question and 1-page outline due on Coursework on week 8 (15% of the final grade);
    *   An in-class research presentation during weeks 11 and 12 (10% of the final grade);
    *   A final paper, 12 to 15 pages double-spaced, due on Coursework on week 13, i.e. December 8, the last day of class (30% of the final grade).
    The research project 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, a family emergency, or a connectivity issue. 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. This extra review will make up for missed participation and will count towards your participation grade.

<u>Netiquette</u>

Please keep your camera and video on at all times during class. Please make sure you look professional on screen, meaning that you must be properly clothed (no pajamas!) and you must be seated in a space that doesn't make other uncomfortable (You can use the "virtual background" function on zoom if you worry that something around you may make your colleagues uncomfortable—or if you want to protect your privacy).

Please mute your mike as soon as class officially starts, and keep it on mute during the whole class, unmuting yourself only when you need to say something.

Please use the zoom "chat to everyone" function, rather than sending private chat messages (whether to me or to other students).

In order to allow more focused discussion and intellectual exchange, students are forbidden to use their electronic equipment (laptops, cell phones, etc) for something other than participating in class and taking notes on class lectures / discussion. Students caught doing otherwise will be given a participation grade of F.

If you miss part of the class because of connectivity or other issues, please watch the video of the class on coursework as soon as possible afterwards, so that you know what you missed. Please don't email me or your colleagues to ask us to fill you in.

If at any point I disappear from the class (because of connectivity issues on my end), the student in charge of the chat for that day will take over as host until I'm back. Please simply continue the discussion / whatever we are doing until I'm back online.

If there is a zoom outage and none of us can connect during class time (or the connection drops and none of us can re-connect), please connect with your peer partner to discuss the readings (or do whatever we had planned for that day, or had started doing before zoom went out) via phone, whattsapp, Skype, whatever works.

BTW, here is a very helpful guide on how to troubleshoot connectivity issues: https://fireflycreativewriting.com/bandwidth.

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.

<u>Barnard Honor Code</u>: 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

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 8), and it will be displayed at the Senior end-of-year Departmental party in May 2021. 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.

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
7. Learn, speak, communicate, and lead online effectively

(September 8) 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.

By September 11, 2 p.m., please:
- *fill out and submit your Student Form on Coursework.*
- *introduce yourself to your colleagues by answering the discussion question I posted on Coursework.*

Recommended

Bellamy, Alex. 2019. *World Peace (and How We Can Achieve It).* Oxford University Press.

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.

Chigas, Diana and Woodrow, Peter. 2018. *Adding Up to Peace: The Cumulative Impacts of Peace Programming.* CDA Collaborative Learning Projects.

Davenport, Christian, Erik Melander, and Patrick M. Regan. 2018. *The Peace Continuum: What It Is and How to Study It.* Oxford University Press

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

Pinker, Steven. 2011. *The Better Angels of our Nature: Why Violence has Declined.* New York: Penguin. Chapter 6.

Part I – The Tools

(September 15) Week 2 – Peacemaking and Negotiations

Holbroke, Richard. 1998. *To End A War*, Random House: New York. Chapters 1 to 18 (pp. 3-313).
    Note: the whole book is available as an e-book through the Columbia library website.

Booth, Wayne C. et al. 2016. *The Craft of Research*. University of Chicago Press, 4th edition. Chapters 3 and 4. (Please do not include this piece in your reading review if you write one for this week).

Please also read your colleagues' answers to the discussion question I posted on Coursework, so that you can get to know them.

In-class methods training, part I: 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

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

Da Rocha, Jose Pascal. 2017. *The International Mediator: A Handbook*. Lambert Academic Publishing.

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.

Srinivasan, Sharath. 2012. "The politics of Negotiating Peace in Sudan" in *Peacebuilding, Power, and Politics in Africa*, edited by Devon Curtis and Gwinyayi Dzinesa, Ohio University Press, pp. 195 – 211

UK Stabilisation Unit. 2018. *Elite Bargains and Political Deals Project*. Synthesis paper & 21 case studies available at https://www.gov.uk/government/publications/elite-bargains-and-political-deals

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

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

Computer game: http://peacemakergame.com.

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.

(September 22) Week 3 – Peacekeeping

Barnett, Michael. 2002. *Eyewitness to a Genocide: The United Nations and Rwanda*. Cornell University Press. Entire book.
        Note: the whole book is available as an e-book through the Columbia library website.

Autesserre, Séverine. 2019. "The Crisis of Peacekeeping: Why the UN Can't End Wars." *Foreign Affairs* 98 (1), pp. 101-116*.*

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.

Recommended

International Peacekeeping. 2014. Series of commentaries "Future Directions for Peacekeeping Research," *International Peacekeeping* 21 (4).

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

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.

Diehl, Paul and Balas, Alexandru. 2014. *Peace Operations.* 2d edition. Wiley.

Doss, Alan. 2020. *A Peacekeeper in Africa*: *Learning from UN Interventions in Other People's Wars*. Lynne Rienner.

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

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

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

Howard, Lise Morjé. 2019. *Power in Peacekeeping*. New York: Cambridge 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.

Rubinstein, Robert A. 2008. *Peacekeeping Under Fire: Culture and Intervention*. Boulder: Paradigm Publishers.

Paris, Roland. 2004. *At War's End: Building Peace after Civil Conflict.* Cambridge University Press,

Pouligny, Beatrice. 2006. *Peace Operations Seen from Below*. *UN Missions and Local People*. Kumarian Press. 2006.

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

Williams, Paul and Alex Bellamy. 2021. *Understanding Peacekeeping* (3rd edition). Cambridge, UK: Polity books.

(September 29) Week 4 – Everyday Dimensions and Local Perceptions of Peacebuilding

Autesserre, Séverine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention.* Cambridge University Press. Entire book except for pp. 29-58 and 275-288.
     Note: the whole book is available as an e-book through the Columbia library website.

Recommended

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.

Cain, Kenneth, Postlewait, Heidi, et al. 2004. *Emergency Sex (and Other Desperate Measures): True Stories from a War Zone.* New York: Hyperion.

Higate, Paul and Henry, Marsha. 2009. *Insecure Spaces : Peacekeeping in Liberia, Kosovo and Haiti*. London: Zed 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.

Moore, Adam. 2013. *The Dynamics of Peacebuilding Success and Failure in Post-War Bosnia.* Ithaca, N.Y.: Cornell University Press.

Mitchell, Audra. 2014. *International Intervention in a Secular Age: Re-Enchanting Humanity?* Oxon, UK: Routledge.

Pouligny, Beatrice. 2006. *Peace Operations Seen from Below – UN Mission and Local People*. Kumarian Press.

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

Rubinstein, Robert A. 2008. *Peacekeeping Under Fire: Culture and Intervention*. Boulder: Paradigm Publishers.

Recommendations for fun / light reading:
- Todd Moss' two novels, *The Golden Hour* (2014) and *Minute Zero* (2015)
- Bah, Omar. #MDG: *Mzungus in Development and Governments,* https://mdgcomics.com/phdcomic/ (2019 and 2020).

(October 6) Week 5 - State Building and Democratization

Stedman, Stephen John; Rothshild, Donald and Cousens, Elizabeth M. 2002. *Ending Civil Wars. The Implementation of Peace Agreements*. London, Lynne Rienner. Chapter 1.
     Note: the whole book is available as an e-book through the Columbia library website.

Paris, Roland and Sisk, Timothy (eds). 2009. *The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations*. London: Routledge. Chapter 1.
     Note: the whole book is available as an e-book through the Columbia library website.

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

Bush, Sarah Sunn. 2015. *The Taming of Democracy Assistance: Why Democracy Promotion Does Not Confront Dictators.* New York: Cambridge University Press. Chapter 1.
     Note: the whole book is available as an e-book through the Columbia library website.

Holohan, Anne. 2005. Networks of Democracy: Lessons from Kosovo for Afghanistan, Iraq, and Beyond. *Stanford University Press.* Introduction and chapter 1.
     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

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.

Documentary: Martin-Kessler, Florence and Poiret, Anne. 2013. *State Builders*. Documentary. Arte France and Quark Production. (Available at the Barnard library)

(October 13) Week 6 – Post-conflict reconstruction II: Security, Justice, and Reconciliation

Lederach, John Paul. 1997. *Building peace: Sustainable Reconciliation in Divided Societies.* Washington, DC: USIP Press. Part II (pp. 19-149)
        Note: the whole book is available as an e-book through the Columbia library website.

Longman, Timothy. 2017. *Memory and Justice in Post-Genocide Rwanda.* Cambridge University Press. Chapter 1, introduction to part I, and chapter 4.
        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

Brahm, Eric. 2010. *The Impact of Transitional Justice in Post-Conflict Environments.* Synthesis for the Program on States and Security, http://conflictfieldresearch.colgate.edu/research/syntheses/.

Kilroy, Walt. 2010. *Disarmament, Demobilization, and Reintegration: The Co-Evolution of Concepts, Practices, and Understanding.* Synthesis for the Program on States and Security, http://conflictfieldresearch.colgate.edu/research/syntheses/.

King, Elisabeth, and Samii, Cyrus. 2020. *Diversity, Violence, and Recognition*. Oxford University Press.

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.

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

Sharp, Dustin. 2018. *Rethinking Transitional Justice for the Twenty-First Century.* New York: Cambridge University Press.

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.

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

(October 20) Week 7 - Peacebuilding Success

Séverine Autesserre. *The Frontlines of Peace: An Insider's Guide to Changing the World*. Oxford University Press, forthcoming in March 2021.
> *The galleys of the book proofs will be available via Edelweiss.*

As per the College's request for "creative pedagogy" during the seventh week of the Fall semester (the exam week for people taking Block A classes), we will not meet as a class on October 20. Instead,
- *Before or during class time, and at the latest by the start of class time on October 20, post a review of the book assigned as required reading (The Frontlines of Peace) on Edelweiss. The review doesn't need to be long, but it has to be honest and fit for public consumption (you're writing it not for me, but for the general public) .*
- *Before the start of class time, post at least one discussion question on the discussion board for the class on Coursework. The discussion question can be anything as long as it is related to the book you read for today (The Frontlines of Peace).*
- *During class time, spend at least 30 minutes answering your colleagues' discussion questions on the Coursework discussion board and participating in the discussions.*

<u>Recommended</u>

Allouche, Jeremy and Paul Jackson. 2019. "Zones of peace and local peace processes in Côte d'Ivoire and Sierra Leone," *Peacebuilding* 7(2), pp.71-87.

Anderson, Mary and Marshall Wallace. 2013. *Opting out of War: Strategies to Prevent Violent Conflict*. Lynne Rienner Publishers.

Campbell, Susanna. 2018. *Global Governance and Local Peace: Accountability and Performance in International Peacebuilding*. Cambridge University Press.

Chenoweth, Erica. 2019. *Civil Resistance: What Everyone Needs to Know.* New York: Oxford University Press.

Chigas, Diana and Woodrow, Peter. 2018. *Adding Up to Peace: The Cumulative Impacts of Peace Programming*. CDA Collaborative Learning Projects.

Firchow, Pamina. 2018. *Reclaiming Everyday Peace: Local Voices in the Politics of Measurement and Evaluation after War*. Cambridge University Press

Harsch, Michael. 2017. "A Better Approach to Statebuilding: Lessons from 'Islands of Stability'," *Foreign Affairs* online.

Kaplan, Oliver. 2017. *Resisting War: How Communities Protect Themselves*. Cambridge University Press.

Krause, Jana. 2018. *Resilient Communities: Non-Violence and Civilian Agencies in Communal Wars.* Cambridge University Press.

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

(October 27) Week 8 – 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.
     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

African Security Review. 2011. "Book Symposium on the Trouble with the Congo." *African Security Review* 20 (2): 56-124.

Berwout, Kris. 2017. *Congo's Violent Peace*. Zed Book.

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.

Hedlund, Anna. 2019. *Hutu Rebels: Exile Warriors in the Eastern Congo*. University of Pennsylvania Press.

Keck, Margaret, and Sikkink, Kathryn. 1998. *Activists beyond borders: advocacy networks in international politics*. Ithaca, N.Y, Cornell University Press.

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.

Reid, Stuart. 2018. "*Congo's Slide Into Chaos: How a State Fails*." (January – Feb 2018, Foreign Affairs 97-1, pp. 97-117).

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.

Sahin, Bilge, and Kula, Sidonia Lucia. 2018. "What Women Want Before Justice: Examining Justice Initiatives to Challenge Violence against Women in the DRC," *International Journal of Transitional Justice* 12 (2), pp. 296-313.

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

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

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

Van Reybrouck, David. 2014. *Congo: The Epic History of a People.* New York: Ecco.

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"
- Severine Autesserre, "The Right Way to Build Peace in Congo."

Documentaries:
- This is Congo, by Daniel McCabe. 2018. https://www.thisiscongo.com/
- Von Einsiedel, Orlando. Documentary Virunga. 2014. http://virungamovie.com

(November 10) Week 9 – 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.
- The Democratic Republic of Congo page on the website of the International Crisis Group (https://www.crisisgroup.org/africa/central-africa/democratic-republic-congo). Make sure you click "continue reading" so that you can access the full text of the latest monthly update
- International Crisis Group. 2020. *Averting Proxy Wars in the Eastern DR Congo and Great Lakes.* (report available at https://www.crisisgroup.org/africa/central-africa/democratic-republic-congo).
- *Foreign Affairs*' latest article on the DRC. Title TBC on October 27.
- *Foreign Policy*'s latest article on the DRC. Title TBC on October 27.

- *The New York Times*' three most recent articles on the DRC. (If you read French, please read instead the three more recent 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

(November 17) Week 10 - 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: the whole book is available as an e-book through the Columbia library website.

Reminder: watch the video of your oral presentation during week 9, in order to improve your oral presentation skills. Use the chat file (with time stamps) to better gauge reactions from your audience.

Recommended

Same as the list of recommended readings for week 8.

Conclusion: Your Cases, Puzzles, Debates, and Findings

(November 24 and December 1) Weeks 11 and 12 – Your Puzzles, Debates, and Findings

Jonathan Cisco. 2014. "Teaching the Literature Review: A Practical Approach for College Instructors," *Teaching & Learning Inquiry: The ISSOTL Journal* 2(2). Read only pp. 47-52

On November 24, senior students who have chosen this class as their capstone requirement will give a 10-minute presentation of their papers followed by Q&As. On December 1, every other colloquium participant will do a 5-minute presentation of their research papers (topic, puzzle, main argument).

Students should use PowerPoint slides (or similar kinds of visual aids) to illustrate their presentations. Capstone students are also strongly encouraged to complete a one-on-one training session with the Speaking Program in order to prepare for their oral presentation.

Each student will also send their draft paper to their peer partner by November 20, 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 November 24. 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.

Recommended

Booth, Wayne C. et al. 2016. *The Craft of Research*. University of Chicago Press, 4th edition.

Roselle, Laura and Spray, Sharon. 2011. *Research and Writing in International Relations*. Pearson. 2d ed.

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

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

Modern Language Association. *MLA Handbook for Writers of Research Papers*. http://www.wisc.edu/writing/handbook/DocMLA.html.

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://owl.english.purdue.edu/owl (the sections on "The Writing Process", "General Academic Writing", "Research and Citations", and "Grammar and Mechanics" are especially helpful).
- http://chrisblattman.com/2010/02/17/how-to-write-an-essay/ (tips for essay writing)
- http://www.wsu.edu/~brians/errors/errors.html#errors (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/)
- Jeffrey Knopf, "Doing a Literature Review," *PS: Political Science and Politics,* 39(1), 2006
UNC Charlotte, "A Guide to Writing Literature Reviews in Political Science and Public Administration" (handout posted at https://politicalscience.uncc.edu/sites/politicalscience.uncc.edu/files/media/docs/litreviews.pdf

(December 8) Week 13 – Conclusion

Reminder: Watch the video of your oral presentation during week 11 or 12, in order to improve your oral presentation skills. Use the chat file (with time stamps) to better gauge reactions from your audience.

Group work on the main contributions of the class.

Final papers & posters due!

Capstone students, please read the information on posters available at https://polisci.barnard.edu/senior-poster-requirement. And here are two additional useful websites to help you create your capstone posters:
- https://www.genigraphics.com/templates
- pinterest.com/pin/555772410263718519

Please stay in touch even after the semester is over! Twitter (@SeverineAR) is best, followed by Facebook (@SeverineAR). I also update my website www.severineautesserre.com regularly, I'm on Instagram (@SeverineARA), and of course you can always email me.