

Peacebuilding After Mass Violence

INAF U6549

Séverine Autesserre
sa435@columbia.edu
Office: 1101 Milstein Center

Seminar, Fall 2022
SIPA, Columbia University
Room IAB 1302

During the first half of the semester (September 6 – October 25), we will meet weekly on Tuesdays from 2:10 to 4 p.m. During the second half of the semester, we will meet for two full days of work on Saturday, October 29, from 10 a.m. to 4 p.m., and Saturday, November 19 from 10 a.m. to 4 p.m.

Office Hours: Tuesdays, 4:30 – 6:30 p.m. ET, by appointment only. Via zoom except when otherwise indicated.

You can schedule an appointment during my office hours by clicking [here](https://tinyurl.com/whxhxr) (<https://tinyurl.com/whxhxr>).

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 seminar 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 articles are available online for free through the Columbia University library website.
 - All of the required books (except for the Lederach and Holohan ones) are also 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 INAF U6549.
 - 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/>
2. Class participation (15% of the final grade). The class participation grade will be based on 1- participation in the discussion during each class session; 2- the oral presentation during part II; 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, 2:10 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 2:10 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 25.

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 September 27 (10% of the final grade);
 - A revised research question and 1-page outline due on October 25 (15% of the final grade);
 - An in-class research presentation on November 19 (10% of the final grade);
 - A final paper, 5 to 10 pages double-spaced, due on November 29 (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.

For the research question, the outline, and the final paper, please bring a hard copy to class and upload an electronic copy on coursework.

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 you 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.

Electronic Etiquette

In order to allow more focused discussion and intellectual exchange, students are forbidden to use their electronic equipment (laptops, tablets, 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.

I aim to be responsive to emails from students. However, please do not expect an answer to your question any sooner than two business days (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.

Academic Integrity Statement: The School of International & Public Affairs does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean's Disciplinary Procedures. The Code of Academic & Professional Conduct can be viewed http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/deans_discipline_policy.html. Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research: http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html. Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.

In other words (Columbia 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):

- <http://www.library.ucla.edu/b 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

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://guides.library.barnard.edu/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.

(September 6) Week 1 – Introduction

Required (meaning, required readings, to be completed before the first class meeting):

Please read the first 4 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.

War Prevention Initiative, 2020. *Peace Science Digest Special Issue: Local, National, and International Peacebuilding*. <https://peacesciencedigest.org/special-issue-local-national-and-international-peacebuilding/>, pp. 10-11 (Peace Science Digest Glossary).

By September 9, 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.

(September 13) Week 2 - Overview

Required

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

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

Recommended

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

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.

Carpenter, Charli. 2012. "‘You Talk of Terrible Things So Matter-of-Factly in This Language of Science’: Constructing Human Rights in the Academy." *Perspectives on Politics*. 10(2)

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.

Mac Ginty, Roger. 2021. *Everyday Peace: How So-Called Ordinary People Can Disrupt Violent Conflict*. Oxford University Press.

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

Part I – The Tools

(September 20) Week 3 – Peacemaking and Negotiations

Required

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

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).

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.

Dayal, Anjali. 2021. *Incredible Commitments: How UN Peacekeeping Failures Shape Peace Processes*. New York: Cambridge University Press.

Hellmüller, S. (2022). "Peacemaking in a shifting world order: A macro-level analysis of UN mediation in Syria." *Review of International Studies*, 48(3).

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.

Srinivasan, Sharath. 2021. *When Peace Kills Politics: International Intervention and Unending Wars in the Sudans*, London: Hurst & Co.

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.

Documentary film: Anne Poiret. 2017. *The Envoy*. Arte and Magneto Presse.

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 27) Week 4 – Peacekeeping

Required

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

Walter, Barbara, Lise Morje Howard, and Page Fortna. 2020. "The Extraordinary Relationship between Peacekeeping and Peace," *British Journal of Political Science*.

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. Maximum length: 50 words. Please do not write anything longer than that: I will stop reading after 50 words. Please bring a hard copy to class and upload an electronic copy on coursework.

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.

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

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.

(October 4) Week 5 – Everyday Dimensions and Local Perceptions of Peacebuilding

Required

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.

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.

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

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

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.

War Prevention Initiative. 2020. *Peace Science Digest Special Issue: Local, National, and International Peacebuilding*. New York. <https://peacesciencedigest.org/special-issue-local-national-and-international-peacebuilding/>.

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 11) Week 6 – The Politics of Gender, Race, and Ethnicity

Required

Peace Direct. 2022. *Race, Power, and Peacebuilding – Insights and Lessons from a Global Consultation*. Report available at <https://www.peacedirect.org/publications/race-power-and-peacebuilding> (in several languages)

Olsson, Louise, and Gizelis, Theodora-Ismene. 2014. "Advancing Gender and Peacekeeping Research," *International Peacekeeping* 21 (4).

As per the University's request for "creative pedagogy" during mid-term season, we will not meet as a class on October 11. Instead,

- 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 topics / required readings for today. You are welcome to link it to other required readings that we covered on weeks 1 through 7, and your question can also be something related to your research paper on which you'd like to get your colleagues' thoughts.
- During class time, spend at least 45 minutes answering your colleagues' discussion questions on the Coursework discussion board and participating in the discussions.
- During the rest of class time, please watch the video *How to structure & write a research paper* posted on Coursework.

Recommended

Arat, Zehra F. Kabasakal. 2015. "Feminisms, Women's Rights, and the UN: Would Achieving Gender Equality Empower Women?" *American Political Science Review*, 109(4)

Barnett, Michael (ed). 2016. *Paternalism Beyond Borders*. Cambridge University Press.

Bian, Junru. 2022. "The racialization of expertise and professional non-equivalence in the humanitarian workplace." *Journal of International Humanitarian Action* 7 (3)

Carpenter, Charli. 2003. "'Women and Children First': Gender, Norms and Humanitarian Evacuation in the Balkans, 1991-1995," *International Organization*, 57 (4)

Davies, Sara and Jacqui True. 2019. *The Oxford Handbook of Women, Peace, and Security*. Oxford University Press.

Hagen, Jamie. 2016. "Queering women, peace and security," *International Affairs* 92 (2)

Henry, Marsha. 2021. "On the necessity of critical race feminism for women, peace and security," *Critical Studies on Security* 9:1.

Karim, Sabrina and Kyle Beardsley. 2017. *Equal Opportunity Peacekeeping: Women, Peace, and Security in Post-Conflict Countries*. New York: Oxford University Press.

Koppell, Carla (ed). 2022. *Untapped Power: Leveraging Diversity and Inclusion for Conflict and Development*. Oxford University Press.

Mamdani, Mahmood. 2020. *Neither Settler nor Native: The Making and Unmaking of Permanent Minorities*. Harvard University Press.

Martin de Almagro, Maria. 2021. "Indicators and Success Stories: The UN Sustaining Peace Agenda, Bureaucratic Power and Knowledge Production in Post-War Settings," *International Studies Quarterly* 65: 3.

Peace Direct. 2021. *Time to Decolonize Aid*. Report available at <https://www.peacedirect.org/publications/timetodecoloniseaid/> (in multiple languages)

Pratt, Nicola. 2013. "Reconceptualizing Gender, Reinscribing Racial–Sexual Boundaries in International Security: The Case of UN Security Council Resolution 1325 on "Women, Peace and Security", *International Studies Quarterly*, 57, 4.

Razack, Sherene. 2004. *Dark threats and white knights: The Somalia affair, peacekeeping, and the new imperialism*. Toronto: University of Toronto Press.

Sabarathnam, Meera. 2018. *Decolonizing Intervention: International Statebuilding in Mozambique*. Rowman & Littlefield.

(October 18) Week 7 - State Building and Democratization

Required

Stedman, Stephen John; Rothchild, Donald and Cousens, Elizabeth M. 2002. *Ending Civil Wars. The Implementation of Peace Agreements*. London, Lynne Rienner. Chapter 1.

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

Pierre Englebort 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.

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

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

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.

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

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 Democratization after War*. Palo Alto, CA: Stanford University Press.

Stedman, Stephen John; Rothchild, 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*. Arte France and Quark Production. (Available at the Barnard library)

(October 25) Week 8 – Security, Justice, and Reconciliation

Required

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

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

In-class methods training, part III: 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. (Your research question, including any material you need to situate your question and introduce your topic, should be a maximum of 50 words long.) Please bring a hard copy to class and upload an electronic copy on coursework.

Last opportunity to submit a reading review this semester.

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/>.

Hoffman, Libby. 2022. *The Answers Are There: Building Peace from the Inside Out*. Blue Chair Press.

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>

Part II (October 29, 10-4 p.m.) – Using the Tools: Case study on the Democratic Republic of Congo

Required

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

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. (Feel free to browse through it)

Please also read:

- The official webpage of your actor (usually easily accessible through a google search), its Twitter account, and its Facebook page.
- International Crisis Group, 2022, *Easing the Turmoil in the Eastern DR Congo and Great Lakes* (available at <https://www.crisisgroup.org/africa/great-lakes/democratic-republic-congo/b181-easing-turmoil-eastern-dr-congo-and-great-lakes>)
- 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
- *Foreign Affairs'* latest article on the DRC. Title TBC on October 18.
- *Foreign Policy's* latest article on the DRC. Title TBC on October 18.
- *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 5-minute presentation, on your actor's position during the mock peace talks (bullet points are fine).

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>

PART III (November 19, 10-4 p.m.): Your Cases, Puzzles, Debates, and Findings

Required

Each student will give a 10-minute presentation of their paper followed by Q&As. Students should use PowerPoint slides (or similar kinds of visual aids) to illustrate their presentations.

Each student will also send their draft paper to their peer partner by November 12, 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 19.

Group work on the main contributions of the class.

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.

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/~dliindley/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 guidance on how to write a literature review, look at:

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

And then...

Final papers due on November 29. Please put a hard copy in the glass folder on my office door (1101 Milstein Center) and upload an electronic copy on coursework.

Please stay in touch even after the semester is over! Twitter (@SeverineAR) is best, followed by my Facebook Author page (@SeverineAR). I also update my website www.severineautesserre.com regularly, I'm on Instagram (@SeverineARA), and of course you can always email me (but no direct messages or private messages on any social media platform, please, as I never see, check, or answer them).