Building Peace
POLS BC3411
Knowledge is power. Take it!

Séverine Autesserre   Colloquium, Fall 2024
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Office: 1101 Milstein Center   Tuesdays, 12:10 - 2 p.m.*

* The October 22, October 29, and November 26 class meetings are moved to Friday, October 25, which is a required daylong class meeting that starts at 10 a.m., ends at 5 p.m., and includes a 1-hour lunch break.

Office Hours: 2 hours weekly, by appointment, via Zoom.
> Usually on Mondays, 5-7 p.m., although I will occasionally vary the days and times this semester to accommodate all students' schedules. Please use https://calendar.app.google/x53UATTRFZJyxUb79 to view the specific days/times and schedule an appointment.

Overview 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? Can outsiders help?

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, the politics of gender, race, and ethnicity, the attention to the everyday in the study of conflict resolution, and the use of Artificial Intelligence in war-making and peacebuilding. Furthermore, by the end of the semester, students will have an in-depth understanding of some of the most salient peace processes in recent years, including those in the African Great Lakes region.

Class discussions and written assignments will help students develop their research, analysis, and writing skills, their ability to understand, criticize, and create scholarly arguments, and their capacity to ethically and effectively use Artificial Intelligence tools for research and learning. In addition, this class puts a lot of

emphasis on developing students' leadership skills (through in-class exercises) and oral presentation skills (through three in-class oral presentations). We will do so through various individual and group activities, including oral presentations, role play, and student-led discussions.

Grading and Requirements

Your final course grade will be based on four components:
1. In-class discussion of the readings (20% of the final grade)
2. A teach-in on Artificial Intelligence in the research and practice of building peace (20% of the final grade)
3. A role play (20% of the final grade)
4. A research project on successful peacebuilding (40% of the final grade).

1. In-class discussion of the readings (20% of the final grade)

Required readings are listed on pages 9 to 19 of this syllabus.
> All of the required articles are available online for free through the Columbia University library website.
> All of the required books 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 POLS BC 3411.

The class participation grade will be based on active engagement in discussions during each class session, especially during Part I of the course. Your participation will be assessed based on the quality of your contributions, including the depth of your insights, critical thinking skills, and how carefully you have read and thought about the required readings. Consistent attendance and meaningful contributions to discussions are essential components of a strong participation grade.

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 a review of the readings on the required texts assigned for that day, 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. This review will make up for missed participation and will count towards your participation grade. In addition, if you can attend the class via Zoom, I also encourage you to do so—please liaise with your peer partner so that they facilitate your remote participation on that day.

2. A teach-in on Artificial Intelligence in research on building peace (20% of the final grade)

The teach-in includes two components: an oral presentation and an accompanying memo (memo due on October 7, oral presentation on October 8; grade given by the class).

When used properly and ethically, Artificial Intelligence (henceforth, AI) tools can expand human capacities and thus make us better researchers as well as more effective peacebuilders, while saving us valuable time (which, in peacebuilding, can save lives!). But the recent quantum leap in AI has also created new dangers, pitfalls, and dilemmas, ranging from the loftiest philosophical questions (as humans, what comparative advantages do we still retain over machines?) to the most mundane practical concerns (now that managers use AI tools to perform tasks previously given to early-careers employees, how can students develop skills that will help them find a job after graduation?).

As a group, we will learn how to ethically and effectively use AI tools in peacebuilding research. Readings, in-class exercises, and a dedicated workshop will provide everyone with core foundational knowledge and a basic ability to use, evaluate, and improve AI tools' products. Through this "teach-in" assignment, each of you will then further develop your AI literacy so that, as a class, we collectively:
- identify the most useful AI tools for research on peacebuilding and presentation of related findings;

- delineate these tools' strengths, weaknesses, and limitations;
- learn how to effectively use these tools to locate, synthesize, analyze, interpret, or present relevant material;
- refine our ability to assess, criticize, and improve the outputs of these tools

You are also free to opt out of the use of AI and focus your teach-in on a unique insight that you gained regarding the effective and ethical use of AI tools in peacebuilding research, thanks to your decision *not* to use them.

Your teach-in should showcase a unique insight you gained regarding the effective and ethical use of AI during the work on your other two major assignments: the research project and/or the role play. This insight should be an original discovery and not something previously discussed in class or directly borrowed from other sources. It should be a direct result of your investigative and experimental research process using (or deciding not to use) AI to complete your research project (and/or role-play preparations). You are free to focus on, utilize, and incorporate any AI program (ChatGPT, Bard, Claude, DAL.L.E 2, Beautiful.ai, anything), as long as there is a free (or College-provided) access option, and to focus your teach-in on any aspect of these tools.

The in-class oral presentation (5 minutes maximum) should be a demo of your discovery and offer guidance on how your peers can apply it in their own research projects for this class. The accompanying write-up (2 to 3 pages single-spaced, typed) should be a downloadable PDF memo offering clear guidance that your classmates can refer to in the future. Please insert an "access" box at the top summarizing key information: 1- a sentence summarizing what the insight is, 2- a sentence outlining how your classmates can use this insight in their research projects, 3- a link to the website and any relevant guidance on how to access the free (or College-paid) version. The rest of the memo can be a step-by-step instruction guide, an annotated transcript of a conversation with a chatbot that exemplifies effective prompt crafting, or whatever else you deem relevant and appropriate. Please submit your write-ups on Coursework in the designated discussion thread by 12 p.m. on October 7 (the day before your in-class oral presentation).

Examples of potential teach-ins include, and are not limited to:
- a tutorial on effective prompt crafting with ChatGPT that your classmates can use in their research project;
- a step-by-step guide of how to easily produce a video or image with DAL.L.E 2—or the AI capability of Tiktok, Instagram, or another social media-- to illustrate final oral presentations;
- an overview of the best editing tools for non-native speakers, and the pros and cons of each tool;
- a comparative evaluation of the writing and stylistic capabilities of different AI tools (e.g., ChatGPT, Claude, Grammarly, etc.) with recommendations of which ones to use in which circumstances;
- a prompt library for specific tasks in ChatGPT;
- a guide on how to use a specific AI tool to build peace after mass violence;
- or anything else that you discovered and can be useful to your classmates as they embark on the second part of the semester.

3. A role play (20% of the final grade)

The role-play grade will be based on your work for Part II of the class (October 25), including:
- your opening remarks presentation (10% of the final grade) and
- participation in the discussion—both orally and via the zoom chat—during the rest of the role play (10% of the final grade).

4. A research project on successful peacebuilding (40% of the final grade)

Your research project should address the following overall question: The obstacles to successful peacebuilding after mass violence are such that the most puzzling question is not why they so often fail but instead why they sometimes succeed. To answer this broad question, you should focus on a debate, strategy, or case (village, country, person…) related to the broad topic of successful peacebuilding before, during, or after mass violence. Its goal can be either to disseminate neutral information and evidence-based

results to a large public (as in most scholarly projects) or to advocate for a cause on behalf of a group or an organization (as in most advocacy projects), as long as the research and its products:

1- focus on actual or perceived <u>success</u> (not failure, not violence) in <u>building peace</u> (not promoting democracy, not delivering development or humanitarian aid) before, during, or after <u>mass violence</u> (not an inter-personal conflict in the family or the workplace)
2- build on the material studied in class, applying the theories and concepts learned to the specific debates or cases of interest to the students and explicitly referring to the required readings;
3- draw on additional scholarly sources in order to frame a theoretical, normative, or policy debate, provide an overview of that debate, critique the major positions in that debate, and showcase the student's unique position in that debate;
4- present an original analysis or interpretation of relevant material (e.g. data set, archives, texts, concepts, interviews, surveys, ethnographic observations, experiments, videos, podcasts, photos, maps, etc.)

The assignments for this project consist of two ancillary papers culminating in a final product:
- A research proposal due on September 24 (10% of the final grade);
- A 1-page outline due on October 15 (10% of the final grade);
- A 15-minute in-class research presentation, including a 10-minute oral presentation with accompanying visual aids followed by Q&As, on November 12 or 19 (20% of the final grade).

The first two assignments (the research proposal and 1-page outline) give you an opportunity to receive feedback from the instructor and from your peers as you work on your research project and design your final presentation, while the in-class presentation in November is the final product.

The <u>Research Proposal</u> should be a simple topic statement (50 words maximum, excluding the list of works cited). It must indicate the case, strategy, or debate you will focus on and, when relevant, provide evidence that this case meets the inclusion criteria (i.e., it successfully created peace in a context of mass violence) and demonstrate the potential for yielding new insights through in-depth research. Although brief (please do not exceed 50 words, as I will stop reading after that), this assignment requires considerable research and reflection.

Your <u>outline</u> should begin with a revised research proposal (same criteria as previously mentioned). Following the proposal, include a structured synthesis of your argument for the in-class presentation, using bullet points if preferred. Indicate the type of visual aids you will use. The entire document should be no longer than one single-spaced page. Please also include a separate bibliography (= list of relevant works for your project).

The <u>final presentation</u> must be 10 minutes long of audio and visual material suitable for in-class presentation. Your goal is to distill the overall findings of your research project in a way that is instructive, informative, and effective.
- To be compelling, your overall presentation needs to be clear (simple enough to convey a core idea and get your message across, with a well-defined logical progression), convincing (each argument should be based on solid evidence and references and illustrated with examples and visuals), and inspiring (lively, entertaining, or surprising).
- You have considerable leeway as to how you will use your 10 minutes of final in-class presentation, the format of the final presentation, and the kinds of visual aids you will employ.
    You can present your findings as yourself (in your current capacity as a Barnard student) or you can role-play (e.g., present the product on behalf of an organization, government, or community you admire, acting as their head—or PR person, spokesperson, representative…)
    You can use PowerPoint slides as visual aids, or you can think outside the box, be creative, and build on your own skills and interests. This is your capstone, so I encourage you to create something that you can be proud of—something that represents you and your unique skills, that encapsulates what you've learned at Barnard, and/or that you can share online or show to prospective employers.
    Are you a (professional or amateur) poet, rapper, singer, dancer, painter, musician, storyteller, standup comedian, or other kind of visual / performance artist, and do you think these specific skills can help you convey your research findings? Go for it!

Do you have digital skills (e.g., acquired during your "Thinking Digitally" class) or the time and desire to develop these skills as part of this class? Rather than standard PowerPoint slides, you are welcome (and, actually, encouraged!) to produce alternative (or additional) digital material in lieu of visual aids, such as infographics (easy-to-read drawings, graphs, and diagrams based on an original dataset), video clips, audio files (podcast-like), infographics, timelines or visualization series, storymaps or maps GIS, a webpage, or whatever tool that best help you convey your finding. You are also welcome and encouraged to work with the Barnard Digital Humanities Center, the Computing Center, the Empirical Reasoning Center, and/or the Sloate Media Center to develop your digital skills and produce good visual aids.
- Be prepared to defend your findings or position—meaning, ensure you can back up any of your points with evidence and material collected through a semester's worth of reading, researching, and thinking. Not only because my feedback on your ancillary material will aim to strengthen your thinking and research, but also because your final in-class presentation will be followed by 5 minutes of Q&As with your colleagues—an audience that will hopefully ask insightful and challenging questions!

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

Key Guidelines and Support Services

Respect and tolerance

This course touches on several issues that can provoke strong emotional reactions. We welcome debate and discussion if contributions to class discussions are a) grounded in the readings/lectures, b) tolerant of diverse viewpoints, and c) backed by empirical evidence.

Academic Integrity

Approved by the student body in 1912 and updated in 2016, the Barnard Honor Code states:

"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)
- https://guides.library.uq.edu.au/referencing/chatgpt-and-generative-ai-tools (AI-specific advice)

Regarding the proper use of electronic class material, the Barnard Honor Code means that recorded class content — from lectures, labs, seminars, office hours and discussion groups — is the intellectual property of your professor and your fellow students, and should not be distributed or shared outside of class.

Use of Artificial Intelligence (AI)

In this class, you are welcome (and, in fact, encouraged!) to utilize AI (e.g., ChatGTP, Bard, etc.) as an editor (e.g., to correct grammar mistakes and other English infelicities), translator (e.g., to read sources on your research topics that were published in a language that you do not speak), idea generator (e.g., to generate counter-arguments), data visualization tool (e.g., to create illustrations for your PowerPoint slides), or tutor (e.g., to provide feedback on a draft assignment).

If you do so, please follow the guidance posted on the Barnard CEP website (https://cep.barnard.edu/student-guide-generative-ai) and always keep in mind the inherent limitations of any AI tool. At the beginning of any written assignment you submit and oral presentation you deliver, please include a one-sentence statement disclosing whether, and if so to which extent and in which way, you used AI to help produce this specific assignment. (E.g.: "I wrote this draft outline by using AI as an editor, translator, idea generator, and tutor."). If relevant, please also use footnotes to acknowledge any and all uses of AI (please place your footnotes in each relevant sentence, paragraph, and section

Apart from the specific applications mentioned in the first paragraph of this section and in the "teach-in on AI" assignment section, employing an AI text generator for any assignments, including written material and oral presentations, constitutes plagiarism and is in violation of the Barnard Honor Code. In particular, you may not use an AI text generator to write part or all of any assignments. When you use AI as an idea generator, you may not use (meaning, copy-paste) entire sentences or paragraphs of the AI-generated answers. AI should remain your assistant—not your voice or your mind.

Should progress in AI this semester require us to revise the AI policy–and/or any of the assignments and/or grading criteria— outlined in this syllabus, we will do so as a group, as part of an in-class exercise and brainstorming.

Please be aware that other Barnard and Columbia classes and instructors may have different policies on the appropriate use of Artificial Intelligence. The above policy applies only to my class. It is your responsibility to check with each of your other instructors if ever you are unsure about what constitutes academic honesty in their classes.

Written assignments: Logistics & Late Policy

For all written assignments (e.g., the research proposal, the outline, the teach-in write-up, the visuals accompanying the final oral presentation of your research project), please upload an electronic copy on coursework. All text must be typed. 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).

Electronic Etiquette and Communication

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.

It is your responsibility to ensure that you have a Barnard College or Columbia University email in place that is linked to your profile on Courseworks, and that you check it daily. I will send any course notifications, syllabus updates, and other important news via Coursework announcements and/or email.

The most effective way to reach me outside of class and office hours is via email. 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.

Hybrid classes

Please liaise with your peer partner if you need to attend one of our class meetings via Zoom (e.g., due to a contagious illness like the flu or COVID-19). Note that remote participation should remain exceptional, with in-person attendance as the default mode.

If attending via Zoom, please keep your camera on at all times during class. Ensure you look professional on screen, which means being properly clothed and seated in a space that doesn't make others uncomfortable. You can use the "virtual background" function on Zoom if you're concerned about your surroundings or want to protect your privacy.

Mute your mic as soon as class officially starts and keep it on mute throughout, unmuting only when you wish to contribute to the in-class class discussion. Coordinate with your peer partner for any logistical matters, and refrain from sending private chat messages to anyone other than your peer partner to avoid distractions.

If you miss parts of a class session due to connectivity or other issues, please watch the class video on coursework as soon as possible to catch up. If no recording is available, ask your peer partner (not me) to update you on what you missed.

Center for Accessibility Resources & Disability Services (CARDS)

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS). Any student with approved academic accommodations is encouraged to contact me during office hours or via email. If you have questions regarding registering a disability or receiving accommodations for the semester, please contact CARDS at (212) 854-4634, cards@barnard.edu, or learn more at barnard.edu/disabilityservices. CARDS is located in 101 Altschul Hall.

Course-Specific 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.

Again, you are also welcome and encouraged to work with the Barnard Digital Humanities Center, the Computational Science Center, the Empirical Reasoning Center, and/or the Sloate Media Center to develop your digital and AI skills and complete any and all of the assignments for this class. You are also welcome and encouraged to check out the workshops and events these centers offer, as some may be particularly relevant to your research project.

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. Effectively and ethically use Artificial Intelligence tools for research and writing

Affordable Access to Course Texts & Materials

All students deserve to be able to study and make use of course texts and materials regardless of cost. Barnard librarians have partnered with students, faculty, and staff to find ways to increase student access to textbooks. By the first day of advance registration or each term, faculty will have provided information about required texts for each course on CourseWorks (including ISBN or author, title, publisher, copyright date, and price), which can be viewed by students. A number of cost-free or low-cost methods for accessing some types of courses texts are detailed on the Barnard Library Textbook Affordability guide (library.barnard.edu/textbook-affordability). Undergraduate students who identify as first-generation and/or low-income students may check out items from the FLIP lending libraries in the Barnard Library (library.barnard.edu/flip) and in Butler Library for an entire semester. Students may also consult with their professors, the Dean of Studies, and the Financial Aid Office about additional affordable alternatives for having access to course texts. Visit the guide and talk to your professors and your librarian for more details.

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 areas 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
- https://barnard.edu/about-counseling
- http://barnard.edu/wellwoman/about
- Stressbusters Support Network

(September 3) Week 1 – Introduction

<u>Required</u> (meaning, required readings and/or activities, to be completed before the relevant class meeting or due date):

By September 3, 12 p.m.:
- Please read the first 7 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.
- Read: 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 6, 12 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.

<u>Part I – The Tools</u>

(September 10) Week 2 - Overview

<u>Required</u>

<u>Read</u>:
- Séverine Autesserre. 2021. *The Frontlines of Peace: An Insider's Guide to Changing the World*. Oxford University Press.
- Your colleagues' answers to the discussion question I posted on Coursework, so that you can get to know them.
- Barnard Center for Engaged Pedagogy. *Student guide to Generative AI*. Available at https://cep.barnard.edu/student-guide-generative-ai

<u>Recommended Readings</u>

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.

Coyne, Christopher. 2023*. Peacemaking: Top-Down vs. Bottom-Up.* SSRN. (available at http://dx.doi.org/10.2139/ssrn.4566357)

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.

Guterres, António. 2023. *Our Common Agenda Policy Brief 9 - A New Agenda for Peace.* New York: United Nations.

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

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.

Tickner, Arlene and Karen Smith (eds). 2020. *International Relations from the Global South*. Abington, Ox.: Routledge 2020

Documentary film by Maayan Schwartz. 2023. Children of Peace.

(September 17) Week 3 – Peacemaking and Negotiations

<u>Required</u>

<u>Read</u>
- Holbroke, Richard. 1998. *To End a War*, Random House: New York. Chapters 1 to 18 (pp. 3-313).
- Opande, Daniel. 2019. In Pursuit of Peace in Africa: An Autobiography. Nairobi: African Books Collective. Chapter 16.
- Booth, Wayne C. et al. 2016. *The Craft of Research*. University of Chicago Press, 4th edition. Chapters 3 to 5.

<u>Watch</u>: the video tutorial "How to find a good research puzzle" posted on Coursework (in the section "Course Video Recordings (Panopto) - folder: tutorials), and come to class prepared to ask any questions you have about it.

<u>Do</u>: *Complete the "Guided Practice: Generative AI & LLMs using ChatGPT" Module on Coursework*

In-class workshop on how to find good research resources on international peacebuilding, led by guest speaker Jennie Correia, Barnard librarian.

<u>Recommended readings</u>

Cho, Jacqui and Dana M. Landau. 2023. "In Search of the Golden Formula: Trends in Peace Mediation Research and Practice," *Civil Wars*, 25 (2-3).

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, Sara. 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.

Rosoux, Valérie. 2022. "How not to mediate conflict," *International Affairs*, 98 (5).

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 films by Anne Poiret:
- 2022. *Ukraine: Chronique d'une guerre annoncée.* Talweg.
- 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 24) Week 4 – Peacekeeping

Required

Read:
- 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*.

Do: *Research proposal due to the instructor (please upload an electronic copy on coursework) and to your peer partner. Maximum length: 50 words. Please see the guidance and requirements on p. 4 of this syllabus.*

In-class workshop on the effective and ethical use of AI for research on and practice of peacebuilding. Led by guest speakers Elana Altman, Ahmed Ibrahim, Sydni Meyer, Daniel Woulfin, and Melissa Wright (Barnard IMATS, Barnard Center for Engaged Pedagogy, and Columbia University Library.

Recommended readings

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.

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

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 1) Week 5 – Everyday Dimensions and Local Perceptions of Peacebuilding

<u>Required</u>

<u>*Read*</u>: 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.

<u>*Watch*</u>: the video tutorials "How to structure a paper and an oral presentation" and "How to prepare and deliver a good oral presentation" posted on Coursework (in the section "Course Video Recordings (Panopto) - folder: tutorials), and come to class prepared to ask any questions you have about them.

<u>Recommended readings</u>

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. *Peacebuilding in Practice: Local Experience in Two Bosnian Towns.* Ithaca, N.Y.: Cornell University Press.

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

Paffenholz, Thania, Poppelreuter, Philip, and Ross, Nicholas. 2023. "Toward a Third Local Turn: Identifying and Addressing Obstacles to Localization in Peacebuilding." *Negotiation Journal.*

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:

- Omar Bah's graphic novels (2018 to 2021), #MDG: *Mzungus in Development and Governments,* https://mdgcomics.com/phdcomic/ and https://mdgcomics.com/phdcomic2/
- Todd Moss' two novels, *The Golden Hour* (2014) and *Minute Zero* (2015)

(October 8) Week 6 – AI and Peacebuilding

<u>Required</u>

<u>Read</u>: Panic, Branka and Paige Arthur. 2024. *AI for Peace*. Routledge. Introduction, chapter 1, and chapter 5

<u>Do:</u>
- *Prepare your teach-in on Artificial Intelligence in political science research on building peace this semester, so that you can present it in class. Please see the guidance and requirements on pages 2 & 3 of this syllabus.*
- *Please meet with your peer partner to provide one another with constructive criticisms on your draft outlines. Please see the guidance and requirements on p. 4 of this syllabus. Please come to class prepared to ask any questions you may have about this assignment.*

<u>Recommended resources</u>

Chiang, Ted. 2023. ChatGPT is a Blurry JPEG of the Web." *The New Yorker*.

Clarke, Seán, Dan Milmo and Garry Blight. 2023. "How AI chatbots like ChatGPT or Bard work – visual explainer." The Guardian. Available at www.theguardian.com/technology/ng-interactive/2023/nov/01/how-ai-chatbots-like-chatgpt-or-bard-work-visual-explainer

DAIR.AI. 2024. *Prompt Engineering Guide*. Online course available at www.promptingguide.ai

Guinness Harry. 2024. *How does ChatGPT work?* Available at https://zapier.com/blog/how-does-chatgpt-work

MinnaLearn and the University of Helsinki. 2024. *The Elements of AI*. series of online courses available at https://www.elementsofai.com

Mollick, Ethan, and Ezra Klein. 2024. *How Should I Be Using AI Right Now?* New York Times Podcast available at https://www.nytimes.com/2024/04/02/opinion/ezra-klein-podcast-ethan-mollick.html

(October 15) Week 7 –The Politics of Gender, Race and Ethnicity

<u>Required</u>

<u>Read</u>:
- Henry, Marsha. 2024. *The End of Peacekeeping: Gender, Race, and the Martial Politics of Intervention*. University of Pennsylvania Press.
- 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)

<u>Do</u>: *Before the start of class time,*
- *Please 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 6, and your*

question can also be something related to your research paper on which you'd like to get your colleagues' thoughts.
- *Research project outline due to the instructor (please upload an electronic copy on coursework). Please see the guidance and requirements on p. 4 of this syllabus.*

<u>Recommended readings</u>

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)

Cocodia, Jude. 2023. "Local Women and Building the Peace: Narratives from Africa." *Insight on Africa* 15(1).

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.

Matfess, Hilary, Santara, Mariam, and Thomas, Jakana. 2023. "From the public to the private: mapping women's formal and informal participation in peacebuilding in Mali," *African Affairs*.

Oksamytna Kseniya and Sarah von Billerbeck. 2024. "Race and International Organizations," *International Studies Quarterly* 68 (2).

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

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.

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

Part II – Assessing the Tools

(October 25, 10 to 5 p.m., with a one-hour lunch break around mid-day: **Daylong class on Friday***)**
Weeks 8 to 10 - Case study on the Democratic Republic of Congo

Required readings

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)

Sematumba, Onesphore. 2024. *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.

Sematumba, Onesphore. Either his Latest report or briefing on the DRC for the International Crisis Group. Title TBC on October 8. Alternatively, his 2022 report, *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)

Please also read:
- The official webpage of your actor (usually easily accessible through a google search), its Twitter account, and its Facebook page.
- Ebuteli Institute's latest English-language report (or article) on the DRC. Title TBC on October 8. (https://www.ebuteli.org)
- Pole Institute's latest English-language report on the DRC. Title TBC on October 8 (https://dpl.pole-institute.org/nos-publications)
- *Foreign Affairs*' latest article on the DRC. Title TBC on October 8.
- *Foreign Policy*'s latest article on the DRC. Title TBC on October 8.
- *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 *Jeune Afrique*)

Do:
- *Assignment in preparation for the role-play: prepare a 4-minute presentation on your actor's position during the mock peace talks (I also strongly recommend that you prepare a 1-page single-spaced memo with the essential information you'll need for the role-play).*
- Please bring to class a computer, tablet, or any other electronic device that enables you to participate to a zoom chat.

Recommended readings

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.

Iñiguez de Heredia, Marta. (2018). "Re-engaging History and Global Politics in the Accounts of the Contemporary Conflict in the DRC," in Marta Iñiguez de Heredia and Zubairu Wai (eds), *Recentering Africa in International Relations*, London: Palgrave Macmillan.

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.

Smith, James. 2021. *The Eyes of the World. Mining the Digital Age in the Eastern DR Congo.* Chicago: The University of Chicago Press.

Stearns, Jason. 2022. *The War that Doesn't Say its Name.* Princeton: Princeton University Press.

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.

United Nations. 2024. Final Report of the Group of Experts on the Democratic Republic of Congo. S/2024/432 Available in multiple languages at /www.undocs.org/Home/Mobile?FinalSymbol=s%2F2024%2F432&Language=E&DeviceType=Desktop&LangRequested=False

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

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

PART III - Questioning the tools

October 29 (or another day / time of your own choosing during that week)

Required

Read: 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

Do: Please meet with your peer partner to provide one another with constructive criticisms on your oral presentations and accompanying visual aids. Thoughtful, detailed feedback is encouraged. If you cannot meet in person, please summarize your main points in a 2-page (double-spaced) feedback document that you will email to your peer partner by November 5 at the latest.

(November 12 and 19) Weeks 11 and 12 - Your Cases, Puzzles, Debates, and Findings

Required

Watch: the video of your oral presentation during Part II to improve your oral presentation skills. Use the chat file (with time stamps) to gauge your audience's reactions better.

Do:
- *Please prepare a 10-minute oral presentation of your research project, along with visual aids to illustrate your presentation. Please see the guidance on pages 4 and 5 of this syllabus. Upload your visual aids on Coursework by the start of class time. Remember to include a separate list of sources cited!*
- *Please bring to class a computer, tablet, or any other electronic device that allows you to participate in a Zoom chat on November 12 and November 19.*

Recommended

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

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

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/~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 further 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

And because we all need to step back at times: Barma, Naazneen and James Goldgeier. 2022. "How not to bridge the gap in international relations," *International Affairs*, 98(5), pp. 1763–1781.

(December 3) Week 13 - Conclusion

REMOTE - Please bring a copy of this syllabus to class (to help with planned in-class activity on the main contributions of the class).

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

And then…

Please stay in touch even after the semester is over! I update my website www.severineautesserre.com regularly, I'm on LinkedIn (@Séverine Autesserre), Instagram (@SeverineARA), Twitter (@SeverineAR), and Facebook Author (@SeverineAR), 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).