

Building Peace

Colloquium - Political Science, Barnard College, Columbia University (POLS BC3411) - Fall 2026

Séverine Autesserre

Knowledge is power. Take it!

How can we build peace after 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 becoming increasingly numerous and influential. These external contributions can increase the chances of establishing a durable peace, but they also 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 role-play assignments will help students develop their research and analysis skills, as well as their ability to understand, criticize, and create scholarly arguments. In addition, this class puts a lot of emphasis on developing students' leadership and oral presentation skills. We will do so through various individual and group activities, including oral presentations, role play, and student-led discussions.

Course Logistics

Fall 2026 course schedule

The class meets weekly on Tuesdays from 2:10 to 4 p.m., except on November 10, November 24, and December 1. These three class meetings are moved to Friday, November 13, for a required daylong class meeting from 10 a.m. to 5 p.m., including a 1-hour lunch break.

No-Screen classroom policy

Electronic devices are not allowed in class, except for students who have official accommodations through the disability office.

To be clear: laptops, tablets, cell phones, and other electronic devices may not be used during class. Instead, you should come prepared with notes on the readings in a form you can consult without a screen, such as printed notes or a paper notebook. You should also bring a notebook or paper for taking notes during our discussions.

This policy is meant to support focused discussion and intellectual exchange. A large body of research shows that, on average, using laptops, tablets, and cell phones in class negatively affects learning, both for the students using the devices and for nearby classmates. Screens are simply very good at stealing attention. Research also shows that taking notes by hand can improve learning and retention.

All phones, computers, tablets, and other electronic devices must be stored before class begins: on silent, in bags, and out of view and reach. They should stay there until class ends.

Students who use electronic devices during class will receive a participation grade of 0 for that week.

If students need to show PowerPoint slides or other visuals in class, they should plan to use the classroom computer and projector, and bring their slides on a USB drive. In my experience, relying on web-based applications often eats up precious class time because of sign-in issues, so students should buy, borrow, or share a USB stick for their presentations.

All class meetings will be recorded (via Columbia University tools that protects full confidentiality and privacy), and all recordings (video and audio files) will be available via coursework until the end of the semester. That way, you can focus on participating in class and other in-person-only interactions, as technology is taking care of record-keeping.

Communication, electronic and in person

To learn about me and my work, please go to: www.severineautesserre.com

I hold two hours of office hours each week, by appointment, via Zoom. They are usually on Mondays from 4:30 to 6:30 p.m., but I vary the days and times to accommodate as many students' schedules as possible. Please check the available times and schedule an appointment here: <https://calendar.app.google/x53UATTRFZJyxUb79>. These office hours are for you, and you are welcome to meet with me as often as you would like!

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 (sa435@columbia.edu). 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.

Grading, Assignments, and Requirements

Your final course grade will be based on five components:

1. In-class discussion of the readings (35% of the final grade)
2. Discussion leadership (15% of the final grade)
3. Opening oral presentation during the Role-Play on Congo (10% of the final grade)
4. Participation in mock negotiations during the Role-Play on Congo (10% of the final grade)
5. One-on-one feedback and reflection meeting with the instructor (30% of final grade)

There are no extra credit assignments available.

Weekly Discussion of the Readings

Think of the weekly readings as the building blocks of your learning process. You will develop your understanding through weekly participation and by serving once as discussion leader.

Required readings and/or activities are the readings and/or activities to be completed by all students before the relevant class meeting or due date. Recommended readings are a list of recommended resources for students who would like to study the topic of the week more in depth, e.g. because acting as discussion leaders for that session, or because particularly relevant to the actor you're playing during the role-play (e.g., peacekeeping if you're playing MONUSCO).

In-class discussion of the required readings

Required readings are listed on pages 10 to 21 of this syllabus.

All of the required articles are available online for free through the Columbia University library website or the publisher's website.

Most 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.

Your class participation grade will be based on active engagement in class discussions. Strong participation means more than speaking often. It means contributing questions and comments that show careful reading, critical thinking, thoughtful evaluation, deep engagement with the texts, and a willingness to help move the discussion forward.

You may earn up to four points each week:

- 4 points: Your comments and questions demonstrate an in-depth understanding of all the assigned (required) readings. They refer specifically to the texts, critically evaluate them, and place them in dialogue with one another and with the main concepts, debates, and material covered in the course. They also show evidence of independent reflection and analysis.
- 3 points: Your comments and questions demonstrate a good understanding of the readings but they fail to either consistently integrate all of them, refer specifically to the texts, move beyond basic information, or connect the readings to the course's broader concepts, debates, and material.
- 2 points: Your comments and questions demonstrate a basic understanding of the readings but they either engage with only some of the assigned texts, confuse key facts or concepts, rely on vague or superficial references, or sound like AI-generated talking points rather than your own analysis.
- 1 point: Your participation demonstrates little understanding of the readings. For example, you may attend without participating, offer vague or irrelevant examples, or make major errors that raise questions about whether you completed and understood the assigned material.

Exceptions

- Week 1: You may earn up to three points: one for reading the syllabus and preparing relevant clarification questions before class; one for arriving on time and remaining until the end of class; and one for answering the introductory coursework question thoughtfully and by the deadline.
- You will receive separate grades for the day-long role play and the reflection meeting. See below.

Habitual lateness will be reflected in your participation grade: 3 late arrivals will result in a 1-point deduction.

If you have to miss a class (or attend via zoom) because of a religious observance that precludes academic work, an illness, or a family emergency, please write a review of the readings or required texts assigned for that day, post it online, and email me a link to the review. You may post it on Amazon, Goodreads, Barnes & Noble, Wikipedia, or any other site that seems appropriate. This review will make up for missed attendance, so you will earn 1 point. The remaining 3 participation points for that day will be added to your final reflection meeting with the instructor, and I will make sure to include the material for that week in our discussion.

Discussion leadership

Each student will serve as a discussion leader once between weeks 3 and 8, in coordination with another student in the class. The role of the discussion leaders is to foster conversation, discussion, and debate in a way that engages the entire class and moves the conversation forward productively.

The discussion should focus on the readings assigned for that week, while also building clearly on the material covered in the course up to that point. You will receive training on how to structure and guide the conversation during our first and second class meetings, and everyone will get to practice in week 2. At the end of our second class, we will use a random draw to assign discussion leadership teams for weeks 3 to 8. (Your discussion leadership partner will also serve as your peer partner for the rest of the semester.)

At the beginning of each class on weeks 3 to 8, I will turn the class over to the discussion leadership team, which will lead the discussion for 45 minutes.

You are welcome to begin with a brief opening presentation that summarizes the main points of the readings and explains their relevance to the problems and puzzles we have been discussing in class. If you do this, the presentation should be no longer than 5 minutes. The goal is not to lecture, but to provide background on the readings and place them in the context of the course, or to synthesize the most useful points from the readings and use them to launch a strong discussion.

During the discussion you lead, your questions can, for instance, highlight strengths in the readings, raise limitations or puzzles, draw out the main themes for the week, and/or connect the week's materials to current issues.

The last 5 minutes should be devoted to wrapping up the discussion. During that time, you should synthesize the main points raised by your colleagues and identify what you want the class to remember from the conversation.

Role-Play on Congo

The Role-Play on Congo is the culmination of your work in the colloquium. Its three assignments—the oral presentation, participation in mock negotiations, and the final reflection meeting—ask you to apply the knowledge, ideas, and skills you have developed during the previous two months. Together, these assignments give you an opportunity to conduct independent research on peacebuilding, deepen your engagement with the concepts and debates examined during the first two parts of the course, and develop your own analysis, insights, and reflections.

You can find all [relevant information about this Role-Play](#) on pp. 17-20 of this syllabus. Roles will be assigned by lottery on September 29.

Attendance at the full daylong Role-Play on Congo is mandatory. Because this session cannot be made up with an alternate assignment, please note now that it is scheduled for November 13 and plan accordingly.

Opening oral presentation

The oral presentation should be a 5-minute opening statement summarizing your actor's position in the meeting. It must be delivered in character. In other words, you should speak from the perspective of the actor you have been assigned for the role-play.

In your presentation, tell the class who you are and what your position is regarding the agenda for the meeting. You do not have to share all the information that you have. In fact, you may want to keep some information private so that you can use it strategically during the negotiations.

Remember that you are acting. You are representing your assigned actor, not yourself, and your goal is to make your actor's position as convincing, engaging, and informative as possible.

Your presentation should not simply summarize background information, and it should not replicate an existing speech or press release. It should help your classmates understand why this actor matters, what this actor wants, what this actor fears, and how your actor is likely to behave during the negotiations.

It should also be appropriate for your actor. Since you are delivering the presentation in character, you may need to frame information differently from the way you would frame it as yourself. You should also avoid mentioning information that your actor would not want to reveal publicly (No self-sabotage, please!).

Your grade will be based on the quality of the argument and the ideas, the evidence used to support your ideas, and your ability to answer follow-up questions and discussion points.

A strong presentation will be:

- Clear and informative: simple enough to convey core ideas, with a well-defined logical progression.
- Convincing: grounded in solid evidence and relevant examples.
- Compelling: lively, engaging, and perhaps even surprising, so that the class understands why this actor and this position matter.

You should also be prepared to defend your findings and your actor's position. Each opening presentation will be followed by 5 minutes of Q&A with classmates, who will hopefully ask insightful and challenging questions. This means you should be ready to back up your claims with evidence and material collected through a semester's worth of reading, researching, and thinking.

Participation in mock negotiations

This part of the grade will reflect how well you can put into practice what you have learned throughout the semester. The goal is not simply to speak often during the negotiations, but to participate in a way that shows careful preparation, strategic thinking, and a strong understanding of your assigned actor.

In particular, you should show that you have researched and understood three things:

- who your actor is, including that actor's interests, priorities, constraints, sources of power, and likely goals;
- how that actor's position in the negotiations relates to the peace and conflict dynamics we have been studying;
- how the readings and other course materials help explain the actor's behavior, choices, alliances, red lines, and possible compromises.

Strong participation means staying in character, advancing your actor's position in a convincing and strategic way, responding thoughtfully to other actors, and using evidence from the semester's readings and research to guide the negotiation. You should also show that you understand when to speak, when to listen, when to compromise, and when your actor would be unlikely to compromise.

In other words, this grade assesses how well you can use the material from the course in the middle of a complex negotiation, not just whether you can summarize it afterward.

Reflection meeting

You will meet individually with me on November 17 for an oral discussion about the themes covered in class and during the Role-Play on Congo. The purpose is to revisit the literature, concepts, and debates from the first two parts of the course in light of your experience and performance during the role-play.

Think of this meeting as part individualized tutorial and part oral exam, but a friendly and low-stress one. You should come prepared to discuss what you learned through the role-play, how your experience connects to the readings and class discussions, and how the exercise deepened, challenged, or complicated your understanding of peacebuilding and international politics. Depending on class participation and role-play performance, and time permitting, we may focus on topics that are of particular interest to you or on material that would benefit from more discussion.

The goal is not to summarize what happened during the role-play. Instead, you should be ready to connect that experience to the broader questions, themes, concepts, and debates we have been studying all semester. Your goal is to engage thoughtfully in a substantive conversation, respond effectively to my questions, and ground your positions and ideas in the readings and other material covered throughout the semester.

The meeting will also allow you to share the insights you developed during the semester, receive individualized feedback, and deepen your reflection. It will allow me to assess your understanding of foundational concepts and ideas, clarify lingering misunderstandings, and help you further develop your analytical, research, and critical-thinking skills.

Grades

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, Policies, and Support Services

Pre-requisite

POLS UN 1601 (International Politics) or equivalent.

Learning Objectives

By the end of the course, students will be able to:

1. Integrate and apply concepts and theories from multiple disciplines, particularly political science, to analyze peacebuilding issues.
2. Develop rigorous and convincing political science arguments.
3. Demonstrate knowledge of key topics and cases in peacebuilding.
4. Think critically about political science topics and debates.
5. Conduct advanced independent research on peacebuilding.
6. Communicate their ideas effectively in oral presentations and discussions.

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>.

You are welcome 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 assignments for this class.

Remote attendance

Remote attendance allows you to follow the class live if, for example, you cannot attend in person because you have a contagious illness such as the flu or COVID-19. It should remain exceptional, as the course is designed to be attended in person.

When attending remotely:

- Keep your camera on throughout the class.
- Be properly clothed and join from an appropriate setting. You may replace or blur your background to protect your privacy.
- Keep your microphone muted unless you are contributing to the discussion.
- Notify your peer partner before class so that they can help coordinate any logistical issues.

If connectivity or another problem causes you to miss all or part of the session, watch the class recording on CourseWorks as soon as possible. If no recording is available, ask your peer partner, rather than me, to explain what you missed.

Please note that you cannot complete any assignments through remote attendance. To make up weekly discussion points, please follow the process described at the end of the [reading discussion section](#) (page 3, in the paragraph beginning, “If you have to miss a class [or attend via Zoom] because...”). In-person attendance at the Role-Play on Congo and the reflection meeting is mandatory; these sessions cannot be made up remotely.

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 assigned readings, 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.”

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 to utilize Artificial Intelligence 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 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 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 prepared this oral presentation by using AI as a translator and tutor”).

Apart from the specific applications mentioned in the first paragraph of this section, employing an AI text generator for any assignments, including class discussions, role-play assignments, 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.

Under Barnard's new (2026) AI scale, this course is at:

- Level 2 for the preparation of all assignments
- Level 0 for in-class performance and oral discussions

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.

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](#)

Readings and Activity List

(September 8) Week 1 – Introduction

Required

By September 8, 2 p.m.:

- Please read the first 8 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*, pp. 10-11 (Peace Science Digest Glossary). Available at <https://warpreventioninitiative.org/peace-science-digest/special-issue-local-national-and-international-peacebuilding> (scroll down to the bottom of the webpage to flip through the special issue and access pp. 10 and 11).

By September 11, 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.

Part I – The Tools

(September 15) Week 2 - Overview

Required

Read:

- 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.

Do:

- Prepare a question and a plan for guiding a five-minute discussion. This brief, low-stakes exercise will help you prepare for the "[Discussion Leadership](#)" assignment. Please consult the guidance for that assignment on page p. 4.

Recommended Readings

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

Adedokun, Ayokunu. 2026. *Pillars of Peace: Why There Are So Many Conflicts in Africa and How We Can End Them*. Cambridge University Press.

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

Guichaoua, Yvan, and Wolfram Lacher. 2026. "The Demise of Conflict Studies," *Dissent*.

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.

Kurlansky, Mark. 2006. *Nonviolence: Twenty-five Lessons from the History of a Dangerous Idea*. Modern Library (Random House)

Lederach, John Paul. 2024. *The Pocket Guide for Facing Down a Civil War*. Free online version available at <https://www.johnpaullederach.com/2024/07/pocket-guide/>

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 22) Week 3 – Peacemaking and Negotiations

Required

Read

- Min, Eric. 2025. *Words of War: Negotiation as a Tool for Conflict*. Cornell University Press. Introduction.
- Fisher, Roger, Ury, William, and Dennis Boutsikaris. 2011. *Getting to Yes: How to Negotiate Agreement without Giving In*. Revised edition, New York: Penguin. Chapters 1 to 5.
- Hamm, Charlotte. 2025. *Psychology in Peacemaking: A guide for Mediators and Negotiators*. Berghof Foundation. Chapter 1.
- Opande, Daniel. 2019. In *Pursuit of Peace in Africa: An Autobiography*. Nairobi: African Books Collective. Chapter 16.

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

Recommended readings

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

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).

Holbroke, Richard. 1998. *To End a War*, Random House: New York.

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*. Sussex Academic Press.

Rosenberg, Marshall. 2004. *Nonviolent Communication: A Language of Life*. PuddleDancer 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, William 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.

Event video: Berghof Foundation, 2025, *Psychology and peacemaking*, www.youtube.com/watch?v=RLAOD4PJTS0.

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

Computer game: <http://peacemakergame.com>.

(September 29) 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*.

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.

Debrix, François. 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.

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 6) Week 5 - State Building and Democratization, DDR, Justice and Reconciliation

Required

Read:

- Englebert, Pierre and Denis M. Tull. 2008. "Postconflict Reconstruction in Africa: Flawed Ideas about Failed States." *International Security* 32 (4): 106-139.
- 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.
- Hamm, Charlotte. 2025. *Psychology in Peacemaking: A Guide for Mediators and Negotiators*. Berghof Foundation. Section 4.4 ("Psychological Needs in Transitioning from being an Armed Actor," pp. 65-72)

Recommended

Bush, Sarah Sunn. 2015. *The Taming of Democracy Assistance: Why Democracy Promotion Does Not Confront Dictators*. New York: Cambridge University Press. Chapter 1.

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

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

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

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

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

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.

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

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

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:

- Martin-Kessler, Florence and Poirer, Anne. 2013. *State Builders*. Arte France and Quark Production. (Available at the Barnard library)
- Lianes, Fatima. 2026. *Healing the wounds in post-genocide Rwanda*. Al Jazeera English. Available at <https://www.youtube.com/watch?v=MCbplt4hmQM>

Part II – Recent Debates

(October 13) Week 6 – Everyday Dimensions and Local Perceptions of Peacebuilding

Required

Read: 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 readings

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 20) Week 7 – Artificial Intelligence and Peacebuilding

Required

Read:

- Panic, Branka and Paige Arthur. 2024. *AI for Peace*. Routledge. Introduction, chapter 1, and chapter 5
- Recent publications on AI and peace (specifics and references will be provided on October 6)

In-class workshop on how to effectively and ethically use AI in the research and practice of peacebuilding, led by guest speakers Elana Altman (Barnard IMATS) and Ahmed Ibrahim (Barnard Center for Engaged Pedagogy).

Recommended resources

Barnard Center for Engaged Pedagogy. *Student guide to Generative AI*. Available at <https://cep.barnard.edu/student-guide-generative-ai>

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>

Podcasts:

- World Peace Foundation, "What Would It Take for AI to Benefit Peace", podcast "Disrupting Peace," 14 April 2026, available at <https://disrupting-peace.captivate.fm/episode/what-would-it-take-for-ai-to-benefit-peace>
- 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 27) Week 8 – The Politics of Gender, Race and Ethnicity

Required

Read: Henry, Marsha. 2024. *The End of Peacekeeping: Gender, Race, and the Martial Politics of Intervention*. University of Pennsylvania Press.

Recommended readings

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.

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).

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)

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

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.

Chaminda Weerawardhana, 2018. *Decolonising peacebuilding: Managing conflict from Northern Ireland to Sri Lanka and beyond*. Cambridge Scholars Publishing.

Part III – Peacebuilding in Practice: Role-Play on Congo

Schedule reminder: We will not meet as a group on November 10, November 24, and December 1. These three class meetings are moved to Friday, November 13.

Weeks 9 to 11 - Case study on the Democratic Republic of Congo

(November 13, 10 to 5 p.m., with a one-hour lunch break around mid-day: *Daylong class on Friday*
Classroom: Milstein 614)

Goals of the exercise

Skills building: the exercise should

- Enhance your public speaking skills by enabling you to construct and defend strong arguments and by giving you the opportunity to take strong stands and challenge the people who disagree with you
- Further develop your critical thinking skills by exposing you to multiple perspectives (some of which are not often heard in the media) and providing you with a greater understanding of these perspectives; forcing you to think critically, creatively, and synthetically; requiring you to evaluate (and exploit) the weaknesses in other people's arguments; requiring you to evaluate the worth of arguments made by all sides; and helping you test assumptions and new ideas about behaviors and practices
- Enhance your group skills (to coordinate, cooperate, and communicate in group setting)
- Develop your negotiation skills
- Develop your problem-solving skills

Learning objectives: the exercise should enable you to

- Identify the different actors involved in peacebuilding processes and their different interests
- Identify the potential conflicting goals and interactions between these actors
- Appreciate the challenges faced by all the actors involved in conflict and conflict-resolution situations
- Creatively consider what strategies or tactics would achieve specific goals for the various stakeholders in civil and international wars
- Understand more fully the Congolese conflict (who is involved, what is at stake, why the conflict persists)
- Understand more fully several key international relations concepts (international intervention, sovereignty, interactions donors-recipients, interactions states-non state actors, pros and cons of military actions abroad, etc.)

Crisis situation overview

The DR Congo is the stage of one of the deadliest conflicts since World War Two. Extensive violence has taken place in the eastern provinces during the past 30 years. It has involved numerous local, national, and regional actors. It has also generated a massive international peacemaking, peacekeeping, and peacebuilding response.

A mediator has convened a summit of relevant stakeholders to decide on the best strategy to build peace in the eastern provinces. The participants include high-level representatives of the main warring parties, key foreign states and international organizations, and major civil-society groups. Roles will be assigned by lottery on September 29.

This summit is a side event intended to inform and facilitate other ongoing peace processes, including those led by the African Union, the U.S., and the United Nations. Its main goal is to provide a forum in which participants can discuss cross-cutting issues. The official agenda centers on three questions:

1. What programs, measures, or initiatives are needed to build peace in Congo?
2. Who should be responsible for each program, measure, or initiative?
3. What support can the responsible actor or actors obtain, and from whom?

Logistics

We will start the discussion with each of you giving a 5-minute opening statement summarizing your actor's position in the meeting. Then, we will proceed with the discussion. Remember that, throughout the whole exercise, you present your actor's point of view, not your own.

Rules for the discussion:

- 1- You can (and are encouraged to) contact other actors and make alliances before the actual discussions. Please feel free to use the discussion thread "anything you want" on Coursework and/or the many breaks we'll have on November 13 to coordinate with other actors.
- 2- The main discussions should take place around the table as a group.
Don't raise your hand, simply talk among yourself, but be respectful of one another (let people make their point, and give everyone a chance to talk). Don't forget that you can also call on other actors for support.
If you are trying to talk but can't find a way to jump into the discussion, "raise" your name tag on the table (I'll show you how) and we'll all make sure you get an opportunity to talk.
- 3- Everybody is welcome to move around the table so that they can talk to other players and strike a bargain.
If you physically move, take your name tag with you (so that everybody can remember who you are), seat next to the player you want to talk to, or stay behind his or her chair, or offer to have a short conversation away from the main discussion table. Please make sure that you speak as quietly as possible so as not to disturb the main discussion and that you continue to follow the main group discussion, keep your private chat as brief as possible, and go back to the table – and the full discussion – ASAP.

Be especially careful not to miss an important decision that your player wants to influence.

- 4- You are welcome to ask me factual questions about Congo or about your actor, and/or logistical questions about the simulation. Don't interrupt the simulation for this, please come and see me in person. Please keep your question brief so that I can continue to follow the main discussion.
- 5- Do take notes during the simulation, provided it does not distract you from playing your role. Note what you are learning on peacebuilding, international relations, the crisis in Congo – or any information that you want to use later in the discussion or in class.

Should you feel the need for any other rule, you will decide on the rule as a group, when you need it.

We will keep time at the end of the day so that we can debrief on the exercise and you can reflect on what you learned.

Readings & Preparation

Required

Read

- Autesserre, Séverine. 2010. *The Trouble With the Congo: Local Violence and the Failure of International Peacebuilding*. New York: Cambridge University Press. Entire book.
- Sematumba, Onesphore. 2025. *The M23 Offensive: Elusive Peace in the Great Lakes*. International Crisis Group, (<https://www.crisisgroup.org/rpt/africa/democratic-republic-congo-rwanda/320-m23-offensive-elusive-peace-great-lakes>)
- International Crisis Group. 2026. *Democratic Republic of Congo page* (<https://www.crisisgroup.org/africa/great-lakes/democratic-republic-congo>). Make sure you click "continue reading" so that you can access the full text of the latest monthly update.
- the official webpage of your actor (usually easily accessible through a google search), its Twitter account, and its Facebook page. Also read carefully pp. 4-5 and 17-19 of this syllabus.

Do:

- *Prepare a 5-minute presentation on your actor's position during the mock peace talks. See guidelines on p. 4 of this syllabus.*
- *Prepare a name tag clearly displaying your role (e.g., "Congolese government" – don't use the name of the specific person you represent, as this might be confusing for other students).*
- *I also strongly recommend that you prepare a 1-page single-spaced memo with the essential information you'll need for the role-play.*

Recommended

Timely resources:

- Onesphore Sematumba's latest report or briefing on the DRC for the International Crisis Group.
- *Foreign Affairs'* most recent articles on the DRC.
- *Foreign Policy's* most recent articles on the DRC.
- *The New York Times'* most recent articles on the DRC.
- The latest report from the United Nations's Group of Experts on the Democratic Republic of the Congo (<https://main.un.org/securitycouncil/en/sanctions/1533/panel-of-experts/expert-reports>)
- If you read French,
 - o Ebuteli Institute's latest reports (or articles) on the DRC. <https://www.ebuteli.org>
 - o Pole Institute's latest report on the DRC. <https://dpl.pole-institute.org/nos-publications>
 - o *Jeune Afrique's* three more recent articles published in

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.

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.

Sematumba, Onesphore. 2022. *Easing the Turmoil in the Eastern DR Congo and Great Lakes*. International Crisis Group (available at <https://www.crisisgroup.org/africa/great-lakes/democratic-republic-congo/b181-easing-turmoil-eastern-dr-congo-and-great-lakes>)

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.

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 IV – Putting It All Together

(November 17) Week 12 – Reflections on the Role Play

We will not meet as a group on November 17. Instead, I will hold one-on-one meetings with each student to discuss the course material and help you connect it to the research and work you did for the Role-Play on Congo.

Appointment time slots will be assigned by lottery on September 29.

To prepare, please see the section on the "[reflection meeting](#)" assignment on p. 5 of the syllabus.

Required

Watch: the video of your oral presentation during the role play to improve your oral presentation skills.

Do: To prepare for our meeting, reflect on what you learned during the role-play and how the experience relates to the readings, discussions, and other material covered throughout the semester. Consider the following questions:

- Which moments in the role-play were most important, and why?
- How did the role-play confirm your understanding of the literature, concepts, and debates examined during the first two parts of the course?
- How did it complicate, challenge, or change that understanding?
- What new insights did the role-play give you into the topics we studied?

(December 8) Week 13 - Conclusion

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

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).

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