

**Building Peace**  
POLS BC 3411

Séverine Autesserre  
[sa435@columbia.edu](mailto:sa435@columbia.edu)  
Office: 1101 Milstein Center

Colloquium, Spring 2019  
Tuesdays, 12:10 - 2 p.m.  
Milstein Center 111  
Barnard College

Office Hours: Mondays, 5 – 7 p.m.

You can schedule an appointment during my office hours by clicking [here](#). Walk-ins are of course welcome – on a first come, first served basis. However, I give priority to people who have scheduled an appointment, so you are better off doing that if you do not want to wait.

Head Speaking Fellow: Ruth Ramjit ([rmr2178@barnard.edu](mailto:rmr2178@barnard.edu); 603-372-2041).

Head Writing Fellow: Ronda Kyle ([rk2808@barnard.edu](mailto:rk2808@barnard.edu); 216-496-6626)

**Substance of the Course**

How can we build peace in the aftermath of extensive violence? Is that even possible? Wars often destroy existing governance structures. They create deep resentment over past injustices and human rights violations. They divide couples, families, communities, and societies, pitting members against each other. These challenges are so significant that many countries that emerge from war lapse back into violence within a few years. However, certain communities manage to maintain some stability and eventually escape the cycle of war and violence. How do they do that?

One key element in this process is the presence of international peacebuilders. International interventions have multiplied since the end of the Cold War, with United Nations operations, non-governmental agencies, diplomatic missions, and regional organizations have become increasingly numerous and influential. These external contributions can mean the difference between war and peace: Regardless of local conditions, foreign peace interventions increase the chances of establishing a durable peace. However, international peacebuilding interventions face multiple challenges, and sometimes they actually worsen the problems that they mean to address. Why do so many international interventions fail to bring about peace? Why do others succeed? What are the most useful frameworks for analyzing international peace efforts?

This colloquium focuses on international peacemaking, peacekeeping, and peacebuilding in recent conflicts. It adopts a critical, social science approach to the topic of building peace (it is not a class on how to design and implement peacebuilding programs, but rather a class on how to think about such initiatives). Readings for this course are drawn from a variety of disciplines (political science, anthropology, psychology, and others), approaches (rational choice, constructivist), and methodologies (qualitative and quantitative). They include both highly theoretical works and case studies.

Throughout the course, students will develop their knowledge of international relations theories. They will acquire a broad understanding of the concepts, theoretical traditions, and debates in the study of peacemaking, peacekeeping, and peacebuilding. The course also will introduce students to new issues in the field, such as the micro-foundations of peace settlements, the importance of local perceptions, and the attention to the everyday in the study of conflict-resolution. Furthermore, by the end of the semester, students should have an in-depth understanding of some of the most salient peace processes in recent years, including those in the Democratic Republic of the Congo, Rwanda, and the former Yugoslavia.

Class discussions and written assignments will help students develop their research and analysis skills as well as their ability to understand, criticize, and create scholarly arguments. In addition, this class puts a lot of emphasis on developing students' leadership and oral presentation skills. We will do so through various activities in the classroom (class discussions, oral presentations, role play, student-led discussions, and interactions with guest speakers) and outside the classroom (through three workshops

with the Barnard Speaking Fellows, the first on oral presentation skills, the second on how to lead a meeting, and the third on negotiations).

## Grading and Requirements

1. Readings: Assignments are on the attached list.  
The required books are available at the Columbia University Bookstore. Many of them are also available online for free through the Columbia University library website. In addition, all of these books are on reserve at the library, under course number POLS BC 3411. Whenever authorized by copyright laws, I have placed specific book chapters on electronic reserves for the class (accessible through Coursework). And if you want to purchase the books but don't have the means to do so, look at <https://www.columbiaspectator.com/spectrum/2018/06/12/on-avoiding-book-culture-how-and-where-to-get-cheap-textbooks/>.
2. Class participation (15% of the final grade). The class participation grade will be based on 1- participation in the discussion during each session; 2- the oral presentation on week 8; 3- brief oral presentations on topics assigned by the instructor; 4- the oral presentation and discussions during weeks 11 through 13 (see the last two pages of this syllabus), 5- attendance at the workshops led by the Speaking Fellows, and 6- (only for students who have elected this class as their capstone requirement): quality of the feedback provided to your peer partner throughout the semester (grade given by the peer partner).
3. One review of the readings, maximum two pages single-spaced (20% of the final grade). The review should briefly summarize the argument all of the required readings assigned for that week, and it should use the rest of the space to assess the required readings critically, evaluating their strengths and weaknesses. The summary of the required readings should be half a page maximum in total, so that the bulk of the review (the 1.5 pages remaining) can be devoted to a discussion of the strengths and weaknesses of the various required texts.  
Reviews should be submitted by the beginning of the class during which we will discuss the required readings that the review focuses on (meaning, Tuesday, 12:10 p.m.). No need to sign up or give me advance notice, simply submit a review for a session of your own choosing. But please keep in mind that 12:10 p.m. is a hard deadline – I won't accept any late reviews (even reviews submitted later on Tuesdays).  
Please bring a hard copy to class and upload an electronic copy on Coursework.  
  
Side note: Book reviews are tremendously important for authors and readers. So I encourage you to post relevant sections of your book reviews online (on Amazon, Goodreads, Barnes and Noble, Wikipedia, Bookbub, and/or whatever site you prefer). This would help raise the profile of the various books that we read this semester, be a kind gesture to their authors, and hopefully help potential readers decide whether or not to buy the book.
4. A memo on your actor's position during the mock peace talks on week 8 (15 % of the final grade). Please bring a hard copy to class and upload an electronic copy on coursework.
5. A research paper (50% of the final grade), 25 to 30 pages double-spaced. Ancillary material due throughout the term: research question due on week 4 (10% of the final grade); revised research question and 1-page outline due on week 9 (15% of the final grade; draft to the writing fellow due on week 7); final paper due on week 14, i.e. April 30, the last day of class (25% of the final grade; draft to the writing fellow due on week 12). Please bring a hard copy to class and upload an electronic copy on coursework. The research paper should build on the material studied in class. It should apply the theories and concepts studied to specific debates or cases of interest to the students.

You should come see me during office hours sometime on week 3, 4, or 5 to discuss your paper topic. This is a mandatory meeting. You are also of course always welcome to come discuss your research during my office hours at any other point of the semester.

Here are a couple of very useful websites, full of advice for research and writing:

- <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://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)

All material must be typed.

No late review will be accepted. For the research paper & ancillary material, late submissions will be penalized one-third of a letter grade per day after the deadline unless you contact me beforehand to request an extension. Extensions will be given only in the case of documented illness, family emergency, or another crisis situation (please bring any form of documentation available).

Please inform me beforehand if you expect to miss particular class meetings because of a religious holiday that forbids work, an illness, or a family emergency. Please plan to write an additional review of the readings on the readings assigned for that day (in addition to the one review required this semester), post it online (on Amazon, Goodreads, Barnes and Noble, Wikipedia, and/or whatever site your prefer), and email me a link to your posted review. (No need to give me a printed copy). This extra review will make up for missed participation and will count towards your participation grade.

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

Here are some very helpful websites for all your questions on intellectual property, citing and documenting sources, avoiding disasters, etc. (And of course don't ever hesitate to ask me if you have any doubts):

- <http://www.library.ucla.edu/b Bruinsuccess> (the tutorial is fun and very useful)
- <http://owl.english.purdue.edu/owl/resource/589/01> (another very helpful site on avoiding plagiarism)
- <http://www.dartmouth.edu/~sources> (very detailed information about how and why to cite sources)

#### Conversion Scale

- A+: 99 - 100
- A: 93 - 98.99
- A-: 90 - 92.99
- B+: 87 - 89.99
- B: 83 - 86.99
- B-: 80 - 82.99
- C+: 77 - 79.99
- C: 73 - 76.99

- C-: 70 - 72.99
- D: 60 - 69.99 (there is no D+ or D-)
- F: below 60

### **Electronic Etiquette**

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

Please use laptops only if this will facilitate bringing readings to class. In other words, the use of laptops (or ipads, etc) in the classroom is only permitted for taking notes on class lectures and discussions. Students are forbidden to use laptops in the classroom to browse the Internet or work on something other than the material discussed in class. Any student who wants to use a computer should give me a written document promising never to use his or her laptop in class for something other than taking notes on class lectures / discussion. Students caught doing otherwise will be given a participation grade of F and will be forbidden to continue to use their laptops during future class sessions.

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

### **Additional Requirements for Seniors**

All Seniors who have designated this course as the Colloquium to fulfill their Senior Capstone requirement must also complete the following:

1. Provide constructive criticism and feedback to your designated peer partner(s). You and your partner should hold meetings to discuss your assignments, e.g. research questions, outline, rough drafts.
2. Present your main findings in class at the end of the semester. A portion of the class participation grade will reflect the quality of your mentoring and final presentation.
3. Attend at least one of the Senior overviews of the library and online resources hosted by the instructor (on week 2) or another member of the Political Science Department.
4. Generate a poster that summarizes your research question, argument, and findings. The poster should accompany will be displayed at the Senior end-of-year Departmental party in May 2019. The poster will not be graded, but is required to receive a "Pass" for your Senior requirement and will factor into Departmental considerations for Senior Project Distinction.

For guidelines, information, and advice on the poster, please see <http://polisci.barnard.edu/node/33896>.

### **Course-Specific Library Resources**

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

Library research guide: <http://library.barnard.edu/find-books/guides/POLS/POLSX3411001>

### **Information about Barnard Speaking Fellows**

One of the requirements of this course is working with a Barnard Speaking Fellow. Speaking Fellows are undergraduate Barnard students who teach students how to craft, prepare, and deliver presentations and participate in class discussions. After completing a one-semester training course in the theory and practice of public speaking, they are attached to speaking-intensive courses across the disciplines, and

help students build stronger, more nuanced arguments through reflective, critical thinking and collegial support. Speaking Fellows do not grade your presentations or public speaking skills. They help you figure out what it is you want to say and how to say it most clearly and effectively, giving you the support to become more comfortable and confident in your speaking abilities.

The Speaking program will offer three workshops for this class: 1- Senior Thesis presentation (for capstone students) and Presentations Basics (for all other students); 2- Leading a Brainstorming, and 3- The Art of Negotiations.

Your participation in the Speaking Fellows workshops is a requirement of this course. At the beginning of the semester, a Speaking Fellow will visit your course to go over which type(s) of workshops you will be participating in and when in the semester they will be scheduled. Preparation instructions, if any, will come at this time. On sign-up day 1-2 weeks before each workshop, remember to make a note of when and where your workshop will take place, and record your Speaking Fellow's email and phone number in case you need to contact her.

Workshops begin promptly, so please arrive on time, if not a few minutes early. Please note our program-wide attendance policy: Because workshops are experiential and based on the group dynamic, if you are late to your workshop, you will not be allowed to participate, and may not be able to reschedule. If you have an emergency and cannot make it to your workshop, please contact your Speaking Fellow immediately.

The Head Speaking Fellow for your course is Ruth Ramjit (rnr2178@barnard.edu; 603-372-2041). Please contact her for any administrative questions or questions about the Speaking Fellows working with your course. If you have other questions about the Speaking Program, please contact DaMonique Ballou, the Program Coordinator (dballou@barnard.edu; 212-854-8941). For more detailed information about the Speaking Fellows Programs' philosophy, policies, and FAQs, please see the website [www.barnard.edu/speaking](http://www.barnard.edu/speaking).

### **Information about the Barnard Writing Fellows**

Another requirement of this course is working with a Barnard Writing Fellow. The Barnard Writing Fellows Program (founded in 1991) is designed to help students strengthen their writing in all disciplines. We believe that writing is a process; it happens in stages, in different drafts. Often the most fruitful dialogues about your writing occur with your peers, and the Writing Fellows are just that. They are not tutors or TAs; they are Barnard undergraduates who participate in a semester-long workshop in the teaching of writing and, having finished their training, staff the Barnard Writing Center and work in courses across the disciplines. It is not their role to comment on the accuracy of the content of your papers, nor to grade your work. They are not enrolled in your course. You will probably know more about the course's specific material than they do, and your papers must therefore be written clearly enough so that the non-expert can understand them.

Two dates are listed on this syllabus for each major piece of writing assigned. You will hand in your first draft to your instructor on the first date, who will pass it on to your Writing Fellow. The Writing Fellow will read it, write comments, and conference with you on it, after which you will have a week to revise the paper and hand in a final version on the second date.

Sign up for your Writing Fellow in class when you first hand in your paper. Conference locations will be indicated on the sign-up sheet. Please make a note of when and where you have scheduled your conference. Also, please make sure to record your Writing Fellow's email and phone number when you sign up for your conference in case you need to contact her. If you do not send your paper to a Writing Fellow, or cancel an appointment within, 48 hours of your meeting, the Writing Fellow will not meet with you. You also must make all appointments with Fellows at least 48 hours in advance.

The Head Writing Fellow for your course is Ronda Kyle (rk2808@barnard.edu; 216-496-6626). Please contact her if you have questions about the Writing Fellows working with your course. If you have other

questions about the Writing Program, please contact DaMonique Ballou, the Program Coordinator (dballou@barnard.edu; 212-854-8941). For more detailed information about the Writing Program's philosophy, policies, and FAQs, please see its website: [www.barnard.edu/writing](http://www.barnard.edu/writing).

### **Students with disabilities**

Students with disabilities who wish to take this course and who need disability-related accommodations are encouraged to make an appointment to see me as soon as possible. Disabled students who need test or classroom accommodations must be registered in advance with the Office of Disabilities Services.

### **Wellness**

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

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

### **Pre-requisite**

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

### **Learning Objectives**

Students who complete this course will learn how to:

1. Apply the major theories of international relations to the study of peacebuilding
2. Integrate and apply conceptual tools and theories from various disciplines, in particular political science, in order to analyze issues related to peacebuilding
3. Develop rigorous and convincing political science arguments
4. Demonstrate knowledge of several salient topics and cases related to peacebuilding
5. Express themselves effectively orally and in writing
6. Perform advanced independent research on political science topics

## **(January 22) Week 1 – Introduction**

Required reading, to be completed before the first class meeting: Please read the first 6 pages of this syllabus very carefully and come to class prepared to ask any clarifying questions you need. Please also browse the rest of this syllabus.

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

### Recommended

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.

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

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

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

## **Part I – The Tools**

### **(January 29) Week 2 – Peacemaking and Negotiations**

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

*Guest Speaker: Jennie Correia, Barnard librarian, on how to find good research resources on international peacebuilding.*

### Recommended

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

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

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

Fisher, Roger and William Ury with Bruce Patton. 1991. *Getting to Yes: Negotiating Agreement without Giving In*, 2nd ed. New York: Penguin.

Jones, Bruce D. 2001. *Peacemaking in Rwanda: The Dynamics of Failure*. Lynne Rienner.

Johnson, Hilde. 2011. *Waging Peace in Sudan: The Inside Story of the Negotiations That Ended Africa's Longest Civil War*. Portland, OR: Sussex Academic Press. Introduction and chapter 1.

Maundi, Mohammed O. et al. 2006. *Getting in: Mediator's entry into the settlement of African conflict*. USIP Press.

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

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

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

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

### **(February 5) Week 3 – Peacekeeping**

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

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

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

*In-class methods training, part I: How to write a research paper*

#### Recommended

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

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

Benner, Thorsten, Mergenthaler, Stephan, et al. 2011. *The New World of UN Peace Operations: Learning to Build Peace?* Oxford: Oxford University Press.

François Debrix. 1999. *Re-Envisioning Peacekeeping: The United Nations and the Mobilization of Ideology*. Minneapolis: University of Minnesota Press.

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

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 M. 2008. *UN Peacekeeping in Civil Wars*. 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.

#### **(February 12) Week 4 – Peacebuilding: Everyday Dimensions and Local Perceptions**

Autesserre, Séverine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. Cambridge University Press. Entire book except for pp. 29-58 and 275-288.

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

*Research question due to the instructor (and to your peer partner if you are taking this colloquium as your capstone requirement). Maximum length: 50 words.*

*Reminder: don't forget to come and see me during my office hours (during week 3, 4, or 5) to discuss your paper topics!*

#### Recommended

Anderson, Mary; Brown, Dayna; and Jean, Isabella. 2012. *Time to Listen: Hearing People on the Receiving End of International Aid*. Cambridge, MA: CDA Collaborative Learning Project.

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

Chandrasekaran, Rajiv. 2012. "Deadwood." *Foreign Policy* (online version, June 26).

Coburn, Noah. 2011. *Bazaar Politics: Power and Pottery in an Afghan Market Town*. Stanford, CA: Stanford University Press.

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

Lederach, John Paul. 2015. *Memoirs of Nepal: Reflections Across a Decade*. San Francisco, CA: Blurb.

Mac Ginty, Roger. 2011. *International Peacebuilding and Local Resistance - Hybrid Forms of Peace*. London: Palgrave Macmillan.

McGuinness, Kate. 2012. *Local First: Development for the Twenty-First Century*. London: Peace Direct.

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

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

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

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

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

Recommendations for fun / light reading: Todd Moss' two novels, *The Golden Hour* (2014) and *Minute Zero* (2015)

### **(February 19) Week 5 - State Building and Democratization**

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

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

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

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

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

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

*In-class methods training, part II: How to write a research paper*

#### Recommended

*Third World Quarterly*, Special Issue "From Nation-Building To State-Building," 2006: 27-1

Barnett, Michael N. and Zürcher, Christoph. 2009. "The Peacebuilder's Contract: How External Statebuilding Reinforces Weak Statehood." In *The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations* edited by Paris, Roland and Sisk, Timothy (pp. 23-52). London: Routledge.

Bliesemann De Guevara, Berit (ed). 2012. *Statebuilding and State-Formation: The Political Sociology of Intervention*. London: Routledge.

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

Chandler, David. 2010. *International Statebuilding : The Rise of Post-Liberal Governance*. London: Routledge.

Cousens, Elizabeth M.; Kumar, Chetan, et al. 2000. *Peacebuilding as Politics : Cultivating Peace in Fragile Societies*. Boulder, Co: Lynne Rienner Publishers.

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

Guilhot, Nicolas. 2005. *The Democracy Makers: Human Rights and the Politics of Global Order*. Columbia University Press.

Hartzell, Caroline; Hoddie, Matthew. "Institutionalizing Peace: Power Sharing and Post-Civil War Conflict Management", *American Journal of Political Science*, 47 (2): 318-332. 2003.

Roeder, Philip and Rothchild, Donald. 2005. *Sustainable Peace: Power and Democracy After Civil Wars*. Cornell University Press, 2005.

Manning, Carrie and Zürcher, Christoph. 2013. *Costly Democracy: Peacebuilding and Democratization after War*. Palo Alto, CA: Stanford University Press.

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

Tull, Denis M.; Mehler, Andreas. 2005. "The hidden costs of power-sharing: Reproducing insurgent violence in Africa," *African Affairs*, 104 (416):375-398.

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

### **(February 26) Week 6 – Post-conflict reconstruction II: Security, Justice, and Reconciliation**

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

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

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

*Guest speaker: Natalie Rea, founder and board member of the International Legal Foundation, on post-conflict justice.*

#### Recommended

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

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

Lambourne, Wendy. 2009. "Transitional Justice and Peacebuilding after Mass Violence." *The International Journal of Transitional Justice* (3): 28 - 48.

Lederach, John Paul. 2002. *A Handbook of International Peacebuilding: Into the Eye of the Storm*. San Francisco: Jossey-Bass.

Paluck, Elisabeth Levy & Green, Donald P. 2009. Deference, dissent, and dispute resolution: A field experiment on a mass media intervention in Rwanda. *American Political Science Review*. 103 (4): 622-644.

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

Shaw, Rosalind, Waldorf, Larrs, et al. (eds.). 2010. *Localizing Transitional Justice: Interventions and Priorities after Mass Violence*. Stanford, CA: Stanford University Press.

Teitel, Ruti. 2000. *Transitional Justice*, Oxford University Press.

Zelizer, Craig and Rubinstein, Robert A. (eds) 2009. *Building Peace: Practical Reflections from the Field*. Sterling, VA: Kumarian Press.

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

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

### **(March 5) Week 7 – Understanding the Congolese Conflict & Peace Process**

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

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

Keck, Margaret, and Sikkink, Kathryn. 1998. *Activists beyond borders: advocacy networks in international politics*. Ithaca, N.Y, Cornell University Press. Introduction & chapter 3 (pp. 1-38 and 79-120)

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

*End of class: distribution of the roles for the role-play, and explanation of the ground rules.*

*Draft paper outline for the Writing Fellow due (If you are taking this colloquium as your capstone requirement, please also give your draft outline to your peer partners). Your outline should be no longer than one page. Remember write your revised research question at the top of the document.*

### **Recommended**

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

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

D'errico, Nicole, Tshibangu, Kalala, et al. 2013. "'You Say Rape, I Say Hospitals. But Whose Voice Is Louder?' Health, Aid and Decision-Making in the Democratic Republic of Congo." *Review of African Political Economy* 40 (135): 51-66.

Dunn, Kevin C. 2003. *Imagining the Congo: The International Relations of Identity*. New York: Palgrave Macmillan.

Eriksson Baaz, Maria and Stern, Maria. 2013. *Sexual Violence as a Weapon of War? Perceptions, Prescriptions, Problems in the Congo and Beyond*. New York: Zed Books.

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.

Reyntjens, Filip. 2009. *The Great African War. Congo and Regional Politics, 1996 – 2006*. Cambridge University Press.

Stearns, Jason. 2011. *Dancing in the Glory of Monsters*. New York: PublicAffairs.

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

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

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

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

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

Documentaries:

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

### **(March 12) Week 8 – Governments, Rebels, Activists, and Peacemakers**

2017 debate in *Foreign Affairs* online:

- Severine Autesserre, "What the Uproar Over Congo's Elections Misses"
- Jason Stearns, Koen Vlassenroot, Kasper Hoffmann, and Tatiana Carayannis, "Congo's Inescapable State"
- Severine Autesserre, "The Right Way to Build Peace in Congo."

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

(Note: if you wish to submit a review of the readings for this week, write it on the required reading for this week plus any of the texts listed as recommended readings for week 7)

*Assignment in preparation for the role-play: prepare a 1-page single-spaced memo, as well as a 5-minute presentation, on your actor's position during the mock peace talks (bullet points are fine). Recommended sources:*

- Any and all of the required and recommended readings for weeks 7 and 8
- The official webpage of your actor (usually easily accessible through a google search), its twitter account, facebook page, etc.
- International Crisis Groups' reports on the DRC (available at <https://www.crisisgroup.org/africa/central-africa/democratic-republic-congo>)

### Recommended

Same as the list of recommended readings for week 7

### **(March 26) Week 9– Research and Writing**

No class meeting on that day (I'll be at the International Studies Association conference in Toronto). Take the opportunity to work on your research papers and prepare your one-page outline.

Make-up class: schedule a 15- or 30-minute appointment with me during week 4 through 6 to discuss your research topic for this semester. This will be an individualized tutorial, and it is a mandatory meeting.

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

### Recommended

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

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

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

Turabian, Kate, 2013. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6<sup>th</sup> 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](http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html)

The following websites provide many very useful pieces of advice for research and writing, which may become handy as you write your essays:

- <http://www.nd.edu/~dliindley/handouts/handoutlinks.html> (plenty of handouts on everything you need: how to make a theoretically informed argument, core theories and concepts used in IR, etc)
- <http://owl.english.purdue.edu/owl> (the sections on “The Writing Process”, “General Academic Writing”, “Research and Citations”, and “Grammar and Mechanics” are especially helpful).
- <http://chrisblattman.com/2010/02/17/how-to-write-an-essay/> (tips for essay writing)
- <http://www.wsu.edu/~brians/errors/errors.html#errors> (common errors to avoid)
- <http://library.columbia.edu/locations/undergraduate/seedtexts.html> and <http://library.columbia.edu/research/citation-management.html> (Various sources and resources on citations, bibliographies, and footnotes)

## **(April 2) Week 10 - Role Play: Ending the Congolese Conflict**

Fisher, Roger, Ury, William, and Dennis Boutsikaris. 2011. *Getting to Yes: How to Negotiate Agreement without Giving In*. Revised edition, New York: Penguin. Entire book

(Note: if you wish to submit a review of the readings for this week, write it on the required reading for this week plus any of the texts listed as recommended readings for week 7 or 8).

### **Conclusion: Our Cases, Puzzles, Debates, and Findings**

## **(April 9) Week 11– Mock Book Incubation Workshop: Alternative Ways to End Wars and Build Peace**

Séverine Autesserre. *On the Frontlines of Peace – The Unlikely People Who Are Getting It Right*. Book manuscript in progress.

*I will distribute a hard copy of the full book manuscript on March 26.*

### **Recommended**

Allouche, Jeremy and Paul Jackson. 2018. “Zones of peace and local peace processes in Côte d’Ivoire and Sierra Leone,” *Peacebuilding*, advanced access online.

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

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

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

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

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

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

### **(April 16 and 23) Week 12 and 13 – Your Puzzles, Debates, and Findings**

On April 16, senior students who have chosen this class as their capstone requirement will give a 10-minute presentation of their papers followed by Q&As. Such students should use PowerPoint slides (or similar kinds of visual aids) to illustrate their presentations, and complete a one-on-one training session with the Speaking Program in order to prepare for their oral presentation.

On April 23, every other colloquium participant will do a 3 to 5-minute presentation of his / her research paper (topic, puzzle, main argument). After all students have presented their papers, we will break into small groups and each student will get constructive criticisms from his/her peer partner.

Draft final papers for the Writing Fellows due on week 12 (for all students).

Each student will also send his/her draft paper to his/her peer partner by April 12, and copy me on the message. Each student will be responsible for preparing constructive criticism of his/her peer partner's paper, and present his/her feedback during the class on April 16.

### **(April 30) Week 14 – Conclusion**

Group work on the main contributions of the class.

*Final papers & posters due!*