

Civil Wars and International Interventions in Africa

POLS V3604

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Office Hours: Thursdays, 3-5 p.m.

Undergraduate lecture class, Spring 2010
Tuesdays and Thursdays, 1:10-2:25 p.m.
504 Diana Center (Barnard campus)
Barnard & Columbia Colleges

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 scheduling an appointment if you do not want to wait.

Teaching Assistants:

- Stephanie Schwartz (srs2197@columbia.edu), Office hours: Tuesdays, 11 a.m. - 1 p.m., in Joe Coffee (northwest corner building, on 120th and Broadway, 2d floor)
- Kuei-min Chang (kc2499@columbia.edu), Office hours: Thursdays, 11 a.m. - 1 p.m., in Joe Coffee (northwest corner building, on 120th and Broadway, 2d floor)

Substance of the Course

Why does violent conflict persist in post-independence Africa? Why do nearly half of the countries that emerge from war lapse back into violence after five years? Why do most international interventions fail to bring peace to affected populations? This class focuses on recent conflict and post-conflict situations in Africa, and uses studies of these conflicts as a lens for understanding the distinct dynamics of violence and international interventions in civil wars.

The course has three goals. First, to provide participants with the intellectual tools to understand and analyze civil wars and international interventions. Throughout the course, participants will acquire a broad knowledge of the concepts, theoretical traditions, and debates in the study of civil war, emergency aid, peacekeeping, and peace building. The course will also introduce participants to new issues in the field, such as the micro-foundations of peace settlements. Second, the course will provide participants with an in-depth understanding of the most salient civil conflicts and peace processes in recent African history, notably the Democratic Republic of Congo, Liberia, Rwanda, and Sudan. Third, the course will develop students' research, analytical, and writing skills through assignments and papers.

Readings for this course are drawn from a variety of disciplines (political science, anthropology, and others), approaches (rational choice, constructivist), and methodologies (qualitative and quantitative). They include both theoretical works and case studies of recent conflicts. Classes will consist both of lectures and discussion. Guest speakers will be invited for several class sessions, to exchange with students and explain how the specific issues under consideration play out in the "real" world.

Grading and Requirements

- 1) Attendance to all lectures and sections; participation to class discussions during the sections. (15% of the final grade).

This portion of the grade will be based primarily on your participation during the TA-led sections and your attendance to the lectures. It will assess whether you have completed and understood the readings, and whether you have attended the lectures and understood them.

- 2) Readings: Assignments are on the attached list.

All the articles are available for free through Columbia library databases (just go on CLIO and type the title of the article in the search box, and then follow the instructions).

The books by Mamdani, Straus, Reno, Gbowe, Collier & Sambanis, Weinstein, Duffied, Autesserre, Johnson, and Barnett are available for purchase at the Columbia University Bookstore. All of these books are also available on Library Reserves at Barnard and Butler

libraries. Additionally, the required chapters of the Kaplan, Straus, Reno, Weinstein, and Johnson books are available on the library's electronic reserves.

PLEASE NOTE: It is essential that students keep up with the weekly reading assignments. Readings are designed as building blocks for understanding topics in subsequent weeks. The readings are often difficult, it is therefore in the students' best interest to attend all discussion sections, to ensure that they understand the main claims and the fine points of the readings. It is also essential that students attend all lectures. The lectures and the readings are complementary (the lectures will not substitute for the weekly readings and discussion sections, and vice-versa). The short, long, and final essays will test your understanding of the material covered both during lectures and in the readings.

- 3) A short essay (take-home, open-books, 15% of the final grade). The essay question will cover the material learned during the first month of classes. The paper must be typed; no handwritten material will be accepted. It must be a maximum of 4 pages double-spaced, with 1 inches margins, and in font Times New Roman 12. It should use the material covered in the readings and during the lectures and the discussion sessions. The essay question will be given on September 26 and the paper will be due on October 3.
- 4) A long essay (take-home, open-books, 30% of the final grade). The essay question will cover the material learned during the first part of the semester. The paper must be typed; no handwritten material will be accepted. It must be a maximum of 8 pages double-spaced, with 1 inches margins, and in font Times New Roman 12. It should use the material covered in the readings and during the lectures and the discussion sessions. The essay question will be given on October 22 and the paper will be due on October 29.
- 5) A final essay (take-home, open-books, 40% of the final grade). The essay question will cover the material learned during the entire semester. The paper must be typed; no handwritten material will be accepted. It must be a maximum of 8 pages double-spaced, with 1 inches margins, and in font Times New Roman 12. It should use the material covered in the readings and during the lectures and the discussion sessions. The essay question will be given on November 26 and the paper will be due on December 5.

The papers must be submitted when scheduled. Extensions will be granted only in case of documented medical or family emergency (please bring any form of documentation available). 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.

Writing resources

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

- <http://www.nd.edu/~dlindley/handouts/handoutlinks.html> (plenty of handouts on everything you need: how to make a theoretically informed argument, core theories and concepts used in IR, etc)
- <http://www.library.ualberta.ca/guides/plagiarism/handouts/index.cfm> (you can find hundreds of useful tips on research and writing)
- <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.themonkeycage.org/2010/02/good_writing_in_political_scie.html (tips for essay writing)
- <http://www.dianahacker.com/resdoc/> (rules and examples on how to reference your sources)
- <http://www.wsu.edu/~brians/errors/errors.html#errors> (common errors to avoid)

All students are strongly encouraged to use the Erica Mann Jong Writing Center to work on their writing skills. The Erica Mann Jong Writing Center is currently located in 18 Milbank; you can sign up for an appointment at <http://www.barnard.columbia.edu/writing/writingcenter.html>. Columbia students are welcome to use the Writing Center for papers assigned in this course. For further information on writing

resources at Barnard College and helpful strategies for writing assignments, please check <http://www.barnard.columbia.edu/english/writing.html>.

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

Challenging grades

Any student who believes a grade was given in error should follow the following procedure. S/he should wait a week before submitting a complaint. S/he should meet first with the TA who graded the paper and bring to the meeting a one-page typed document explaining why the student believes that s/he deserves a better grade and telling which grade s/he thinks s/he deserves. If the student and the TA still disagree about the grade after their meeting, the student should come to discuss the situation during my office hours. S/he should bring the one-page document annotated by the TA. Students should realize that a change in grade is very unlikely, and that I reserve the right to lower a grade as well as raise it.

Please note that this does not apply to your final grade. As stipulated by the Dean of Studies, "Course grades are final and may be changed only in the event of clerical error or if the work of all of your classmates is reevaluated. A course grade may not be improved by reexamination or by the submission of additional or revised work."

Barnard Honor Code: Students affirm that all work turned in is their own, and that they have fully and accurately cited every written source, including web-based sources, used in their writing.

For each paper, all students (whether or not they are Barnard College students) must sign the Barnard College Honor Code statement, affirming that their written work is completely their own. Any student found to have violated the Honor Code will face the disciplinary rules of his or her home college.

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 hesitate to ask me if you have any doubts or questions):

- <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)

Use of laptops in the classroom: The use of laptops (or Ipads, or other kinds of electronic equipment) in the classroom is only permitted for taking notes on the 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 (or other kind of electronic device) should give me a written document promising never to use his or her laptop (or ipad, etc) 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 (or ipad, etc) during future class sessions. Students using laptops (or ipad, etc) should sit at the back of the classroom in order to not disturb their colleagues.

[Here](#) is the rationale for this policy. (Basically, students who multitask during classes learn less, and thus get lower grades. Worse, the students who sit next to the multitaskers learn even less and get even poorer grades, even when they try their best to focus on the lectures and discussions).

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 (ODS) in 105 Hewitt (for Barnard students) or the Office of Disabilities Services at Columbia.

Pre-requisite: At least sophomore standing, except in consultation with the instructor.

Sub-field & Requirements: The course fulfils the Barnard College's General Education Requirement: Social Analysis (SOC). Alternatively, Columbia College and Barnard College political science majors can count this class toward their international relations sub-field requirement OR their comparative politics sub-field requirement.

Enrollment restriction: 70 students.

Learning Objectives

Students who complete this course will learn how to:

1. Evaluate and critique the theories about the causes of violence and the determinants of international interventions
2. Integrate and apply conceptual tools and theories from various disciplines, in particular political science, in order to analyze issues related to civil wars and international interventions
3. Develop rigorous and convincing political science arguments
4. Demonstrate knowledge of several salient cases of conflicts and peace processes in recent African history
5. Express themselves effectively in writing
6. Perform independent research on political science, human rights, and/or African studies topics

Sept. 3 – Introduction and key concepts

Assignment: please read the first four pages of this syllabus very carefully and don't hesitate to ask in class if you have any clarifying questions.

Recommended

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

Straus, Scott. 2012. Wars Do End! Changing patterns of political violence in sub-Saharan Africa. *African Affairs*, 111 (443): 179 - 201

PART 1: EXPLAINING VIOLENCE IN AFRICAN CIVIL WARS

Sept. 5 - Can we understand violence? The “new barbarism” idea & the “new wars old wars” debate

Kaplan, Robert D. 1996. *The Ends of the Earth*. New York: Random House. Chapter 2

Kalyvas, Stathis N. 2001. “New’ and ‘Old’ Civil Wars, a Valid Distinction?” *World Politics*, 54(1): 99-118.

Recommended

Kaldor, Marie. *New War, Old War. Organized Violence in a Global Era*. Polity Press; 2d edition, 2006.

Kaplan, Robert D. The Coming Anarchy. How scarcity, crime, overpopulation, tribalism, and disease are rapidly destroying the social fabric of our planet. *The Atlantic Monthly*, February 1994.

Huntington, Samuel. 1993. “The Clash of Civilizations?” *Foreign Affairs*.

Richards, Paul. *Fighting for the Rain Forest: War, Youth & Resources in Sierra Leone*. Oxford: Portsmouth, N.H, International African Institute. 1996.

Sept. 10 – The role of the state I: legacies of colonialism

Mamdani, Mahmood. 1996. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton, N.J., Princeton University Press. Chapters 1-3.

Recommended

Cooper, Fred. 2002. *Africa since 1940. The Past of the Present*. Harvard University Press.

Davidson, Basil. 1992. *The Black Man's Burden: Africa and the Curse of the Nation-State*. London: James Currey.

Dunn, Kevin. 2003. *Imagining the Congo*, New York: Palgrave. Especially chapters 2 and 3.

Hoschild, Adam. 1998. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*. New York: Mariner Books.

Nugent, Paul. 2004. *Africa since independence: a Comparative History*. New York: Palgrave.

Pakenham, Thomas. *The Scramble for Africa*. London: Abacus books.

Sept 12 – The role of the state II: regime type & state violence

Strauss, Scott. *The Order of Genocide: Race, Power, and War in Rwanda*. Cornell University Press, 2006. Chapters 1 and 2.

Recommended

Gourevitch, Philip. 1998. *We wish to inform you that tomorrow we will be killed with our families: stories from Rwanda*. New York: St Martin's Press.

Ron, James. 2003. *Frontiers and Ghetto*. University of California Press,

Samset, Ingrid. 2011. "Building a Repressive Peace: The Case of Post-Genocide Rwanda." *Journal of Intervention and Statebuilding* 5 (3): 265-283.

Straus, Scott; and Waldorf, Lars. 2011. *Remaking Rwanda: State Building and Human Rights after Mass Violence*. University of Wisconsin Press.

Wrong, Michaela. 2000. *In the footsteps of Mr. Kurtz: Living on the Brink of Disaster in Mobutu's Congo*. New York: HarperCollins Publishers.

Sept. 17 – The role of the state III: state failure & warlordism

Reno, William. 1998. *Warlord Politics and African States*. London: Lynne Rienner. Introduction and chapter 3.

Recommended

Chabal, Patrick; and Daloz, Jean-Pascal. 1999. *Africa Works: Disorder as Political Instrument*. Bloomington / Oxford, Indiana University Press

Marten, Kimberley. 2012. *Warlords: Strong-Armed Brokers in Weak States*. Ithaca: Cornell University Press.

Rotbert, Robert I. 2004. *When States Fail: Causes and Consequences*. Princeton University Press.

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

Zartman, William I (ed). 1995. *Collapsed states: the disintegration and restoration of legitimate authority*. Bourder: Lynne Rienner.

Sept. 19 & 24 – Identity and Violence

Fearon, James and Laitin, David. 2000. "Violence and the Social Construction of Ethnic Identity," *International Organization* 54-4: 845–877.

Sanders, Edith R. 1969. "The Hamitic Hypothesis; Its Origin and Functions in Time Perspective," *Journal of African History*, 10-4: 521-532

De Waal, Alex. 2005. "Who are the Darfurians? Arab and African identities, violence and external engagement." *African Affairs*, 104 (415): 181-205.

Recommended

Berkeley, Bill. *The Graves are Not Yet Full: Race, Tribe and Power in the Heart of Africa*. Basic Books. 2001.

De Waal, Alex and Flint, Julie. *Darfur, A Short History of a Long War*. Palgrave - Zed Books. 2006

Elmi, Afyare Abdi. 2010. *Understanding the Somali Conflagration: Identity, Islam, and Peacebuilding*. Oxford: Pluto Press.

Fearon, James D. and Laitin, David D. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90. 2003.

Hutchinson, Sharon Elaine; Jok, Jok Madut. "Sudan's Prolonged Second Civil War and the Militarization of Nuer and Dinka Ethnic Identities." *African Studies Review*, 42 (2), 1999. 125-145.

Marshall-Fratani, Ruth. 2006. *The war of 'Who Is Who': Autochthony, Nationalism, and Citizenship in the Ivoirian Crisis*. African Studies Review 49-2: 9-43

Mamdani, Mahmood. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton, N.J., Princeton University Press. 2001.

Sambanis, Nicholas. "Do Ethnic and Nonethnic Civil Wars Have the Same Causes?" *Journal of Conflict Resolution* 45(3): 259 - 282. 2001.

Sept 26 & Oct. 1 – Research and Writing

September 26: How to think and write like a political scientist:

- *Advice on research and writing for political science papers.*
- *End of class: distribution of topics for the short essay & explanation of requirements and grading criteria.*

October 1: Training by Yusuf Caruso, Columbia University Librarian in charge of the Africa collections, on how to find good research resources on African civil wars.

No readings this week, review the readings for the first few weeks of the semester and work on your essay.

Recommended

Booth, Wayne C. et al. *The Craft of Research*.

Roselle, Laura and Spray, Sharon. 2008. *Research and Writing in International Relations*. Pearson.

Turabian, Kate, 2012. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Latest edition. Chicago: University of Chicago Press.

Van Evera, Stephen. 1997. *Guide to Methods for Students of Political Science*. Ithaca: Cornell University 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

Oct. 3 – Applied case study: the Liberian civil war

Gbowee, Leymah and Mither, Carol. 2013. *Mighty be Our Power: How Sisterhood, Prayer, and Sex Changed a Nation at War*. Beast books. Chapters 1 through 3.

Guest speaker: Leymah Gbowee, Liberian peace activist and 2011 Nobel Peace Prize winner

Short essays due at the beginning of class

Recommended

Alao, Abiodun, Mackinlay, John, et al. 1999. *Peacekeepers, Politicians and Warlords: The Liberian Peace Process*. New York: United Nations University Press.

Boas, Morten. 2009. "Making plans for Liberia: A trusteeship Approach to Good Governance?" *Third World Quarterly*, 30 (7): 1329-1341.

Ellis, Stephen. 2006. *The mask of anarchy. The destruction of Liberia and the Religious Dimensions of an African Civil War*. New York University Press. 2d edition.

Reno, William. 1998. *Warlord Politics and African States*. Boulder, Colo.: Lynne Rienner. (chapter on Liberia)

Richards, Paul. 2005. "To Fight or to Farm? Agrarian Dimensions of the Mano River Conflicts (Liberia and Sierra Leone)." *African Affairs* 104 (417): 571-590.

Sawyer, Amos. 2005. *Beyond Plunder: Toward Democratic Governance in Liberia*. Lynner Rienner.

Oct. 8 & 11 - Economic explanations of civil war violence

Collier, Paul; Sambanis, Nicholas (eds). 2005. *Understanding Civil Wars: Evidence and Analysis: Vol 1 - Africa*. Washington: The World Bank. Chapters 1, 3, 4, and 5.

Recommended

Autesserre, Severine. 2012. "Dangerous Tales - Dominant Narratives on the Congo and their Unintended Consequences," *African Affairs*, 111 (443), pp. 202-222,

Collier, Paul and Hoeffler, Anke. 2001. "Greed and Grievance in Civil War." *Oxford Economic Paper* 56: 663-695. 2001.

Keen, David. 1998. *The Economic Functions of Violence in Civil Wars*. International Institute for strategic studies Adelphi paper London.

Laudati, Ann. 2013. "Beyond Minerals: Broadening 'Economies of Violence' in Eastern Democratic Republic of Congo." *Review of African Political Economy* 40 (135): 32-50.

Ross, Michael. 2004. "What Do We Know about Natural Resources and Civil War?" *Journal of Peace Research* 41: 337-356.

Nest, Michael; Grignon, Francois, and Kisangani, Emizet. 2006. *The Democratic Republic of Congo: Economic Dimensions of War and Peace*. International Peace Academy Occasional Paper Series. Boulder, Co: Lynne Rienner,

Oct. 15 – Insurgencies

Weinstein, Jeremy. 2006. *Inside Rebellion: The Politics of Insurgent Violence*. Cambridge University Press,. Introduction and chapter 1 (skip all the sections on Peru).

Recommended

Allen, Tim and Vlassenroot, Koen. 2011. *The Lord's Resistance Army: Myth and Reality*. London: Zed Book.

Bareebe, Gerald, Titeca, Kristof, et al. 2012. "Simplified Campaign Narratives on Civil War: Case Study of 'Kony 2012'." In *L'Afrique Des Grands Lacs. Annuaire 2011-2012*, edited by Reyntjens, Filip, Stef, Vandeginste and Marijke, Verpoorten (pp. 131-156). Paris: L'Harmattan.

Boas, Morten and Dunn, Kevin. 2007. *African Guerrillas: Raging Against the Machine*. Lynne Rienner.

Clapham, Christopher. 1998. *African Guerillas*. Bloomington: Indiana University Press

Guichaoua, Yvan (ed). 2011. *Understanding Collective Political Violence*. Palgrave Macmillan

Mampilly, Zachariah Cherian. 2011. *Rebel Rulers: Insurgent Governance and Civilian Life during War*. Ithaca: Cornell University Press.

Richards, Paul (ed). 2005. *No Peace no War - An Anthropology of Contemporary Armed Conflict*. Ohio University Press.

Wood, Elisabeth Jean. 2003. *Insurgent Collective Action and Civil War in El Salvador*. Cambridge University Press. (part on South Africa)

Oct. 17 – Micro-dynamics of violence (and applied case study on the Democratic Republic of Congo)

Kalyvas, Stathis N. 2003. "The Ontology of 'Political Violence': Action and Identity in Civil Wars." *Perspectives on Politics* 1 (3): 475 - 494.

Autesserre, Séverine. 2010. *The Trouble With the Congo. Local Violence and the Failure of International Peacebuilding*. Cambridge University Press. Chapters 1, 2 and 4.

Recommended

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.

Fujii, Lee Ann. 2011. *Killing Neighbors: Webs of Violence in Rwanda*. Ithaca: Cornell University Press.

Kalyvas, Stathis N. 2005. *The Logic of Violence in Civil War*. New York: Cambridge University Press.

Strauss, Scott. 2006. *The Order of Genocide: Race, Power, and War in Rwanda*. Cornell University Press, Chapter 3.

Sørbrø, Gunnar. 2010. "Local Violence and International Intervention in Sudan." *Review of African Political Economy* 37 (124): 173-186.

Vlassenroot, Koen and Raeymaekers, Timothy. 2004. *Conflict and Social Transformation in Eastern Dr Congo*. Gent, Academia Press Scientific Publishers.

Oct. 22 – Review session

No readings for today. Review the readings you did during the first part of the class.

Distribution of topics for the long essay at the end of class

PART II – TOPICS IN INTERNATIONAL INTERVENTIONS

Oct. 24 – International interventions to Support Warring Parties

No readings for today, work on your essay.

Recommended

Lemarchand, René. 2008. *The Dynamics of Violence in Central Africa*. Philadelphia: University of Pennsylvania Press.

Reyntjens, Filip. 2009. *The Great African War: Congo and Regional Geopolitics, 1996-2006*. New York: Cambridge University Press.

Oct. 29 – Humanitarian Aid

Duffield, Mark R. 2001. *Global Governance and the New Wars: The Merging of Development and Security*. London / New York, Zed Books. Chapters 1, 4, 8 and 9

Long essay due at the beginning of class on October 29. No extension except in case of documented medical or family emergency.

Recommended

Anderson, Marie. 1999. *Do No Harm: How Aid Can Support Peace - or War*. Lynne Rienner, Boulder, CO. 1999.

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 Projects. (available at www.cdainc.com/cdawww/pdf/book/time_to_listen_pdf_Pdf1.pdf)

Barnett, Michael N. 2011. *Empire of Humanity: A History of Humanitarianism*. Ithaca, N.Y.: Cornell University Press.

De Waal, Alexander. 1997. *Famine Crimes: Politics & the Disaster Relief Industry in Africa*. Bloomington, Ind., Indiana University Press.

Pendregast, John. 1996. *Frontline diplomacy. Humanitarian aid and conflict in Africa*. Boulder / London.

Uvin, Peter. 1998. *Aiding violence: the development enterprise in Rwanda*. West Hartford: Kumarian Press.

Oct 31 & Nov. 7 – From war to peace: organizing negotiations (& applied case study on Sudan and South Sudan)

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.

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*.

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

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

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

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

Sisk, Timothy. 1996. *Power Sharing and International Mediation in Ethnic Conflicts*. New York: Carnegie Corporation

Zartman, I. William. 1995. *Elusive Peace: Negotiating an End to Civil Wars*. Washington, D.C.: Brookings Institution.

Nov. 12, 14, and 19 – Peacekeeping

Barnett, Michael. 2002. *Eyewitness to a Genocide: the United Nations and Rwanda*. Cornell University Press. Introduction, Chapter 1 to 5.

Documentary screening: The Peacekeepers.

Guest speaker: Eugenia Zorbas, UN Department of Political Affairs (formerly UN peacekeeping mission in Congo), on humanitarian, peacekeeping, and political interventions.

Recommended

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

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

Fortna, Virginia Page. 2008. *Does Peacekeeping Work? Shaping Belligerents' Choices after Civil Wars*. Princeton: Princeton University Press.

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

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

Nov. 21, Nov. 26 & December 3 – Peacebuilding (and applied case study on Congo)

Autesserre, Séverine. 2010. *The Trouble With the Congo. Local Violence and the Failure of International Peacebuilding*. Cambridge University Press. Chapters 3, 5, and 6.

End of class on November 26: distribution of topics for the final essay.

Recommended

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

Pierre Englebert and Denis M. Tull. 2008. "Postconflict Resolution 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.

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

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

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

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

Stedman, Stephen John. 1997. "Spoilers Problems in Peace Processes," *International Security* 22(2): 5-53.

Dec. 5 – Concluding session

Session devoted to catching up if we are behind, Q&As, and wrapping up the semester.

Final essay due at the beginning of the class. No extension except in case of documented family or medical emergency.