**Post-War Peacebuilding**

**SIS-619-003-2016S**

**Wednesdays, 5:30-8:00 PM**

**Classroom: EQB 17**

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**I. Course Description**

Reconstructing societies that have suffered the ravages of civil war and other forms of armed conflict is one of the great dilemmas confronting states and the international community. Peacebuilders have discovered through painful experience that the succession of hostility ushers in a long process of reconstruction that, depending on the circumstance, can encompass a range of complex tasks from establishment of security to restoration of government to healing and reconciliation. Post-war peacebuilding has produced mixed results. And there is as much to be learned from failure as from success.

We will closely examine the requirements of modern peacebuilding operations. The course begins with an overview of the challenges facing peacebuilders, then moves to a close look at how peacebuilding has evolved in the last two decades. Subsequent sections cover strategic frameworks for peacebuilding, the challenges of establishing public order, and paths to effective governance, and political and social infrastructure building. Transitional justice and the psychosocial dimensions of post-war recovery are also addressed. Particular emphasis will be placed on coordination effectiveness across actors, institutions, sectors and domains of practice.

A systems perspective will inform a good deal of the reading and discussion as well as assignments in the course. Students will approach peacebuilding from a holistic viewpoint that has variously been described as whole-of-government, 3D, and interagency coordination. Finally, we will consider peacebuilding effectiveness, evaluating impact in a number of country-specific cases.

**II. Required Texts (available at bookstore)**

* Charles T. Call (ed) with V. Wyeth, *Building States to Build Peace* (Lynne Rienner, 2008)
* Roland Paris and Timothy Sisk (eds.) *The Dilemmas of Statebuilding: Confronting the contradictions of postwar peace operations* (Routledge, 2009)
* Robert Ricigliano, *Making Peace Last: A Toolbox for Sustainable Peacebuilding* (Paradigm Publishers, 2012)

**III. Course Objectives**

This course is designed to enhance your understanding of the context and challenges of contemporary peacebuilding. Our intention is to familiarize you with the needs of war-torn societies and the full range of assets available to states and international institutions working to address these needs. The course will provide opportunities for collaborative learning through group exercises focusing on country-specific cases. It will help you to better appreciate the relationship between various components of a complex system and how actions taken for the best of reasons in one sector can have second and third order implications system wide that if unforeseen have a high likelihood of producing sub-optimal results. It will enhance your awareness of what works best in achieving sustainable peace, whether it is goal definition or operational sequencing. In short, you should know who does what, when, and how, depending on the special circumstances of each peacebuilding situation; and to what effect, which involves improving skills to evaluate outcome and impact.

**IV. Learning Outcomes**

Expectations are you will be able to think critically about the main themes and topics of the course, specifically, what are the ingredients of success and what leads to more problematic outcomes in efforts to build sustainable peace. You will know the main concepts and practical tools of peacebuilding. You will be able to work in teams and individually to assess peacebuilding effectiveness. You will be able to express your knowledge and analytical skills in writing and in oral presentations.

**V. Requirements and Grading Criteria**

1. **Reading review and analysis (20%) Due date: February 12**

- Critical review of a course reading, not to exceed 1,200 words. U of Chicago or APA style. Do not consult or reference outside sources. Title page should cite the reading being reviewed, your name, and the date. Be sure to number pages

 - It is expected that your review will (1) summarize the main points of the piece; (2) determine whether there is sufficient evidence to support core contentions (thesis); (3) analyze the strengths and weaknesses of the arguments presented; and (4) conclude with your critical observations (it bears repeating that critical is not synonymous with censure or disapproval)

 Grading Criteria.

1. Comprehension of main points of the reading under review
2. Sophistication of your analysis of its merits and shortcomings
3. Analytical rigor
4. Originality of your thought and insight
5. Quality of writing (e.g., logical flow, style, force of narrative, no errors in spelling, grammar, syntax. No typos!)

1. **Group Presentation (30%) March 23 and March 30**

- In week three, the class will divide into 4 groups (see below)

 - Each group will work together to prepare a class presentation on an assigned date. The formal presentation will be approximately 50 minutes in duration and will be followed by Q & A for approximately 30 minutes, depending on the flow of discussion

 - The purpose of this assignment is to provide an opportunity to examine the links between sectors, themes, or challenges in a concrete case

 - The group will assign each member a specific sector or challenge to focus on. Sectors can include security, governance, economic development, infrastructure, etc. Challenges can include political transparency, judicial or police reform, gender issues, poverty, media, religious intolerance, criminality, public finance, truth and reconciliation, and so forth

 - The group must develop an integrated presentation with each member analyzing the components of a specific sector or challenge, then the group establishing linkages and providing a picture of the problematic as a whole.

 - Presentations can be multi-media and adopt innovative styles and formats

 - Please discuss sector/challenge selections and development of the

 group theme with me in advance

 Grading Criteria

1. Depth and range of research
2. Strength of analysis and argumentation
3. Quality an originality of presentation (please try to avoid just reading to the class from a prepared text)
4. Cohesion of presentation (i.e., linkages of sector/challenge components)
5. Contributions to group work (NB, there is a peer assessment feature in this assignment that will be discussed in class)
6. **Research Paper (35%) Due Date: April 27**

 **-** The research paper will be an expansion and detailed analysis of the sector or challenge you focused on in the group presentation. This is an individual assignment. It will require research outside class sources. It is not to exceed 3,500 words.

 - The paper must have an argument, a point of view, and also take into account counterarguments.

 Grading Criteria

1. The range and depth of research
2. Strength and balance of argumentation
3. Synthesis of data and interrelationship of the chosen sector or challenge with others in a peacebuilding system
4. Analytical rigor
5. Originality of thought and insight
6. Quality of writing (e.g., logical flow, style, force of narrative, no errors in spelling, grammar, syntax. Again, no typos!)
7. **Participation (15%)**

 Grading Criteria

1. Obviously you must attend class to participate!
2. Consistent engagement
3. Preparation and familiarity with course topics and content of readings
4. Quality of interpretation and analysis of topics and themes
5. Response to other students and to instructor

- Each of the criteria will be scaled as adequate (1 point), good (2 points), and excellent (3 points)

Grade scale

A 100-94

A- 93-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D 69-60

F 59 or lower

Please note that an “A” grade denotes an excellent performance and work that is original, insightful, critical, clear, well written and well presented. It indicates that you (and your group) worked effectively and successfully to complete all assignments. A “B” is solid work that is well organized and goes beyond minimum requirements. It reflects a good command of the material, with instances of higher-level thinking and intellectual engagement. It will also indicate the degree to which the team has worked effectively. A “C” reflects a lack of higher-level thinking, intellectual originality, clear organization, and teamwork. A “D” indicates that minimum course requirements were not fully met. An “F” means the minimum course requirements were not met.

Late Assignment Policy

Late assignments will not be accepted without penalty except in cases of genuine, documented, illness or emergency. Late submissions will be downgraded one-third a letter grade for the first three hours (e.g., A- to B+) and a full letter grade thereafter, up to 24 hours later (e.g., A to B), after which papers will not be accepted without more severe penalty.

**VI. Academic Integrity Code**

In the unlikely event that you have not consulted the American University Academic Integrity Code, I urge you to carefully read all sections at <http://www.american.edu/academics/integrity/code.cfm>. There is no excuse for violation of the Code, not least due to ignorance of standards of conduct or definition of integrity violations.

**VII. Class Schedule**

**Week 1 (Jan. 13) Introductions and Course Overview**

* Video: *The Peacekeepers*
* Video de-brief and discussion of the challenges of contemporary peace

 operations/peacebuilding

**Week 2 (Jan. 20) Framing the Challenges of Peacebuilding**

* Edward N. Luttwak, “Give War a Chance”, *Foreign Affairs.* 78, 4 (Jul/Aug 1999), pp. 36-44.
* Stephen Stedman, Chapter 1, “Introduction,” in Stedman, Cousens and Rothchild, Chapter 1, *Ending Civil Wars: The Implementation of Peace Agreements*, pp 1-38.
* Charles T. Call, “Ending Wars, Building States,” in Charles T. Call (ed) with V. Wyeth, *Building States to Build Peace* (Lynne Rienner, 2008), pp. 1-19.
* Roland Paris and Timothy D. Sisk, “Introduction: understanding the contradictions of postwar statebuilding,” in Roland Paris and Timothy Sisk (eds.) *The Dilemmas of Statebuilding: Confronting the contradictions of postwar peace operations* (Routledge, 2009), pp. 1-20.

**Week 3 (Jan. 27) Frameworks for Peacebuilding**

* Dan Smith, “Toward a Strategic Framework for Peacebuilding: Getting Their Act Together,” Overview report of the Joint Utstein Study of Peacebuilding, Royal Norwegian Ministry of Foreign Affairs, 2004, pp. 10-28, <http://www.regjeringen.no/upload/kilde/ud/rap/2004/0044/ddd/pdfv/210673-rapp104.pdf>.
* World Bank, *2011 World Development Report: Conflict, Security and Development*, pp. 1-44, <http://siteresources.worldbank.org/INTWDRS/Resources/WDR2011_Overview.pdf> (feel free to peruse the rest of the report. Do not be intimidated by its length!).
* Christopher Daniel Schaefer, “Local Practices and Normative Frameworks in Peacebuilding,” *International Peacekeeping*, Vol.17, Issue 4, 2010, pp. 499-514.
* Necla Tschirgi, “Post-Conflict Peacebuilding Revisited: Achievements, Limitations, Challenges” *International Peace Academy*, 2004, pp. 10-19, <http://www.un.org/esa/peacebuilding/Library/Post_Conflict_Peacebuilding_IPA.pdf>.

**Groups will form in week three and each will begin work on a specific case. Case assignments are as follows:**

**Group 1: Colombia**

**Group 2: East Timor**

**Group 3: Kosovo**

**Group 4: Sudan**

**Week 4 (Feb. 3) Security and Public Order**

* Ho-Won Jeong, *Peacebuilding in Postconflict Societies: Strategy & Process* (Lynne Rienner, 2005), Chapter 3, “Security and Demilitarization,” pp. 39-75.
* Barnet R. Rubin, “The Politics of Security in Postconflict Statebuilding,” in Charles T. Call (ed) with V. Wyeth, *Building States to Build Peace* (Lynne Rienner, 2008), pp. 25-47.
* David M. Edelstein, “Foreign militaries, sustainable institutions, and postwar statebuilding,” in Roland Paris and Timothy Sisk (eds.) *The Dilemmas of Statebuilding: Confronting the contradictions of postwar peace operations* (Routledge, 2009), pp. 81-103.
* Deborah Avant, “Making peacemakers out of spoilers: international organizations, private military training, and statebuilding after war,” in Roland Paris and Timothy Sisk (eds.) *The Dilemmas of Statebuilding: Confronting the contradictions of postwar peace operations* (Routledge, 2009), pp. 104-126.

**Week 5 (Feb. 10) Institution Building and Governance**

* Roland Paris and Timothy D. Sisk, “Managing Contradictions: The Inherent Dilemmas of Postwar Statebuilding,” *International Peace Academy*, 2007, pp. 1-10 <http://www.ipinst.org/publication/policy-papers/detail/104-managing-contradictions-the-inherent-dilemmas-of-postwar-statebuilding.html>.
* Katia Papagianni, “Participation and State Legitimation,” in Charles T. Call (ed) with V. Wyeth, *Building States to Build Peace* (Lynne Rienner, 2008),

 pp. 49-68.

* Ashraf Ghani and Clare Lockhart, *Fixing Failed States: A Framework for Rebuilding A Fractured World* (Oxford, 2008), Chapter 7, “The Framework: The Ten Functions of the State,” pp. 124-166.
* Ho-Won Jeong, *Peacebuilding in Postconflict Societies: Strategy & Process* (Lynne Rienner, 2005), Chapter 4, “Political Transition,” pp. 77-122.

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| **Reading Review and Analysis Paper Due February 12** |

**Week 6 (Feb. 17) Development and Economic Recovery**

* Paul Collier, “Postconflict Economic Policy,” in Charles T. Call (ed) with V. Wyeth, *Building States to Build Peace* (Lynne Rienner, 2008), pp. 103-116.
* Ho-Won Jeong, *Peacebuilding in Postconflict Societies: Strategy & Process* (Lynne Rienner, 2005), Chapter 5, “Development,” pp. 123-153.
* Ashraf Ghani and Clare Lockhart, *Fixing Failed States: A Framework for Rebuilding A Fractured World* (Oxford, 2008), Chapter 5, “The Promises and Perils of Aid,” pp. 85-112.
* Christopher Cramer, “Trajectories of accumulation through war and peace,” in Roland Paris and Timothy Sisk (eds.) *The Dilemmas of Statebuilding: Confronting the contradictions of postwar peace operations* (Routledge, 2009), pp. 129-148.

**Week 7 (Feb. 24) Justice and Rule of Law**

* Erik G. Jensen, “Justice and Rue of Law,” in Charles T. Call (ed) with V. Wyeth, *Building States to Build Peace* (Lynne Rienner, 2008), pp. 119-137.
* Julie Mertus, “Women’s Participation in the International Criminal Tribunal for the Former Yugoslavia (ICTY),” *Hunt Alternatives Fund*, 2004, pp. vi-26<http://www.inclusivesecurity.org/wp-content/uploads/2004/07/19_women_s_participation_in_the_international_criminal_tribunal_for_the_former_yugoslavia_icty_transitional_justice_for_bosnia_and_herzegovina.pdf>.
* Charles T. Call, *Constructing Justice and Security after War* (USIP Press, 2007), “Conclusions,” Chapter 11.

**Week 8 (March 2) Healing, Forgiveness & Reconciliation**

* Martha Minow, *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence* (Beacon Press, 1998). Chapters 1, 2 & 3, pp. 1-51.
* Rama Mani, *Beyond Retribution: Seeking Justice in the Shadows of War* (Polity Press, 2002), Chapters 2 & 3.
* Video: “Death and the Maiden”

 **March 6-13 Spring Break**

**Week 9 (March 16) Systems Dynamics and Peacebuilding**

* Robert Ricigliano, *Making Peace Last: A Toolbox for Sustainable Peacebuilding* (Paradigm Publishers, 2012), Parts I & II, pp. 3-135.

**Week 10 (March 23) Group Presentation (Groups 1 and 4)**

**Week 11 (March 30) Group Presentation (Groups 2 and 3)**

**Week 12 (April 6) Accountability, Ethics, Codes of Conduct**

* “Code of Conduct.” *International Alert*, 1998, pp. 2-32 <http://reliefweb.int/sites/reliefweb.int/files/resources/6341F41334B6F4B6C1256C4C00438ABA-ai-codeconduct.pdf>.
* *United Nations Peacekeeping Operations: Principles and Guidelines*, 2008, Chapters 1 & 2, Annex 1, p. 93 <http://pbpu.unlb.org/pbps/library/capstone_doctrine_eNg.pdf>.
* Mary B. Anderson, “Enhancing local capacity for peace: do no harm” in L.

 Reychler and T. Paffenholz (eds) *Peacebuilding: A Field Guide* (Lynne

 Rienner, 2001), pp.258-264.

* Hugo Slim, “Dealing with moral dilemmas” in L. Reychler and T. Paffenholz

 (eds) *Peacebuilding: A Field Guide* (Lynne Rienner, 2001) pp. 497-509.

**Week 13 (April 13) Evaluating Impact**

* OECD/DAC, “Evaluating Conflict Prevention and Peacebuilding Activities,” 2008, <http://www.oecd.org/dac/evaluationofdevelopmentprogrammes/dcdndep/39289596.pdf>
* Cheyanne Scharbatke-Church, “Evaluating Peacebuilding: Not Yet All It Could Be,” n/d, pp. 460-480

 [http://dmeforpeace.org/sites/default/files/Scharbatke- Church\_Evaluating%20Peacebuilding.pdf](http://dmeforpeace.org/sites/default/files/Scharbatke-%09Church_Evaluating%20Peacebuilding.pdf).

**Week 14 (April 20) Building Resilience**

* World Bank, *2011 World Development Report: Conflict, Security and Development*, Chapters 3,4, and 5 <http://siteresources.worldbank.org/INTWDRS/Resources/WDR2011_Overview.pdf>.
* “Building Resilience to Recurrent Crisis: USAID Policy and Program Guidance,” 2012, pp.5-24 <http://transition.usaid.gov/resilience/USAIDResiliencePolicyGuidanceDocument.pdf>.

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| **Research Paper Due April 27** |

**VIII. Sources of Support**

If you experience difficulty in this course for any reason, please don’t hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

**Academic Support Center** (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

**Counseling Center** (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

**Disability Support Services** (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities. If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

**IX. Emergency Preparedness**

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www. prepared. american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/ college-specific information.