SIS 619-004
DDR, Justice and Security Sector Reform

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Office Hours
Tuesday: 10-11am & 2:30-3:30pm
Thursday: 10am-1pm

Location and Time
EQB 17, 2:30-5:20pm

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Course Description:

This course examines three interrelated processes that often occur in countries coming out of conflict:

1. Disarmament, Demobilization, and Reintegration (DDR)
2. Justice Sector Reform
3. Security Sector Reform

For each process we cover theoretical debates, review best practices, and examine several case studies in depth, including Peru, Mexico, Northern Ireland, Liberia, South Africa, Afghanistan and Iraq.

Required Texts:

1. Kimberly Theidon. 2012. _Intimate Enemies: Violence and Reconciliation in Peru_. Philadelphia: University of Pennsylvania Press.
2. Paul Kenny and Monica Serrano (Eds). 2011. _Mexico's Security Failure: Collapse into Criminal Violence_. New York: Routledge.
3. Blackboard Readings. These include academic journal articles, think tank analyses, and formal government reports.

Pre-Requisites:

This course is for masters level students. Students GGP and IPCR may use this class in partial fulfillment of their degree requirements. Other students should consult their program directors for assistance in using this course for a degree requirement.

Course Objectives

This course introduces students to the key processes to help states transition away from conflict and towards peace. We focus on three types of processes—DDR, Justice Reform, and Security Reform. For each process students will learn the basic approaches as well as key points of consensus and debate. We will also explore these issues in depth through case studies, group work, and written assignments.

Learning Outcomes.

- Students will be able to **identify the main types of peace agreements**
- Students will be able to **identify the key elements of successful DDR programs**
- Students will learn what the **key obstacles to successful DDR** programs are
- Students will learn what the **different types of Truth Commissions** are and the benefits and disadvantages of each
- Students will learn **how police and military intersect** in Security Sector Reform.
- Students will **know best practices of successful Security Sector Reform**
- Students will learn the **importance of local context** to post-conflict reform.

Assignments

Analytic Papers: Students will write 3 10 page papers for this class. Each paper will require outside research and analysis. The first paper will cover DDR, the second Justice, and the third Security. Students will receive a detail assignment guideline 2 weeks before a paper is due. Students will be graded on the quality of writing, the depth of research, and the clarity of analysis. *Group Presentations:* Students will be placed into 3 groups. Each group will give 2 substantive presentations to the class. Presentations will be about 15 minutes and require outside research. Your grade will be based on on the quality of information they present, the quality of the presentations itself, and the degree to which their presentation demonstrates coordination between group members. *Final Exam:* Students will also take a written final exam in which they address the wider themes of the class.

Paper 1:	20%	**Grading Scale**	
Paper 2:	20%		
Paper 3:	20%	B+ = 88	C+ =78
Group Presentation 1	10%	A = 95	B = 85	C =75	D = 65	F = 55
Group Presentation 2	10%	A- = 92	B- = 82	C- =72
Final Exam	20%		

Grading Scale

B+ = 88   C+ =78

A = 95   B = 85   C =75   D = 65   F = 55

A- = 92   B- = 82   C- =72

Classroom Policies:

- ❖ **No Texting during Class**. If you have to bring your cell phone with you, keep it in your bag/backpack, turned off or on mute, and out of sight.
- ❖ **No Laptops:** Laptops in class provides too many distractions (social media, email, surfing, bargain hunting, etc.). Even the most attentive students can get distracted by all of this. Studies also suggest that students retain more information when they take notes by hand than when they type them. As a result, I have a no laptop policy.
- ❖ **Proper Notification:** Students are entitled to miss exams and assignment due dates for the reasons listed below. In each case, students must provide proper documentation.

    Religious holidays   Doctor's appointment   Car Wreck
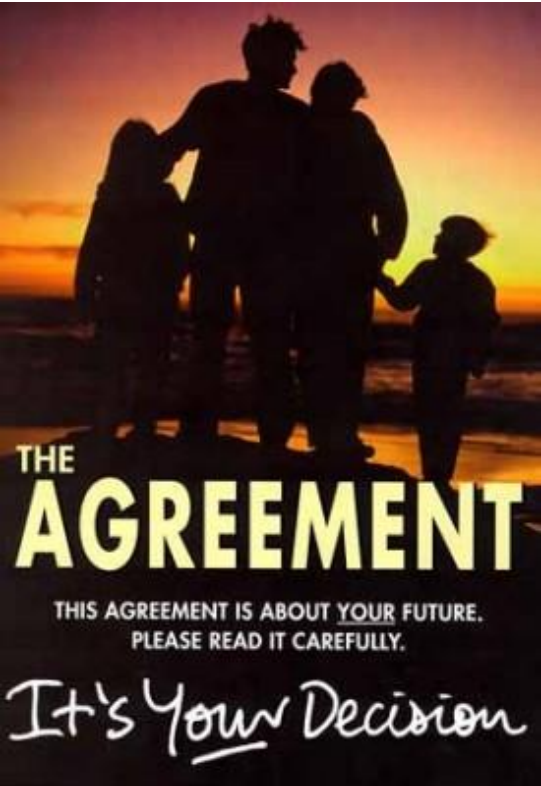   Surgery   Death in the family

    Students without documentation will be reduced one-third of a letter grade (e.g. from a B+ to a B) each day past the assignment due date.
- ❖ **Open Dialogue:** During the semester unexpected problems may affect your performance in this class. I am willing to work with you to overcome any such difficulties. I can only do so, however, if you let me know WHILE something is affecting you. Thus, it behooves you to keep me abreast of issues as they occur rather than coming to me at the end of the semester with an explanation for poor performance. At that point it is usually too late for me to do anything to help you.
- ❖ **Academic Integrity:** Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. I also encourage you to familiarize yourself with the AIC code found at: http://www.american.edu/academics/integrity/code.cfm. Please remember to contact me if you have any questions regarding potential violations.

Student Resources:

- ❖ **Academic Support and Access Center**. Mary Graydon Center 243. x3360
- ❖ **Counseling Center**. Mary Graydon Center 214. x3500
- ❖ **Kay Spiritual Life Center**. (The Flying Cupcake Building). x3320
- ❖ **Career Center**. Butler Pavilion, 5th floor. x1804
- ❖ **Center for Diversity and Inclusion**. Mary Graydon Center, Rooms 201 & 202. x3651

Class Calendar:

1/19	**Introduction and Review of Syllabus**
1/26	**Historical Context** **Part 1: The Changing Nature of War** ❯ **BB1:** Martin van Creveld. 1991. *The Transformation of War.* New York: The Free Press. Chapter 7 **Part2: In-class Exercise—applying this framework to 3 contemporary conflicts** **Part 3: DDR and Security Sector Reform in Inter-state Wars.** ❯ **BB2:** General MacArthur. *Reports of General MacArthur in Japan: The Occupation, Military Phase, Volume 1.* Department of the Army. Chptrs 5 & 8	 General Douglas MacArthur, Japan
2/2	**From Surrender to Negotiated Peace** **Part 1: Types of Peace Agreements and Key Elements in them.** Mini-lecture **Part 2: Overall Patterns in Peace Agreements** Mini-lecture ❯ **BB3:** Stina Högbladh. (2012). "Peace agreements 1975–2011: Updating the UCDP peace agreement dataset." In *States in Armed Conflict 2011* (T. Pettersson and L. Themnér, eds) Uppsala University Department of Peace and Conflict Research Report 99: 39–56. ❯ **BB4:** Madhav Joshi, J.M. Quinn & P.M. Regan. (2015). "Annualized implementation data on comprehensive intrastate peace accords, 1989–2012." *Journal of Peace Research* 52(4): 551-562. **Part 3: In-class Exercise—The Belfast Agreement** ❯ **BB5:** *The Agreement*. Reached in Multi-Party Negotiation in Belfast, Northern Ireland on April 10th, 1998.	

2/9	**DDR** **Part 1: Defining DDR** ➢ **BB6:** Massimo Fusato. 2003. "Disarmament, Demobilization, and Reintegration of Ex-Combatants." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. http://www.beyondintractability.org/essay/demobilization **Part 2: A Case Study—the AUC in Colombia** ➢ **BB7:** Amnesty International.2005. *Colombia. The Paramilitaries in Medellín*. New York: Amnesty International. **Part 3: Group 1 Presentation**	 Carlos Castaño Gil, former co-leader of the AUC. Photo Credit, Radio Santa Fe.
2/16	**DDR—Key Debates** **Part 1: A General Overview** ➢ **BB8:** Robert Muggah. 2005. "No Magic Bullet: A Critical Perspective on Disarmament, Demobilization and Reintegration (DDR) and Weapons Reduction in Post-conflict Contexts." *The Round Table* 94(379): 239–252. **Part 2: Problems with the "Guns, Camp, Cash" Approach.** ➢ **BB9:** Mark Knight and Alpaslan Ozerdem. 2004. "Guns, Camps and Cash: Disarmament, Demobilization and Reinsertion of Former Combatants in Transitions from War to Peace." *Journal of Peace Research*. 41(4): 499-516 **Part 3: Poor Connection to Transitional Justice** ➢ **BB10**: Kimberly Theidon. 2007. "Transitional Subjects: The Disarmament, Demobilization and Reintegration of Former Combatants in Colombia." *The International Journal of Transitional Justice* 1: 66–90. ***Paper 1 Due***	 Disarmament Sculpture outside the visitors entrance to the United Nations Building, New York, New York. Photo credit Luke Redmond via Flickr.

2/23	**DDR—Northern Ireland Case Study** **Part 1: Background on Northern Ireland** 　　　**Conflict.** Mini-lecture **Part 2: Paramilitary foot-dragging.** 　　　**Decommissioning in Northern Ireland.** 　　　Mini-lecture 　➢ **BB11:** Carolyn Gallaher. 2017. "Under the Gun: Northern Ireland's Unique History with Decommissioning." In (Timothy White, ed.) *Theories of International Relations in Northern Ireland.* Manchester: Manchester University Press. 　➢ **BB12:** Carolyn Gallaher. 2007. *After the Peace: Loyalist Paramilitaries in Post-accord Northern Ireland.* Ithaca, Cornell University Press. Chapters 6 and 8 **Part 3: In Class Exercise on conflict data.** **Part 4: Group 2 Presentation**	 Entrance to Loyalist Enclave of Sandy Row. Photo credit: Carolyn Gallaher
3/2	**DDR—Liberian Case Study** **Part 1: Background on Liberian Conflict.** 　　　Mini-lecture. **Part 2: Issues** 　➢ **BB13:** Jairo Munive & Stine Finne Jakobsen. 2012. "Revisiting DDR in Liberia: Exploring the Power, Agency and Interests of Local and International Actors in the 'Making' and 'Unmaking' of Combatants." *Conflict, Security & Development*, 12(4): 359-385 　➢ **BB14:** Human Rights Watch. 2005. *Youth, Poverty and Blood: The Lethal Legacy of West Africa's Regional Warriors.* New York: Human Rights Watch. Chapter 7. **Part 3: Group 3 Presentation.**	 Child Soldier in Liberia. Photo Credit Human Rights Watch.

3/9	**Striving for Justice: Truth and Reconciliation Commissions** **Part 1: Overview: how they work and how well they work** ➤ **BB15:** Eric Brahm. 2004. "Truth Commissions." Beyond Intractability. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. http://www.beyondintractability.org/essay/truth-commissions ➤ **BB16.** Onur Bakiner. 2014. Truth Commission Impact: An Assessment of How Commissions Influence Politics and Society. *The International Journal of Transitional Justice*, 8: 6–30 ➤ **BB17:** Kevin Avruch. 2010. "Truth and Reconciliation Commissions: Problems in Transitional Justice and the Reconstruction of Identity." *Transcultural Psychiatry* 47(1): 33–49. **Part 2: Group In-class Exercise** *Paper 2 Due*	
3/16	**Spring Break. No Class**	
3/23	**Truth Commissions: The Peruvian Case** **Part 1: The Commission Report** ➤ **BB18:** Comisión de la Verdad y Reconciliación, (CVR). 2003. General Conclusions. **Part 2: Intimate Enemies** ➤ **Course Book:** Kimberly Theidon. 2012. *Intimate Enemies. Violence and Reconciliation in Peru.* Philadelphia: University of Pennsylvania Press. **Part 3: Group 1 Presentation**	 A woman holds a photo of a missing family member, Peru. Photo credit Vera Lentz.

3/30	**Truth Commissions: The South African Case** **Part 1: The TRC's Report** ➤ **BB19:** The Truth and Reconciliation Commission (TRC). 2002. Final Report. Summary and Guide to Contents. **Part 2: The Critics Respond** ➤ **BB20.** Dan J. Stein, Soraya Seedat, Debra Kaminer, Hashim Moomal, Allen Herman, John Sonnega, and David R. Williams. 2008. "The impact of the Truth and Reconciliation Commission on psychological distress and forgiveness in South Africa." *Social Psychiatry Psychiatric Epidemiology* 43:462–468 ➤ **BB21:** Mahmood Mamdani. 2002. "Amnesty or Impunity? A Preliminary Critique of the Report of the Truth and Reconciliation Commission of South Africa (TRC)." *Diacritics* 32(3-4):33-59. **Part 3: Group 2 Presentation**	 A sign from the Apartheid Era.
4/6	**Security Sector Reform** **Part 1: General Overview.** Mini-lecture ➤ **BB22:** Heiner Hänggi. 2004. Conceptualising Security Sector Reform and Reconstruction. In (Alan Bryden, Heiner Hänggi, Eds) *Reform and Reconstruction of the Security Sector*. Geneva: DCAF, pp. 1-11. ➤ **BB23:** Michael Brzoska. 2006. "Introduction: Criteria for evaluating post-conflict Reconstruction and Security Sector Reform in Peace Support Operations." *International Peacekeeping*, 13(1): 1-13. **Part 2: Key Debates** ➤ **BB24:** Shivit Bakrania. 2014. *The role of Security Organisations in Security Sector Reform: Key Themes*. GSDRC. ➤ **BB25:** Eirin Mobekk. 2010. "Gender, Women and Security Sector Reform." International Peacekeeping, 17(2):278-91 ➤ **Part 3: In-Class Exercise. Bringing Women into Syrian Peace Talks.**	 UN Peacekeepers. Photo Credit: Endtimes.com

4/13	**Security Sector Reform in Mexico** **Part 1: Basic Background on Corruption in Mexico and the Drug War** Mini-lecture ➤ **BB26.** Alan Riding. 1984. *Distant Neighbors: A Portrait of the Mexicans* by Alan Riding. Vintage Books, 1984. Chapter 6. **Part 2: Basic Background on Mexican Drug War , the Merida Agreement, and the Push to Reform** Mini-lecture ➤ **Course Book:** Paul Kenny and Monica Serrano (Eds). 2011. *Mexico's Security Failure: Collapse into Criminal Violence*. New York: Routledge. Chapters 1, 2, 6 ***Paper 3 Due***	 Mexican Military on patrol in Ciudad Juarez, 2010. Photo Credit Newscom
4/20	**Security Sector Reform in Mexico, Cont.** **Part 1: Criminal Justice Sector Reform** ➤ **Course Book:** Paul Kenny and Monica Serrano (Eds). 2011. *Mexico's Security Failure: Collapse into Criminal Violence*. New York: Routledge. Chapter 3 **Part 2: Police Reform** ➤ **Course Book:** Paul Kenny and Monica Serrano (Eds). 2011. *Mexico's Security Failure: Collapse into Criminal Violence*. New York: Routledge. Chapter4-5 **Part 3: In-class Exercise** **Part 4: Group 3 Presentation**	 States that have implemented justice reform: • Baja California • Chiapas • Chihuahua • Durango • Guanajuato • México • Morelos • Nuevo León • Oaxaca • Tabasco • Yucatán • Zacatecas Circa 2015

| 4/27 | **Security Sector Reform in Iraq and Afghanistan**

Part 1: Basic Background
         Mini-lecture

Part 2: Criticisms
 ➤ **BB27:** Mark Sedra. 2007. Security Sector Reform in Afghanistan and Iraq: Exposing a Concept in Crisis. *Journal of Peacebuilding & Development* 3(2): 7-23

 ➤ **BB28:** Major Gen (ret.) Andrew Mackay, Mark Sedra and Geoff Burt. 2011. "Security Sector Reform (SSR) in Insecure Environments: Learning from Afghanistan." *Journal of Security Sector Management* 8(3): 1-20.

 ➤ **BB29:** Andreas Krieg. 2014. ISIS' Success in Iraq: A Testimony to Failed Security Sector Reform. CSGInsights. Available online: http://reliefweb.int/sites/reliefweb.int/files/resources/CSG-Isis%20success%20in%20Iraq.pdf | Iraqi Shiite Militia, Iraq 2014. Photo Credit Karim Kadim, Associated Press. |
| 5/04 | **Final Exam** | 02:30PM-05:00PM |