

**American University School of International Service
International Peace and Conflict Resolution Program**

PEACEBUILDING IN DIVIDED SOCIETIES

SIS 619.018

Fall, 2018; Mondays, 5:30 – 8:00PM, SVB 166

Hrach Gregorian, Ph.D.

Office: SIS 214

Office Phone: 202-885-6698

Mobile: 571-214-5293

Fax: 202-885-2494

Email: gregoria@american.edu

Office Hours: Wednesdays, 2:30 – 5:30, or by appointment

I. Course Description

This course begins with an overview of concepts and definitions of ethnic conflict and what distinguishes “deeply divided” societies from others that suffer violent conflict. Focusing on several cases, it examines the roots of the conflict, its characteristics, efforts (local and international) to ameliorate it, and outcomes. Depending on the case, various approaches to peacebuilding are analyzed, including structural change, political dispensations, such as “consociationalism,” democratization, international engagement, and Track II, or civic society efforts. Integration, partitioning, and power sharing are among the structural paths to peace that are presented. The course ends with the discussion of significant human dimensions of peacebuilding such as healing and reconciliation.

II. Course Objectives

The course is intended to achieve several, interrelated objectives: (1) to provide students with a deeper understanding of a range of factors, be they economic, socio-political, or psychological, that lead to societies divided along ethnic, confessional or other lines; (2) to increase understanding of the interplay of indigenous and exogenous forces in accelerating and reducing conflict; (3) to enhance knowledge of the range of approaches available to states and multilateral organizations committed to peacebuilding; (4) to examine the utility of various institutional, territorial and political reconfigurations designed to build durable structures for peace; and (5) to analyze the impact of efforts to heal and reconcile affected parties.

III. Learning Outcomes

Expectations are students will increase their knowledge base and be able to think critically about the main themes and topics of the course, specifically about the ingredients of success and what leads to more problematic outcomes in efforts to end conflict in divided societies. They will know the main sources of intercommunal violence and practical tools for building a more durable peace. They will improve research, assessment, writing and presentation skills, and teamwork, and ability to work effectively in teams.

IV. Assignments and Grading Criteria

1. Reading review and analysis (20%) Due date: October 15

- 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.

- I. Comprehension of main points of the reading under review
- II. Sophistication of your analysis of its merits and shortcomings
- III. Analytical rigor
- IV. Originality of your thought and insight
- V. Quality of writing (e.g., logical flow, style, force of narrative, no errors in spelling, grammar, syntax. No typos!)

2. Group Presentation (30%): (1) Bosnia, November 19; (2) Myanmar, September 24; (3) Nepal, October 22; (4) Is/Pal, November 5

- In the first weeks of the course, the class will divide into several presentation groups, depending on the class size
- Each group will work together to prepare a class presentation on its 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 each group the opportunity to analyze the sources of ethnic division in their assigned case; approaches (formal

and informal) to bridging communal divides; what has worked and what hasn't, and why.

- The group may choose to 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.

Grading Criteria

- I. Depth and range of research
- II. Strength of analysis and argumentation
- III. Quality and originality of presentation (please try to avoid just reading to the class from a prepared text)
- IV. Cohesion of presentation
- V. Contributions to group work

3. Research Paper (40%) Due Date: December 9

- The research paper will focus on “successes” in the case you focused on as a group, and lessons that can be applied to increase peacebuilding effectiveness in other divided societies. This is an individual assignment. It will require research beyond the assigned course readings. It is not to exceed 5,000 words.
- The paper must have an argument, a point of view, and also take into account counterarguments.

Grading Criteria

- I. The range and depth of research
- II. Strength and balance of argumentation
- III. Analytical rigor
- IV. Originality of thought and insight
- V. Quality of writing (e.g., logical flow, style, force of narrative, no errors in spelling, grammar, syntax. Again, no typos!)

4. Participation (10%)

Grading Criteria

- I. Obviously, you must attend class to participate!
 - II. Consistent engagement
 - III. Preparation and familiarity with course topics and content of readings
 - IV. Quality of interpretation and analysis of topics and themes
 - V. 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)

Grading Scale

94 – 100 = A
90 – 93 = A-
87 – 89 = B+
83 – 86 = B
80 – 82 = B-

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.

V. 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.

VI. Required Readings (to be purchased on line – see shopAmericanU.com – if not available at Bender as an eBook!)

- Chandler, David. 2000. *Bosnia: Faking Democracy After Dayton*. London: Pluto Press. ISBN: 978-0-7453-1689-5
- Cox, Fletcher D., and Timothy D. Sisk (eds.). 2017. *Peacebuilding in Deeply*

Divided Societies: Toward Social Cohesion? New York: Palgrave Macmillan. ISBN 978-3-319-5015-6 (eBook), ISBN 978-3-319-50714-9

- Guelke, Adrian. 2012. *Politics in Deeply Divided Societies*. Cambridge, UK: Polity Press. ISBN 0745648509
- Lederach, John Paul. 1997. *Building Peace: Sustainable Reconciliation In Divided Societies*. Washington, DC: US Institute of Peace Press. ISBN: 1-878379-73-9
- Nagle, John, and Mary-Alice C. Clancy. 2010. *Shared Society or Benign Apartheid?* New York: Palgrave Macmillan. ISBN: 978-0-230-24004-9
- Oberschall, Anthony. 2007. *Conflict and Peace Building in Divided Societies: Responses to ethnic violence*. New York. Routledge. ISBN: 10:0-415-41161-0

VII. Class Schedule

Week 1 (August 27): Introduction

- Review of syllabus, course content, course objectives, assignments
- Discussion of the problematic
- Framing the challenges

Week 2 (September 10): Theories and Concepts

- Defining ethnic conflict
- Theories of ethnic conflict

Requires Reading

- Cox and Sisk, *Peacebuilding in Deeply Divided Societies*, Chapter 2
- Oberschall, *Conflict and Peace Building in Divided Societies*, Chapters 1 and 2
- Nagle and Clancy, *Shared Societies or Benign Apartheid?* Chapter 1
- Guelke, *Politics in Deeply Divided Societies*, Chapters 3 and 4

Week 3 (September 17): Case Studies: Guatemala and Kenya

- Fragmentation and Cohesion
- Patronage, clientelism and ethnicity

Required Reading

- Cox and Sisk, *Peacebuilding in Deeply Divided Societies*, Chapters 3 and 4

Week 4 (September 24): Case Studies: Lebanon and Myanmar

- Confessionalism and Consociationalism

- Religion, Identity and Statelessness

Required Reading

- Cox and Sisk, *Peacebuilding in Deeply Divided Societies*, Chapters 5 and 6

Group Presentation: Group II, Myanmar
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Week 5 (October 1): The Case of Northern Ireland

- Consociationalism and its discontents
- Civil society and the concept of “shares space”
- Building shared identity through global solidarity (?)

Required Reading

- Oberschall, *Conflict and Peace Building in Divided Societies*, Chapter 6
- Nagle and Clancy, *Shared Societies or Benign Apartheid?* Chapters 2-4

Week 6 (October 8): Case Studies: Nepal and Nigeria

- Exclusion and Discrimination
- Identity-based social mobilization
- Religious mobilization

Required Reading

- Cox and Sisk, *Peacebuilding in Deeply Divided Societies*, Chapters 7 and 8

Week 7 (October 15) Democratization and Peacebuilding: Bosnia

- The promise of democratization
- International intervention and sovereignty
- Power sharing

Required Reading

- Oberschall, *Conflict and Peace Building in Divided Societies*, Chapter 4
- Chandler, *Bosnia: Faking Democracy After Dayton*, Chapters 1-3
- “Bosnia’s Future,” *International Crisis Group*, Europe Report No. 232, July 10, 2014,
[http://www.crisisgroup.org/~media/Files/europe/balkans/bosnia-herzegovina/232-bosnia-s-future.pdf](http://www.crisisgroup.org/~/media/Files/europe/balkans/bosnia-herzegovina/232-bosnia-s-future.pdf)

Critical Analysis Paper Due October 15

Week 8 (October 22): Social Cohesion, Sri Lanka and Reflections on the Social

Cohesion Approach

- Human rights and democratization
- The failure of ethnic pluralism
- Civil society formation

Required Reading

- Cox and Sisk, *Peacebuilding in Deeply Divided Societies*, Chapters 9&10

Group III Presentation, Nepal

Week 9 (October 29): Building Durable Peace

- “Horizontal” and “Vertical” Dimensions
- Practical Challenges

Required Reading

- Lederach, *Building Peace*, Chapters 3-9
- Olson, Lara, and Hrach Gregorian. 2007. *Side By Side Or Together?* http://reliefweb.int/sites/reliefweb.int/files/resources/29FFB430629FAC1CC125738600542F2E-uofc_pdsp_march2007.pdf Chapters 1 and 5

Week 10 (November 5): Institutional Approaches to Building Durable Peace

- Structures
- Integration, Partitioning, Power-sharing

Required Reading

- Oberschall, *Conflict and Peace Building in Divided Societies*, Chapter 7
- Guelke, *Politics in Deeply Divided Societies*, Chapters 5-7

Group IV Presentation, Is/Pal

Week 11 (November 12): Interpersonal Approaches to Building Durable Peace

- Healing and reconciliation
- Justice

Required Reading

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

Week 12 (November 19): Societal Approaches to Building Peace

- Building national peace infrastructures

Required Reading

- Barbara Unger, Stina Lundstrom, Katrina Pllanta and Beatrix Austin (eds.), *Peace Infrastructures: Assessing Concepts and Practice*, Berghof Handbook Dialogue Series, No. 10, pp. 1-58 http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Dialogues/dialogue10_peaceinfrastructures_complete.pdf

Group I Presentation, Bosnia

Week 13 (November 26): Learning from Success

- Case studies
- Approaches
- Summative discussion

Required Readings

- *From Conflict to Coping: Evidence from Southern Ethiopia on the contributions of peacebuilding to drought resilience among pastoralist groups*. February 2012. Mercy Corps. http://www.mercycorps.org/sites/default/files/from_conflict_to_coping_-_final.pdf
- “Stories of Women and Men: Agents of Change.” 2014. *Building Peace*. Alliance for Peacebuilding. http://buildingpeaceforum.com/site/wp-content/uploads/2014/03/Building-Peace-Issue-3_online_FINAL.pdf (peruse, and read the articles that are of special interest to you – all are short)

Week 14 (December 3): Continuation Discussion of Learning from Success, Summative Discussion, Course Conclusion

No readings assigned

Research Paper Due December 7

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.