BUILDING PEACE and DEMOCRACY
POLITICAL SCIENCE 3520
Winter 2019

Professor: Dr. Ann Griffiths
Office: Room 355A, Hicks Building
Office Hours: Wednesdays, 10:00-12:00, and/or by appointment
Email: ann.griffiths@dal.ca

COURSE DESCRIPTION
This course has changed over the years – from an optimistic examination of the growth of democracy to a pessimistic examination of the ‘democratic deconsolidation’ occurring now. In the decades after World War Two, the number of countries that adopted democracy increased steadily – to the point that dictators had almost become an endangered species. This trend has now slowed, and indeed appears to be reversing. This is not occurring just in the developing world, but in also long-established democracies. Several countries in Europe now have populist leaders – and some would say the United States as well – who make no secret of their disdain for democracy. If the United States and Europe, once champions for democracy and human rights internationally, are focused on domestic policies and problems, what does this mean for the future of transitions to democracy in post-conflict countries? Will the withdrawal of the United States and European Union make transitions easier and more indigenous, or harder because there no champions to push for transition?

The transition to democracy is not an easy one. The process is just as likely to fail as it is to succeed, particularly when a country has experienced conflict, and therefore where trust is lacking, infrastructure is destroyed, and anger and desire for revenge can be the dominant emotions. What is involved in moving a country from conflict toward sustainable peace and embedded democracy? This course will follow the trajectory of an imaginary country (using real world examples!) that has been at conflict and is now teetering at the moment when peace and democracy are possible. The course will examine questions such as the following: What is the best process for peace negotiations, and what should be included in peace agreements? What steps should be taken to disarm, demobilize and reintegrate combatants? What happens to refugees and IDPs after conflict? What priority should be placed on obtaining post-conflict justice and what form should it take? What exactly is democracy, and what does it involve? Are established democracies failing, and what can we learn from this? How can a suitable electoral system be built? What role can civil society play in the transition? What are the economic priorities in a society that is rebuilding after conflict? The answers to these questions are fundamental to the success of political entities just coming out of conflict. We will examine these questions to understand the process of ending conflict and building a democracy out of the ruins.

The course is designed as part lecture and part seminar. Students will do some work in groups and are expected to participate in discussions.
LEARNING OBJECTIVES
By the end of the course students should be able to:
• explain the general process and elements of peace negotiations and peace agreements;
• outline the early steps that must be taken to move on after conflict;
• describe different types of justice pursued in post-conflict situations;
• explain the importance of civilian control of the military;
• outline some different definitions of democracy and the elements of democracy; and
• describe the difficulties of making the transition from war/conflict to democracy.

REQUIRED READINGS
There is no required textbook – most of the readings are available on Brightspace (they are marked with [B] herein), and the others are available online. Required readings are listed in the section “Class Schedule and Readings” below. Students are expected to read the readings for each class. If you have a problem accessing a reading, please talk to the professor.

PLAGIARISM
Dalhousie University defines plagiarism as “the submission or presentation of the work of another as if it were one’s own.” Penalties for plagiarism can be severe. All students should read the Policy on Academic Integrity contained in the Dalhousie University Calendar or on the Dalhousie website. Ignorance of such policies is no excuse for violations. Dalhousie University subscribes to Urkund, a computer-based service which checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. The Dalhousie Senate has affirmed the right of any professor to require that student papers be submitted in both written and electronic format, and to submit any paper to a check such as that performed by Urkund. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the university, or even to the revocation of a degree. It is essential that there be correct attribution of sources from which facts, statistics, exact words have been derived. You are required to keep an electronic copy of any paper you submit, and the professor may require you to submit that electronic copy. Copies of papers checked by this process will be retained by Urkund.

DALHOUSIE POLICIES AND STATEMENTS
See the Dalhousie Calendar for Dalhousie statements, guidelines and resources for support, and the policies on academic integrity, accessibility, student code of conduct, diversity and inclusion, and recognition of Mi’kmaq territory.

CELLPHONES
Use of cellphones and social media in class is strongly discouraged. Texting, tweeting or otherwise using social media during class is distracting you, fellow students and the professor.
COURSE REQUIREMENTS

1. CLASS PARTICIPATION/ATTENDANCE (10%) (Throughout the course)
An outline of how this will be determined can be found on Brightspace.

1. CRITICAL ARTICLE REVIEW #1 (20%) (DUE 31 JANUARY 2019)
Select one of the readings below and write a 1,200-2,000 word (4-6 double-spaced pages) critical article review. You are expected to submit a hard copy before 4:30 on the due date. Late essays will be penalized at 2% per day. Note that instructions on how to write a critical review can be found in the course materials on Brightspace.

   Roberto Stefan Foa, “Modernization and Authoritarianism,” Journal of Democracy, Vol. 29, No. 3 (July 2018) [B]

   OR

   Ivan Krastev, “Eastern Europe’s Illiberal Revolution: The Long Road to Democratic Decline,” Foreign Affairs, 16 April 2018 [B]

   OR


2. GROUP ASSIGNMENT (20%) (DUE 28 FEBRUARY 2019)
You will undertake a group assignment. This will involve working outside class time together as a group. You will present your findings in class. Groups will be formed in class on 24 January 2019 – be sure to attend class on that date so you can get assigned to a group. Presentations in class will be on 28 February. Details of the assignment will be provided in class.

3. CRITICAL ARTICLE REVIEW #2 (20%) (DUE 21 MARCH 2019)
Select one of the readings below and write a 1,200-2,000 word (4-6 double-spaced pages) critical article review. You are expected to submit a hard copy before 4:30 on the due date. Late essays will be penalized at 2% per day.


   OR

EVALUATION OF THE REVIEWS
The review will be marked based on a combination of two broad criteria. The first criterion is the cognitive element. This means the intellectual thinking that is displayed in the assignment – in other words, the understanding of the article that the student expresses, the ideas and the evidence that the student presents in the critique, and the ability to explain, analyse and interpret information and provide evidence. The second criterion is the mechanical element. This means that students will be assessed for their writing ability, effective organization of the assignment, use of language, correctness of grammar and spelling, and use of quotations, references and citations.

4. FINAL EXAM (30%) (as scheduled by the Registrar)
The final exam will be scheduled by the Registrar during the exam period of 10-26 April 2019. Do not make plans to leave Halifax until the exam schedule has been posted. Students are expected to be at the exam in the time scheduled – unless they can provide a compelling reason for their absence. The exam will include material from lectures, readings and discussion in class. The format will be explained by the professor in class.

Summary of Assignments and Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Worth</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>throughout the course</td>
<td>10%</td>
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<tr>
<td>Article Review #1</td>
<td>31 January 2019</td>
<td>20%</td>
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<tr>
<td>Group Assignment</td>
<td>28 February 2019</td>
<td>20%</td>
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<tr>
<td>Critical Review #2</td>
<td>21 March 2019</td>
<td>20%</td>
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<tr>
<td>Final Examination</td>
<td>scheduled by Registrar (10-26 April)</td>
<td>30%</td>
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CLASS SCHEDULE AND READINGS

WEEK 1: INTRODUCTION AND CONTEXT
CLASS 1: INTRODUCTION
(8 January 2019)

CLASS 2: CONTEXT
(10 January 2019)

Required Readings


WEEK 2: FROM WAR TO PEACE
CLASS 3: THE END OF CONFLICT
(15 January 2019)

Required Readings


“How to Stop the Fighting, Sometimes,” The Economist, 9 November 2013 [B]

Interesting Supplemental Readings

CLASS 4: PEACE NEGOTIATIONS
(17 January 2019)

Required Readings

**Interesting Supplemental Readings**


Janine de Giovanni, “There’s a Right Way to End Syria’s War,” *Foreign Affairs*, 14 November 2018


**WEEK 3: PEACE AGREEMENTS AND GET OUT OF JAIL FREE CARDS**

**CLASS 5: PEACE AGREEMENTS**
(22 January 2019)

**Required Readings**


**Interesting Supplemental Readings**

Dayton Peace Accord, 1995
Good Friday Agreement (The Belfast Agreement), 10 April 1998
NOTE: these treaties are available through The Avalon Project at Yale University. You must scroll through the list to find these treaties, available at http://avalon.law.yale.edu/subject_menus/20th.asp
CLASS 6: AMNESTY AND PEACE?
(24 January 2019)

Group formation on this date.

**Required Readings**


**Interesting Supplemental Readings**


WEEK 4: MOVING ON FROM CONFLICT

CLASS 7: GUEST SPEAKER
(29 January 2019)

CLASS 8: DDR PROGRAMS
(31 January 2019)

**Required Readings**


**Interesting Supplemental Readings**
Stephanie Hanson, “Disarmament, Demobilization, and Reintegration (DDR) in Africa,” Council on Foreign Relations, 16 February 2007

**WEEK 5: DEALING WITH THE LEGACIES OF CONFLICT AND VIOLENCE**

**CLASS 9: RE-LOCATING AND RECONSTRUCTING**

(5 February 2019)

**Required Readings**


**Interesting Supplemental Readings**

United Nations, Text of the 1951 Convention Relating to the Status of Refugees


**CLASS 10: DEALING WITH TRAUMA/HEALTH AFTER CONFLICT**

(7 February 2019)

**Required Readings**


Interesting Supplemental Readings
Institute for Justice and Reconciliation, and the War Trauma Foundation, “Mapping Global Practice: Healing Communities, Transforming Society: Mental Health, Psychosocial Support and Peace Building,” 2017

Jason Motlagh, “Fighting Polio Amid the Chaos of Syria’s Civil War,” National Geographic, 5 March 2015

WEEK 6: JUSTICE

CLASS 11: TYPES OF JUSTICE
(12 February 2019)

Required Readings
David A. Crocker, “Reckoning with Past Wrongs: A Normative Framework,” School of Public Policy, University of Maryland, 2004 [B]


Interesting Supplemental Readings


**CLASS 12: INTERNATIONAL JUSTICE**  
(14 February 2019)

**Required Readings**  


**Interesting Supplemental Readings**  
The International Military Tribunal for Germany, Contents of the Nuremberg Trials Collection, Yale Law School, The Avalon Project, [http://avalon.law.yale.edu/subject_menus/imt.asp](http://avalon.law.yale.edu/subject_menus/imt.asp)


International Commission on Missing Persons, “‘I Just Want to Know How My Sons Died’: Bringing Home Bosnia’s Dead,” 6 December 2016


**STUDY WEEK (WEEK 7), 18-22 FEBRUARY 2019**

**WEEK 8: SECURITY SECTOR REFORM AND GOVERNANCE**  
**CLASS 13: GETTING THE MILITARY INTO THE BARRACKS (AND OUT OF POLITICS)**  
(26 February 2019)

**Required Readings**  


**Interesting Supplemental Readings**


Herbert Wulf, “Security Sector Reform in Developing and Transitional Countries Revisited,” Berghof Foundation, 2011

International Crisis Group, “Iraq’s Paramilitary Groups: The Challenge of Rebuilding a Functioning State,” Middle East Report No. 188, 30 July 2018

**CLASS 14: GOVERNANCE**

(28 February 2019)

**Class presentations on this date.**

**Required Readings**


**Interesting Supplemental Readings**


Moisés Naim and Francisco Toro, “Venezuela’s Suicide: Lessons from a Failed State,” *Foreign Affairs*, 15 October 2018
WEEK 9: DEMOCRACY AND ITS DISCONTENTS
CLASS 15: DEMOCRACY AND DEMOCRATIZATION
(5 March 2019)

Required Readings


Interesting Supplemental Readings

Yuen Yuen Ang, “Autocracy with Chinese Characteristics: Beijing’s Behind the Scenes Reforms,” Foreign Affairs, 16 April 2018

Hahm Chaibang, “China’s Future is South Korea’s Present: Why Liberalization will Follow Stagnation,” Foreign Affairs, 13 August 2018

CLASS 16: WHAT’S GONE WRONG? DECONSOLIDATION
(7 March 2019)

Required Readings


Dan Slater, “After Democracy: What Happens when Freedom Erodes?” Foreign Affairs, 8 November 2018 [google title]


Interesting Supplemental Readings


WEEK 10: CONSTITUTIONS AND ELECTIONS
CLASS 17: WRITING CONSTITUTIONS
(12 March 2019)

Required Readings

Jennifer Widner, “Constitution Writing and Conflict Resolution,” The Round Table, Vol. 94, No. 381 (September 2005) [B]

Interesting Supplemental Readings


CLASS 18: ELECTIONS
(14 March 2019)

Required Readings


Interesting Supplemental Readings


WEEK 11: RULE OF LAW AND RULE WITHOUT LAW
CLASS 19: RULE OF LAW
(19 March 2019)

Required Readings


Interesting Supplemental Readings

Renard Sexton, “How Guatemala Achieved What was Once Thought Impossible: Major Reduction in Homicides,” Washington Post, 13 November 2018
CLASS 20: CORRUPTION
(21 March 2019)

**Required Readings**


**Interesting Supplemental Readings**

Christopher Balding, “Why Democracies are Turning Against Belt and Road: Corruption, Debt and Backlash,” *Foreign Affairs*, 24 October 2018

WEEK 12: THE ECONOMY AND CIVIL SOCIETY AFTER CONFLICT

CLASS 21: KICKSTARTING THE ECONOMY
(26 March 2019)

**Required Readings**


**Interesting Supplemental Readings**

CLASS 22: CIVIL SOCIETY AND SOCIAL CAPITAL
(28 March 2019)

**Required Readings**
Peacebuilding Initiative, “Civil Society: Key Debates and Implementation Challenges,” April 2009, available online via www.peacebuildinginitiative.org [or google title]


Interesting Supplemental Readings
Sarbeswar Sahoo, “Civil Society and Democratization: A Counter-Case from India,” Democratization, Vol. 21, No. 3 (2014)

WEEK 13: THE FUTURE?
CLASS 23: SOCIAL MEDIA AND DEMOCRACY
(2 April 2019)

Required Readings


Interesting Supplemental Readings


CLASS 24: LAST THOUGHTS AND REVIEW
(4 April 2019)