Dalhousie University
K'jipuktuk, Mi'kmaq Territory
Department of Political Science
POLI 3520: Building Peace and Democracy

Gao, Mali (August 3, 2018)

Instruction: Dr. Gregg French
Semester: Winter 2020
Class Times: Mondays and Wednesdays, 11:35am–12:55pm
Class Location: LSC-Common Area C208
Course Website: https://dal.brightspace.com/d2l/login

Contact Information

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Office Location: Henry Hicks Academic Building, Room 352
Office Hours: Wednesdays, 1:00pm–2:00pm or by appointment

Official Course Description

Many people have long argued that there is an intimate relationship between democracy and peace. Thus, they claim, democracies are much more inclined to peace - both internal and external than other political systems. It is clear that democracy allows the representation of a large number of interests in a society, and this can lead to peaceful resolution of or accommodation of - disputes. There have been many studies about established democracies in this regard, but less research into societies in transition--i.e., countries which are democratizing. Since countries in transition present the vast majority of countries in the world, it would seem timely to study this phenomenon. Democratization involves a multitude of steps and must therefore incorporate a great variety of actors, particularly in post-conflict societies. The role of three (overlapping) elements in post-conflict societies in the process of democratizing appear to be the key. These elements are civil society, the institutional environment and refugees.

Course Outline

POLI 3520 will be presented in a lecture-seminar hybrid setting. The course will begin with an exploration into the ebbs and flows associated with building peace and democracy since the end of the Second World War. Following the establishment of this historical foundation, students will engage in a series of lectures and in-class discussion, which will critically examine the process of ending a conflict and building a productive peace agreement; how civilians, diplomats, and politicians transition from wartime to peacetime; theoretical perspectives on democratization; relations between the West and the Global South; the successes and failures of various international development strategies; and the role of both state and non-state actors in sustaining peaceful democratic regimes. The course will conclude with a discussion about the future of peace and democracy in a hyperconnected, globalized world.

One of the goals of the course will be to have students produce a research paper by the conclusion of the semester. They will reach this objective through consultations with the instructor, the submission of both a research essay proposal and an annotated bibliography, as well as participating in a series of peer-to-peer workshops.

POLI 3520 will consist of two classes per week. It is expected that students will have their weekly readings completed prior to the beginning of each week, to enable them to be active members of our safe and productive community of inquiry. Students are allowed to use laptops during class lectures; however, the use of recording devices, messaging platforms, and social media websites is not permitted.

Additional course information, weekly readings, PowerPoint slides, assignment outlines, and announcement will appear on Brightspace. I encourage students to familiarize themselves with the course's online learning management system before the start of the semester. If students have any questions regarding Brightspace, please contact or visit the IT Help Desk.

Course Outcomes

By the conclusion of the course, students will be able to:
- Identify pre-existing processes, structures, theories, and actors that can facilitate productive peace negotiations.
- Explain the challenges that can face a post-conflict society and the steps that can be taken to promote a peaceful transition to democratic governance.
- Ask good questions about why conflicts occur, in an attempt to mitigate future civil and international disputes.
- Articulately express ideas and arguments of the discipline.
- Organize and present evidence in a coherent manner.
- Cite references using *The Chicago Manual of Style*.
- Apply research, critical thinking, writing, and organizational skills to new tasks.

Textbook/Reading Material

Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, *Democratization – Second Edition* (Oxford, United Kingdom: Oxford University, Press, 2019).

David P. Barash, *Approaches to Peace: A Reader in Peace Studies – Fourth Edition* (New York: Oxford University Press, 2018).

* Please note that readings are subject to change. If a change is made, details will be posted on Brightspace.

Course Requirements and Evaluations

Research Essay Proposal	Due: February 12, 2020	10%
Annotated Bibliography	Due: March 4, 2020	10%
Peer-to-Peer Workshops	Due: Week 12	10%
Research Essay	Due: April 1, 2020	25%
Attendance and Participation	Full Semester	15%
Final Examination	April Exam Period	30%

Paper copies of assignments must be submitted to the instructor or to the Political Science office between 9:00am and 4:00pm (Monday to Friday). Neither the professor nor the Department of Political Science can assume responsibility for assignments submitted by e-mail.

Unless instructed otherwise, assignments must be double-spaced, presented in 12-point font, and include both the student's name and the course code (POLI 3520).

Research Essay Proposal
On **February 12, 2020**, students will submit a 3-page research essay proposal on a topic of their choosing, which relates to the themes addressed in the course. The research essay proposal should include the student's theoretical and methodological approaches to their research topic, a sample of the sources that the student plans to use, and any research problems that the student expects they may encounter during their research. If approved by the instructor, the topic for the research essay

proposal will serve as the foundation for the student's annotated bibliography, seminar presentation, and research essay.

Annotated Bibliography
Students will submit an annotated bibliography on **March 4, 2020**. In connection with the topic addressed in the research essay proposal and in preparation for the seminar presentation and research essay, students will conduct research on five academic sources that relate to the topic, cite sources using *The Chicago Manual of Style*, provide a 200-word evaluation of each source, and inform the instructor how the source will influence their research essay.

Peer-to-Peer Workshops
During **Week 12**, students will take part in a series of peer–to–peer workshops during our regularly scheduled classes. During these workshops, students will discuss their research projects with their fellow classmates, in an attempt to stimulate connections between the topics under investigation and to provide students with the opportunity to produce a higher quality of work. Groups will be formed by the instructor and students will be provided with topics to discuss. These topics may include methods and approaches, research strategies, thesis development, and/or appropriate essay structures. The instructor will circulate throughout these groups to stimulate discussions, answer questions, and evaluate student engagement.

Research Essay
Students will be asked to write a 10-page research essay and to submit it on **April 1, 2020**. The essay is designed to provide students with an opportunity to research and examine a topic that relates to the course. Feedback from the research essay proposal and annotated bibliography should be evident in the final product. The essay must follow appropriate scholarly conventions and *The Chicago Manual of Style* citation guide. The essay should also incorporate all five sources from the annotated bibliography, as well as an additional five sources.

Attendance and Participation
This course will be conducted as a lecture-seminar hybrid. Therefore, students will be expected to have their weekly readings completed prior to class on Monday morning and to participate in classroom discussions. Students are also encouraged to ask questions and to stimulate discussions.

5% of the student's grade will be based on attendance. The remaining 10% of the student's grade will be based on in–class participation.

Final Examination
The final examination will occur during the **April Exam Period** and will include all of the material covered during the course. Questions will come from the lectures, course readings, and class discussions.

The first portion of the examination will include twelve identification questions (people, places, events, documents, theories) and students will select . Students will then be asked to define who, what, where, why, how, when, and the significance surrounding each selected identification question.

The second portion of the examination will include three broad questions. Students will be asked to select one question and will be expected to appropriately answer it in essay form.

Grading

Grade	Grade Point Value	Percentage	Definition	
A+ A A-	4.30 4.00 3.70	90-100 85-89 80-84	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.30 3.00 2.70	77-79 73-76 70-72	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
C+ C C-	2.30 2.00 1.70	65-69 60-64 55-59	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Late Penalties and Absences

If a student fails to submit the research essay proposal, annotated bibliography, or the research essay on the appropriate due date, 5% will be immediately deducted from the overall grade of the assignment. For every day that the assignment is late, after that initial day, the student will be penalized an additional 2% per day. In regards to the peer-to-peer workshops and the final examination, a student will receive a grade of 0% if they fail to complete these evaluations.

As of the 2017/2018 academic year: Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or e-mail prior to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

Plagiarism

Plagiarism is a serious academic offence. A finding of plagiarism may result in a **failing grade** of an assignment or course or, if very serious, **suspension** or **expulsion** from the university. In fact, if plagiarism is discovered after a student has completed his or her studies, and the penalty results in that student no longer meeting the requirements of a degree that has been awarded, the university may **rescind** that degree.

Some examples of plagiarism:
- **Failure to attribute authorship** when using sources such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images.
- Downloading all or part of the work of another from the Internet and **submitting as one's own**.
- **The use of a paper** prepared by any person other than the individual claiming to be the author.

Plagiarism is committed when you do not acknowledge using someone else's:
- words or phrases
- ideas or thoughts
- term paper
- recording
- images
- computer code
- experiment results
- lecture content
- falsified data, citations or other text
- OR your own previously submitted work

Plagiarized materials can come from:
- books
- journal articles
- CD's
- encyclopedias
- web pages
- online term papers
- email or listservs
- talks or lecture

* This information was taken directly from: https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you

do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution cannot be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Classroom Etiquette

I intend to create a safe and productive learning environment for every student enrolled in POLI 3520. In exchange, I ask that all students respect the views and opinions of their fellow classmates.

Additionally, I am asking that all students avoid the needless use of messaging and social media platforms on their phones, laptops, and tablets during lectures. Using these platforms can be distracting to both the instructor and fellow students.

E-mail Policy and Important Announcements

When communicating with the instructor via e-mail, please include **POLI 3520** in the subject line, as well as proper greetings and salutations (using your full name). I will do my best to respond within 24 hours.

Please be sure to regularly check the "News" section on Brightspace for important announcements regarding the course and other relevant events going on in the Department of Political Science, Dalhousie University, or the surrounding community. If you have an event that you would like posted on Brightspace, please feel free to contact the instructor.

Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on traditional Mi'kmaq

Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates): http://www.dal.ca/academics/important_dates.html
- Dalhousie Grading Practices Policy: https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process: https://www.dal.ca/campus_life/academic-suport/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy: https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program: https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources
- General Academic Support – Advising: https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond: https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html
- Elders-in-Residence: (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.) https://www.medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html
- Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre: https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre: https://www.southhousehalifax.ca/
- LGBTQ2SIA+ Collaborative: https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html
- Library: http://libraries.dal.ca
- Copyright Office: https://libraries.dal.ca/services/copyright-office.html
- Dalhousie Student Advocacy Services: http://www.dsu.ca/dsas
- Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights and Equity Services: https://www.dal.ca/dept/hres.html
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Faculty or Departmental Advising Support: https://www.dal.ca/faculty/arts/programs.html for links to departmental websites and information about advising

Lecture Schedule

Week 1
January 6–8, 2020
Introduction: Why do people go to war?
- Required Reading
  - David P. Barash, *Approaches to Peace: A Reader in Peace Studies – Fourth Edition* (New York: Oxford University Press, 2018).
    - Chapter 1: Understanding War
- Optional Reading
  - John McCormick, *Introduction to Global Studies* (London, United Kingdom: Red Global Press, 2018).
    - Chapter 12: War and Peace

Week 2
January 13–15, 2020
War and International Relations: A Historical Analysis
- Required Readings
  - David P. Barash, *Approaches to Peace: A Reader in Peace Studies – Fourth Edition* (New York: Oxford University Press, 2018).
    - Chapter 3: Responding to Terrorism
  - John Baylis, Steve Smith, and Patricia Owens (editors), *The Globalization of World Politics: An Introduction to International Relations – Seventh Edition* (New York: Oxford University Press, 2017).
    - Chapter 14: War and World Politics
- Optional Readings
  - Edward Luttwak, "Give War a Chance," *Foreign Affairs* 78, no. 4 (1999), 36–44.
  - Carl von Clausewitz, *On War* (Princeton, New Jersey: Princeton University Press, 1976).

Week 3
January 20–22, 2020
Ending a Conflict
- Required Readings
  - David P. Barash, *Approaches to Peace: A Reader in Peace Studies – Fourth Edition* (New York: Oxford University Press, 2018).
    - Chapter 2: Building "Negative Peace"
  - R.J. Rummel, *Understanding Conflict and War* (Beverly Hills, California: Sage Publications, 1979).
    - Chapter 17: Ending Conflict and War: The Balance of Power
- Optional Reading
  - "How to Stop the Fighting, Sometimes," *The Economist*, November 9, 2013.

Week 4
January 27–29, 2020
Understanding, Negotiating, and Building Peace (Part I)
- Required Readings
    - David P. Barash, *Approaches to Peace: A Reader in Peace Studies – Fourth Edition* (New York: Oxford University Press, 2018).
        - Chapter 4: Building "Positive Peace"
        - Chapter 6: Peace Movements, Transformation, and the Future
- Optional Readings
    - Ximena Davies-Vengoechea, "A Positive Concept of Peace," in *Keeping the Peace: Conflict Resolution and Peaceful Societies Around the World*, edited by Graham Kemp and Douglas P. Fry (New York: Routledge, 2004), 11–19.
    - Michele J. Gelfand and Naomi Dyer, "A Cultural Perspective on Negotiation: Progress, Pitfalls, and Prospects," *Applied Psychology: An International Review* 49, no. 1 (2000), 62–99.
    - I. William Zartman, *Negotiation and Conflict Management: Essays on Theory and Practice* (London: Routledge, 2008).
        - Chapter 11: Negotiations and Prenegotiations in Ethnic Conflict
        - Chapter 15: Negotiating with Terrorists: When, how and why?

Week 5
February 3–5, 2020
Understanding, Negotiating, and Building Peace (Part II)
- Required Readings
    - Roger MacGinty and Andrew Williams, *Conflict and Development* (London: Routledge, 2009).
        - Chapter 5: Post-Conflict Reconstruction and Development
    - Gerald M. Steinberg, "The Limits of Peacebuilding Theory," in *Routledge Handbook of Peacebuilding*, edited by Roger MacGinty (New York: Routledge, 2013), 36-53.
- Optional Readings
    - David Rohde, "Bosnia's Lesson: When American Intervention Works (Partly)," *The Atlantic*, April 27, 2012.
    - Kenneth Miller and Andrew Rasmussen, "War Exposure, Daily Stressors and Mental Health in Conflict and Post-Conflict Settings," *Social Science and Medicine* 70, (2010), 7–16.
    - The Treaty of Versailles (1919)
    - Potsdam Conference (1945)
    - Camp David Accord (1978)
    - Good Friday Agreement (1998)
        - All primary source documents are available here: https://avalon.law.yale.edu/subject_menus/20th.asp

Week 6
February 10–12, 2020
Methods and Approaches to Building Democracy
- Required Readings
    - Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, *Democratization – Second Edition* (Oxford, United Kingdom: Oxford University, Press, 2019).
        - Chapter 2: Theories of Democratization
        - Chapter 4: Measuring Democracy and Democratization
- Optional Reading
    - David Beetham, *Democracy and Human Rights* (Malden, MA: Polity Press, 1999).
        - Chapter 1: Defining and Justifying Democracy
- **Research Essay Proposal (Due: February 12, 2020)**

Week 7
February 17–19, 2020
Reading Week
- No assigned readings.

Week 8
February 24–26, 2020
Democratization in a Globalized World
- Required Readings
    - Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, *Democratization – Second Edition* (Oxford, United Kingdom: Oxford University, Press, 2019).
        - Chapter 6: The Global Wave of Democratization
        - Chapter 7: The International Context
- Optional Reading
    - Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, *Democratization – Second Edition* (Oxford, United Kingdom: Oxford University, Press, 2019).
        - Chapter 8: The Political Economy of Democracy

Week 9
March 2–4, 2020
Development and Democracy
- Required Readings
    - o Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, *Democratization – Second Edition* (Oxford, United Kingdom: Oxford University, Press, 2019).
        - ▪ Chapter 10: Gender and Democratization
    - o Fionnuala Ní Aoláin and Eilish Rooney, "Underenforcement and Intersectionality: Gendered Aspects of Transition for Women," *International Journal of Transitional Justice* 1, no. 3 (2007), 338–354.
    - o Cédric Jourde, "Chapter 16: Democracy," in *Introduction to International Development: Approaches, Actors, and Issues – Second Edition*, edited by Paul A. Haslam, Jessica Schafer, Pierre Beaudet (Don Mills, Ontario: Oxford University Press, 2012), 295–312.
- Optional Readings
    - o Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, *Democratization – Second Edition* (Oxford, United Kingdom: Oxford University, Press, 2019).
        - ▪ Chapter 11: Social Capital and Civil Society
        - ▪ Chapter 12: Social Movements and Contention in Democratization Processes
- **Annotated Bibliography (Due: March 4, 2020)**

Week 10
March 9–11, 2020
The Role of State and Non-State Actors in Democratization
- Required Readings
    - o Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, *Democratization – Second Edition* (Oxford, United Kingdom: Oxford University, Press, 2019).
        - ▪ Chapter 3: Democratic and Undemocratic States
        - ▪ Chapter 13: Conventional Citizen Participation
        - ▪ Chapter 16: The Media
- Optional Readings
    - o Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, *Democratization – Second Edition* (Oxford, United Kingdom: Oxford University, Press, 2019).
        - ▪ Chapter 17: Social Media
    - o Olubunmi Akande, "Participatory Media Practices in Conflict Communities," *Conflict Trends*, Issue 3 (October 19, 2016).
        - ▪ https://www.accord.org.za/conflict-trends/participatory-media-practices-conflict-communities/

Week 11
March 16–18, 2020
Democratization: A Regional Perspective
- Required Readings
  - Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, *Democratization – Second Edition* (Oxford, United Kingdom: Oxford University, Press, 2019).
    - Chapter 20: Latin America
    - Chapter 23: The Middle East and North Africa
    - Chapter 24: Sub-Saharan Africa
- Optional Readings
  - Jorge G. Castañeda, "Latin Americans Stand up to Corruption: The Silver Lining in a Spate of Scandals," *Foreign Affairs* 95, no. 1 (January/February 2016).
    - https://www.foreignaffairs.com/articles/central-america-caribbean/2015-12-14/latin-americans-stand-corruption
  - Azam Ahmed, "The Hardest (And Most Important) Job in Afghanistan," *The New York Times*, March 4. 2015.
  - Jürg Helbling, Walter Kälin, Prosper Nobirabo, "Access to Justice: Impunity and Legal Pluralism Kenya," *The Journal of Legal Pluralism and Unofficial Law* 47, Issue 2 (2015), 347–367.

Week 12
March 23–25, 2020
Peer-to-Peer Workshops
- No assigned readings.

Week 13
March 30–April 1, 2020
Conclusion: Current Trends and Future Challenges
- Required Reading
  - Christian W. Haerpfer, Patrick Bernhagen, Christian Welzel, and Ronald F. Inglehart, *Democratization – Second Edition* (Oxford, United Kingdom: Oxford University, Press, 2019).
    - Chapter 26: Conclusion: The Future of Democratization
- **Final Examination Review (April 1, 2020)**
- **Research Essay (Due: April 1, 2020)**