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

Instructor: Dr. Gregg French  
E-mail: gregg.french@dal.ca  
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


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

Course Requirements and Evaluations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Research Essay Proposal</td>
<td>February 12, 2020</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>March 4, 2020</td>
<td>10%</td>
</tr>
<tr>
<td>Peer-to-Peer Workshops</td>
<td>Week 12</td>
<td>10%</td>
</tr>
<tr>
<td>Research Essay</td>
<td>April 1, 2020</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Full Semester</td>
<td>15%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>April Exam Period</td>
<td>30%</td>
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</tbody>
</table>

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
The 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**

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<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.30</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>85-89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>77-79</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>65-69</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>60-64</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>55-59</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>50-54</td>
<td>Marginal Pass</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>0-49</td>
<td>Inadequate</td>
</tr>
</tbody>
</table>

**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](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
- 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
- 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
    ▪ Chapter 1: Understanding War
• Optional Reading
    ▪ Chapter 12: War and Peace

Week 2
January 13–15, 2020
War and International Relations: A Historical Analysis
• Required Readings
    ▪ Chapter 3: Responding to Terrorism
    ▪ Chapter 14: War and World Politics
• Optional Readings

Week 3
January 20–22, 2020
Ending a Conflict
• Required Readings
    ▪ Chapter 2: Building “Negative Peace”
    ▪ Chapter 17: Ending Conflict and War: The Balance of Power
• Optional Reading
  o “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**
    - Chapter 4: Building “Positive Peace”
    - Chapter 6: Peace Movements, Transformation, and the Future

- **Optional Readings**
    - Chapter 11: Negotiations and Pronegotiations 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**
    - Chapter 5: Post-Conflict Reconstruction and Development

- **Optional Readings**
  - 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  
    - Chapter 2: Theories of Democratization  
    - Chapter 4: Measuring Democracy and Democratization  
- Optional Reading  
    - 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  
    - Chapter 6: The Global Wave of Democratization  
    - Chapter 7: The International Context  
- Optional Reading  
    - Chapter 8: The Political Economy of Democracy
Week 9  
March 2–4, 2020
Development and Democracy

- **Required Readings**
    - Chapter 10: Gender and Democratization

- **Optional Readings**
    - 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**
    - Chapter 3: Democratic and Undemocratic States
    - Chapter 13: Conventional Citizen Participation
    - Chapter 16: The Media

- **Optional Readings**
    - Chapter 17: Social Media
Week 11  
March 16–18, 2020  
Democratization: A Regional Perspective  
• Required Readings  
    ▪ Chapter 20: Latin America  
    ▪ Chapter 23: The Middle East and North Africa  
    ▪ Chapter 24: Sub-Saharan Africa  
• Optional Readings  
  o 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  

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  
    ▪ Chapter 26: Conclusion: The Future of Democratization  
• Final Examination Review (April 1, 2020)  
• Research Essay (Due: April 1, 2020)