

BUILDING PEACE and DEMOCRACY
POLITICAL SCIENCE 3520
Winter 2017

Professor: Dr. Ann Griffiths
Office: Winter 2017 – somewhere in Mona Campbell building
Office Hours: Wednesdays, 10:00-12:00, and by appointment
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COURSE DESCRIPTION

In the decades after World War II 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 reversed in some places. Several countries in Europe now have populist leaders – and some would say the United States has as well – who make no secret of their disdain for democracy. If the United States, once a champion for democracy and human rights internationally, is focused on domestic issues, what will 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 are the dominant emotions. What is involved in moving a country from conflict toward sustainable peace and embedded democracy? That is the focus of this course.

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: At what point should peace agreements occur? What steps should be taken to disarm and demobilize combatants and get them back into civilian life? What happens to refugees and IDPs? 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? How can a suitable electoral system be built? What are the economic priorities in a society that is rebuilding after conflict? What role can civil society play in the transition? The answers to these questions are fundamental to the success of political entities just coming out of conflict but the answers are often rushed in the transition. 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;
- 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;
- explain the main elements of democratic governance;
- describe the difficulties of making the transition from war/conflict to democracy; and
- discuss contemporary efforts to move from conflict to democracy that are in the news.

REQUIRED READINGS

There is no required textbook – some of the readings are available on Brightspace (marked with [B]), but most are available online. You can locate via Google searching by title. 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 authorities/sources from which facts, statistics and exact words and opinions have been derived.

As a student, you are required to keep an electronic copy of any paper you submit, and the course professor may require you to submit that electronic copy on demand. Copies of student papers checked by this process will be retained by Urkund.

STUDENT ACCESSIBILITY SERVICES

Students with disabilities are encouraged to register at the Student Accessibility Services (SAS) office if they wish to receive academic accommodations. To do so, students can phone (494-2836), email, visit the Mark A. Hill Accessibility Centre or the website (www.studentaccessibility.dal.ca). All forms are now available on the website. Please note that the onus is on the student, not on the professor, to make the arrangements to write exams at the SAS office.

COURSE REQUIREMENTS

1. CRITICAL ARTICLE REVIEW (20%) (DUE 31 JANUARY 2017)

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 a critical review means that you read the article with a questioning mind and examine the merits/shortcomings of its argument and assumptions rather than summarizing it.

Kishore Mahbubani and Lawrence Summers, "The Fusion of Civilizations: The Case for Global Optimism," *Foreign Affairs*, Vol. 95, No. 3 (May/June 2016), pp. 126-135 [via Dal libraries]

OR

Roberto Stefan Foa and Yascha Mounk, "The Democratic Disconnect," *Journal of Democracy*, Vol. 27, No. 3 (July 2016) [B]

OR

Rosemary Nagy, "Transitional Justice as Global Project: Critical Reflections," *Third World Quarterly*, Vol. 29, No. 2 (2008), pp. 275-289 [B]

2. GROUP ASSIGNMENT (20%) (DUE 7 MARCH 2017)

We are launching The POLI 3520 Prize for Democratic Transition Leadership. You will be divided into groups in class on 31 January. You will work as a group, outside of class time. Your assignment will be to look at current and recent leaders in Sub-Saharan Africa and find the leader who best fits the profile of Democratic Transition Leadership, and the one who least fits the profile. Further instructions will be provided in class. **You will present your findings in class 7 March 2017.**

3. TERM ESSAY (30%) (Due 23 March 2017)

Students will write an essay on a topic provided by the professor. The essay will be 2,000 to 3,000 words (8-10 pages double-spaced). Students are expected to submit a hard copy, but to keep an electronic version just in case. **Late essays will be penalized at 2% per day.** A selection of topics is provided on Brightspace, and will be handed out in class. This essay is designed to be a research paper so students should consult a number of academic sources and include a bibliography. Full citations are expected.

4. FINAL EXAM (30%) (as scheduled by the Registrar)

The final exam will be scheduled by the Registrar during the exam period of **12-26 April 2017**. **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 students can provide an acceptable written doctor's note. The exam will include material from lectures, readings and discussion in class. The format will be explained by the professor in class.

EVALUATION METHODS

Written assignments – excluding the final exam – will be marked based on a combination of several criteria. The first criterion is the cognitive element. This means the intellectual thinking that is displayed in the assignment; in other words the ideas and the evidence that the student presents, and the ability to explain, analyse and interpret information and provide evidence that promotes an argument. The second criterion is the mechanical element. This means that students will be assessed for their writing ability, use of language, correctness of grammar and spelling, effective organization of the assignment, and use of quotations, references and citations.

Assignment	Due Date	Worth
Article Review	31 January 2017	20%
Group Assignment	7 March 2017	20%
Term Essay	23 March 2017	30%
Final Examination	scheduled by Registrar (12-26 April)	30%

NOTE: The last day to withdraw from Winter term classes is 10 February 2017.

CLASS SCHEDULE AND READINGS

WEEK 1: INTRODUCTION AND CONTEXT

CLASS 1: INTRODUCTION

(10 January 2017)

CLASS 2: CONTEXT

(12 January 2017)

Required Readings

Institute for Economics and Peace, *Positive Peace Report 2016*, Executive Summary, Chapter 1 and Chapter 2 [B]

Kishore Mahbubani and Lawrence H. Summers, “The Fusion of Civilizations: The Case for Global Optimism,” *Foreign Affairs*, Vol. 95, No. 3 (May/June 2016) [available online via Dal libraries]

WEEK 2: FROM WAR TO PEACE

CLASS 3: THE END OF CONFLICT

(17 January 2017)

Required Readings

Edward Luttwak, “Give War a Chance,” *Foreign Affairs*, Vol. 78, No. 4 (1999) [B]

Rudolph J. Rummel, “Ending Conflict and War: The Balance of Powers,” Chapter 17 in *Understanding Conflict and War, Volume 4: War, Power, Peace*, Beverly Hills, CA: Sage Publications, 1979 [[via Google, search by title](#)]

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

Interesting Supplemental Readings

Magdalena Grono, “Ukraine’s Unlucky Town Called Happiness,” International Crisis Group, 17 October 2016

International Crisis Group, “The African Union and the Burundi Crisis: Ambition versus Reality,” Africa Briefing No. 122, 28 September 2016

CLASS 4: PEACE NEGOTIATIONS

(19 January 2017)

Required Readings

I. William Zartman, "Ripeness: The Hurting Stalemate and Beyond," Chapter 6, up to page 20, in *International Conflict Resolution after the Cold War*, Committee on International Conflict Resolution, Washington, DC: National Academic Press, 2000 [B]

Stephen John Stedman, "Spoiler Problems in Peace Processes," Chapter 5 in *International Conflict Resolution after the Cold War*, Committee on International Conflict Resolution, Washington, DC: National Academic Press, 2000 [B]

Interesting Supplemental Readings

Sung Yong Lee, "Patterns of National Factions' Strategic Moves in Peace Negotiations: A Perception-oriented Typology," *Civil Wars*, Vol. 15, No. 1 (2013)

April Longley Alley, "Can the Kuwait Peace Talks Break Yemen's Deadlock?" Commentary, International Crisis Group, 16 April 2016

International Crisis Group, "Myanmar's Peace Process: Getting to a Political Dialogue," Crisis Group Asia Briefing No. 149, 19 October 2016

Jacob Bercovitch and Leah Simpson, "International Mediation and the Question of Failed Peace Agreements," *Peace and Change*, Vol. 35, No. 1 (January 2010)

International Crisis Group, "The Libyan Political Agreement: Time for a Reset," Middle East and North Africa Report No. 170, 4 November 2016

WEEK 3: PEACE AGREEMENTSCLASS 5: PEACE AGREEMENTS

(24 January 2017)

Required Readings

Evan Hoffman and Jacob Bercovitch, "Examining Structural Components of Peace Agreements and their Durability," *Conflict Resolution Quarterly*, Vol. 28, No. 4 (Summer 2011) [B]

Ramzi Badran, "Intrastate Peace Agreements and the Durability of Peace," *Conflict Management and Peace Science*, Vol. 31, No. 2 (2014) [B]

David Rohde, "Bosnia's Lesson: When American Intervention Works (Partly)," *The Atlantic*, 27 April 2012

Interesting Supplemental Readings

The Berlin (Potsdam) Conference, 17 July - 2 August 1945. Protocol of the Proceedings, 1 August 1945

Camp David Accord, 1978

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 of 20th century treaties to find these treaties, available at http://avalon.law.yale.edu/subject_menus/20th.asp

Thierry Vircoulon, “Insights from the Burundian Crisis (III): Back to Arusha and the Politics of Dialogue,” International Crisis Group, 7 July 2016

Colombia, Acuerdo Final, Acuerdo Final para la Terminación del Conflicto y la Construcción de una Paz Estable y Duradera, 24 August 2016 [in Spanish!]

CLASS 6: GUEST SPEAKER
(26 January 2017)

WEEK 4: MOVING ON FROM CONFLICT

CLASS 7: DDR PROGRAMS
(31 January 2017)

Group formation.**Required Readings**

United Nations, DDR Program, “Second Generation Disarmament, Demobilization and Reintegration: Practices in Peace Operations,” up to page 31, 2010 [**B**]

Robert Muggah, “Innovations in Disarmament, Demobilization and Reintegration Policy and Research,” NUPI Working Paper 774, Small Arms Survey, 2010 [**B**]

Stephanie Hanson, “Disarmament, Demobilization, and Reintegration (DDR) in Africa,” Council on Foreign Relations, 16 February 2007 [available at www.cfr.org/world/disarmament-demobilization-reintegration-ddr-africa/p12650]

Interesting Supplemental Readings

International Crisis Group, “Central African Republic: Preventing a New Attempt at Destabilisation,” 16 November 2016

United Nations, DDR Program, “Chapter 2.2: Post-Conflict Stabilization, Peace-building and Recovery Frameworks,” no date

CLASS 8: RE-LOCATING THE DISLOCATED

(2 February 2017)

Required Readings

Megan Bradley, “Introduction,” *Refugee Repatriation: Justice, Responsibility and Redress* (Cambridge: Cambridge University Press, 2013) [B]

Guido Ambroso, “The End of History? Conflict, Displacement and Durable Solutions in the Post-Cold War Era,” Research Paper No. 207, UN High Commissioner for Refugees, 2011 [B]

Interesting Supplemental Readings

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

Carl Case, “Preparing for Humanitarian Demining in Post-Conflict Colombia,” *The Journal of ERW and Mine Action*, Vol. 19, No. 2 (July 2015)

WEEK 5: DEALING WITH THE LEGACIES OF CONFLICT AND VIOLENCE**CLASS 9: DEALING WITH TRAUMA**

(7 February 2017)

Required Readings

Kenneth Miller and Andrew Rasmussen, “War Exposure, Daily Stressors and Mental Health in Conflict and Post-conflict Settings,” *Social Science and Medicine*, Vol. 70 (2010) [B]

Paul B. Spiegel, Francesco Checchi, Sandro Colombo, Eugene Paik, “Health-care Needs of People Affected by Conflict: Future Trends and Changing Frameworks,” *The Lancet*, Vol. 375 (23 January 2010) [B]

Jonathan I. Bisson, “Post-Traumatic Stress Disorder,” *Occupational Medicine*, Vol. 57 (2007) [B]

Interesting Supplemental Readings

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

CLASS 10: AMNESTY AND PEACE?

(9 February 2017)

Required Readings

Louise Mallinder, "The Role of Amnesties in Conflict Transformation," in Cedric Ryngaert (ed.), *The Effectiveness of International Criminal Justice*, Antwerp: Intersentia, 2009 [B]

James P. Peiffner, "US Blunders in Iraq: De-Baathification and Disbanding the Army," *Intelligence and National Security*, Vol. 25, No. 1 (February 2010)

Interesting Supplemental Readings

Edknowledge Mandikwaza, "The Place for Amnesty in Zimbabwe's Transitional Justice Process," *Conflict Trends*, Issue 2, August 2016

L. Paul Bremer III, "Iraq Coalition Provisional Authority Order Number One, De-Ba'athification of Iraqi Society," 16 May 2003

Miranda Sissons and Abdulrazzaq Al-Saiedi, "Iraq's de-Baathification Still Haunts the Country," *Al Jazeera*, 12 March 2013

WEEK 6: JUSTICECLASS 11: TYPES OF JUSTICE

(14 February 2017)

Required Readings

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

Martina Fischer, "Transitional Justice and Reconciliation: Theory and Practice," Berghof Foundation, 2011 [B]

Interesting Supplemental Readings

Christopher Zambakari, "To Punish or to Reform? Survivor Justice in Africa," *Conflict Trends*, Issue 2 (2016)

Rosemary Nagy, "Transitional Justice as Global Project: Critical Reflections," *Third World Quarterly*, Vol. 29, No. 2 (2008)

Priscilla B. Hayner, "Introduction" and "Chapter 1: Confronting Past Crimes," in *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*, New York: Routledge, 2011

Cillian McGrattan, "Policing Politics: Framing the Past in Post-Conflict Divided Societies," *Democratization*, Vol. 21, No. 3 (2014)

CLASS 12: INTERNATIONAL JUSTICE

(16 February 2017)

Required Readings

Rebecca Devitt, "Justice and Peace: The Role of International Tribunals in Transitional Justice," E-International Relations, 2012 [B] [beware of typos!]

International Criminal Court, "Introduction," in "Report on Preliminary Examination Activities 2016," ICC, 14 November 2016 [B]

Paul Willis, "The Trials and Tribulations of the ICC," OpenCanada.org, 16 April 2015 [B]

Interesting Supplemental Readings

The International Military Tribunal for Germany, Contents of the Nuremberg Trials Collection, Yale Law School, The Avalon Project

Alan Keenan, "Impunity and Justice: Why the UN Human Rights Council Must Stay Engaged in Sri Lanka," International Crisis Group, 17 June 2016

Office of the Prosecutor, "Policy Paper on Case Selection and Prioritisation," International Criminal Court, 15 September 2016

Steven R. Ratner, "Accountability and the Sri Lankan Civil War," *The American Journal of International Law*, Vol. 106 (2012)

Ben Taub, "The Assad Files," *The New Yorker*, 18 April 2016

STUDY WEEK (WEEK 7), 20-24 FEBRUARY 2017

WEEK 8: SECURITY SECTOR REFORM AND GOVERNANCE

CLASS 13: GETTING THE MILITARY INTO THE BARRACKS (AND OUT OF POLITICS)

(28 February)

Required Readings

Herbert Wulf, "Security Sector Reform in Developing and Transitional Countries Revisited," Berghof Foundation, 2011 [B]

Samuel P. Huntington, "Reforming Civil-Military Relations," *Journal of Democracy*, Vol. 6, No. 4 (1995) [available online via Dal libraries]

Interesting Supplemental Readings

International Crisis Group, "Executive Summary, Nigeria: The Challenge of Military Reform," Africa Report No. 237, 6 June 2016

International Crisis Group, "Reform and Security Strategy in Tunisia," Middle East and North Africa Report No. 161, 23 July 2015

Albrecht Schnabel and Hans Born, "Security Sector Reform: Narrowing the Gap Between Theory and Practice," Geneva Centre for the Democratic Control of Armed Forces, 2011

CLASS 14: GOVERNANCE

(2 March 2017)

Required Readings

Robert I. Rotberg, "The Need for Strengthened Political Leadership," *The Annals of the American Academy of Political Science*, Vol. 652, No. 1 (March 2014) [B]

Alina Mungiu-Pippidi, "The Quest for Good Governance: Learning from Virtuous Circles," *Journal of Democracy*, Vol. 27, No. 1 (January 2016) [B]

Barbara F. Walter, "Why Bad Governance Leads to Repeat Civil War," *Journal of Conflict Resolution*, 2014 [B]

Interesting Supplemental Readings

Francis Fukuyama, "States and Democracy," *Democratization*, Vol. 21, No. 7 (2014)

Carl Bildt, "The Seven Lessons of State Building," International Crisis Group, March 2016

International Crisis Group, "Kyrgyzstan: State Fragility and Radicalisation," Europe and Central Asia Briefing No. 83, 3 October 2016

George Packer, "Afghanistan's Theorist-in-Chief," *The New Yorker*, 4 July 2016

WEEK 9: GOVERNANCE AND DEMOCRACY

CLASS 15: GOVERNANCE AND DEMOCRACY

(7 March 2017)

Group Presentations for the 2017 Prize for Democratic Transition Leadership

Required Readings

Samuel P. Huntington, "Democracy's Third Wave," *Journal of Democracy*, Vol. 2, No. 2 (1991), pp. 12-34 [B]

Ivan Krastev, "The Unraveling of the Post-1989 Order," *Journal of Democracy*, Vol. 27, No. 4 (October 2016) [B]

Interesting Supplemental Readings

Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review*, Vol. 97, No. 4 (November 2003)

Steven A. Cook, "How Erdogan Made Turkey Authoritarian Again," *The Atlantic*, 21 July 2016

Roberto Stefan Foa and Yascha Mounk, "The Democratic Disconnect," *Journal of Democracy*, Vol. 27, No. 3 (July 2016)

CLASS 16: DEMOCRATIZATION

(9 March 2017)

Required Readings

Abraham Lowenthal and Sergio Bitar, "Getting to Democracy," *Foreign Affairs*, Vol. 95, No. 1 (January/February 2016) [available online via Dal libraries]

Isabel Coleman and Terra Lawson-Remer, "Introduction: Political and Economic Lessons from Democratic Transitions," in *Pathways to Freedom*, Council for Foreign Relations, 2013 [B]

Larry Diamond, "Democracy in Decline: How Washington Can Reverse the Tide," *Foreign Affairs*, Vol. 95, No. 4 (July-August 2016) [available online via Dal libraries]

Interesting Supplemental Readings

Jeremy Kinsman, "Understanding the Recent Road to Crisis in the Middle East," OpenCanada.org, 1 April 2016

Juha Saunavaara, "Enforced Democratization in Japan: Lessons for Iraq and Afghanistan," *Democratization*, Vol. 21, No. 6 (2014)

John Gray, "The Closing of the Liberal Mind," *New Statesman*, 7 November 2016

Joshua Kurlantzick, "Southeast Asia's Regression from Democracy and Its Implications," Council for Foreign Relations, 2014

WEEK 10: CONSTITUTIONS AND ELECTIONS**CLASS 17: WRITING CONSTITUTIONS**

(14 March 2017)

Required Readings

Michele Brandt, "Constitutional Assistance in Post-Conflict Countries," United Nations Development Program, June 2005 [B]

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

Ionel Zamfir, European Parliamentary Research Service, "Democracy in Africa: Power Alteration and Presidential Term Limits," Briefing, April 2016

Sophia du Plessis, Ada Jansen and Krige Siebrits, "Democratisation in Africa: The Role of Self-enforcing Constitutional Rules," *African Journal on Conflict Resolution*, Vol. 15, No. 1 (2015) [B]

Interesting Supplemental Readings

Hanna Lerner, "Constitution-writing in Deeply Divided Societies: The Incrementalist Approach," *Nations and Nationalism*, Vol. 16, No. 1 (2010)

Julia Strasheim and Hanne Fjelde, "Pre-Designing Democracy: Institutional Design of Interim Governments and Democratization in 15 Post-Conflict Societies," *Democratization*, Vol. 21, No. 2 (2014)

CLASS 18: ELECTIONS

(16 March 2017)

Required Readings

Pippa Norris, "Choosing Electoral Systems: Proportional, Majoritarian and Mixed Systems," *International Political Science Review*, Vol. 18, No. 3 (1997) [B]

Benjamin Reilly, "Electoral Systems for Divided Societies," *Journal of Democracy*, Vol. 13, No. 2 (April 2002) [B]

Benjamin Reilly, "Post-Conflict Elections: Constraints and Dangers," *International Peacekeeping*, Vol. 9, No. 2 (2002) [B]

Thomas Edward Flores and Irfan Nooruddin, "The Effect of Elections on Postconflict Peace and Reconstruction," *The Journal of Politics*, Vol. 74, No. 2 (April 2012)

Interesting Supplemental Readings

Michael Wahman, "Democratization and Electoral Turnovers in Sub-Saharan Africa and Beyond," *Democratization*, Vol. 21, No. 2 (2014)

Gary Bland, Andrew Green and Toby Moore, "Measuring the Quality of Election Administration," *Democratization*, Vol. 20, No. 2 (2013)

WEEK 11: RULE OF LAW AND THE COURTS

CLASS 19: RULE OF LAW
(21 March 2017)

Required Readings

Louise Arbour, "Building an Independent Judiciary: Process and Perceptions," International Crisis Group, 2 September 2013 [google title]

UN Security Council, Report of the Secretary-General, "The Rule of Law and Transitional Justice in Conflict and Post-Conflict Societies," UN, 12 October 2011 [B]

Interesting Supplemental Readings

United Nations General Assembly, Report of the Secretary-General, "Strengthening and Coordinating United Nations Rule of Law Activities," 2014

Adrian Chen, "When a Populist Demagogue Takes Power," *The New Yorker*, 21 November 2016

International Crisis Group, "Sri Lanka: Jumpstarting the Reform Process," Asia Report, May 2016

Tina Mavrikos-Adamou, "Rule of Law and the Democratization Process: The Case of Albania," *Democratization*, Vol. 21, No. 6 (2014)

CLASS 20: POLICE, COURTS, PRISONS
(23 March 2017)

No Required Readings**Interesting Supplemental Readings**

Jürg Helbling, Walter Kälin, Prosper Nobirabo, "Access to Justice: Impunity and Legal Pluralism in Kenya," *The Journal of Legal Pluralism and Unofficial Law*, 2015

Matthew Shaer, "Can Amateur Journalism Bring Justice to Rio's Favelas?" *The New York Times*, 18 February 2015

International Crisis Group, “The Future of the Afghan Local Police,” Asia Report No. 268, 4 June 2015

Azam Ahmed, “The Hardest (And Most Important) Job in Afghanistan,” *The New York Times*, 4 March 2015

International Crisis Group, “Central Mali: An Uprising in the Making?” Africa Report No. 238, 6 July 2016

WEEK 12: ECONOMIES AFTER CONFLICT

CLASS 21: CORRUPTION
(28 March 2017)

Required Readings

Jorge G. Castaneda, “Latin Americans Stand up to Corruption,” *Foreign Affairs*, Vol. 95, No. 1 (January/February 2016) [available online via Dal library]

Daniel Stockemer, Bernadette LaMontagne and Lyle Scruggs, “Bribes and Ballots: The Impact of Corruption on Voter Turnout in Democracies,” *International Political Science Review*, Vol. 34, No. 1 (2011) [B]

Institute for Economics and Peace, *Peace and Corruption 2015* [B]

Interesting Supplemental Readings

International Crisis Group, “Crutch to Catalyst? The International Commission Against Impunity in Guatemala,” Latin America Report No. 56, 29 January 2016

International Crisis Group, “Tunisia: Transitional Justice and the Fight against Corruption,” Middle East and North Africa Report No. 168, 3 May 2016

Arturo Matute, “Guatemala: Young Blood, Old Vices,” International Crisis Group, Report No. 56, Latin American and Caribbean, 14 November 2016

Taehoon Ha, “A Twisted Self-Portrait of South Korean Prosecutors: Behind the Need to Regain Trust and Justice,” East Asia Foundation, 18 October 2016

CLASS 22: KICK STARTING THE ECONOMY
(30 March 2017)

Required Readings

Peacebuilding Initiative, “Economic Recovery Strategies and Peacebuilding Processes,” April 2009

Peacebuilding Initiative, “Economic Recovery Strategies: Strategies and Models,” April 2009

Interesting Supplemental Readings

International Crisis Group, “The Economic Disaster Behind Afghanistan’s Mounting Human Crisis,” Statement, 3 October 2016

Magdalena Grono, “Isolation of Post-Soviet Conflict Regions Narrows the Road to Peace,” Commentary, International Crisis Group, 23 November 2016

WEEK 13: CIVIL SOCIETY

CLASS 23: CIVIL SOCIETY
(4 April 2017)

Required Readings

Martina Fischer, “Civil Society in Conflict Transformation: Strengths and Limitations,” Berghof Foundation, 2011 [B]

Olubunmi Akande, “Participatory Media Practices in Conflict Communities,” *Conflict Trends*, Issue 3 (2016)

Peacebuilding Initiative, “Civil Society: Key Debates and Implementation Challenges,” April 2009

Jeffrey Sachs, “Chapter 8: Investing in Social Capital,” in John Helliwell, Richard Layard and Jeffrey Sachs (editors), *World Happiness Report 2015* [B]

Interesting Supplemental Readings

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

CLASS 24: LAST THOUGHTS AND REVIEW
(6 April 2017)

No readings!