BUILDING PEACE and DEMOCRACY
POLITICAL SCIENCE 3520
Winter 2016

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

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 in some places reversed. This reflects the fact that 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 is just coming out of conflict, and therefore where trust is lacking, infrastructure is destroyed, and anger and desire for revenge are the dominant emotion. 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? How can refugees and IDPs be returned home and accommodated? What priority should be placed on justice and what form should it take? Can international courts play a useful role in punishing those who have perpetrated crimes during the conflict? What exactly is democracy, and what does it involve? What is involved in a constitution-writing process? How can a suitable electoral system be built? What role can civil society play in the transition to democracy? What are the economic priorities in a society that is rebuilding after conflict? Can outsiders help the transition to democracy or must the process be indigenous? 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 and other questions in an attempt 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;
• explain the importance of civilian control of the military;
• outline the different definitions of democracy;
• explain the 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 in the news.

REQUIRED READINGS
There is no required textbook – some of the readings are available on BBL, but most 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 SafeAssign 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 SafeAssign. 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 SafeAssign.

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. SHORT ASSIGNMENT #1 (20%) (DUE 28 JANUARY 2016)
CRITICAL ARTICLE REVIEW
Select one of the two readings listed below and write a 1,200-2,000 word (4-6 double-spaced pages) critical article review. Note that a critical review means that you read it with a questioning mind and examine the merits/shortcomings of its argument and assumptions rather than summarizing it.


   OR


2. SHORT ASSIGNMENT #2 (20%) (DUE 25 FEBRUARY 2016)
OPTION A: WRITE A CRITICAL REVIEW
Select one of the two readings listed below and write a 1,200-2,000 word (4-6 double-spaced pages) critical article review.


   OR


OPTION B: WRITE A SPEECH
For this option students will receive more instructions in class. The assignment will be about the military in a country that is democratizing, and students will write a speech for the Minister of Defence. This speech will be made by the Minister to the leading members of the military and is supposed to convince them that in a democracy the military must be subordinate to civilian authorities.

3. TERM ESSAY (30%) (Due 24 March 2016)
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 at the end of this syllabus. 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 **9-23 April 2016. 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.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Worth</th>
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<tbody>
<tr>
<td>Article Review</td>
<td>28 January 2016</td>
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<tr>
<td>Article Review/Speech</td>
<td>25 February 2016</td>
<td>20%</td>
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<tr>
<td>Term Essay</td>
<td>24 March 2016</td>
<td>30%</td>
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<tr>
<td>Final Examination</td>
<td>scheduled by Registrar</td>
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**MARKING SCHEME**

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<tr>
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<tr>
<td>C</td>
<td>62 - 65%</td>
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<tr>
<td>C+</td>
<td>59 - 61%</td>
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<tr>
<td>C-</td>
<td>55 - 59%</td>
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**Dalhousie Grade Scale**

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<td>B+</td>
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<td>C</td>
<td>55 - 59%</td>
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<tr>
<td>C+</td>
<td>50 - 54%</td>
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<tr>
<td>C-</td>
<td>45 - 49%</td>
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CLASS SCHEDULE AND READINGS

WEEK 1: INTRODUCTION AND CONTEXT

CLASS 1: INTRODUCTION
(5 January 2016)

CLASS 2: CONTEXT
(7 January 2016)


Sheila A. Smith, “Rethinking Asia’s Postwar Settlement,” Council on Foreign Relations, 5 August 2015, available online

WEEK 2: FROM WAR TO PEACE

CLASS 3: THE END OF CONFLICT
(12 January 2016)


Interesting But Not Required


CLASS 4: PEACE NEGOTIATIONS
(14 January 2016)


**Interesting But Not Required**


International Crisis Group, “Statement on a Political Deal for Libya,” 12 December 2015, available online


**WEEK 3: PEACE AGREEMENTS**

**CLASS 5: ANALYSING HISTORIC AGREEMENTS**
(19 January 2016)

The Versailles Treaty 28 June 1919

Camp David Accord, 1978

Dayton Peace Accord, 1995

Good Friday Agreement (The Belfast Agreement), 10 April 1998

NOTE: all of these treaties are available through The Avalon Project at Yale University, You must scroll through the list of 20\textsuperscript{th} century treaties to find these treaties, available at http://avalon.law.yale.edu/subject_menus/20th.asp

**Interesting But Not Required**

**CLASS 6: GUEST SPEAKER**
(21 January 2016)
**WEEK 4: MOVING ON FROM CONFLICT**

**CLASS 7: DDR PROGRAMS**  
(26 January 2016)


**Interesting But Not Required**  

**CLASS 8: RE-LOCATING THE DISLOCATED**  
(28 January 2016)


Alexander Betts, “Human Migration will be a Defining Issue of this Century. How Best to Cope?” *The Guardian*, 20 September 2015

**Interesting But Not Required**  
United Nations, Text of the 1951 Convention Relating to the Status of Refugees [BBL]


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

**CLASS 9: DEALING WITH THE TRAUMA**  
(2 February 2016)


**Interesting But Not Required**

**CLASS 10: AMNESTY AND PEACE?**  
(4 February 2016)


**WEEK 6: JUSTICE**

**CLASS 11: TYPES OF JUSTICE**  
(9 February 2016)

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


**CLASS 12: INTERNATIONAL JUSTICE**  
(11 February 2016)

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

Paul Willis, “The Trials and Tribulations of the ICC,” OpenCanada.org, 16 April 2015 [BBL]

**Interesting But Not Required**
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


**STUDY WEEK (WEEK 7), 15-19 FEBRUARY 2016**

**WEEK 8: GETTING THE MILITARY INTO THE BARRACKS (AND OUT OF POLITICS)**

**CLASSES 13 AND 14**
(23 and 25 February 2016 )


**Interesting But Not Required**

**WEEK 9: GOVERNANCE AND DEMOCRACY**

**CLASS 15: GOVERNANCE**
(1 March 2016)


Michael Bell, “Middle East Realities and Western Responses,” Policy Paper, Canadian Global Affairs Institute, August 2015

CLASS 16: DEMOCRACY
(3 March 2016)


**Interesting But Not Required**


International Crisis Group, “Somaliland: The Strains of Success,” Africa Briefing No. 113, 5 October 2015, available online

WEEK 10: CONSTITUTIONS AND ELECTIONS

CLASS 17: WRITING CONSTITUTIONS
(8 March 2016)


**Interesting But Not Required**

CLASS 18: ELECTIONS  
(10 March 2016)


Fair Vote Canada, “Why Proportional Representation? A Look at the Evidence,” no date [BBL]

**Interesting But not Required**

International Crisis Group, “The Myanmar Elections: Results and Implications,” Asia Briefing No. 147, 9 December 2015 [BBL]


WEEK 11: RULE OF LAW AND THE COURTS

CLASS 19: RULE OF LAW  
(15 March 2016)


**Interesting But Not Required**


**CLASS 20: POLICE, COURTS, PRISONS**
(17 March 2016)


**WEEK 12: ECONOMIES AFTER CONFLICT**

**CLASS 21: CORRUPTION**
(22 March 2016)


**Interesting But Not Required**
Oliver Bullough, “Welcome to Ukraine, the Most Corrupt Nation in Europe,” *The Guardian*, 6 February 2015, available online


**CLASS 22: KICKSTARTING THE ECONOMY**
(24 March 2016)

Interesting but Not Required

WEEK 13: CIVIL SOCIETY

CLASSES 23-24: CIVIL SOCIETY
(29 and 31 March 2016)


Interesting But Not Required


WEEK 14: LAST THOUGHTS

CLASS 25: LAST THOUGHTS AND REVIEW
(5 April 2016)
Term Research Essay

Students will write an essay on one of the following topics. The essay will be 2,500 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. **Essays are due 24 March 2016. Late essays will be penalized at 2% per day.**

Students are expected to make an argument – that is, the essay should not just describe or summarize but make an argument about the topic or issue. An argument means that you are trying to convince me of your point of view, and it also means that you must pick a side (and not give points for both sides).

This essay is designed to be a research paper so students should consult at least five academic sources and include a bibliography (which should be single-spaced and in alphabetical order according the last name of the author/editor). Full citations are expected – preferably footnotes or endnotes. And remember that plagiarism is not acceptable. If you are uncertain about how to use citations, consult the professor, or writing centres on campus.

**Topics**

1. Are amnesties necessary in order to arrive at a peace settlement?

2. Is local justice the most appropriate way to deal with people who have committed war crimes during conflict?

3. Is an authoritarian government better at guiding a country out of conflict than a democratic one? Why? Why not?

4. Can the type of electoral system that is adopted in a country that is coming out of conflict exacerbate tensions and lead to a return to conflict? How? Why?

5. It is unrealistic to expect combatants to disarm in a situation where there is a lack of trust. Disarmament programs are therefore not going to work.

6. Many people in the West have high opinions of civil society organizations and believe that they are a force for democracy. Is this an accurate assessment of CSOs in post-conflict states?

7. Is an external guarantor necessary to implement a successful peace agreement? Why?

8. In the immediate post-conflict society, ex-combatants should receive special attention/programs to reintegrate them back into society.