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
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 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.


OR


OR


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.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Article Review</td>
<td>31 January 2017</td>
<td>20%</td>
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<tr>
<td>Group Assignment</td>
<td>7 March 2017</td>
<td>20%</td>
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<tr>
<td>Term Essay</td>
<td>23 March 2017</td>
<td>30%</td>
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<tr>
<td>Final Examination</td>
<td>scheduled by Registrar (12-26 April)</td>
<td>30%</td>
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**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


WEEK 2: FROM WAR TO PEACE

CLASS 3: THE END OF CONFLICT
(17 January 2017)

Required Readings


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

Interesting Suppermental Readings

CLASS 4: PEACE NEGOTIATIONS  
(19 January 2017)

Required Readings


Interesting Supplemental Readings

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


WEEK 3: PEACE AGREEMENTS

CLASS 5: PEACE AGREEMENTS  
(24 January 2017)

Required Readings


**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


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**


Interesting Supplemental Readings


CLASS 8: RE-LOCATING THE DISLOCATED
(2 February 2017)

Required Readings


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


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]


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


Interesting Supplemental Readings

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: JUSTICE

CLASS 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]


Interesting Supplemental Readings


**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!]


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


**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]

**Interesting Supplemental Readings**


**CLASS 14: GOVERNANCE**

(2 March 2017)

**Required Readings**


**Interesting Supplemental Readings**


**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


Interesting Supplemental Readings


**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]


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


WEEK 10: CONSTITUTIONS AND ELECTIONS

CLASS 17: WRITING CONSTITUTIONS
(14 March 2017)

Required Readings

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


Interesting Supplemental Readings


CLASS 18: ELECTIONS
(16 March 2017)

Required Readings


Interesting Supplemental Readings


Week 11: Rule of Law and the Courts

Class 19: Rule of Law
(21 March 2017)

Required Readings


Interesting Supplemental Readings


Class 20: Police, Courts, Prisons
(23 March 2017)

No Required Readings

Interesting Supplemental Readings


**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]


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

**Interesting Supplemental Readings**


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


Interesting Supplemental Readings


WEEK 13: CIVIL SOCIETY

CLASS 23: CIVIL SOCIETY  
(4 April 2017)

Required Readings


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


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!