

Peace and Conflict Studies Program
University of California, Berkeley
PACS 119
“POST-CONFLICT PEACE-BUILDING”
Fall 2016
MW 5-6:30PM
Hearst Field Annex B5

Instructor: Dr. Manuela Travaglianti
120-A Stephens Hall
manuelat@berkeley.edu
Office hours: Monday 1:30-3:30PM

Learning objectives and overview of the course

This course examines the process of rebuilding states and societies that have experienced civil conflicts. By taking this course, you will understand what is post-conflict peacebuilding and will learn what are the origins of the concept and how it developed in practice during the past decades. Specifically, you will explore and learn how to evaluate a wide range of peace-building programs in the four key pillars of security, development, social rehabilitation, and political and institutional processes.

The course is structured as follows. Having outlined the changes in the nature of conflicts in the past decades, we will analyze the causes of the onset, duration, and termination of civil wars. We will then study how international peace-building missions evolved to address an increasing number of factors in the war-to-peace transition, and will focus on the main components of conflict-prevention and state reconstruction; economic development, social rehabilitation, security, and governance and democratic practices. In doing so, the course will discuss lesson learned from case-studies and from cross-national analyses and project evaluations. In particular, we will focus on two case-studies: Burundi and Sierra Leone.

This syllabus lists the topics that will be covered. They are grouped by argument rather than by date, and the timeline is at the end. The syllabus lists the required readings. Additional readings may be provided during the semester.

Requirements

The requirements described below aim at developing analytical and critical thinking. In particular, by combining theory and case studies, you will be enabled to apply theoretical concepts to the real world, and will be guided in evaluating theoretical recommendations properly. The requirements further aim at promoting collaboration among students as well as enhancing your presentation skills.

At the beginning of the semester, you will be assigned a case-study on which you will focus for the entire duration of the course. This will allow you to know a case in depth as well as to understand how various components of peacebuilding are implemented and interact with a specific contexts. You will also be assigned to a group and will work with your group on preparing one class presentation on the implementation of peacebuilding within your case-study. By sharing knowledge and findings with the class, you will re-elaborate what you learned, compare different cases, and explore how various peacebuilding approaches and activities may or may not fit different contexts.

The final grade will be computed according to the following components:

- Research report on causes of the civil war in your case study (10 points). You will research the causes of the onset of the civil conflict in your assigned case study, and discuss how your findings relate to the theories presented in the readings. The report should be 4-6 pages, double-spaced.
- Group presentation (15 points). You will be assigned to a small group of peers. Each group will do one presentation on one of the four peacebuilding areas. The group will research actual programs in one of the case studies, critically discuss their implementation, and led a class debate afterwards. This is a collective assignment: the presentation will be evaluated based on content (50%) and clarity (50%) of the *entire* presentation (i.e., each member of your group receives the same grade).
- Analysis of peacebuilding programs (15 points). Two days before the scheduled presentation, you will submit an essay that critically discusses the program that will be presented in class. In this essay you will confront the strengths and weaknesses of the program, how it refers to the theories and recommendations presented in the readings, and its potential for improvement. You will also suggest three questions for class discussion. If you will focus on a specific component of the program during the presentation (e.g., the goals, the actors, the implementation..), you may focus your essay on this component, but you will have to make sure that you eventually link it to the broader framework. The essay should be double spaced, about 6 pages. All students should read these reports before the presentation, and prepare for class discussion.
- Wrap-up paper (in-class) (20 points) In this in-class essay, you will be asked to comment on the theory and/or implementation of one of the four peacebuilding pillars (or all of them), and relate it/them to the causes of civil wars. This paper is in-class, right before Thanksgiving recess.
- Research paper (take-home) (30 points). You can choose between developing a research design to evaluate the outcome of an existing peacebuilding program, or a proposal for an innovative peacebuilding program that addresses an issue, a challenge, a gap in existing programs. You will have a mandated meeting with me during office hours to identify the topic and to structure the key components of the paper. The paper should be about 12 pages long, double-spaced.
- Participation, questions, and endeavor (10 points). Class meetings will be a combination of lectures, class discussions, and student presentations. You are expected to

complete the readings for each session on time and participate actively in the class discussions. At the beginning of each meeting, one or two students will be randomly selected to lead a 20 minute-class discussion—so, be prepared *each time* to give a brief presentation on the week’s readings and have two questions that critically engage these readings.

Policies

Attendance is mandatory. Assignments should be submitted on time. Late submissions will not be accepted and will be given 0 points. Beside extraordinary circumstances, no extension will be granted on final papers.

You are *not* allowed to use laptops and electronic devices, unless I require otherwise for specific activities

As members of the campus community at UC Berkeley, you are expected to demonstrate integrity in all of academic endeavors and will be evaluated on your own merits. Any test, paper or report submitted by you and that bears your name is presumed to be your own original work. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution—that is by fully identifying the original source and extent of your use, usually in the form of a footnote or parenthesis. As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you require accommodation please have DSP send me a “letter of accommodation.” Also, please contact me at least three weeks before the assignment for which you require accommodation is due.

Session 1. Introduction: war and peace

Overview of the course. Overview of the key concepts of war and peace.

- Peter Uvin, *Human security in Burundi: The view from below (by youth)*, African Security Review 16.2 Institute for Security Studies (2007)
- Sambanis, Nicholas. 2004. *What Is A Civil War? Conceptual and Empirical Complexities of an Operational Definition*. Journal of Conflict Resolution 48 (6). Pages 814-831
- Sarkees, Meredith Reid (2014) *Patterns of civil wars in the twenty-first century. The decline of civil wars?*. In Newman, Edward (Eds) “The Routledge Handbook of Civil wars”

Session 2. Causes and Consequences of Conflicts

Before studying how to build peace, we must understand why conflicts within states erupt, how they are fought, how they end, what legacies they leave behind. This session will provide an overview of the main directions in the literature on civil wars and inter-communal conflicts. We will examine the economic, demographic, and political drivers of conflicts, and their economic, social and psychological impact on individuals, communities, and the state. At the end, we will introduce the case-studies that will be covered during the course and explore the root causes and the consequences of their conflicts.

- Christopher Blattman and Edward Miguel, *Civil war*, Journal of Economic Literature Vol. 48, No. 1 (March 2010)
- Havard Hegre and Havard Mogleiv Nygard *Governance and Conflict Relapse* Journal of Conflict Resolution September 2015 59: 984-1016,
- Matthias Basedau, Birte Pfeiffer, and Johannes Vllers, *Bad Religion? Religion, Collective Action, and the Onset of Armed Conflict in Developing Countries*, Journal of Conflict Resolution March 2016 60: 226-255,
- Macartan Humphreys and Jeremy Weinstein (2008) *Who fights? The determinants of participation in civil war*. American Journal of Political science, Vol. 52 No.2, April 2008, pp.436-455
- Joakim Kreutz (2010) *How and when armed conflicts end: Introducing the UCDP Conflict Termination dataset*, Journal of Peace Research, Vol. 47, No. 2 (march 2010), pp. 243-250
- Elisabeth Jean Wood (2008) *The Social Processes of Civil War: The Wartime Transformation of Social Networks*, Annu. Rev. Polit. Sci. 2008. 11:539-61

Session 3. Peacebuilding: actors, developments, and key concepts

Why and how did the international community engage in peace operations? We will explore the evolution of the concept of peacebuilding in the UN doctrine, and give an overview of

peace operations in the last decades. We will conclude by discussing the interaction between multiple actors at various levels.

- Doyle M.W. and Sambanis N. *Making war and building peace* (Chapter 1: Introduction, pp.10-18) Princeton University Press 2006
- Michael Gilligan and Stephen John Stedman (2003) *Where Do the Peacekeepers Go?* International Studies Review, Vol. 5, No. 4, Dissolving Boundaries (Dec., 2003) , pp. 37-54
- Paul D. Williams and Arthur Boutellis *Partnership peacekeeping: Challenges and opportunities in the United Nations - African Union Relationship*, Afr Aff (Lond) (2014) 113 (451): 254-278
- Francis Kofi Abiew, Tom Keating (1999) *NGOs and UN peacekeeping operations: Strange bedfellows*, International Peacekeeping, 6:2, 89-111
- Thania Paffenholz (2013): *International peacebuilding goes local: analysing Lederach's conflict transformation theory and its ambivalent encounter with 20 years of practice*, Peacebuilding
- Donais, T. (2009), *Empowerment or Imposition? Dilemmas of Local Ownership in Post-Conflict Peacebuilding Processes*. Peace & Change, 34: 326.

Session 4. Before we start: how to evaluate peacebuilding programs?

A key part for understanding peacebuilding programs is monitoring and evaluation, i.e., the determination of whether or not an intervention has “worked.” However, monitoring and evaluation efforts are currently limited, and challenged by pressures to demonstrate effectiveness, constrained budgets, and lack of well-defined standards of what counts as credible evidence. In this section we will discuss evaluation case studies implemented with different methodologies, and discuss the strengths and weaknesses of each.

- OECD (2012), *Evaluating Peacebuilding Activities in Settings of Conflict and Fragility: Improving Learning for Results*, DAC Guidelines and References Series, OECD Publishing. (Chapter 2, 3, 4)
- Andrew Blum and Melanie Kawano-Chiu, *Proof of Concept”, Learning from Nine Examples of Peacebuilding Evaluation*, A Report on the 2011 Peacebuilding Evaluation Evidence Summit, Spring 2012

Session 5. Security

A weak security sector represents an obstacle to the promotion of sustainable development, democracy, and peace. In this session we will analyze security sector reforms and demobilization and reintegration of ex-combatants.

- Ho-Wong Jeong (2005) *Peacebuilding in post-conflict societies. Strategies and process*. Chapter 3: Security and Demilitarization”. Boulder : Lynne Rienner Publishers

- Alan Bryden and Heiner Hänggi (2005) *Reforming and Reconstructing the Security Sector*, in Alan Bryden, Heiner Hänggi eds “Security governance in post-conflict peace-building”, Lit Verlag, 2005
- Nicole Ball (1997) *Demobilizing and Reintegrating Soldiers: Lessons from Africa* in in Kumar K. eds “Rebuilding Societies After Civil War Critical Roles for International Assistance” (Chapter 4, pp. 85-106) Lynne Rienner Publishers; 1997
- Oliver Kaplan and Enzo Nussio, *Explaining Recidivism of Ex-combatants in Colombia*, Journal of Conflict Resolution, first published on May 10, 2016

Session 6. Economic Peacebuilding: Aid and Development

Economic reconstruction is important to support the transition from war to peace and prevent new conflicts—by enhancing individual and community’s prospects and rebuilding a strong state structure. In this section we will analyze the role of macro-economic policies, discuss the impact of foreign aid, and analyze community-focused development projects.

- Ho-Wong Jeong (2005) *Peacebuilding in post-conflict societies. Strategies and process*. Chapter 5: “Development”. Boulder : Lynne Rienner Publishers
- Wennmann (2009) *Conflict economies*, in Chetail eds “Post-conflict peace-building. A lexicon” (pgg.74-89)
- Fearon, Humphreys, Weinstein (2008) *Can Development Aid Contribute to Social Cohesion after Civil War? Evidence from a Field Experiment in Post-Conflict Liberia*. The American Economic Review, Vol. 99, No. 2,
- Peschka, Mary Porter, James J. Emery, and Keith Martin. *The role of the private sector in fragile and conflict-affected states*. World Development Report Background Paper. Washington, DC: World Bank Group (2011). (Pages 1-36)

Session 7. Social Rehabilitation

Rebuilding the social fabric is a necessary condition for sustainable peace. The activities linked to social rehabilitation and reconciliation are numerous. We will first discuss methods to cope with post-conflict psycho-social traumas and then focus on reconciliation, by examining the latter in the broader framework of transitional justice.

- Ho-Wong Jeong (2005) *Peacebuilding in post-conflict societies. Strategies and process*. Chapter 6: “Reconciliation and social rehabilitation”. Boulder : Lynne Rienner Publishers ;
- Pierre Hazan (2009) *Reconciliation*. in Vincent Chetail eds “Post-conflict Peacebuilding: a lexicon”, Oxford University Press (pgg: 256-267)
- Paluck and Green (2009) *Prejudice Reduction: What Works? A Review and Assessment of Research and Practice*, Annu. Rev. Psychol. 2009.60:33967

- Giacomo De Luca and Marijke Verpoorten, *Civil war, social capital and resilience in Uganda*, Oxf. Econ. Pap. (2015) 67 (3): 661-686
- Luc Huyse (2008) *Introduction: tradition-based approaches in peacemaking, transitional justice and reconciliation policies*, International Institute for Democracy and Electoral Assistance

Session 8. Institutions and Politics

In this session we will address the key issues in institutional peacebuilding: the establishment of transitional administrations, the organization of post-conflict elections (how armed groups become political parties, the impact of international monitoring missions, the process of election-related violence), and how the institutional framework can help in addressing conflicts peacefully.

- Ho-Wong Jeong (2005) *Peacebuilding in post-conflict societies. Strategies and process*. Chapter 4: “Political transition”. Boulder : Lynne Rienner Publishers;
- Jeroen de Zeeuw (2008) *Understanding the Political Transformation of Rebel Movements*, in “From soldiers to politicians : transforming rebel movements after civil war”, Boulder : Lynne Rienner Publishers ; 2008
- Caroline A. Hartzell and Matthew Hoddie (2015). The Art of the Possible: Power Sharing and PostCivil War Democracy. *World Politics*, 67, pp 37-71
- Dawn Brancati and Jack L. Snyder (2011) *Rushing to the Polls: The Causes of Premature Postconflict Elections*, *Journal of Conflict Resolution* June 2011 55: 469-492

Session 9. Wrap-up: Successes and Failures

In this final session we will assess the concept and the implementation of peace-building. We will debate the theoretical frameworks driving intervention choices and discuss the implementation of the various programs covered in the course—namely, the relationships between the four sectors and the methods for rigorous impact evaluation.

- Narang, Neil. (2015) *Assisting Uncertainty: How Post-Cold War Humanitarian Aid Inadvertently Prolongs Civil Wars*. *International Studies Quarterly*
- Michael J. Gilligan, Ernest J. Sergenti *Do UN Interventions Cause Peace? Using Matching to Improve Causal Inference*, *Quarterly Journal of Political Science*, Vol 3, Issue 2
- Paris R., *International peacebuilding and the ‘mission civilisatrice’*, *Review of International Studies* (2002), 28, (required 650-656)
- Pierre Englebert and Denis M. Tull, *Postconflict Reconstruction in Africa: Flawed Ideas about Failed States*, *International Security* 2008 32:4, 106-139

Schedule

- August 24: Introduction, overview of the course and course requirements, key concepts of war and peace.
- August 29: Civil wars: conceptual and operational definitions of civil wars
- August 31: Civil wars: causes of conflicts, causes and determinants of individual participation
- September 5: Labor Day, no class
- September 7: Civil wars: duration, termination, legacies
- September 12: Class discussion on causes of civil war in Burundi and Sierra Leone (written report due on Friday 9/9 at 9AM)
- September 14: Peacebuilding – the UN
- September 19: Peacebuilding – other actors
- September 21: How can we evaluate peacebuilding programs?
- September 26: Class canceled
- September 28: No class meeting (individual screening of documentaries on remnants of war)
- October 3: No class
- October 5: Security (DDR programs)
- October 10: Presentation on security: Burundi
- October 12: Presentation on security: Sierra Leone
- October 17: Development
- October 19: Development
- October 24: Presentation on development, Burundi
- October 26: Presentation on development, Sierra Leone
- October 31: Social rehabilitation
- November 2: Social rehabilitation
- November 7: Presentation on social rehabilitation, Burundi
- November 9: Presentation on social rehabilitation, Sierra Leone
- November 14: Politics and institutions (Barrows 54, h. 12:30-2PM)
- November 14: Politics and institutions (Hearst Annex, B5, h.5-6:30PM)
- November 16: Presentation on institutions, Burundi

November 21: Presentation on institutions, Sierra Leone

November 23: Non-Instructional Day – no class

November 28: Successes and failures, assessment and evaluations and wrap-up discussion

November 30: Wrap-up paper (in-class)

December 5 RRR week – no class

December 7 RRR week – no class

December 12 No class meeting – Final paper due (5PM)