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School of Diplomacy and International
Relations

Fall 2020

DIPL 6252 Institutions of Post-Conflict Governance School of Diplomacy and International Relations

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DIPL 6252: Institutions of Post-Conflict Governance
School of Diplomacy and International Relations
Seton Hall University
Fall 2020 (online)

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Office hours: Mondays 10am-1pm and by appointment (Microsoft Teams/Skype/email)

Course Description

The course will explore the theory and practice of rebuilding institutions to strengthen societies that have undergone conflict and assess strengths and shortcomings of varied interventions. It focuses on the integral role that institutions play in ensuring the day-to-day stability of post-conflict societies, while not forgetting that it is humans who make up institutions. The aim is to understand not only how a contentious past impacts the ways in which post-conflict societies function, but also to look into various social practices and initiatives of counteracting the negative effects of conflict through justice, economic development, good governance, education and art. The course will also focus on learning how post-conflict reconstruction can contribute to building more equitable and just societies.

Course objectives:

By the end of the course, students will be able to:

1. Assess systematically the causes behind state failure

2. Apply to real life cases the basic concepts, theories and perspectives about the role of various institutions in post-conflict reconstruction
3. Analyze limitations of current approaches to post-conflict reconstruction and propose solutions to address these shortcomings

II. Course Requirements

The required textbooks for the course can be purchased on addall.com, Amazon, or the University bookstore.

Required Texts:

1. Robert I. Rotberg, ed. 2004. *When States Fail: Causes and Consequences*. Princeton; Oxford: Princeton University Press.
2. Collier, Paul. 2008. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford: Oxford University Press.
3. Castillo, Graciana del, and Edmund S Phelps. 2008. *Rebuilding War-torn States: The Challenge of Post-conflict Economic Reconstruction*. Oxford; New York: Oxford University Press.

Course Policies

All blogs, discussion postings and papers are due by 11:59 pm on the noted day and will be considered late if submitted after this time. No late blogs and discussion posts will be accepted without prior discussion and approval from the instructor. Absent prior communication, failure to complete an assignment on its due date will result in a grade penalty. All late assignments will be penalized by one-third letter grade per day (i.e., an A assignment turned in one day late is an A-, two days late a B+, etc.) except in cases of medical/family emergency or COVID-related issues. I understand that emergencies happen; **please** contact me sooner, rather than later, if you find it difficult to keep up with your work, are falling behind in the class, or are having problems and difficulties of any kind. We are in a global pandemic and these are particularly difficult and scary times. I will work with you, and if I can't help you, will direct you to someone who can. There are LOTS of campus resources (both virtual and in-person) available; so do use them, and again, I will do my best to work with you on whatever you might be facing. However, I cannot help you if you do not let me know ahead of time, so please let me know **beforehand**, so that we can work something out.

Assessment of Students

Students participating in the course will be graded based on the following:

1. Active participation in the class activities (group discussions and blogs) (40%)

While each forum officially will begin on Monday of each week, you will have access to that forum's content and information at any time during that week. However, forums will remain open for discussions, blog posts and assignment submissions until 11:59 p.m., Sunday. Please note that first response to discussion questions is due on Friday, and at least two responses to colleague posts are due two days later, on Sunday. You **must** do both for your responses to be considered complete. Submitting one without the other will result in loss of points. Students will also be graded on the quality and thoughtfulness of their contributions as per the discussion board and blog assignment rubrics posted on blackboard. Since our class does not meet in person, it is your contributions on the material, your reflections around the subject matter and your engagement on these issues with each other that will greatly enhance the course. Both discussion and blog posts **must** reference class readings for that week and include a list of works cited.

2. Reflective paper on Collier's *Bottom Billion* (20 %)

A seven page paper in which you should analytically reflect on the book *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*, discussing the strengths and the weaknesses of the arguments presented in the book as well as your views on subject matter. Apply other readings from the class to support your arguments and feel free to use your own examples and ideas to support your arguments. Make sure you use double-space, font 12, Times New Roman font, 1'-margin, Chicago Manual reference style and include a bibliography at the end of paper. Do not describe. Try to be original and analytical in your argumentation.

3. Policy Report (40%)

For the final paper, you are expected to submit a policy development brief between 10-13 pages in length. For this report, you will assume the role of a policy analyst. Your task is to analyze a post-conflict reconstruction intervention, which is underway or was undertaken in a post-conflict country (in the last 20 years). For the first part of the report, you are expected to concisely describe the interventions in place in the country. In the second part, provide a critique of some aspect of intervention. In the final part of the report, you are expected to advise what course of action the relevant actor(s) should take to address this identified limitation.

Citation Style

For all written assignments, it is expected that you will cite your class texts, supplemental readings, and other sources. Be creative and give your own opinions supported by evidence. Do not describe - be **analytical and creative**. **Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography.** The guidelines for these formats are on the course Blackboard page.

Again, please be sure to include either footnotes or in-text citations in ALL work, **including** blogs and discussion posts. Failure to do so will result in points taken off. Please also ensure that the papers are double-spaced, spell-checked, and legible. They should be in 12-point characters in the 'Times' font. Please use **Word document format**. All material submitted for the class should be your own work and must not be copied or otherwise plagiarized. Please take the time to read the material on plagiarism on blackboard as invariably each class has had some instance of plagiarism and ignorance of what plagiarism consists of will not be accepted as an excuse.

Grading Criteria

Assignments/Activities	Percentage
Discussions and blogs	40
1 Reflective Paper	20
Policy report	40

Table of points

Module	Group discussion	Blogs	Paper (graded)	Total percentages
1		5		5
2	5			5
3			20	20
4		5		5
5	5			5
6	5			5
7	5			5
8		5		5
9	5			5
10			40	40
Total	25	15	60	100

Grading Scale

A 94-100
A- 90-93
B+ 87-89
B 84- 86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
D+ 67-69
D 63-66
D- 60-62
F < 60

Blackboard

We will use Blackboard 9.1 for the course. Additional guidance on individual assignments and discussion questions will be posted there. Use the Blackboard assignment drop box to submit your work for grading. Please visit our Blackboard site regularly.

Technical Help:

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu.

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. Outside of these hours, the Technology Service Desk phone is answered by an external technology support service that provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite. For more tips and technical information, go to [Seton Hall's Tech Help Community](#) .

Special Library Resources for Online Students

Seton Hall online students have electronic access to vast information resources of the University Libraries. Students have immediate access to collections of databases, articles, journals, and ebooks from the [library homepage](#). Access to most electronic materials requires the use of a Seton Hall PirateNet ID and password. If the Seton Hall University Library does not include a certain article, the [library will obtain a digital copy from another library](#) and email it within 24 to 48 hours of request. Additionally, online instructors post items from the library's collection to the course's [Blackboard site](#).

Online students and faculty receive personal assistance from our expert library faculty in a number of ways. General queries can be handled by the Reference Desk, at (973-761-9437) or through our [Ask a Librarian](#) page. [Subject librarians](#) offer in depth assistance via phone by appointment. The library's [research guides](#) provide guidance to finding subject-specific electronic materials.

Helpful Research Resources for Class

- United Nations: <https://library.shu.edu/un>
- International Relations/News: <https://library.shu.edu/intrela>
- Country Research: <https://library.shu.edu/countryresearch>
- Graduate Services Guide (General for all programs): <https://library.shu.edu/gradservices/>
- Diplomacy Graduate Remote Research Guides: <https://library.shu.edu/diplomacy-remote>
- Data Services Guide (with form to request data support): <https://library.shu.edu/data-services>

Communication, Feedback and Email

The instructor will respond to student's emails within 48 hours. If instructor is away from email for more than one day, she will post an announcement in the Blackboard course folder.

Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

- Syllabus
- Frequently Asked Questions (FAQs)
- Help forum (Feel free to respond to other students in the Help forum if you know the answer.)
- Blackboard videos on how to use Blackboard features

- Blackboard Q&A, and
- Technology Requirements.

Grades and feedback will either be posted to Blackboard (see My Grades) or as a general announcement to all students, within 5 to 7 days for blogs and discussions and within two weeks for papers after the assignment is due. I will post feedback using the announcement feature when the feedback is one that can benefit all students equally.

It is expected that you use your SHU email address; emails from non-SHU accounts will not be returned.

Netiquette

Netiquette refers to the good manners we use when communicating online.

For online discussion netiquette:

1. Think of your comments as printed in the newspaper... your online comments will be seen, heard and remembered by others in this class. Before you make an emotional, outrageous, or sarcastic remark on-line, think about whether or not you would care if it was seen in your local newspaper.
2. Don't be overcome by your emotions. Take a few breaths and step away from your computer if need be.
3. Sign your real name. It is easier to build a classroom community when you know to whom you are responding.
4. Avoid self-centered comments. If you have a great idea, great. If you want to contribute to an ongoing discussion, terrific. But, don't just tell others about your problems ("I'm frustrated", "My audio doesn't work today") unless it contributes in some way to the class.
5. Avoid negativity. You can disagree. You should disagree. You can challenge ideas and the course content, but avoid becoming negative online. It will impact you negatively, hinder the class discussion, and may give the wrong impression of you to others.
6. There is no need to be aggressive online. No flaming, all caps, or !!!!, or ????
7. Be polite, understate rather than overstate your point, and use positive language. Using bold, frank, overstated language conveys an emotional aggressiveness that hinders your message.
8. Disagree politely. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
9. Don't disrupt. Online dialogue is like conversation. If there is a dialogue or train of thought going on, join in, add to it, but, if you have something entirely different to bring up, wait or post it in another thread.

10. Don't use acronyms that not everyone would understand and know.

Academic and Professional Integrity Policy

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here: <https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf> and <http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

Work submitted in the course must be the product of each individual student. Contributions of others to the finished work must be appropriately cited and acknowledged. Any work not following these guidelines may be found to be plagiarism.

Please read a brief piece by Rebecca Moore Howard and Amy Rupiper Taggart from Research Matters, entitled, “Using information and avoiding plagiarism,” and, “Managing Information,” that is posted on blackboard, under course information, in the section on “Academic and Professional Integrity Policy.” These works provide additional guidance on how to avoid plagiarism.

In addition, to not plagiarizing, students are expected to show the following:

1. **Dependability:** students are reliable, timely, and consistent in their presence and preparation for courses at the university.
2. **Respect & Empathy:** students are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and fellow students.
3. **Open-mindedness:** students respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, discussion, and blog posts.
4. **Integrity:** students submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. Original student work is expected.

Disability Services Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability

Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Important pandemic-related considerations

CAPS:

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>

Policy on Incompletes:

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

CLASS SCHEDULE¹ (subject to change):

Week 1

Subject: During the first week, we will focus on **mutual introductions and acquaint ourselves with the topic of why states fail**. You will be expected to also explore the syllabus, the Blackboard online platform and course requirements.

Readings:

Robert I. Rotberg, ed. 2004. When States Fail: Causes and Consequences. Princeton; Oxford: Princeton University Press (Chs. 1 & 2)
Pugh, Michael. 2005. '[The Political Economy of Peacebuilding: A Critical Theory Perspective](#)', *International Journal of Peace Studies*, 10:2, pp. 23–42. ([url](#))

Week 2

Subject: Security Sector Reform, **Institutions of justice and rule of law in post-conflict societies**

Readings:

Bastick, Mary. 2008. [Integrating gender in post-conflict](#). in *Sipri Yearbook: Armaments, Disarmament and International Security*. ([url](#))

Robert I. Rotberg, ed. 2004. When States Fail: Causes and Consequences. Princeton; Oxford: Princeton University Press (Chapter 9, Establishing the Rule of Law)

Minow, Martha. 1998. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press, 1998 (chapter 6)

¹ The instructor reserves the right to modify the syllabus as necessary during the course of the semester.

Sarkin, Jeremy. 2001. "The Tension Between Justice and Reconciliation in Rwanda: Politics, Human Rights, Due Process and the Role of the Gacaca Courts in Dealing with the Genocide." *Journal of African Law* 45 (2) (January 1): 143–172.

Week 3

Subject: **Economic institutions, poverty and bad governance**

Collier, Paul. 2008. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford: Oxford University Press.

Robert I. Rotberg, ed. 2004. When States Fail: Causes and Consequences. Princeton; Oxford: Princeton University Press (Ch. 12, Restoring economic functioning in failed states).

Week 4

Subject: **Challenges to education in post-conflict settings**

Readings:

Zvi Bekerman and Michalinos Zembylas. 2012. *Teaching Contested Narratives: Identity, Memory and Reconciliation in Peace Education and Beyond*. New York: Cambridge University Press. (Chapter 12)

Christie, Pam. 2009. Peace, Reconciliation and Justice: Delivering the Miracle in Post-apartheid Education in *Peace education in Conflict and Postconflict societies: A Comparative Perspective* (Chapter 5)

Buckland, Peter. 2004. *Reshaping the Future: Education and Post-Conflict Reconstruction*. Washington, D.C: World Bank Publications. (Chapter 3)

Durrani Naureen and Anjum Halai. 2018. [Dynamics of gender justice, conflict and social cohesion: Analysing educational reforms in Pakistan](https://doi.org/10.1016/j.ijedudev.2017.11.010). *International Journal of Educational Development* Volume 61, July 2018, Pages 27-39.
<https://doi.org/10.1016/j.ijedudev.2017.11.010> (available via library)

Week 5

Subject: **International assistance**

Readings:

Castillo, Graciana del, and Edmund S Phelps. 2008. *Rebuilding War-torn States: The Challenge of Post-conflict Economic Reconstruction*. Oxford; New York: Oxford University Press. (Chap. 5 and 6)

Week 6

Subject: **Memory, trauma and forgiveness in post-conflict societies**

Readings:

Marleen Ramsey, Gobodo-Madikizela, Pumla, and Chris Van der Merwe. 2009. *Memory, Narrative and Forgiveness: Perspectives on the Unfinished Journeys of the Past*. Cambridge Scholars Pub. (Chapters 1, 3 4) (Blackboard)

Igreja, Victor. 2013. "Politics of Memory, Decentralisation and Recentralisation in Mozambique." *Journal of Southern African Studies* 39 (2): 313–335. (Blackboard)

Volkan, Vamik D. 2001. "Transgenerational Transmissions and Chosen Traumas: An Aspect of Large-Group Identity." *Group Analysis* 34 (1): 79–97. doi:10.1177/05333160122077730. <http://gaq.sagepub.com/content/34/1/79>. (Blackboard)

Robert I. Rotberg, ed. 2004. *When States Fail: Causes and Consequences*. Princeton; Oxford: Princeton University Press (Ch 10, Building effective trust)

Week 7

Subject: **Case study (Kosovo)**

Readings:

Castillo, Graciana del, and Edmund S Phelps. 2008. *Rebuilding War-torn States: The Challenge of Post-conflict Economic Reconstruction*. Oxford; New York: Oxford University Press. (Chapter 8)

Narten, Jens. 2007. "In Need of Self-Reflection: Peacebuilding in Post-War Kosovo from a Systems-Analytical Perspective." *Whitehead J. Dipl. & Int'l Rel.* 8: 121. http://heinonlinebackup.com/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/whith8§ion=13.

Jacqui True, Christine Chinkin, Madeleine Rees, Nela Porobić Isaković, Gorana Mlinarević, Barbro Svedberg. A feminist perspective on post-conflict restructuring and recovery: The case of Bosnia and Herzegovina. 2017. *Women's International League for Peace and Freedom*. ([url](#))

Week 8

Subject: **Case study (Afghanistan)**

Readings:

Castillo, Graciana del, and Edmund S Phelps. 2008. *Rebuilding War-torn States: The Challenge of Post-conflict Economic Reconstruction*. Oxford; New York: Oxford University Press. (Chapter 9)

Suhrke, Astri. 2007. "Reconstruction as Modernisation: The 'post-Conflict' project in Afghanistan." *Third World Quarterly* 28 (7): 1291–1308. <http://www.tandfonline.com/doi/abs/10.1080/01436590701547053>.

McNerney, Michael J. 2006. "Stabilization and Reconstruction in Afghanistan: Are PRTs a Model or a Muddle?" DTIC Document. <http://oai.dtic.mil/oai/oai?verb=getRecord&metadataPrefix=html&identifier=ADA491011>.

Week 9

Subject: **Responsibility and ethical issues in post-conflict reconstruction**

Readings:

Vasquez, John A. 2005. Ethics, Foreign Policy, and Liberal Wars: The Role of Restraint in Moral Decision Making. In *International Studies Perspectives*. Volume 6, Issue 3, pp. 307-315. (Blackboard)

Warfield, Wallace. 2002. Is This the Right Thing to Do? A Practical Framework for Ethical Decisions, Chapter 19, pp. 213-223. In *A Handbook of International Peacebuilding: Into the Eye of the Storm*. Lederach, John Paul, and Janice Moomaw Jenner, eds. San Francisco: Jossey-Bass Publishers. (Blackboard)

Fallows, James. 2014. William R. Polk on American Grand Strategy for Iraq, Syria, and the Region. *The Atlantic*. <http://www.theatlantic.com/international/archive/2014/06/william-r-polk-on-grand-strategy-iraq-and-syria/373221/>

Week 10

Watch Video: Beyond the Noise

Mini documentary produced by the Institute for Governance Reform, (Sierra Leone) on Moving beyond post conflict reconstruction in Sierra Leone

https://www.youtube.com/watch?v=n8Ez2NcEu_s

Policy report due (November 8, 2020)

DETAILED CLASS SCHEDULE

Weeks	Reading and Video Content	Activities	Paper Assignments
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<p>Week 2: Institutions of justice and rule of law in post- conflict societies</p> <p>Mon., 8/31 – Sun., 9/6</p> <p>Learning Outcomes: 1, 3</p>	<p>Readings:</p> <p>Robert I. Rotberg, ed. 2004. <u>When States Fail: Causes and Consequences</u>. Princeton; Oxford: Princeton University Press (Chapter 9)</p> <p>Readings: Minow, Martha. 1998. <i>Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence</i>. Boston: Beacon Press, 1998 (chapter 6) (Blackboard)</p> <p>Sarkin, Jeremy. 2001. “The Tension Between Justice and Reconciliation in Rwanda: Politics, Human Rights, Due Process and the Role of the Gacaca Courts in Dealing with the Genocide.” <i>Journal of African Law</i> 45 (2) (January 1): 143–172. (Blackboard)</p> <p>Bastick, Mary. 2008. <u>Integrating gender in post-conflict</u>. in <i>Sipri Yearbook: Armaments, Disarmament and International Security</i>. (url)</p> <p>Mini-lecture</p> <p>Video: Gacaca – The Heart of</p>	<p>TOPIC: During week 2, we will focus on the institutions of justice and rule of law in post-conflict societies. We will learn about different aspects of justice and its importance for functioning and stability of the state.</p> <p>2. Group Discussion on justice in post-conflict societies</p> <p><u>Learning Objective</u></p> <p>By the completion of this activity, you will be able to analyze how justice institutions contribute to the functioning of post-conflict states through discussion and case studies’ analysis.</p> <p><u>Instructions:</u> Using concepts and insights from the readings and documentary, submit to the discussion board an entry responding to the following problem: In Facing History the author quotes journalist Tina Rosenberg who says "nations, like individuals, need to face up to and understand traumatic past events before they can put them aside and move on to normal life." Is this really true when we consider situations such as Spain that moved out of an extended period of conflict under the Franco regime without addressing what had happened through justice institutions, and yet has arguably progressed and remained stable since that time? Should justice approaches be different for the cases of post-Franco Spain and the post-genocide Rwanda?</p> <p>Submit 1 initial entry of 250-350 words and at least 1 reply to your colleagues entries of 100-150 words</p>	
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	<p>the Matter http://www.youtube.com/watch?v=5PkIZ814nS8</p>	<p>Refer to the “Rubric for Excellent Class Discussions,” for grading criteria. Estimated time for discussion: 5 hours.</p> <p>Deadline: 9/4/2020 (post discussion initial entry) Deadline: 9/6/2020 (submit at least 1 reply to others’ initial entries) Points: 5</p>	
Sept 7-13	No Class	Labour Day Holiday	
<p>Week 3:</p> <p>Economic institutions poverty and bad governance</p> <p>Mon., 9/14 – Sun., 9/20</p> <p>Learning Outcomes: 1, 3</p>	<p>Readings:</p> <p>Readings: Collier, Paul. 2008. <i>The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It</i>. Oxford: Oxford University Press.</p> <p>Robert I. Rotberg, ed. 2004. <u>When States Fail: Causes and Consequences</u>. Princeton; Oxford: Princeton University Press (Ch. 12)</p> <p>Collier video: https://www.youtube.com/watch?v=TvW4yugCPZo</p>	<p>TOPIC: During this week, we will focus on how economic institutions contribute to the stability of post-conflict states. We will also tackle lessons from the Bottom Billion countries on how bad economic practices and bad governance lead to poverty and conflict.</p> <p>3. To think about during the reading: What strategies would you propose to assist the Bottom Billion states out of their poverty and conflict traps and why? Explain your choice of strategy.</p>	<p>Reflective Paper Points: 20 Deadline: Sun., 9/20/2020</p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to critically analyze the economic practices, challenges and strategies in post-conflict societies. <u>Instructions:</u> Complete the reading of the book. Write a seven page paper in which you should analytically reflect on the book <i>The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It</i>, discussing the strengths and the weaknesses of the arguments presented in the book as well as your views on subject matter. In your discussion, reflect on the concepts raised in the readings – what strategies does Collier propose to assist the Bottom Billion states out of their poverty and why? Why do you think some would be successful while others not? Apply other readings from</p>

			<p>the class to support your arguments and feel free to use your own examples and ideas to support your arguments. Make sure you use double-space, font 12, Times New Roman font, 1'-margin, Chicago Manual reference style and add bibliography at the end of paper. Do not describe. Try to be original and analytical in your argumentation.</p>
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<p>Week 4:</p> <p>Challenges to education in post-conflict settings</p> <p>Mon., 9/21 Sun., 9/27</p> <p>Learning Outcomes: 2, 3</p>	<p>Readings:</p> <p>Buckland, Peter. 2004. <i>Reshaping the Future: Education and Post-Conflict Reconstruction</i>. Washington, D.C: World Bank Publications. (Chapter 3)</p> <p>Zvi Bekerman and Michalinos Zembylas. 2012. <i>Teaching Contested Narratives: Identity, Memory and Reconciliation in Peace Education and Beyond</i>. New York: Cambridge University Press. (Chapter 12)</p> <p>Christie, Pam. 2009. Peace, Reconciliation and Justice: Delivering the Miracle in Post-apartheid Education in <i>Peace education in Conflict and Postconflict societies: A Comparative Perspective</i> (Chapter 5)</p> <p>Durrani Naureen and Anjum Halai. 2018. Dynamics of gender justice, conflict and social cohesion: Analysing educational reforms in Pakistan. <i>International Journal of Educational Development</i> Volume 61. Pages 27-39. https://doi.org/10.1016/j.ijedudev.2017.11.010 (available via library)</p> <p>Mini-lecture</p>	<p>TOPIC: This week's topics are challenges to education in post-conflict settings.</p> <p>4. Blog on the role of educational institutions in post-conflict situations</p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to critically assess key strategies and policies pertaining to education in post-conflict situations and apply them on the case study</p> <p><u>Instructions:</u> Pick a post-conflict situation and reflect on how educational institutions can facilitate or obstruct post-conflict reconstruction. Provide evidence for your claims. Please use concepts and insights from the readings and make sure you cite them.</p> <p>Blog length should be 500-650 words. Refer to the “Rubric for Excellent Blog Posts” for grading criteria.</p> <p>Estimated time for blog: 2 hours.</p> <p>Points: 5 Deadline: 9/27/2020</p>	
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<p>Week 5:</p> <p>International assistance</p> <p>Date: Mon 9/28- Sun 10/04</p> <p>Learning Outcomes: 1, 2, 3</p>	<p>Readings:</p> <p>Readings: Castillo, Graciana del, and Edmund S Phelps. 2008. <i>Rebuilding War-torn States: The Challenge of Post-conflict Economic Reconstruction</i>. Oxford; New York: Oxford University Press. (Chap. 5 and 6)</p> <p>Mini-lecture</p>	<p>TOPIC: This week we will examine international assistance and how it influences the dynamics of post-conflict reconstruction.</p> <p>5. Final Paper Discussion</p> <p><u>Instructions:</u> Prepare a one-paragraph summary of your final paper and submit it as a discussion entry (150-200 words). Also prepare an outline with the main headings of your paper.</p> <p>State your opinion and give feedback (in 100-150 words) on at least 1 other summary. If you see that two other students have already commented on someone’s outline then comment on another student’s post. I would like to make sure that all students receive feedback from their peers.</p> <p>Refer to the “Rubric for Excellent Discussion Posts” for grading criteria.</p> <p>Deadline: 10/02/2020 (post discussion initial entry) Deadline: 10/04/2020 (submit at least 1 reply to others’ initial entries) Points: 5</p> <p>5.1 To think about during the reading: Is international assistance doing more harm than good in African States? Why do you think so?</p>	
<p>Week 6:</p> <p>Memory, trauma and forgiveness</p> <p>Mon., 10/05 – Sun., 10/11</p>	<p>Readings:</p> <p>Marleen Ramsey, Gobodo-Madikizela, Pumla, and Chris Van der Merwe. 2009. <i>Memory, Narrative and Forgiveness: Perspectives on the Unfinished Journeys of the Past</i>. Cambridge Scholars Pub.</p>	<p>TOPIC: We will focus on institutional responses and dynamics of memory, trauma and forgiveness in post conflict societies.</p> <p>6. Group Discussion on documentary Beyond Right and Wrong</p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to</p>	

<p>Learning Outcomes: 1, 3</p>	<p>(Chapters 1, 3 4)</p> <p>Igreja, Victor. 2013. "Politics of Memory, Decentralisation and Recentralisation in Mozambique." <i>Journal of Southern African Studies</i> 39 (2): 313–335.</p> <p>Volkan, Vamik D. 2001. "Transgenerational Transmissions and Chosen Traumas: An Aspect of Large-Group Identity." <i>Group Analysis</i> 34 (1): 79–97. doi:10.1177/05333160122077730 . http://gaq.sagepub.com/content/34/1/79.</p> <p>Robert I. Rotberg, ed. 2004. <u>When States Fail: Causes and Consequences</u>. (Ch 10- Building Effective Trust)</p> <p>Documentary: Beyond Right and Wrong</p>	<p>assess the dynamics and institutional responses of memory, trauma and forgiveness in post conflict societies</p> <p><u>Instructions:</u> Using concepts and insights from the readings, submit to the discussion board an entry responding to the documentary and answering the following: How do memory and trauma of conflict influence functioning of post-conflict societies? What are the individual and institutional responses to atrocities committed during the war? How do we deal with consequences of deadly conflict at personal, communal and international levels? Is reconciliation possible?</p> <p>Submit 1 initial entry of 250-350 words and at least 1 reply to your colleagues entries of 100-150 words</p> <p>Refer to the "Rubric for Excellent Class Discussions," for grading criteria. Estimated time for discussion: 5 hours.</p> <p>Deadline: 10/09/2020 (post discussion initial entry) Deadline: 10/11/2020 (submit at least 1 reply to others' initial entries) Points: 5</p>	
<p>Week 7:</p> <p>Case study (Kosovo)</p>	<p>Readings:</p> <p>Castillo, Graciana del, and Edmund S Phelps. 2008. <i>Rebuilding War-torn States: The Challenge of Post-conflict Economic</i></p>	<p>TOPIC: This week we will focus on postconflict reconstruction in Kosovo.</p> <p>7. Group discussion</p> <p><u>Learning Objective</u></p>	

<p>Date: Mon., 10/12 – Sun., 10/18</p> <p>Learning Outcomes: 1,2,3,</p>	<p><i>Reconstruction</i>. Oxford; New York: Oxford University Press. (Chapter 8)</p> <p>Narten, Jens. 2007. “In Need of Self-Reflection: Peacebuilding in Post-War Kosovo from a Systems-Analytical Perspective.” <i>Whitehead J. Dipl. & Int’l Rel.</i> 8: 121.</p> <p>Jaqui True, Christine Chinkin, Madeleine Rees, Nela Porobić Isaković, Gorana Mlinarević, Barbro Svedberg. A feminist perspective on post-conflict restructuring and recovery: The case of Bosnia and Herzegovina. 2017. <i>Women’s International League for Peace and Freedom</i>. (url)</p>	<p>By the completion of this activity, you will be able to analyze key challenges and ways forward in post-conflict reconstruction in Kosovo. You will have the opportunity to apply some of the concepts from the readings on the case, which would facilitate analysis and comparison with the practices of post-conflict reconstruction in other similar settings.</p> <p><u>Scenario:</u> For a small, landlocked territory with just 2 million people, Kosovo has proved to be an enormous diplomatic puzzle for western policymakers. Even almost 2 decades after the conflict, Kosovo is facing various challenges but particularly in the areas of economy, justice and reconciliation. You are a part of a group of successful consultants that was tasked by the UN to analyze the current situation in your particular area of expertise (international institutions or economic policies) and develop recommendations and models for moving forward.</p> <p><u>Instructions:</u> Select one area of expertise (international institutions or economic policies) in post-conflict Kosovo and post a detailed analysis (either regarding international institutions or economic policies) - and develop recommendations for moving forward, in the discussion board.</p> <p>Once you post your analysis and recommendations, comment on the recommendation of at least one person in the class, providing feedback on the relevance and importance of their recommendation.</p>	
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<p>Week 8: Case study- Afghanistan</p> <p>Date: Mon., 10/19– Sun., 10/25</p> <p>Learning Outcomes: 1,2,3,</p>	<p>Readings: Castillo, Graciana del, and Edmund S Phelps. 2008. <i>Rebuilding War-torn States: The Challenge of Post-conflict Economic Reconstruction</i>. Oxford; New York: Oxford University Press. (Chapter 9)</p> <p>Suhrke, Astri. 2007. "Reconstruction as Modernisation: The 'post-Conflict' project in Afghanistan." <i>Third World Quarterly</i> 28 (7): 1291–1308. http://www.tandfonline.com/doi/abs/10.1080/014365907015470</p>	<p>TOPIC: This week's topic is post-conflict reconstruction and the role of PRT teams in Afghanistan.</p> <p>8. Blog on the post-conflict practices and role of PRTs in Afghanistan</p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to critically assess key strategies and policies pertaining to post-conflict reconstruction in Afghanistan</p> <p><u>Instructions:</u> Reflect on the role, effectiveness and challenges related to the work of PRT teams in Afghanistan. Please use concepts and insights from the readings and the video. Make sure you cite them.</p>	

	<p>53.</p> <p>McNerney, Michael J. 2006. "Stabilization and Reconstruction in Afghanistan: Are PRTs a Model or a Muddle?" DTIC Document. http://oai.dtic.mil/oai/oai?verb=getRecord&metadataPrefix=html&identifier=ADA491011</p> <p>Video: https://www.youtube.com/watch?v=9WSadDaQnos</p>	<p>Blog length should be 500-650 words. Refer to the "Rubric for Excellent Blog Posts" for grading criteria.</p> <p>Estimated time for blog: 4 hours.</p> <p>Points: 5 Deadline: 10/25/2020</p>	
<p>Week 9:</p> <p>Responsibility and ethical issues in post-conflict reconstruction</p> <p>Date: Mon., 10/26 – Sun., 11/01</p> <p>Learning Outcomes: 1,2,3</p>	<p>Readings:</p> <p>Vasquez, John A. 2005. Ethics, Foreign Policy, and Liberal Wars: The Role of Restraint in Moral Decision Making. In <i>International Studies Perspectives</i>. Volume 6, Issue 3, pp. 307-315.</p> <p>Warfield, Wallace. 2002. Is This the Right Thing to Do? A Practical Framework for Ethical Decisions, Chapter 19, pp. 213-223. In <i>A Handbook of International Peacebuilding: Into the Eye of the Storm</i>. Lederach, John Paul, and Janice Moomaw Jenner, eds. San Francisco: Jossey-Bass Publishers.</p>	<p>TOPIC: This week we will focus on responsibility and ethical issues in post-conflict reconstruction.</p> <p>9.1. Discussion on ethical issues in post-conflict reconstruction work</p> <p><u>Learning Objective</u> By the completion of this activity, you will be able to assess the issues and implications resulting from certain practices of post-conflict reconstruction</p> <p><u>Instructions:</u> Using concepts and insights from the readings, chose an ethical issue or a situation from a real life post-conflict reconstruction intervention and respond how you would go about it and why</p> <p>Submit 1 initial entry of 250-350 words and at least 1 reply to your colleagues entries of 100-150 words</p>	

	<p>Fallows, James. 2014. William R. Polk on American Grand Strategy for Iraq, Syria, and the Region. <i>The Atlantic</i>. http://www.theatlantic.com/international/archive/2014/06/william-r-polk-on-grand-strategy-iraq-and-syria/373221/</p> <p>Mini-lecture</p>	<p>Refer to the “Rubric for Excellent Class Discussions,” for grading criteria. Estimated time for discussion: 5 hours.</p> <p>Deadline: 10/30/2020 (post discussion initial entry) Deadline: 11/01/2020 (submit at least 1 reply to others’ initial entries)</p> <p>Points: 5</p>	
<p>Week 10: Final Paper</p> <p>Learning Outcomes: 1,2,3</p> <p>Mon., 11/02 – Sun., 11/08</p>	<p>Video: Beyond the Noise Mini documentary produced by the Institute for Governance Reform, on Moving beyond post conflict reconstruction in Sierra Leone</p> <p>https://www.youtube.com/watch?v=n8Ez2NcEus</p>	<p>TOPIC: The final week is dedicated to conducting research and writing of the policy report.</p> <p>10. Policy report</p> <p><u>Learning Objectives:</u></p> <p>By the completion of this activity, you will be able to analyze and critically assess the current strategies of post-conflict reconstruction and develop innovative approaches based on ideas and concepts covered in the class.</p> <p><u>Instructions:</u> You are expected to write a policy development report between 10-13 pages in length. For this report, you will assume the role of a policy analyst. Your task is to analyze a post-conflict reconstruction intervention, which is underway or was undertaken in a post-conflict country (in the last 20 years). For the</p>	

		<p>first part of the report, you are expected to concisely describe the interventions in place in the country. In the second part, provide a critique of some aspect of intervention. In the final part of the report, you are expected to advise what course of action the relevant actor(s) should take to address this identified limitation.</p> <p>For all written assignments it is expected that you will cite your class texts, supplemental readings, and other sources. Be creative and give your own opinions supported by evidence. Do not describe - be analytical and creative. Please include either footnotes or in-text citations. Include bibliography. Papers should be between 10 to 13 pages, double-spaced, spell-checked, and legible. They should be in 12-point characters in the 'Times' font. Please use Word document format and Chicago Manual citation style. They should be your own work and must not be copied or otherwise plagiarized</p> <p>See requirements above and “Rubric for Excellent Written Papers.” Submit Final Paper Deadline: 11/08/2020 Points: 40</p>	
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*The instructor reserves the right to modify the syllabus as necessary during the course of the semester.