

CONF 399 (007); Fall 2011
Reconstruction and Peacebuilding
Class Time: Fridays: 10:30-1:10; Innovation Hall 208

INSTRUCTOR

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 Office Hours: After class or by appointment

Course Description:

The cessation of hostilities, as per a peace agreement (such as South Sudan) or the defeat of one conflicting party by the other (eg. Sri Lanka) does not necessarily mean that conflicts have been resolved and that security will be established and maintained. The post-conflict reconstruction and peacebuilding phase can be just as challenging as the active conflict phase. It is time, personnel and finance intensive. This is partly because conflict takes on a life of its own and embeds itself in the social fabric of the society that makes it hard to break with. It is not surprising therefore that in many cases protracted conflicts give rise to protracted peace processes. It is with this in mind that the World Bank counsels that *“ongoing programs to promote conflict management and reconciliation, as well as economic confidence building measures, usually need to be undertaken over a long period of time”*¹.

This course is designed to help students understand and analyze key issues in reconstruction and post-conflict peacebuilding. Issues such as good governance, democratization, economic revitalization, infrastructural development, state and human security (including the disarmament and reintegration of ex-combatants), rule of law, human rights and reconciliation, to name a few, are all critical to building solid foundations for lasting peace. The course will cover the role of key actors (both local and external), resources, as well as core issues in rebuilding fractured societies. Utilizing the cases of contemporary conflicts, the course will help students understand the relationship between theory and practice in contemporary reconstruction and peacebuilding.

Course Objectives:

- Familiarize students with current issues in reconstruction and peacebuilding
- Help students think critically, systematically and analytically about reconstruction and peacebuilding in different regions and in a variety of contexts (Africa, Asia, Europe, etc)
- Examine role of key actors in reconstruction and post-conflict peacebuilding
- Develop skills in program evaluation and development

Course Requirements:

- 1) **Class participation (10%):** reflects active participation in the class discussions, demonstrated understanding of the course readings. Simply attending the class does not equal participation.
- 2) **Take-Home Midterm (20%):** I will hand out several essay questions and you are asked to pick one, and write a 5 page essay based on the introductory section (including readings, theories and class

¹ The Transition from War to Peace: An Overview, available at <http://www.interworksmadison.com/WorldBankmodulenoc.pdf>

discussions) of the class. In the paper, besides using class materials, students are expected to do critical analysis. I will hand out the essay questions on SEPTEMBER 23 and is due in class on SEPTEMBER 30.

3) In-class test (20%): This will test your understanding of basic concepts as well as your ability to critically analyze conflict situations. The questions will be drawn from sections covered in the course preceding the test. This will be held in class on **October 21**

4) Group Presentation (20%): You will be a member of one of four research teams (3 students max). The teams will prepare a class presentation (not a paper) of a case study of an international post-conflict context. Each team will have 30 minutes to present its case study to the class. While it's fine for groups to divide project work among team members, the final presentation should represent a single and conceptually linked piece of work. In your presentation, you should clearly outline the issues in post-conflict peacebuilding and reconciliation as well as the role of external agents. Presentations will be on December 9. Even though it is a group assignment, each participant will be graded individually using the 360 degree method. If a group is having trouble with a member not fulfilling his/her work obligation, then the group needs to bring the problem to the instructor's attention.

5) Final paper (30%): The final paper will cover materials from the entire course. You are required to critically reflect on the themes, conflict resolution theories and cases covered during the course. The final paper should be no more than 10 pages. Questions will be handed out on December 7 and due December 17 at 4pm in Robinson 365. I will provide you with more detailed guidelines in due course.

******Late Work/ illness/ re-write***

Class assignments that are submitted late can be penalized by one point for each day they are late. If you have a documented emergency, special arrangements can be made with the instructor. Do not make a habit out of turning in your assignments late. We will discuss standards for specific assignments when the time arrives. Extensions are granted only in extreme cases such as illness or other family emergency and only where the student in question has established a track record of completing work on time. In most such cases, I will require certification of the situation. A student's procrastination in completing his/her work is not a basis for an extension. There will be no-rewrite of papers due to low grade.

Course Policy and Procedures

Classroom Etiquette: Please come to class on time and prepared. Turn off cell phones and other electronic devices. The use of laptops in class is for note-taking only! We will be discussing contentious political issues in this course. You are encouraged to express your opinion and diverse perspectives, however, be mindful and respectful of the sensitivities and views of others in your comments in class.

Academic Honesty and Collaboration: George Mason University has an Honor Code with guidelines regarding academic integrity and which is designed, "to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community" (<http://academicintegrity.gmu.edu/>). The Honor Code lays out strict penalties for cheating and plagiarism. Plagiarism is a serious offense, and all written work for this course should include proper citations in a standard citation format (MLA, APA, Chicago, etc.). You can choose any citation format, however, be consistent throughout your work. If you are unsure about how to cite a direct quotation or concept from the course or outside readings, then ask for help. Copies of common style manuals are available at the GMU library or online at <http://library.duke.edu/research/citing/workscited/>.

For individual class assignments, you may discuss your ideas with others or ask for feedback; however, you are responsible for making certain that there is no question that the work you hand in is your own. You may not submit papers or presentations from other courses to fulfill assignments for this class.

Honor Code and Plagiarism:

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

GRADES AND GRADING

I know that many of you are concerned about your grades and I will do everything in my power to help you throughout the course. I will not saddle you with high expectations without sufficient support. However, as discussed above, I have high standards for your work. For a typical assignment, I expect the following grade distribution:

- _ A: Truly outstanding work that shows creative original thinking, is nearly perfectly organized, and flawlessly written. This level of work forces me to think hard when I read it.
- _ B: Good work with a strong argument, sound organization, and solid writing. There are some relatively minor flaws in one or more of these areas, although the work clearly shows potential for an A level grade.
- _ C: About average or slightly below average. An overall solid job, but with more obvious organizational, interpretive, creative, and/or stylistic problems that permeate the paper.
- _ D: Failing by a small margin. Serious flaws in every aspect of the work: a lack of understanding of some basic principles, poor organization, and writing that makes it difficult for me to understand the author.
- _ F: Unacceptable and/or incomplete. Having such serious deficiencies that the student would need to start over to earn a passing grade.

Paper format: Papers should be typed, double-spaced, have 1” margins, and Times New Roman 12-point font. Make sure that your name, course number, and paper title is on the first page, and pages are numbered. Edit your papers carefully. If you need help, ask the instructor or refer to the GMU Writing Center <http://writingcenter.gmu.edu>.

Disability Support Services: Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (<http://www2.gmu.edu/dpt/unilife/ods/>) to determine the possible accommodations you might need; and 2) contact the instructor to discuss reasonable accommodations.

Course Materials (Required):

- Gerd Junne and Willemijn Verkoren, eds., *Postconflict Development: Meeting New Challenges*. Boulder, Colorado: Lynne Rienner Publishers. 2005. ISBN: 1-58826-303-7 [paper]
- John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies* (Washington, DC: United States Institute of Peace Press) 1997. ISBN: 1-878379-73-9

(E-Reserve readings)

- The UN and Conflict Management: Relevant or Irrelevant? - Karen A. Mingst/Margaret P. Karns
- New Roles for Regional Organizations - Paul F. Diehl
- Capacity and Limits of NGOs as Conflict Managers - Diana Chigas

Password will be provided in class. Course materials including syllabus, Power Point class notes, supplementary readings and other relevant materials will be available on E-Reserve and or GMU Blackboard (<http://courses.gmu.edu>).

If you have any questions not answered in this syllabus please feel free to ask me.

Course Schedule and Assignments:

Part A: Reconstruction and Peacebuilding: An Introduction

September 2: Introductions, Review of syllabus, Expectations/ Concepts and Definitions

- The Challenges of Post-conflict Development (*G. Junne and W. Verkoren*)
- Global Overview, Characteristics of Deeply Divided Societies (Lederach)
- Coordination (Lederach)

September 9: Actors in Reconciliation and peacebuilding

(E-Reserve readings)

- The UN and Conflict Management: Relevant or Irrelevant? - Karen A. Mingst/Margaret P. Karns
- New Roles for Regional Organizations - Paul F. Diehl
- Capacity and Limits of NGOs as Conflict Managers - Diana Chigas

Part B: Key themes in reconstruction and peacebuilding

September 16: Security and Rule of Law

- Preparing for Peacebuilding (John Paul Lederach)
- Security: An Absolute Prerequisite—*D. Salomons*.
- Reestablishing the Rule of Law—*M. Plunkett*.

September 23: (rebuilding institutions of governance)

- Building State Institutions—*J.L. Herrero*.
- Developing Local Governance—*T. Hohe*.

(First essay questions handed out)

September 30: Infrastructure

Reconstructing Infrastructure—*R.H. Brown*.

(First essay questions due)

October 7 : Freedom of speech

The Media's Role in War and Peacebuilding—*R. Howard*.

October 14: (Social infrastructure)

- Reforming Education—*W.A. Degu*.
- Reviving Health Care—*V. van Schoor*.

October 21: TEST

In-Class Test

(Documentary)

October 28: (Environment)

Protecting the Environment—*M. Bijlsma*.

November 4: (reviving the economy)

- Economic Policy for Building Peace—*B. Kamphuis*
- Resources- John Paul Lederach

November 11: (Political Economy of reconstruction and peacebuilding)

- Financing Reconstruction—*T. Addison, A.R. Chowdhury, and S.M. Murshed*.
- Donor Assistance: Lessons from Palestine for Afghanistan—*R. Brynen*.
- Donors in War-Torn Societies: A Case Study of El Salvador—*C. van der Borgh*.

November 18: (Reconciliation)

(all in John Paul Lederach)

- Reconciliation
- Structure
- Process
- An Integrated Framework

November 25: THANKSGIVING RECESS (NO CLASS)

December 2:

- Bringing It All Together: A Case Study of Mozambique—*J. Hanlon*.
- Bringing It All Together: A Case Study of Cambodia—*W. Verkoren*.
- Seeking the Best Way Forward—*G. Junne and W. Verkoren*.

Presentation of group projects

December 9:

Groups 1,2, 3, 4,

- Strategic and Responsive Evaluation
 - Conclusions
- (all in John Paul Lederach)

FINAL QUESTIONS HANDED OUT

FINAL PAPER DUE DECEMBER 16 AT 4:00 PM ROBINSON B 365