

CONF 399.001

CRN: 71345

Reconstruction and Peacebuilding

Mondays 1:30-4:15

Innovation Hall 208

Dr. Daniel Rothbart

Professor of Conflict Analysis and Resolution

Office Hour: Mondays, 4:15 to 5:15

email: drothbar@gmu.edu

Phone: 703-993-4474

Office Hours: Monday, 4:15-5:30

1. Course Description

As a major focus of attention for many conflict resolution practitioners, building peace in previously war-torn regions requires addressing the conflict at its roots, focusing on various forms of inequity and enmity that operate in mutual effect in the prelude to hostilities. One major advocate for such work is U.N. Secretary-General Boutros Boutros-Ghali, who presented his views in 1992 in the influential report *Agenda for Peace*. He recognized that genuine peace in regions of protracted conflicts requires interventions at multiple sectors of society, typically through long-term initiatives for rebuilding governance, stabilizing the economy, improving health care facilities, and enhancing educational opportunities, especially for girls and women. To complement his call, many scholar-practitioners in conflict resolution have championed the critical need to address the conflict's root causes by transforming the ways in which groups relate to each other, replacing the spiral of negativities that characterize the relations among protagonists during the conflict with a spiral of positive interactions. They argue that no sustainable peace is possible without measures that seek to redress inequalities in social, economics, and political systems, such as weak or corrupt governance, extreme power imbalance, social inequalities, political exploitation, and/or suppression of a minority group.

The following structural needs are often cited by advocates of peacebuilding as critical to peacebuilding:

1. Governance: election reform, judicial reform, power sharing, and constitutional reform.
2. Democratization: conduct demographic survey; register and education voters, draft electoral law; supervise and verify election process
3. Economic Recovery: help communities that experience economic ruin, creating the conditions for overcoming poverty and improving capacities,
4. Rehabilitation component: seek immediate food, health and housing needs, begin essential restoration work on infrastructure.
5. Security: protect and preserve internal security, through a system of criminal justice.
6. Human rights: secure signing of human rights conventions; oversee human rights record of administration, initiate education and training programs.

From a social perspective peacebuilding requires reconciliation of “damaged” relationships among the protagonist groups, relationships that instill essentialist divisions around notions of ingroup vice and outgroup vice. Through reconciliation, parties openly acknowledge

their responsibilities in the past hostilities, take responsibility in human rights violations, recognize the legitimate grievances of the other, and apologize for actions that intensified past hostilities. Particular attention is given to techniques for promoting trust, fostering harmonious relations, and improving the ways in which conflict-parties address grievances.

For those civilians engulfed by a conflict's prolonged violence, psychological trauma can be long-lasting and devastating. In the aftermath of protracted conflict, trauma can be damaging to the individual and those around him or her. Trauma tends to overwhelm an individual's coping mechanisms, fostering intense feelings of vulnerability, isolations, and helplessness in the face of (real or perceived) threats. Collectively, trauma-healing requires a time of healing, possibly through initiatives that seek to uncover the truth about past hostilities, pay tribute to the suffering of the victims and families, and build memorials to commemorate the nation's pain and suffering.

How can conflict resolution professionals determine the merits, worth, or significance of the programs to date in reconstruction/peacebuilding? How can professions determine the full costs and benefits of such programs? How can such programs be improved? What are the ethical standards that underpin such programs? These questions of evaluation and assessment are critical for determining what works and what does not work in "post-conflict" settings. Particularly attention is given to, what is called, single-case evaluation, in which information is acquired about single individual, entity, or process is gathered and analyzed.

This course will be organized as a seminar in which experts in the field of conflict resolution present their findings from the field and tell their stories about programs of reconstruction/peacebuilding. The course objectives are as follows:

- To review the major reconstruction/peacebuilding programs that have been implemented in recent years
- To learn how such programs have fared—what works and what does not work
- To provide case studies of programs in Africa, Iraq, and Afghanistan
- To develop skills in program evaluation and assessment

2. Required Texts:

Boutros Boutros-Ghali, *An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peacekeeping* Document A/47/277 - S/241111, 17 June 1992 (New York: Department of Public Information, United Nations) 1992. <http://www.un.org/Docs/SG/agpeace.html>

Boutros Boutros-Ghali, *Supplement to An Agenda for Peace: Position Paper of the Secretary-General on the Occasion of the Fiftieth Anniversary of the United Nations* Document A/50/60 - S/1995/1, 3 January 1995 (New York: Department of Public Information, United Nations) 1995. <http://www.un.org/Docs/SG/agsupp.html>

Human Security Report. *Counting the Indirect Costs of War* [pdf reader]

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 [paperback]

Mary Kaldor. 2007. *Human Security*. Polity Press. ISBN-13 978-07456-3854-6 (paper)

United States Institute of Peace. *Guiding Principles for Stabilization and Reconstruction*. Washington, DC: United States Institute of Peace Press and the United States Army Peacekeeping and Stability Operations Institute

3. Course Schedule and Readings

Week 1 [August 30] Introduction to Course

UNIT 1: New Wars and Sustainable Peace

Week 2 [Sept. 13]: New Wars-Old Wars

1. Mary Kaldor, "Introduction," *Human Security*
2. Human Security Report. "Counting the Indirect Costs of War"
3. Kaldor, "American Power: From Compellance to Cosmopolitanism?" in *Human Security*, Chapter 2.

Week 3 [Sept. 20]: Sustainable Peace

1. John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies* (Washington, DC: United States Institute of Peace Press) 1997. ISBN: 1-878379-73-9 [paperback]

Week 4 [Sept. 27]: Human Security

1. Kaldor, "The Idea of Global Civil Society," in *Human Security*, Chapter 5.
2. Kaldor, "Just War and Just Peace," in *Human Security*, Chapter 6.
3. Kaldor, "Human Security," in *Human Security*, Chapter 7.

UNIT 2: Case Studies of Reconstruction and Peacebuilding

Week 5 [Oct. 4]: External agents and reconstruction: The peacebuilding role of the United Nations.

Vandy Kanyako
Institute for Conflict Analysis and Resolution
Vandy Kanyako <vkanyako@gmu.edu>
The Challenge of Working for Peace at the Community Level in Liberia"
Yves-Renee Jennings
Institute for Conflict Analysis and Resolution
Yves-Renee Jennings <yjenning@gmu.edu>

1. Boutros Boutros-Ghali, *An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peace-keeping* Document A/47/277 - S/241111, 17 June 1992 (New York: Department of Public Information, United Nations) 1992.
<http://www.un.org/Docs/SG/agpeace.html>
2. Kaldor, "A Decade of Humanitarian Intervention, 1991-2000," in *Human Security*, Chapter 1

Week 6 [Oct. 12 Tuesday]: Topic to be Determined
Lori-Ann Stephenson
Institute for Conflict Analysis and Resolution
lstephea <lstephea@gmu.edu>

Week 7 [Oct. 18]: "The World, If It Is Not in Pieces: Social Life after Mass Atrocity."

Mark Goodale
Associate Professor of Conflict Analysis and Anthropology
Institute for Conflict Analysis and Resolution
Mark Goodale <mgoodale@gmu.edu>

1. Joseph Hanlon, "Bringing it all Together: A case Study of Mozambique," in Gerd Junne and Willemijn Verkoren, eds., *Postconflict Development: Meeting New Challenges*, Chapter 15.
2. Villemijn Verkoren, "Bringing It All Together, A case Study of Cambodia," in Gerd Junne and Willemijn Verkoren, eds., *Postconflict Development: Meeting New Challenges*, Chapter 16.

Week 8 [Oct. 25]: "Breaking the Enemy Image in Israel and Palestine"

Scott Cooper and Aziz Abu Sarah
Center for World Religion, Diplomacy, and Conflict Resolution
Institute for Conflict Analysis and Resolution
Scott Cooper <scoopere@gmu.edu>

1. "Conflict Resolution in Intercultural Settings," by Kevin Avruch and Peter W. Black, in *Conflict Resolution Theory and Practice*, Dennis J.D. Sandole and Hugo van der Merwe, eds., (Manchester, U.K.: Manchester University Press, 1993), pp. 131-145.

Week 9 [Nov. 1]: U.S. government and post-conflict reconstruction

Agnieszka Paczynska
Associate Professor
Director, CAR Program
Institute for Conflict Analysis and Resolution
[Agnieszka Paczynska <apaczyns@gmu.edu>](mailto:apaczyns@gmu.edu)

1. Dirk Salomons, "Security: An Absolute Prerequisite," in Gerd Junne and Willemijn Verkoren, eds., *Postconflict Development: Meeting New Challenges*, Chapter 2.
2. United States Institute of Peace. *Guiding Principles for Stabilization and Reconstruction*. Washington, DC: United States Institute of Peace Press and the United States Army Peacekeeping and Stability Operations Institute

Week 10 [Nov. 8]: Disarmament, Demobilization, and Reintegration: Toward Demilitarizing the Body, Heart, and Mind.

Patricia A. Maulden
Assistant Professor of Conflict Resolution
Director, Dialogue and Difference Project
Institute for Conflict Analysis and Resolution
[Patricia Maulden <pmaulden@gmu.edu>](mailto:pmaulden@gmu.edu)

1. Richard H. Brown, "Reconstructing Infrastructure," in Gerd Junne and Willemijn Verkoren, eds., *Postconflict Development: Meeting New Challenges*, Chapter 6.

Week 11 [Nov. 15]: Maneshka Eliatamby and Johnny Mack
[Eliatamby, Dhruhini M.](mailto:deliatam@gmu.edu)
deliatam@gmu.edu

Week 12 [Nov. 22]: IDPs and Refugees camps: Different structures and different dilemmas.

Professor Carlos Sluzki
Institute for Conflict Analysis and Resolution
Carlos Sluzki csluzki@gmu.edu

1. Vanessa van Schoor, "Reviving Health Care," in Gerd Junne and Willemijn Verkoren, eds., *Postconflict Development: Meeting New Challenges*, Chapter 9.
2. Donor Assistance: Lessons from Palestine for Afghanistan," in Gerd Junne and Willemijn Verkoren, eds., *Postconflict Development: Meeting New Challenges*, Chapter 13.

Week 13 [Nov. 29]: Jessica Cooley “Rwanda-Peacbuilding After Genocide”?

Week 14 [Dec. 6]: Where do we go from here?

Gerd Junne and Willemijn Verkoren, “Seeking the Best way Forward,” in Gerd Junne and Willemijn Verkoren, eds., *Postconflict Development: Meeting New Challenges*, Chapter 17.

4. Course Requirements:

1. Participation.

Each class session will include a discussion-component that calls for active participation. Of course, regular attendance is expected. [15% of course grade.]

2. Exam #1.

This take-home exam addresses the core categories and doctrines of reconstruction and peacebuilding as presented in Unit One. It is assigned Sept. 27 due in class Oct 4. [25% of course grade.]

3. Conflict Intervention

For this assignment students formulate the defining elements of a prolonged conflict intervention, either toward reconstruction or peacebuilding. Background information will require outside research, probably with assistance from a reference librarian at GMU. The analysis also calls for the use of concepts, models, and themes presented during the course. Paper 15-20 pages double-spaced including references. The paper will be submitted in two stages:

- a. First draft: Nov. 8 [10% of course grade.]
- b. Second (revised) draft; Nov. 29 [25% of course grade.]

4. Exam #2 (Final). The final examination is comprehensive of the course content. This will be distributed during the last class (Dec. 6) and due Dec. 13. [25% of the course grade.]

HONOR POLICY

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

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. No grade is important enough to justify academic misconduct.

Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.