



EST 1892

**London  
South Bank  
University**

**Module Guide**

**Division of Social Sciences**

**Level 6**

## **Diplomacy and Conflict Resolution**

**DSS\_6\_DCR**



## Diplomacy and Conflict Resolution

### Contents

1. Module details .....	3
2. Short description.....	3
3. Aims of the module.....	4
4. Learning outcomes.....	4
5. Assessment of the module.....	4
Marking Criteria – how your work is assessed.....	6
6. Feedback .....	8
7. Introduction to studying the module.....	8
7.1 Overview of the type of classes .....	8
7.2 Importance of Student Self-Managed Learning Time.....	9
7.3 Employability.....	9
8. The programme of teaching and learning .....	9

### Overview of teaching and learning programme

Week 1 – From war to peace: an introduction to diplomacy and conflict resolution	Week 7: The Women, Peace and Security agenda
Week 2 – The causes and consequences of conflict	Week 8: Post-war reconstruction, aid and development
Week 3 – From ceasefires to mediation and diplomacy	Week 9: Statebuilding and DDR (Disarmament, demobilisation and reintegration)
Week 4 – From negotiations to peace agreements	Week 10: Peacebuilding and transitional justice
Week 5: Online self-study: humanitarian interventions and R2P	Week 11: Simulation exercise
Week 6: Peacekeeping and security after war	Week 12: Summary & revision

## 1. Module details

<b>Module Title:</b>	Diplomacy and Conflict Resolution
<b>Module Level:</b>	Level 6
<b>Module Reference Number:</b>	DSS_6_DCR
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	45
<b>Private Study Hours:</b>	155
<b>Pre-requisite Learning (If applicable):</b>	\
<b>Co-requisite Modules (If applicable):</b>	\
<b>Course(s):</b>	BA International Relations; BA Politics
<b>Module Coordinator:</b>	Dr Daniela Lai
<b>MC Contact Details (Tel, Email, Room)</b>	<a href="mailto:daniela.lai@lsbu.ac.uk">daniela.lai@lsbu.ac.uk</a> ; Room BR266
<b>Subject Area:</b>	International Relations
<b>Summary of Assessment Method:</b>	CW1 Participation in simulation exercise and summary report (1,000 words) 40% CW2 Case-study of a recent international conflict resolution effort (2,500 words) 60%

## 2. Short description

This module examines the historical, theoretical, normative and practical aspects of diplomacy and conflict resolution, having defined the key concepts, the module explores a range of approaches to the subject, including political and legal approaches. The primary focus of the module is on the role of states but consideration is also given to international institutions and non-state actors, such as NGOs. Key topics covered include the nature and history and nature of diplomacy, the history of conflict resolution, the processes of conflict resolution including peace-keeping, humanitarian intervention, and responsibility to protect, including a critique of liberal interventionism.

This module follows the process of ending wars and building durable peace: from the dynamics and consequences of conflict, to diplomacy, peacemaking and peacekeeping, and post-conflict peacebuilding and reconstruction.

The readings assigned for this module address conceptual debates, as well as case studies. Students are expected to prepare for classes, and are encouraged to ask questions, contribute to seminar discussion, and take an active role in the learning process.

### 3. Aims of the module

The aim of the module is to deepen students' understanding of the complex and controversial nature of inter-state relations, especially in relation to conflict and conflict resolution, particularly in relation to its impact on the functioning of diplomacy between states.

The module aims to:

- Identify the key concepts, theories, and actors necessary to understand the process of conflict resolution, with reference to recent academic and policy debates.
- Provide a comprehensive overview of the main features of diplomacy and conflict resolution across a number of countries and regions.
- Support the development of critical thinking, problem-solving and writing skills, and equip students with the ability to critically evaluate contemporary efforts in diplomacy, conflict resolution, and peacebuilding.

### 4. Learning outcomes

On successful completion of this module students will have:

#### **Knowledge and Understanding**

- gained a critical and in-depth knowledge of the practical and theoretical processes of diplomacy and conflict resolution
- the ability to assess the benefits and problems of conflict resolution processes as they apply to different situations

#### **Intellectual Skills**

- the ability to critically evaluate historic and contemporary analyses of diplomacy and the process of conflict resolution as employed in a range of relevant international conflicts
- enhanced skills in information retrieval, critical evaluation and analysis of relevant literature
- demonstrated familiarity with different sources of data which can be used to provide information on diplomacy and conflict resolution.

#### **Practical Skills**

- The ability to work with others, have respect for others' reasoned views and reach mutually acceptable compromises

### 5. Assessment of the module

To pass the module a mark of 40% is required.

The assessment for this module has both formative and summative components:

#### **Formative exercises:**

- Preparation of materials for the conflict resolution simulation: maps, timeline, negotiating briefs.
- Outline of the case study assignment (CW2): 500 words + list of sources due 9 November

#### **CW 1 (40% of the total mark): participation in a simulation exercise and summary report**

Word count for the report: 1,000 words excluding references

The simulation exercise will be carried out in class in Week 11

**CW 2 (60% of the total mark): case-study of a recent international conflict resolution effort**

Word count: 2,500 words excluding references

Give an overview of the conflict & conflict resolution effort in the first part, then choose one significant aspect for a deeper analysis (e.g. transitional justice *or* the peace agreement *or* peacekeeping).

Make sure you read the assessment briefs for both summative assignments (available on Moodle).

Support with the assignments will be available in class and at office hours. Attendance in class is essential to prepare for the simulation exercise.

**General Assessment criteria**

The overall pass mark for each module is 40%, subject to a minimum mark of 30% for each assessed element.

All coursework essays and examination scripts are assessed in relation to the specific learning outcomes for each module, which can be found in Module Guides. More generally, requirements in relation to the level of conceptual analysis and acquired skills will intensify with your progression through the course.

Level Four

The overall learning outcome of level four modules is that the student should be able to demonstrate a good knowledge of important information, concepts and ideas, in the chosen area of study and should be attempting to provide some analysis of alternative views and perspectives. In particular, at the end of level four, students should have acquired a number of key skills, which should be reflected in their written work, and the ability:

- to collect, sift and record information from a variety of sources (e.g. library, database, lectures)
- to distinguish between description and analysis in information sources
- to isolate key arguments within source material
- to use information to present a relevant and coherent argument in written and oral form (e.g. 1500 word essay or a ten minute oral presentation).

Level Five

The conceptual analysis and skills developed at level four will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate the ability:

- to distinguish between differing viewpoints
- to identify key elements of a problem and choose the theories/methods for its resolution
- to analyse differing (political, social, etc) systems using comparative methodology
- to research a topic of their choice, and to present this research in oral and written form.

Level Six

Students will be expected to demonstrate the ability:

- to identify the social formation of individuals, groups, the nation state, and global relations
- to apply appropriate knowledge and skills to the solution of problems in relation to these areas
- to understand the relation between economic, social, political and cultural factors in behaviours and structures at the level of the group, the nation state, and global relations
- to present in written form a critical piece of academic analysis and research, demonstrating a firm grasp of methodological principles in the selection and use of themes for a more specialised piece of work (9,000 word research Project)
- to understand the influence of historical and global forces on society.

At level six, the student should be able to critically review evidence-supporting conclusions and to assess its validity and significance.

### Marking Criteria – how your work is assessed

Each piece of work on the individual modules will have specific assessment criteria, but at a general level there are five main criteria that we consider in arriving at an accurate assessment of your work:

1. knowledge of the topic – information, data, ideas, concepts and institutions
2. analysis of issues and an awareness of different viewpoints
3. evaluation of competing explanations or theories applied to a problem
4. ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following general marking scheme applies:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of the basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3

First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives are covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can “impose oneself on the subject”

## Plagiarism

Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the *LSBU Assessment and Examinations Handbook* ([https://www.lsbu.ac.uk/\\_data/assets/pdf\\_file/0010/84349/assessment-and-examination-handbook.pdf](https://www.lsbu.ac.uk/_data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf)) and in your Course Guide. Please read these carefully.

## Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. The following link takes you to a Library ‘how to guide’ on referencing, and provides details on standard referencing:

<https://my.lsbu.ac.uk/my/wcm/myconnect/9c19919b-d27d-430e-b821-0e71bcecae22/harvard-referencing-helpsheet.pdf?MOD=AJPERES>

**Books** should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

**Chapters** in edited collections are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

**Articles in journals** should be cited giving volume and issue number as well as date, thus:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

**Websites** should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from: <http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

## **Learner Support Material**

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

## **6. Feedback**

You will receive feedback in a number of formats, in class, during office hours, and in the form of written comments on submitted coursework. Written feedback will include an explanation of your mark and indicate ways to improve. Feedback for course work is provided 15 working days after the submission date.

I am available to discuss feedback and your progress in this course at office hours, and I encourage students to take advantage of this opportunity.

Feedback is also provided during class discussion, both in the form of teacher comments on the ideas you raise in class, and from fellow students (peer feedback).

## **7. Introduction to studying the module**

This module examines the historical, theoretical, normative and practical aspects of diplomacy and conflict resolution, having defined the key concepts, the module explores a range of approaches to the subject, including political and legal approaches. The primary focus of the module is on the role of states but consideration is also given to international institutions and non-state actors, such as NGOs. Key topics covered include the nature and history and nature of diplomacy, the history of conflict resolution, the processes of conflict resolution including peace-keeping, humanitarian intervention, and responsibility to protect, including a critique of liberal interventionism. This module follows the process of ending wars and building durable peace: from the dynamics and consequences of conflict, to diplomacy, peacemaking and peacekeeping, and post-conflict peacebuilding and reconstruction.

### **7.1 Overview of the type of classes**

Teaching for this module is supported by our virtual learning environment site, Moodle. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a three-hour workshop divided between a lecture and a seminar. While lectures are interactive to a good extent, seminars are student-led: students are expected to contribute actively to the discussion through presentations, questions, debates, groupwork and other activities.



Students are expected to attend classes regularly and read the assigned readings for the week, as well as keep up with current news as relevant.

## **7.2 Importance of Student Self-Managed Learning Time**

The importance of your own commitment to your studies cannot be over-stated. The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

## **7.3 Employability**

This module provides students with employability skills that are commonly required by employers for graduate positions: critical and analytical thinking; ability to meet deadlines; ability work independently and in a team; writing skills. Moreover, it provides students with practical skills on the workings of conflict resolution mechanisms that are relevant for pursuing careers in the charity sector, government positions, and international organisations.

## **8. The programme of teaching and learning**

### **Overview of lecture programme**

Week 1 – From war to peace: an introduction to diplomacy and conflict resolution	Week 7: The Women, Peace and Security agenda
Week 2 – The causes and consequences of conflict	Week 8: Post-war reconstruction, aid and development
Week 3 – From ceasefires to mediation and diplomacy	Week 9: Statebuilding and DDR (Disarmament, demobilisation and reintegration)
Week 4 – From negotiations to peace agreements	Week 10: Peacebuilding and transitional justice
Week 5: Online self-study: humanitarian interventions and R2P	Week 11: Simulation exercise
Week 6: Peacekeeping and security after war	Week 12: Summary & revision

Core readings are compulsory and must be read before class. A list of additional readings is also suggested, which should be used for research and assignments.

You are invited to contribute to the Moodle forum by sharing additional resources related to current news and case studies, in addition to the ones that will be added by the lecturer.

### **Week 1 – From war to peace: an introduction to diplomacy and conflict resolution**

This week introduces the module by examining the key concepts of war, conflict, conflict resolution and peace. It considers wars and diplomacy in historical perspective, and addresses the characteristics of contemporary conflicts and conflict resolution efforts.

- How do we define war and conflict?
- What is peace? How do we know it when we see it?
- What is diplomacy and how has it evolved over time?

Core readings:

- Gordon, E. (2019) *Conflict, security and justice: practice and challenges in peacebuilding*. London: Red Globe Press/Macmillan Education. Chapter 1: Concepts of Security, Conflict and Peace.
- Judah, T. (2008a) *Kosovo: what everyone needs to know*. Oxford: Oxford University Press. Preface: Why Kosovo? (8 pages); Chapter 6 From the Golden Age to the Memorandum (9 pages); Chapter 7 From the Milošević to the Rugova years (11 pages).

Additional readings:

- Bercovitch, J., Kremenīuk, V. A. and Zartman, I. W. (2009a) *The SAGE handbook of conflict resolution*. Los Angeles, [Calif.]: SAGE. Chapter 1: The evolution of conflict resolution.

## **Week 2 – The causes and consequences of conflict**

This week we address important debates in the field of peace and conflict studies, such as those related to why wars occurs and what drives people to join armed groups. We also interrogate the consequences of conflict, from material destruction and social breakdown, to the creation of ‘failed states’, to refugees and internally-displaced persons.

- What are the causes of war?
- What drives people to join armed groups?
- What are the consequences of conflict?

Core readings:

- Gordon, E. (2019) *Conflict, security and justice: practice and challenges in peacebuilding*. London: Red Globe Press/Macmillan Education. Chapter 2: Causes of Conflict and Conflict Prevention.
- Catherine Baker (2015) *The Yugoslav Wars of the 1990s*. Palgrave. Chapter 5: The War in Kosovo, from p. 78.

Additional readings:

- Ramsbotham, O., Woodhouse, T. and Miall, H. (2016b) *Contemporary conflict resolution*. Fourth edition. Cambridge: Polity Press. See Chapters 3, 4, and 5

## **Week 3 – From ceasefires to mediation and diplomacy**

In this session, we explore how international diplomacy works by focusing on a series of key mechanisms and actors, including preventive measures in Chapter VI of the UN Charter, multilateral negotiations, as well as how ceasefires are reached. Through a series of case studies, this session

examines various types of diplomacy, arbitration, soft power, appeasement, and the role peace spoilers.

- How do international actors mediate conflicts?
- What is Chapter VI of the UN Charter?
- How does diplomacy work?

Core readings:

- Bercovitch, J., Kremeniuk, V. A. and Zartman, I. W. (2009a) *The SAGE handbook of conflict resolution*. Los Angeles, [Calif.]: SAGE. Chapter 2: Diplomacy and Conflict Resolution, by Christer Jönsson & Karin Aggestam
- Pruitt, D. (1997). Ripeness Theory and the Oslo Talk, *International Negotiation*, 2 (2), pp. 237–250.

Additional readings:

- Aharoni, S. (2011) Gender and "Peace Work": An Unofficial History of Israeli-Palestinian Peace Negotiations, *Politics & Gender*, 7 (03), pp. 391–416.
- Bercovitch, J., Kremeniuk, V. A. and Zartman, I. W. (2009d) *The SAGE handbook of conflict resolution*. Los Angeles, [Calif.]: SAGE. Chapter 17: Mediation and Conflict Resolution by Jacob Bercovitch
- Jensen, L. (1997) Negotiations and Power Asymmetries: The Cases of Bosnia, Northern Ireland and Sri Lanka, *International Negotiation*, 2 (1), pp. 21–41.
- Coleman, K. P. (2013) Locating norm diplomacy: Venue change in international norm negotiations, *European Journal of International Relations*, 19 (1), pp. 163–186.

#### **Week 4 – From negotiations to peace agreements**

How do conflicts come to an end? What do peace agreements look like? This week we answer these questions by analysing a series of historical examples of peace conferences and peace treaties, from Versailles to the Dayton Peace Agreement that ended the Bosnian War, to contemporary examples such as the Colombian peace process.

- What are the key components of peace agreements?
- How can we understand and analyse some historical and contemporary examples of peace agreements?
- What is the role of women in peace negotiations?

Core readings:

- Ramsbotham, O., Woodhouse, T. and Miall, H. (2016) *Contemporary conflict resolution*. Fourth edition. Cambridge: Polity Press. Chapter 7: Ending violent conflict
- Judah, T. (2008) *Kosovo: what everyone needs to know*. Oxford: Oxford University Press. Chapter 9: Kosovo after 1999; Chapter 10: March 2004 and the Athisaari Plan.

Additional readings:

- Bell, Christine and Christine O'Rourke (2010) PEACE AGREEMENTS OR PIECES OF PAPER? THE IMPACT OF UNSC RESOLUTION 1325 ON ..., *International & Comparative Law Quarterly*, 59 (4).
- True, Jacqui Riveros-Morales, Yolanda (2019) Towards inclusive peace: Analysing gender-sensitive peace agreements 2000–2016., *International Political Science Review*, 40 (Issue 1, p23-40),
- Nilsson, D. (2012) Anchoring the Peace: Civil Society Actors in Peace Accords and Durable Peace, *International Interactions*, 38 (2), pp. 243–266.

### **Week 5 (directed private study week) – Liberal internationalism, humanitarian interventions, and R2P**

Liberal interventions into conflicts have generated much debate among scholars and practitioners. This week we analyse humanitarian interventions, the 'Responsibility to Protect' (R2P) doctrine, as well as their critiques. We look at the role of the UN, with an emphasis on the Security Council, Chapter VII of the UN Charter, as well as other international actors such as NATO, the African Union, and other regional organisations.

- Why and under what conditions have states intervened for humanitarian reasons?
- What is humanitarian intervention/R2P?
- Is R2P still relevant today?

Core reading:

- Collins, A. (ed.) (2019) *Contemporary security studies*. Fifth edition. Oxford: Oxford University Press. Chapter 22: Humanitarian Intervention, by Alex J. Bellamy.

### **Week 6 – Peacekeeping and security after war**

Maintaining peace and peaceful societal relations in the aftermath of war relies on the restoration of security and security sector reform. Peacekeepers are often deployed to maintain peace after peace accords are signed, but they also become embedded within illicit economies and circuits of gender-based violence. This week we address the question of security after war broadly defined to include human security as well as the absence of armed violence.

- How is security maintained after war?
- What is peacekeeping, and what is the record of peacekeeping operations so far?

Core readings:

- MacQueen, N. (2006) *Peacekeeping and the international system*. Milton Park, Abingdon, Oxon: Routledge. Chapter 1: The dimensions of international peacekeeping.
- Hood, L. (2006) Security sector reform in East Timor, 1999–2004, *International Peacekeeping*, 13 (1), pp. 60–77

Additional readings:

- Jennings, K. M. and Bøås, M. (2015) Transactions and Interactions: Everyday Life in the Peacekeeping Economy, *Journal of Intervention and Statebuilding*, 9 (3), pp. 281–295.
- Jennings, K. M. (2018) Peacekeeping as Enterprise: Transaction, Consumption, and the Political Economy of Peace and Peacekeeping, *Civil Wars*, 20 (2), pp. 238–261
- Jennings, K. M. (2016) Blue Helmet Havens: Peacekeeping as Bypassing in Liberia and the Democratic Republic of the Congo, *International Peacekeeping*, 23 (2), pp. 302–325.
- Brzoska, M. (2006) Introduction: Criteria for evaluating post-conflict reconstruction and security sector reform in peace support operations, *International Peacekeeping*, 13 (1), pp. 1–13. (See the whole special issue introduced by this article).

## **Week 7 – The Women, Peace and Security Agenda**

UN Security Council Resolution 1325 (2000) recognised for the first time the specific impact of conflict on women. Since then, other resolutions on Women, Peace and Security have been passed and led to the development of country-level National Action Plans around the world. While issues of gender and conflict emerge throughout the module, this week is entirely devoted to the analysis of the WPS agenda and of ‘gender mainstreaming’ in international interventions.

- How has UNSC Resolution 1325 (2000) changed the UN and member states’ approach to diplomacy and efforts to end conflict?
- What is the relevance of the WPS Agenda for conflict resolution and peace building?

### **Core readings:**

- Pratt, N. and Richter-Devroe, S. (2011) Critically Examining UNSCR 1325 on Women, Peace and Security, *International Feminist Journal of Politics*, 13 (4), pp. 489–503.
- Henry, M. (2012) Peacexploitation? Interrogating Labor Hierarchies and Global Sisterhood Among Indian and Uruguayan Female Peacekeepers, *Globalizations*, 9 (1), pp. 15–33.

### **Additional readings:**

- Bilić, B. (2012) Not in our name: collective identity of the Serbian Women in Black, *Nationalities Papers*, 40 (04), pp. 607–623.
- Chinkin, C. and Charlesworth, H. (2006) Building Women into Peace: the international legal framework, *Third World Quarterly*, 27 (5), pp. 937–957
- KIRBY, P. and SHEPHERD, L. J. (2016) Reintroducing women, peace and security, *International Affairs*, 92 (2), pp. 249–254.
- Cohn, Carol (ed.) (2013) *Women and Wars: Contested Histories, Uncertain Futures*. Polity.
- Mari, Cristina (2015, June 11) ‘Thinking of You’ — A collective healing among skirts - Kosovo 2.0. Available from: <https://kosovotwopointzero.com/en/thinking-of-you-a-collective-healing-among-skirts/>
- TEDx Talks (2017) Thinking of You | Alketa Xhafa Mripa | TEDxAUK - YouTube. Available from: <https://www.youtube.com/watch?v=A5qMUM8cr7A>.

## Week 8 – Post-war reconstruction, aid and development

War often leads to the creation of black markets, informal economic institutions and predatory elites, while international and local actors face the challenge of reconstructing infrastructure and promoting economic progress to avoid instability and insecurity. This week we discuss how international donors (both states and organisations) have used aid policy in post-conflict countries, relying on international agencies, local authorities or non-governmental organisations.

- Can economic reconstruction and development be considered part of the process of resolving conflicts and building peace?
- What is the relationship between aid and conflict? And between economic development and peace?

### Core readings:

- Woodward, S. L. (2013), Chapter 25: The political economy of peacebuilding and international aid, in Mac Ginty, R. (ed.) *Routledge handbook of peacebuilding*. London: Routledge.
- Suhrke, A. (2007) Reconstruction as modernisation: the 'post-conflict' project in Afghanistan, *Third World Quarterly*, 28 (7), pp. 1291–1308.

### Additional readings:

- Donais, T. (2005) *The political economy of peacebuilding in post-Dayton Bosnia*. New York, NY: Routledge.
- Pugh, M., N. Cooper, M. Turner (2008) *Whose Peace? Critical Perspectives on the Political Economy of Peacebuilding*. London: Routledge.
- Andreas, P. (2004) The Clandestine Political Economy of War and Peace in Bosnia, *International Studies Quarterly*, 48 (1), pp. 29–52.
- Belloni, R. and Strazzari, F. (2014) Corruption in post-conflict Bosnia-Herzegovina and Kosovo: a deal among friends, *Third World Quarterly*, 35 (5), pp. 855–871
- Goodhand, J. and Sedra, M. (2007) Bribes or Bargains? Peace Conditionalities and 'Post-Conflict' Reconstruction in Afghanistan, *International Peacekeeping*, 14 (1), pp. 41–61.

## Week 9 – Statebuilding & Disarmament, Demobilisation and Reintegration (DDR)

Post-conflict transitions are complex processes that often begin from the demobilisation of combatants. Programmes of disarmament, demobilisation and reintegration (DDR) are particularly important for post-war stability and for the success of post-war state and peacebuilding in the long term. We also take a look at some of the institutional changes post-war countries undergo after conflict, including the establishment of new constitutions, and of power-sharing and consociational systems, and we evaluate their role in stabilising post-conflict countries.

- Why are strong state institutions considered essential for post-conflict stability and peace?
- How have statebuilding interventions worked, and have they been successful?
- What is DDR and how does it fit within state- and peace-building strategies?

### Core readings:

- Jennings, K. M. (2009) The political economy of DDR in Liberia: a gendered critique, *Conflict, Security & Development*, 9 (4), pp. 475–494.
- Gordon, E. (2019) *Conflict, security and justice: practice and challenges in peacebuilding*. London: Red Globe Press/Macmillan Education. Read either Chapter 6: Mine Action and the Control of Small Arms and Light Weapons or Chapter 7: Disarmament, Demobilization and Reintegration.

Additional readings:

- Paes, W. (2005) The challenges of disarmament, demobilization and reintegration in Liberia, *International Peacekeeping*, 12 (2), pp. 253–261.
- Muggah, R. (2005) No Magic Bullet: A Critical Perspective on Disarmament, Demobilization and Reintegration (DDR) and Weapons Reduction in Post-conflict Contexts, *The Round Table*, 94 (379), pp. 239–252.
- Knight, M. and O zerdem, A. (2004) Guns, Camps and Cash: Disarmament, Demobilization and Reinsertion of Former Combatants in Transitions from War to Peace, *Journal of Peace Research*, 41 (4), pp. 499–516.
- Visoka, G. and Richmond, O. (2016) After Liberal Peace? From Failed State-Building to an Emancipatory Peace in Kosovo, *International Studies Perspectives*. DOI:10.1093/isp/ekw006.
- Kostovicova, D. (2008) Legitimacy and International Administration: The Ahtisaari Settlement for Kosovo from a Human Security Perspective, *International Peacekeeping*, 15 (5), pp. 631–647.
- Lemay-H  bert, N. (2013) Everyday Legitimacy and International Administration: Global Governance and Local Legitimacy in Kosovo, *Journal of Intervention and Statebuilding*, 7 (1), pp. 87–104.

## Week 10 – Peacebuilding and transitional justice

Conflict affects society deeply, and therefore community-based conflict resolution mechanisms play an essential role in building sustainable peace after war. This week we look at how international organisations, states, and local groups engage in activities aimed at dealing with the legacies of wartime violence. This includes transitional justice mechanisms (such as war crimes trials, truth commissions, and locally-based initiatives), and a variety of peacebuilding programmes.

- How do conflict affected societies deal with the legacies of mass violence?
- Is justice for war crimes conducive to peace, or does it risk reigniting conflicts?
- Is reconciliation in divided societies necessary for a full resolution of societal conflicts?

Core readings:

- Sharp, Dustin N. (2013) Beyond the Post-Conflict Checklist: Linking Peacebuilding and Transitional Justice through the Lens of Critique., *Chicago Journal of International Law*, 14(1) pp165-196.
- Visoka, G. (2016) Arrested Truth: Transitional Justice and the Politics of Remembrance in Kosovo, *Journal of Human Rights Practice*, 8 (1), pp. 62–80.

Additional readings:

- PARIS, R. (2010) Saving liberal peacebuilding, *Review of International Studies*, 36 (2), pp. 337–365.
- O'Reilly, M. (2012) Muscular Interventionism, *International Feminist Journal of Politics*, 14 (4), pp. 529–548.
- Gordon, E. (2019) *Conflict, security and justice: practice and challenges in peacebuilding*. London: Red Globe Press/Macmillan Education. Chapter 4: Promoting the rule of law
- Lambourne, Wendy (2009) Transitional Justice and Peacebuilding after Mass Violence.
- Baker, Catherine Obradovic-Wochnik, Jelena (2016) Mapping the Nexus of Transitional Justice and Peacebuilding., *Journal of Intervention & Statebuilding*, 10 (Issue 3, p281-301),
- Di Lellio, A. and McCurn, C. (2013) Engineering Grassroots Transitional Justice in the Balkans, *East European Politics and Societies: And Cultures*, 27 (1), pp. 129–148
- Di Lellio, A. (2016) Seeking Justice for Wartime Sexual Violence in Kosovo, *East European Politics and Societies*, 30 (3), pp. 621–643.

### **Week 11 – Conflict resolution simulation**

This week you will take part in the conflict resolution simulation that, together with the written report accompanying it, counts for 40% of your mark for this module.

### **Week 12 – Writing up your assignments.**

This week is dedicated to helping you plan and write up your written assignments: the 1,000 word report on the simulation, and the 2,500 case study that counts for the remaining 60% of your mark.