

POSC-540: Post-Conflict Societies

Class Meetings:

Tuesday, 3-5:30 PM, Miller 2180

Student Hours: Wednesday, 10AM – 3PM

Virtual Student Hours: Thursday, 9AM – 11AM

Contact Information

Instructor: Chris Price

Office: 2149 Miller Hall

Email: Price2CG@jmu.edu

Course Description:

Violent conflict, whether wars between states, civil wars and insurgencies inside the borders of the state, or terrorism across borders, is common around the world. The costs of these conflicts are staggering, with millions killed and many more injured. Beyond their enormous human cost, these conflicts have lasting impacts on politics, economics, and society.

In this course, we'll examine the theory and practice of post-conflict reconstruction, highlighting the sprawling nature of this topic. Some of the questions we will address include: How do we divide the politics of violent conflict from peaceful politics? How is political order restored? What can be done to rebuild economies? How do social relations change due to conflict? And perhaps most importantly, what can outsiders do to help rebuild societies after war, and what are their limits?

This course develops your policy tool kit by critically examining works which provide systematic explanations, as well as delving into cases to see how policy is made and executed in practice. We will examine these topics using a mix of methods: reading, lecture, discussion, presentation, and writing assignments.

The readings and assignments focus on providing an overview of mainstream scholarship, improving your abilities to synthesize and evaluate arguments, and introducing you to agencies and practitioners involved in post-war reconstruction. This course is comprised of two and a half hours of in-class instruction, and an assumption of five hours of outside class work per week.

While cross-registered with the undergraduate course, I have higher expectations for you on assignments, and will also provide you with more readings, discussion, and leadership opportunities throughout the course. The canvas page and syllabus for the graduate section (POSC-540) are different from the undergraduate section (POSC-440), so

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do not be alarmed if you see differences between your syllabus, assignments, or rubrics and those of your undergraduate classmates.

MPA Core Competencies:

- Competency 1c) Demonstrate systems-based and strategic thinking to generate governance strategies for local and global problems.
- Competency 2b) Analyze problems, evaluate policy options and outcomes, and communicate results to the public and other stakeholders.

Course Materials: All required readings will be posted on Canvas, and there is no obligation to purchase any text.

Class Structure: Each class session is broken up into three periods, to allow us to maintain our focus and approach the material from a variety of directions.

The first period focuses on academic debates, theories, and answers to a specific topic or question. We will use lectures and discussions to evaluate key assumptions, theories, and findings on a specific topic. The readings for this period are listed as theory for each class session in Canvas.

The second period focuses on applying theories and concepts to cases. We will use small group discussion or activities during this period to evaluate the complexities of making policy. The readings and tasks for this period are listed as application for each class session in Canvas.

The third period focuses on functional skills. These include methods we use to answer questions, guest speakers to provide insight into how policy is conducted, and set aside time to work together with your group. This period is listed as practice under each class session in Canvas.

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Summary Course Calendar

CLASS WEEKS	CLASS DATE	TOPIC	OTHER EVENTS
1	8/26	Introduction	
2	9/2	Conflict and Violence	
3	9/9	The Challenge of Ending Violent Conflict	
4	9/16	Peacekeeping	
5	9/23	Disarmament, Demobilization, and Reintegration (DDR)	Parents Weekend
6	9/30	State Building	
7	10/7	Political Institutions	
8	10/14	Elections and Democratization	Homecoming
9	10/21	The Conflict Trap	Fall Break
10	10/28	Developmental Aid and Projects	
11	11/4	Social Ties After Conflict	
12	11/11	Post-Conflict Reconciliation	
13	11/18	Transitional Justice	
14	11/25	Thanksgiving Break – No Class	Thanksgiving Break
15	12/2	Final Presentations and Concluding Thoughts	

A more detailed version of the course calendar is available starting on page 7, and more information on assignments and groups can be found in Canvas.

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Grading and Assignments

Grading Philosophy: I will assess your final grade based on the set of assignments listed in the table below. For each assignment, I will provide a rubric with the initial instructions, laying out my expectations. I will also provide you with detailed feedback on graded assignments to help you improve as you go through the course. I do not use a curve in grading, as I believe it creates perverse incentives and undermines the learning process.

Summary Course Assignments and Due Dates:

Assignment	% of Final Grade	Due
Participation	18 (12 x 1.5%)	Earned throughout the semester
Tutorials	12 (3 x 4%)	3 times during semester; No more than once per week.
Short Essay 1 – Problem Memo	10	Monday, 9/29, by 10AM
Short Essay 2 – Organizational Profile	10	Monday, 10/27, by 10AM
Initial Simulation Memo	10	Monday, 11/3, by 10AM
Initial Group Notes	5	Monday, 11/17, by 4PM
Group Presentation	15	Tuesday, 12/2, in-class
Group Memo	15	Tuesday, 12/9, by 5:30PM
Individual Reflection Memo	5	Thursday, 12/11, by 9AM

Details on these assignments are available in Canvas.

Grading Standards:

Above or Equal To	Below	Letter Grade
93	100	A
90	93	A-
87	90	B+
83	87	B
80	83	B-
77	80	C+
73	77	C
70	73	C-
50	70	D
0	50	F

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Course Policies

A detailed description of course policies is available on the Course Canvas page, and I will describe key ones in our first meeting. Please take the time to read the detailed policies, as they are likely to answer questions which you may have during the course. The points below are ones that I want to reiterate, as they may be different from course to course, not the only policies for this class.

Instructor Availability: The easiest way to reach me is through email, price2cg@jmu.edu. Don't worry about sending emails outside of normal working hours – part of why it is my preferred medium is that you can send your thoughts or questions when you have them, rather than waiting. I have scheduled student hours Wednesday and Thursday morning, and am happy to find alternative ways to meet if you are booked at those times.

Respect: We are going to talk about emotionally charged topics, including discussions on violence, religion, identity, and money. Many of the readings are critical and may challenge widely held views or beliefs. As such, it is important that we do our best to treat others as we would want to be treated, to choose our words with thought, and to give each other grace when (it's a when, not an if) someone says something that we may disagree with.

Attendance and Participation: Attendance is part of your grade, with an expectation you will be present and on-time at least 12 out of the 15 scheduled class sessions. I don't need a doctor's note or picture of a car accident if you're absent – like most professional workplaces, I'm taking you at your word in explaining why you missed something. If you have a condition or situation which means you will miss more than four classes for good reason, please talk with me in person so we can work out an accommodation.

Late Assignments: Please do your best to turn in assignments by their assigned due date. In cases of emergency – family, medical, or for scheduled university events – I will grant extensions. In the absence of a written request for extension, or if a request fails to meet

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these criteria, I will apply a late penalty, which is specified in the instructions for each assignment.

Support: The University wants you to do well, and has programs dedicated to support you in cases of emergency. While I do not want to pry in your affairs, if you are facing problems which are beyond your abilities to manage, please talk with me so I can refer you to university programs which are there to support you.

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Detailed Course Schedule

Week 1 - Introduction

Tuesday, August 26th

Guiding Questions:

Are the expectations and assignments of this class clear to you? What are some of the topics you want to know more about by the end of class? Are there topics or assignments you think would be more productive than those listed? How do we effectively read academic works in Political Science?

Theory:

We will discuss the plan of the course, the assignments, and my expectations. Please look at the syllabus and course canvas site before the first meeting.

- Syllabus

Application:

This is likely to be a shorter session, and there is no application period this class.

Practice:

We will go over methods to read political science articles effectively, to make the reading load for this course more manageable.

- Hoover Green, Amelia. 2013. How to Read Political Science: A Guide in Four Steps. Manuscript.

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Week 2 – Defining Conflict

Tuesday, September

2nd

Guiding Questions:

What distinguishes normal political differences from violent conflict? How do we describe violent conflicts? What are the differences between these types of violent conflict?

Theory:

We will look at how academics try and systematize the study of political violence, and how this differs from other forms of politics.

- Kalyvas, Stathis. 2019. The Landscape of Political Violence. Pages 11-33 in the *Oxford Handbook of Terrorism*, Chenoweth, Gopas, and Kalyvas, eds. Oxford, UK: Oxford University Press.
- [POSC-540 only reading] Gutiérrez-Sanín, Francisco & Elisabeth Wood. 2017. What Should We Mean by “Pattern of Political Violence”? Repertoire, Targeting, Frequency, and Technique. *Perspectives on Politics* 15(1): 20-41. **Read only Pages 20-25, focus on the elements of violence they define.**

Application:

We will look at different cases of conflict, focusing on the differences which occur once war begins. **You are only responsible for reading the work for your assigned group.**

- Group A (): Radden Keefe, Patrick. 2019. *Say Nothing*. New York, NY: Doubleday. Pages 7-9, 25-35.
- Group B (): Gbowee, Leymah. 2011. *Mighty Be Our Powers: How Sisterhood, Prayer, and Sex Changed a Nation at War*. New York, NY: Beast Books. Pages ix-x, 3-35.
- Group C (): Gopal, Anand. 2015. *No Good Men Among the Living*. New York, NY: Metropolitan Books. Pages 151-173.
- Group D (): Wilkinson, Daniel. 2004 (2002). *Silence on the Mountain*. Durham, NC: Duke University Press. Pages 217-251.

Practice:

We will have a presentation from the University Career Center, highlighting some of the ways they can help as you think about your time after JMU.

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Week 3 – Ending Conflicts

Tuesday, September 9th

Guiding Questions:

Why are violent conflicts so hard to end? Are the challenges of ending a conflict the same or different than the reasons why it began? Are these challenges the same for all types of violent conflict? Can we identify potential solutions in making peace to the different mechanisms which make ending violent conflict hard?

Theory:

We will discuss recurring reasons why we observe violent conflict, and why it can be hard to end.

- Blattman, Christopher. 2023. *Why We Fight: The Roots of War and the Paths to Peace*. New York, NY: Penguin Books. Introduction, Pages 3-17.
- Walter, Barbara F. 1997. The Critical Barrier to Civil War Settlement. *International Organization* 51(3): 335-364.
- [POSC-540 only reading] Duffy Toft, Monica. 2010. Ending Civil Wars: A Case for Rebel Victory? *International Security* 34(4): 7-36.

Application:

We will do a series of simulations, to examine common explanations for why bargaining fails, and see how these compare to instances of contemporary conflict.

Practice:

We talk about the research tools available to JMU students, as well as best-practices for conducting effective research.

Posted:

Instructions, Rubric, and Resources for the first assignment, the Problem Memo, by 9AM, Monday September 15th.

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Class 4 – Peacekeeping

Tuesday, September 16th

Guiding Questions:

How might third-party peacekeepers help ensure the survival of peace agreements? What are some of the challenges which occur in carrying-out peace keeping missions? How should we define “success” in thinking about peacekeeping missions? What is the record of success in peacekeeping missions?

Theory:

We will look at two works - one which describes the empirical record of peacekeeping, and one which describes how peacekeeping can lead to peace.

- Walter, Barbara F., Lise Morje Howard, and V. Page Fortna. 2021. The Extraordinary Relationship between Peacekeeping and Peace. *British Journal of Political Science* 51(4): 1705–1722.
- Fortna, Virginia Page. 2004. *Does Peacekeeping Work?* Princeton, NJ: Princeton University Press. Chapter 4, Pages 76-103.
- [POSC-540 only reading] Autessere, Séverine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. New York, NY: Cambridge University Press. Introduction, Pages 1-19.

Application:

We will look at individual cases of peacekeeping, seeing how the theories from earlier apply.

I have posted group membership and further instructions in Canvas – please read these first, and only focus on your assigned reading.

- **Group A ():** Tardy, Thierry. 2015. United Nations Preventive Deployment Force (UNPREDEP-Macedonia). In Joachim A. Koops, Thierry Tardy, Norrie MacQueen, and Paul D. Williams. 2015. *The Oxford Handbook of United Nations Peacekeeping Operations*, 500-510.
- **Group B ():** Coppieters, Bruno. 2015. United Nations Observer Mission in Georgia (UNOMIG). In Joachim A. Koops, Thierry Tardy, Norrie MacQueen, and Paul D. Williams. 2015. *The Oxford Handbook of United Nations Peacekeeping Operations*, 443-453.

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- **Group C ():** Williams, Paul D. 2014. United Nations Operation in Somalia I (UNOSOM I). In Joachim A. Koops, Thierry Tardy, Norrie MacQueen, and Paul D. Williams. 2015. *The Oxford Handbook of United Nations Peacekeeping Operations*, 408-415.
- **Group D ():** Koops, Joachim A. 2015. United Nations Mission of Observers in Tajikistan (UN-MOT). In Joachim A. Koops, Thierry Tardy, Norrie MacQueen, and Paul D. Williams. 2015. *The Oxford Handbook of United Nations Peacekeeping Operations*, 443-453.

Practice:

We will have a presentation by the University Writing Center, to explain services they provide which can help you. We will also discuss writing for policy and political science, with particular attention to differences between the two, and how these apply to the first writing assignment.

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Class 5 – Disarmament, Demobilization, and Reintegration Tuesday, September 23rd

Guiding Questions

How do individuals return to civilian life after violent conflict? Are there practices which can be used to speed up these processes? What are some of the consequences if armed organizations and individuals remain? What can go wrong with these types of programs?

Theory:

We will look at descriptions of the theory underlying DDR programs, and the specific mechanisms which may make success or failure more likely.

- Humphreys, Macartan and Jeremy Weinstein. 2007. Demobilization and Reintegration. *Journal of Conflict Resolution* 51(4): 531-567.
- [POSC-540 only reading] Bateson, Regina. 2017. The Socialization of Civilians and Militia Members: Evidence from Guatemala. *Journal of Peace Research* 54(5): 634–647

Application:

We will discuss how DDR worked, and didn't work, in East Timor.

- Peake, Gordon. 2015. *Beloved Land: Stories, Struggles, and Secrets from Timor-Leste*. Victoria, AUS: Scribe Publications. Chapter 3: 57-84.

Practice:

We will briefly review the basics of interpreting statistical tables.

Due:

Short Essay 1 – Problem Memo, by 10AM Monday, September 29th.

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Class 6 – State Building

Tuesday, September 30th

Guiding Questions:

What do we mean when we talk about “The State”? What effects does violent conflict have on the State? How do these processes differ between internal and external violent conflict? How can outsiders help strengthen the power of state institutions? What are some of the pros and cons for building strong states?

Theory:

We will look at works describing the relationship between violence and state-building.

- Tilly, Charles. 1985. War-Making and State-Making as Organized Crime. Pages 169 - 186, In *Bringing the State Back In*, Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds. Cambridge, UK: Cambridge University Press.
- James D. Fearon and David D. Laitin. 2001. Ethnicity, Insurgency, and Civil War. *American Political Science Review* 97(1): 75-90.
- [POSC-540 only reading] Revkin, Mara Redlich. 2020. What Explains Taxation by Resource Rich Rebels? Evidence from the Islamic State in Syria. *The Journal of Politics* 82(2): 757-764.

Application:

We will look at works by authors critical of the importance of the state for providing political order.

- Group A () and Group C (): Menkhaus, Ken. 2007. Governance without Government in Somalia: Spoilers, State Building, and the Politics of Coping. *International Security* 31(3): 74-106.
- Group B () and Group D (): Stewart, Megan A. 2021. “Hezbollah: A Jihadist Adaptation of the Chinese Model.” In *Governing for Revolution: Social Transformation in Civil War*, Cambridge: Cambridge University Press. chapter, 197–225.

Practice:

We will talk briefly about how factors like mission, organization, and culture affect organizational behavior.

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Class 7 – Political Institutions

Tuesday, October 7th

Guiding Questions:

What are political institutions? How do they differ from the State? How do institutions affect the likelihood of enduring peace or a return to conflict? What are some of the challenges which occur in designing institutions?

Theory:

We will look at the role electoral and constitutional institutions play in creating peace or war, and the challenges which occur in developing them.

- Lijphart, Arend D. 'Self-Determination versus Pre-Determination of Ethnic Minorities in Power-Sharing Systems' in *The Rights of Minority Cultures*, Will Kymlicka, ed. Oxford, UK: Oxford University Press, 1995, pp. 275-287.
- Horowitz, Donald L. 2014. Ethnic Power Sharing: Three Big Problems. *Journal of Democracy* 25(2): 5-20.
- [POSC-540 only reading] Posner, Daniel N. 2005. *Institutions and Ethnic Politics in Africa*. Cambridge: Cambridge University Press. Chapter 1, pages 1-19.

Application:

We will look at how institutions have functioned in the Democratic Republic of Congo.

- Lake, Milli. 2017. Building the Rule of War: Postconflict Institutions and the Micro-Dynamics of Conflict in Eastern DR Congo. *International Organization* 71(2): 281-315.

Practice:

We will have a visiting speaker from the Canadian Embassy, discussing some of the challenges which go into trying to reconstruct after conflict.

Posted:

Instructions, Rubric, and Resources for Second Essay, Organizational Profile, by 9AM, Monday, October 13th.

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Class 8 – Democratization

Tuesday, October 14th

Guiding Questions:

Does violent conflict tend to change the way a country is governed? Does changing the regime type improve the probability of peace or renewed conflict in the future? What are some of the challenges which can occur in trying to democratize after conflict?

Theory:

We will look at works describing how violent conflict affects a nation's regime type, and whether these changes make peace or conflict more likely.

- Fortna, Virginia Page and Reyko Huang. 2012. Democratization and Civil War: A Brush Clearing Exercise. *International Studies Quarterly* 56(4): 801-808.
- Paris, Roland. 2004. *At War's End: Building Peace After Civil Conflict*. Cambridge, UK: Cambridge University Press. Chapter 9, Pages 151-178.
- [POSC-540 only reading] Mansfield, Edward D. and Jack Snyder. 1995. Democratization and War. *Foreign Affairs* 74(3): 79-97.

Application:

We will look at an author's case studies on why there were divergent outcomes in democratization across three civil wars.

- Huang, Reyko. 2016. *The Wartime Origins of Democratization*. Cambridge, UK: Cambridge University Press. Chapter 7, pages 140-171

Practice:

We will have a guest speaker talk about their experiences working with international organizations and evaluating peace-building efforts play in the aftermath of conflict.

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Class 9 – The Conflict Trap

Tuesday, October 21st

Guiding Questions:

How does violent conflict affect the economy? What are some of the challenges which occur in trying to restart economic growth after conflict? What are the likely consequences of failing to re-start economic growth?

Theory:

We will look at a work which defines the classical “Conflict Trap”

- Collier, Paul, Lydia V. Elliot, Havard Hegre, Anke E. Hoeffler, Marta Reynal-Querol, Marta, and Nicholas Sambanis. 2003. *Breaking the Conflict Trap : Civil War and Development Policy*. Washington, DC: World Bank. Chapter 1, P13-32.
- [POSC-540 only reading] Haugen, Gary A. and Victor Boutros. 2013. *The Locust Effect*. Oxford, UK: Oxford University Press. Chapter 3, pages 107-121.

Application:

We will look at the example of an aid programs meant to disrupt the conflict trap from Afghanistan, and evaluate their success.

- Beath, Andrew, Fotini Christia, & Ruben Enikolopov. 2015. The National Solidarity Programme: Assessing the Effects of Community-Driven Development in Afghanistan. *International Peacekeeping* 22(4): 302–320

Practice:

We will have a visiting speaker to discuss the role that non-governmental organizations play in post-conflict reconstruction and stability.

Due: Short Essay 2 – Organizational Profile, by 10AM, Monday, October 27th.

Posted: I will provide instructions, rubric, and resources for initial simulation memo, Monday, October 27th.

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Class 10 – Economic Development and Aid

Tuesday, October 28th

Guiding Questions:

What can be done to help average citizens after conflict? Why do some efforts to provide aid succeed, and others fail? What challenges exist for those trying to provide aid?

Theory:

We will look at some of the benefits and challenges that occur for outside agencies trying to support peace and economic development.

- Autesserre, Severine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. Cambridge, UK: Cambridge University Press. Chapter 5, Pages 161-193.
- Collier, Paul. 2007. *The Bottom Billion*. Oxford, UK: Oxford University Press. Chapter 7, Pages 98-120.
- [POSC-540 only reading] Easterly, William. 2002. The Cartel of Good Intentions: The Problem of Bureaucracy in Foreign Aid. *Journal of Policy Reform* 5(4): 223-250.

Application:

We will revisit last week's reading as an example of an aid programs meant to disrupt the conflict trap from Afghanistan, and evaluate their success.

- Beath, Andrew, Fotini Christia, & Ruben Enikolopov. 2015. The National Solidarity Programme: Assessing the Effects of Community-Driven Development in Afghanistan. *International Peacekeeping* 22(4): 302–320.

Practice:

We will have an outside speaker to discuss the role of military forces in post-war stabilization and recovery.

Due:

Initial Simulation Memo, by 10AM, Monday, November 3rd.

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Class 11 – Social Change

Tuesday, November 4th

Guiding Questions:

How does conflict alter pre-war social relations? What effects does it have on key social identities, such as ethnicity or gender? How long-lasting are these changes, and what effect do they have on post-war rebuilding?

Theory:

We will look at a survey article which identifies some of the types of social ties which may change over conflict, and highlights the variability in these changes.

- Wood, Elisabeth Jean. 2008. The Social Processes of Civil War: The Wartime Transformation of Social Networks. *Annual Review of Political Science* 11: 539-561.

Application:

We will look at examples of how violent conflict can lead to changes in social categories and networks in specific cases. Please only focus on your assigned reading.

- Group A (): Tripp, Aili M. 2023. War, Revolution, and the Expansion of Women's Political Representation. *Politics & Gender* 19(3): 922–927.
- Group B (): Mironova, Vera and Sam Whitt. 2016. The Evolution of Prosociality and Parochialism After Violence. *Journal of Peace Research* 53(5): 648-664.
- Group C (): Wilson, Alice. 2019. Invisible Veterans: Defeated Militants and Enduring Revolutionary Social Values in Dhufar, Oman. *Conflict and Society: Advances in Research* 5(1): 132-149.
- Group D (): Nugent, Elizabeth. 2020. *After Repression*. Cambridge, UK: Cambridge University Press Chapter 6, Pages 160-188.

Practice:

We will have dedicated time to start group work on the final simulation.

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Class 12 – Reconciliation

Tuesday, November 12th

Guiding Questions:

How do we recognize when a nation or community is past conflict? What can help speed up this process? What are some of the challenges of trying to find a lasting resolution to conflict?

Theory:

We will look at a critical work which discusses the difference between peace as the absence of violence, and peace as a resolution of underlying conflict.

- Galtung, Johan. 1969. Violence, Peace, and Peace Research. *Journal of Peace Research* 6(3): 167-191.
- [POSC-540 only reading] Bauer, Michal, Alessandra Cassar, Julie Chytilová and Joseph Henrich. 2014. War's Enduring Effects on the Development of Egalitarian Motivations and In-Group Biases. *Psychological Science* 25(1): 47-57.

Application:

We will look at efforts to reconcile former fighters in Sierra Leone and Uganda. I have posted group membership and further instructions in Canvas – please read these first, and only focus on your assigned reading.

- Group A () and Group C (): Blattman, Christopher. 2009. From Violence to Voting: War and Political Participation in Uganda. *American Political Science Review* 103(2): 231-247.
- Group B () and Group D (): Cilliers, Jacobus, Oeindrila Dube, and Bilal Siddiqi. 2016. Reconciling After Civil Conflict Increases Social Capital but Decreases Individual Well-being. *Science* 352 (6287): 787-794.

Practice:

This time is dedicated to group work on the final project.

Due:

Initial Group Presentation Notes, by 10AM, Monday, November 17th.

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Class 13 – Transitional Justice

Tuesday, November 18th

Guiding Questions:

How do societies reckon with past violence? What methods exist for holding institutions and individuals to account for past crimes? What ethical principles should guide these efforts, and how do these affect the possibility of achieving positive peace?

Theory:

We will discuss some of the practical challenges and ethical dilemmas which come up in pursuing truth, accountability, and justice in the wake of past conflict.

- Snyder, Jack and Leslie Vinjamuri. 2004. Trials and Errors: Principle and Pragmatism in Strategies of International Justice. *International Security*, 28(3): 5–44.

Application:

We will look at views of the South African Truth and Reconciliation Committee, as an example of the challenges and possibilities which occur in trying to create just accountability after conflict.

- Group A () and Group C (): Clark, Janine Natalya. 2012. Reconciliation via Truth? A Study of South Africa's TRC. *Journal of Human Rights* 11(2): 189-209.
- Group B () and Group D (): Gibson, James L. 2004. Does Truth Lead to Reconciliation? Testing the Causal Assumptions of the South African Truth and Reconciliation Process. *American Journal of Political Science* 48(2): 201-217.

Practice:

This time is dedicated to group work on the final project, incorporating feedback from the original group notes.

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Class 14 – Thanksgiving Break

Tuesday, November 26th

No class – Thanksgiving Vacation. Enjoy a well-deserved rest!

Class 15 – Concluding Thoughts

Tuesday, December 2nd

Practice: Groups will present their briefings, starting at 3:00, to give each group time for any last-minute adjustments.

Theory: There are no readings, but I will present closing thoughts on what we've covered over the semester. I will also provide guidance for finals week.

Due: Final Presentations, in class, December 2nd. I will determine the order of presentation randomly.

Class 16 – Finals Week

Due:

- Final Written Group Memo, submitted to Canvas by 5:30PM, Tuesday, December 9th.
- Final Individual Reflection Memo, submitted to Canvas by 9AM, Thursday, December 11th.