Course Description
In the words of Paul Collier, “Seventy-three percent of people in the societies of the bottom billion have recently been in a civil war or are still in one”¹. The words of Collier summarize very effectively the purpose of this course. What we will try to do in the next 6 weeks is to study the impact that human rights abuses and conflict have on development. Conversely, we will also discuss why civil wars and the ensuing abuses happen largely in societies suffering from development problems. The course is geared to study the connections between development problems and civil wars; the destructive societal and economic effects of conflict and human rights abuses, and the policies and actions geared to reverse those detrimental effects, including foreign intervention, foreign aid and Transitional Justice policies.

Objectives
1.- At the end of the course, the students are expected to have learned about:
Civil wars: their reasons, frequency, regional scope and their impact on development
The negative effects that civil wars have on development
The nature and impact of international intervention and role of international actors, including international organizations, development agencies, international social movements and international NGOs
The goals and main approaches to Transitional Justice policies including truth commissions, trials and reparations
Specific conflicts including Syria, Nigeria, Rwanda, The Democratic Republic of Congo, Guatemala, Colombia, South Sudan, Myanmar and Sri Lanka.

¹ Paul Collier, The Bottom Billion: Why the Poorest Countries Are Failing and What Can be Done About It, Oxford University Press, 2007, p.17
2.- Skills: The course emphasizes the development of analytical skills. Students will develop these analytical skills in different forms:

a) **Class discussions** which will allow the students to develop the ability to analyze and discuss different policy positions in an academic environment.

b) **Writing policy memos**: It is critical for all of us to be able to summarize a problem, present possible solutions, and recommend policies/solutions to others. The policy memos allow the students to develop these very important skills. Typically, students are expected to assume the role of a policy maker and provide specific policy recommendations to the President or the Secretary of State. The policy memos emphasize the use of relevant data, the analysis of the problem, and the policy design.

c) **Group presentation and paper**: Group presentations are geared to allow the student to develop the ability to work in a project with other students, learn about a specific topic in depth, and prepare a class presentation using either power point or class handouts. Students will analyze the connections between conflict and development both prior to the conflict and after the conflict, the human rights impact of the conflict, the nature of international intervention and the implementation of transitional justice measures. In order to ensure the effectiveness of the presentation:
   1. The instructor meets with the student about a week before the presentation to set the specific topics and parameters of the presentation.
   2. The handout or slides need to be submitted to the instructor at least 24 hours before the presentation for review and comments.
   3. The group has to write a case study paper which is a summary of the presentation. The paper will be due four days after the presentation and the instructor will provide guidelines and advice after the presentation.

d) **The final exam** consists of two analytical essays or two memos in which the students will analyze the core concepts studied in the class and apply them to specific cases.

**Requirements and grading**

*It is required to attend class, do the readings and participate in the class discussions*

Students who do not attend class will have their grade substantially reduced.

Grade reduction will proceed as follows:
- Between 2-3 unexcused absences= One point reduction i.e. from A to B
- Between 4-5 unexcused absences= two points reduction i.e. from A to C
- Over 5 unexcused absences= students will fail the class

If you have a reason for not attending class please email me.
Grading:

Policy Memo = 30% of the grade:
Memo Topic distributed on September 18. Memo due on Sept 29 before 10:00 PM, via email

Group project/presentation and paper = 30% of the grade.
Dates and country studies will be assigned the second week of classes

Final exam = 40% of the grade
Questions will be distributed on October 9; Exam due October 19, before 10:00 PM via email

Policy memo. Memo topic and detailed guidelines will be distributed to the class on the assigned date
Students will have the option of submitting a draft of the memo to the TA for comments. Students are strongly encouraged to use this option. The TA will be able to review the paper for both content, style, and citations.

Group project: Students will select a country during the second week of classes and the instructor will form groups of about four or five students

Memo, group paper, and final exam grading criteria

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<th>Problem</th>
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<tr>
<td><strong>Grammar and spelling:</strong></td>
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<tr>
<td>minor problems</td>
<td>minus half grade point</td>
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<tr>
<td>Major problems</td>
<td>minus one point</td>
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<td><strong>Missing sections:</strong></td>
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<tr>
<td>a) Abstract and/ or conclusions:</td>
<td>minus half point each</td>
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<td>b) Missing one of the content sections:</td>
<td>minus one point</td>
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<td>c) Failing to analyze the problem:</td>
<td>minus one point</td>
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<td><strong>Recommendations:</strong></td>
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<tr>
<td>No recommendations</td>
<td>minus one point</td>
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<td>Good idea for a recommendation, but poor development or implementation:</td>
<td>minus half point per recommendation</td>
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<td><strong>Citations:</strong></td>
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<td>Depending on the seriousness of the problem:</td>
<td>minus one point to failing grade</td>
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Group Project Guidelines
The group is expected to do an in-depth analysis of the chosen country case study. The analysis should highlight the negative effects that conflict has on development, the human rights abuses, the consequences of foreign intervention, and the impact on neighboring countries among others.
The analysis made by the group will have to include a discussion of:
a) The state of the economy before the beginning of the conflict. Please include income and income distribution data
b) The reasons for the conflict and the major human rights abuses committed during the conflict
c) The policies or actions of other countries, or major international organizations. The central questions here are: Was anything done? By whom? And what was the impact of foreign intervention?
d) Data on the socioeconomic effects of the abuses and the conflict
e) Transitional Justice Policies or what has been done in terms of reparations, tribunals, truth commissions, etc.?
f) What is the current socioeconomic and political situation in the country now? Among the central issues are political stability, representation, and the state of the economy.
g) The analysis should conclude by suggesting policies that should be implemented by the U.S., other countries, or major international organizations in order to improve the prospects for peace and development. Policies should take into account the nature of the international political and economic system

The length of the presentation should be between 20-25 minutes followed by a Q&A period.

Group project: Research paper and presentation = 30% of the grade

Length of the group research paper = about 10-12 pp. double spaced, 1 inch margins
The paper will be due four days after the presentation

Work distribution and grade = The group is allowed to distribute work among the members, however the entire group is responsible for the work presented.

Forming the groups and selecting countries:
Groups will be formed in the second class:
Relevant countries are:
Guatemala
Democratic Republic of Congo
Rwanda
Sri Lanka
South Sudan
Syria
Colombia
**Readings**

*Students are expected to read the books and the articles assigned in the syllabus before class*

**Books**

*There are two required books*


*You can either buy the book or access the chapters through the bboard*

**Additional readings will be placed on Canvas**

**Cheating and Plagiarism**

*Students who plagiarize will receive 0 points in the assignment and consequently will fail the class. The instructor will make use of all available University policies. All cases of plagiarism will be reported to the Dean and Program Chair.*

**Laptops are not allowed in class** unless the student has obtained special permission from the instructor

**Cell phone use and texting:** Please disconnect your cell phone before coming to class and refrain from either checking messages or sending text messages.

**Use of Internet Sources:** Please use reliable sources. Wikipedia and blogs are not reliable sources.

**Take care of yourself.**

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and
visit their website at http://www.cmu.edu/counseling/. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

Syllabus

August 28
Topics: Introduction: The core paradigms: Realism and Idealism;
The nature of the international political and economic system;
Human Rights principles and practice: Human rights abuses and foreign policy, Are Human Rights universal?
The political economy of violent conflict
No readings assigned

September 11
Topic: Civil Wars and their consequences
Read: Breaking the Conflict Trap, pp. 1-88

September 18
Topics:
The Economics of War and Peace
Read: Institute for Economics and Peace “The Economic Cost of Peace” and “Pillars of Peace” (on Canvas)

The Role of Aid in Development: The Jeffrey Sachs v William Easterly Debate
Read:
Jeffrey Sachs, “The Case for Aid”
(Articles on Canvas)

Policy memo topic and guidelines distributed on Sept 18
Memo due: Sept. 29, before 10:00 PM via email.
Please email to sb6n@andrew.cmu.edu
September 25
Topic: Does international intervention work?

October 2
Topics:
More on intervention
Read: Peaceland, pp. 159-245 or Part 2

Conflict and Development in Asia:
Read: The Asia Foundation, “Contested Corners of Asia: Executive Summary” (on Canvas)

October 9: Conflict and Post-Transitional Justice: How to punish or not punish the criminals?
Topics:
Conflict in Africa: Rwanda, and the Democratic Republic of Congo
Read:
Additional articles might be sent to the class if needed

Introduction to Transitional Justice: Concept and Policies: From Amnesties to Trials: What works, where and when?
The Importance and Impact of Truth and Reconciliation Commissions
Readings:
All readings on Canvas
Additional articles might be sent to the class if needed
October 16
Topics:
Conflict and Post-Transitional Justice in Latin America: Guatemala and Chile:
Conflict, development and Gender Issues
Congressional Research Service, Alexis Arieff, “Sexual Violence in African Countries” (on bboard)
Silvia Borzutzky, Human Rights Policies: The Unfinished Struggle for Truth and Justice, selected chapters will be sent to the class

Conclusions
Readings:
Guatemala, “Memory of Silence, UN Truth Commission Report”
International Center for Transitional Justice, “Challenging the Conventional: Can Truth Commissions Strengthen the Peace process?”

Final Exam:
Questions will be distributed on October 9th
Exam due October 19, before 10:00 PM via email (sb6n@andrew.cmu.edu)

Interesting Web Sources of Information
Human Rights and Development Law Journal, Yale University
World Bank Economics of Conflict Project
Human Rights Watch,
Amnesty International
Transitional Justice Journals and websites
International Center for Transitional Justice website
U.S. Department of State Human Rights website or country website
U.S. Institute of Peace
Asia Foundation
Congressional Research Service
Human Rights Journals
Carnegie Center for International Peace
Peace Studies Journals
Institute for Economics and Peace