

Conflict, Development and Human Rights

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Office Hours: By appointment. Feel free to email me to set up an appointment. We will schedule a zoom meeting at a suitable time.

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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. Thus, 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:

- a) Civil wars: their reasons, frequency, regional scope, cost and their negative impact on development
- b) Specific development approaches and the role of corruption and foreign aid on the development process
- c) Transitions from dictatorship to democracy and vice-versa
- d) The role of international intervention
- e) How to achieve justice in the aftermath of civil wars and dictatorships. These field of inquiry is known as Transitional Justice policies and includes the study of truth commissions, trials, and reparations among others
- f) Application of the knowledge acquired in the class to specific conflicts. Among them are: Colombia and Guatemala in Latin America, Syria and Yemen in the Middle East, Rwanda, The Democratic Republic of Congo and South Sudan in Africa, and Myanmar and Sri Lanka in Asia.

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 a policy memo:** 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 memo allows 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 an authority. The policy memos emphasize the use of relevant data, the analysis of the problem, and the policy design.
- c) **Group presentation:** 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. 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.
- d) **The final exam** consists of another policy memo.

Requirements and grading

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

Attendance requires to connect the video camera.

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:

The policy memos are your midterm and final exams= 70% of the grade

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.

Memo 1 (midterm): Memo Topic distributed on Sept 6
Memo due Sept 18

Memo 2 (final exam): Memo Topic distributed Oct 4
Memo due Oct. 14

Group project/presentation and paper= 30% of the grade.

Dates and country studies will be assigned the second or third week of classes

Students will select a country during the second week of classes and the instructor will form groups of about three or four students
Presentations will start at the end of October

Memo grading criteria

Problem	Impact
Grammar and spelling: minor problems	minus half grade point
Major problems	minus one point
Missing sections:	
a) Abstract and/ or conclusions:	minus half point each
b) Missing one of the content sections:	minus one point
c) Failing to analyze the problem:	minus one point
Recommendations:	
No recommendations	minus one point
Good idea for a recommendation, but poor development or implementation:	minus half point per recommendation
Citations:	
Depending on the seriousness of the problem:	minus one point to failing grade

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, if available
- b) Reasons for the conflict and the major human rights abuses committed during the conflict
- c) The policies or actions of other countries and major international organizations. Students should find out if anything was done 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 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 about 20 minutes followed by a Q&A

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: Relevant countries are:

Guatemala
Democratic Republic of Congo
Rwanda
Sri Lanka
Syria
Colombia
Yemen and Myanmar among others

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

Books: There are two required books

Priscilla Hayner, The Peacemaker's Paradox: Pursuing Justice in the Shadow of Conflict, Routledge, 2018

Severine Autesserre, Peaceland: Conflict Resolution and the Everyday Politics of International Intervention. Cambridge University Press, 2014

You can either buy this book, or access the chapters through Canvas

All assigned articles are available on Canvas and online

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.**

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.

Accommodations for Students with Disabilities: If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Writing support: Feel free to get in touch with the Global Communications Center, if you need writing support. You can schedule appointments by email the gcc-cmu@andrew.cmu.edu

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 30

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?

No readings assigned

Class notes will be distributed to the class

Section 1: Civil Wars and their economic consequences

September 1

Topics: The Economics of War and Peace

Read:

Institute for Economics and Peace, “The Economic Value of Peace: Measuring the Global Economic Impact of Violence and Conflict”, 2018,

<https://www.economicsandpeace.org/wp-content/uploads/2020/08/Economic-Value-of-Peace-2018.pdf>

Institute for Economics and Peace, “The Economic Cost of Violence Containment: A Comprehensive Assessment of the Global Cost of Violence,”

<http://economicsandpeace.org/wp-content/uploads/2015/06/The-Economic-Cost-of-Violence-Containment.pdf>

Paul Collier, “Development and Conflict” (on canvas)

Section 2: If development is needed to avoid conflict, the question is how to achieve development: This section will briefly look at different development approaches, Foreign Aid and Corruption

Different Approaches to Economic Development: An Overview of approaches to development and their outcomes including modernization, dependency, neo-liberalism, and the Chinese model

Memo 1 topic distributed Sept 6
Memo due Sept. 18 before 10:00 PM

Sept 8

Topic: Modernization, Dependency Theories and the East Asian and Chinese Models:

Read:

Vincent Ferraro, "Dependency Theory: An Introduction," in *The Development Economics Reader*, ed. Giorgio Secondi
<https://www.mtholyoke.edu/acad/intrel/depend.htm>

Dana Gardu, "Making Sense of the East Asian Development Model: An Overview of Neoliberal and Statist Accounts", International Journal of Business and Social Science, 2015
https://ijbssnet.com/journals/Vol_6_No_11_November_2015/4.pdf

He Li, "The Chinese Development Model and its Implications", Merrimack Scholars Work,
https://scholarworks.merrimack.edu/cgi/viewcontent.cgi?article=1017&context=pol_facpub

Sept 13

Topic: The Chinese Model and The impact of aid and corruption on the development process

Read:

Institute for Economics and Peace, "Peace and Corruption: Lowering Corruption a Transformative Factor for Peace", 2015,
<http://visionofhumanity.org/app/uploads/2017/04/Peace-and-Corruption.pdf>

Augusto Lopez C., "Removing Impediments to Sustainable Economic Development:

The Case of Corruption” World Bank 2013

<http://documents.worldbank.org/curated/en/102991468332344284/pdf/WPS6704.pdf>

World Economic Forum, “How does Corruption affect Economic Growth?”

<https://www.weforum.org/agenda/2015/05/how-does-corruption-affect-economic-growth/>

D. Lučić, M. Radišić & D. Dobromirov, “Causality Between Corruption and the Level of GDP” <https://www.tandfonline.com/doi/full/10.1080/1331677X.2016.1169701>

The Role of Aid in Development: The Jeffrey Sachs v William Easterly Debate

Read:

Jeffrey Sachs, “The Case for Aid”, *Foreign Policy*, 2014

<https://foreignpolicy.com/2014/01/21/the-case-for-aid/>

Indermit Gill, “The end of Aid” *The Brookings Institution*, 2018

<https://www.brookings.edu/blog/future-development/2018/01/19/the-end-of-aid/>

Niyonkuru F., “Failure of Foreign Aid in Developing Countries: A Quest for

Alternatives” *Business Economic Journal*, June 2016, <https://www.omicsonline.org/open-access/failure-of-foreign-aid-in-developing-countries-a-quest-for-alternatives-2151-6219-1000231.php?aid=80040>

Section 3: Conflict Resolution and the Politics of Intervention

All Readings from the book *Peaceland: Conflict Resolutios and the Everyday Politics of International Intervention*

Sept 15:

Topics: Introduction, Studying the Everyday and the Inhabitants of Peaceland

Read: Peaceland, pp. 1-68.

Memo 1 due: Oct 18 before 10:00 PM

Sept 20

Topics: **The politics of knowledge, local reactions and fumbling in the dark**

Read: Peaceland, pp. 68-156

Sept 22

Topics: Interveners Circle and the Structure of Inequality

Read: Peaceland, pp 159-215

Section 4: What to do at the end of the war and case studies

Sept. 27

Topics: Achieving justice after a Civil War, The peace and justice debate, how justice is negotiated at the peace table, after a peace agreement and the impact of international courts

Read: From the book by Priscilla Hayner, *The Peacemakers Paradox*, pp. 1-69

Sept 29

Topics: International justice and deterrence, the prosecutor's role, acting in the interest of justice, unraveling the paradox

Read: *The Peacemakers Paradox*, pp. 70-114

Memo 2 Topic distributed Oct 4

Memo due October 14 before 10:00 PM

October 4

Topics: Conflict in Africa: Rwanda, The Democratic Republic of Congo, and South Sudan

Read: *The Peacemakers Paradox*, pp. 127-180

Jennifer Williams, "The conflict in South Sudan, Explained",

<https://www.vox.com/world/2016/12/8/13817072/south-sudan-crisis-explained-ethnic-cleansing-genocide>

Armin Rosen, "The Origins of the war in the DRC", *The Atlantic*,

<https://www.theatlantic.com/international/archive/2013/06/the-origins-of-war-in-the-drc/277131/>

Oct 6

Topic: Conflict and Post-Transitional Justice in Latin America: Guatemala and Colombia

Read: Priscilla Hayner, *The Peacemakers Paradox*, pp. 194-216

Guatemala, “Memory of Silence, UN Truth Commission Report” United Nations
https://www.aaas.org/sites/default/files/migrate/uploads/mos_en.pdf

Corinne Ogrodnik and Silvia Borzutzky, “Women under Attack: Violence and Poverty in Guatemala” Journal of International Women’s Studies, Vol. 12, No1, Jan. 2011

Oliver Todd, “The Underlying Dynamics of the Colombian Civil War”, Midland Historical Review 2018, <http://www.midlandshistoricalreview.com/the-underlying-dynamics-of-colombias-civil-war/>

Oct 11

Topic: Conflicts in Asia: Sri Lanka and Myanmar

Read:

Adam Garry, “The Conflict in Myanmar Explained”, 2017,
<https://www.mintpressnews.com/understanding-the-myanmar-conflict-and-the-rohingya/231806/>

Asoka Bandarage, “The Sri Lankan Conflict”, Harvard International Review, 2008,
<http://hir.harvard.edu/article/?a=1725>

Oct. 13

Topic: Conflicts in the Middle East: Syria, and Yemen

Read:

Priscilla Hayner, *The Peacemaker Paradox*, pp. 180-193

BBC, “Syria: The story of the conflict”, <https://www.bbc.com/news/world-middle-east-26116868>

BBC, “Yemen crisis: Who is fighting whom?”, <https://www.bbc.com/news/world-middle-east-29319423>

Additional reading will be sent to the class if needed

For your research:

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

Reliable Newspapers such as: The New York Times, The Guardian, The Washington Post, etc.

Carnegie Center for International Peace

Peace Studies Journals

Institute for Economics and Peace