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 highlight the limitations of human rights policies, the connections between development problems and civil wars, the destructive societal and economic effects of human rights abuses, and the policies and actions geared to reverse those detrimental effects.

The objectives of the course are:
1.- At the end of the course the students are expected to have learned about:

   Development theory
   Transitional Justice: Theory and Practice
   Civil wars: their reasons, frequency, regional scope and their impact on development
   The connections between development and civil war
   The negative effects that civil wars have on development
   The role of international actors, including international organizations, truth commissions, trials, development agencies, international social movements and international NGOs
   In depth analysis of several cases of conflict in which groups of students will be asked to analyze the connections between conflict and development both prior to the conflict and after the conflict, the human rights impact of the conflict and the implementation of transitional justice measures

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, discuss, and defend different policy positions in an academic environment

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
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 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 policies 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 either using power point or class handouts. In order to ensure the effectiveness of the presentation the instructor meets with the student about a week before the presentation to set the specific topics and parameters of the presentation. The handout or slides need to be submitted to the instructor at least 24hours before the presentation. The slides or handouts are reviewed by the instructor in order to verify the effectiveness of the presentation. The members of the group will also have to provide the instructor with a 10-12 pp. case study paper.

d) **Analytical essays:** The final exam consists of two or three analytical essays 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 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
Group project/presentation and paper= 30% of the grade
Final exam= 40% of the grade

**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 both for content and citations.
**Group project:** Students will select a country during the first week of classes and the instructor will form 4 or 5 groups of about 4-5 students each

**Paper/Memo Grading Criteria**

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<thead>
<tr>
<th>Problem</th>
<th>Impact</th>
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<tr>
<td><strong>Grammar and spelling:</strong></td>
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<td>Minor problems</td>
<td>minus half grade point</td>
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<td>Major problems</td>
<td>minus one point</td>
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<td><strong>Missing sections:</strong></td>
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<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,</td>
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<td>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 case.

The analysis should highlight the negative effects that conflict has on development and if applicable the fact that conflict is happening in a country that has a low level of income.

*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 going to be: Was anything done? By whom? Did the actions/policies help solve the conflict? Did the policies/actions made the conflict worse?  
  d) The socioeconomic effects of the abuses and the conflict. Please present data  
  e) 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? Central issues here are: Is there political stability?; Is the current government more representative of the people; Has the economy recuperated?  
  g) Please conclude by suggesting a couple of policies that you think should be implemented by the US, other countries, or major international organizations in order to improve the prospects for peace and development. Please try to recommend realistic policies that take into account the nature of the international political and economic system.
The length of the presentation should be between 20-25 minutes. Another 15-20 minutes will be reserved for questions and answers.

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

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

Forming the groups and selecting countries:
Groups will be formed in the first class:
Relevant countries are:
Guatemala
Democratic Republic of Congo
Rwanda
Sri Lanka
Liberia
Sudan/South Sudan
Burma
Kosovo

Take home final = 40% of the grade.
Students will have about a week to write the final exam

Readings
Students are expected to read three books listed below and the articles assigned in the syllabus.
Roger Mac Ginty and Andrew Williams, Conflict and Development, Routledge, 2009

Paul Collier, Breaking the Conflict Trap: Civil War and Development Policy, Oxford University Press 2003
ISBN 0-8213-5481-7

Additional readings will be placed on bboard

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.

Syllabus

August 25
Introduction: The core paradigms: Realism and Idealism; the nature of the international political and economic system; Human Rights principles and practice
Realism and why human rights abuses are not critical to a country’s foreign policy
The political economy of violent conflict
Are Human Rights universal?

September 8
Topic: Civil Wars and their consequences
Reading: Breaking the Conflict Trap, pp. 1-88

September 15
Topic: Brief Overview of Development and Conflict Theory
Reading: Conflict and Development, pp. 1-71
Policy memo topic and guidelines distributed
Memo due: September 24 before noon via email.
Please email to sb6n@andrew.cmu.edu

September 22
Topics: Institutions, people, participation and gender: Post-Conflict reconstruction and development
The Role of Aid in Development: The Jeffrey Sachs v William Easterly Debate
Reading: Conflict and Development, pp. 72-91 and 153-175
Jeffrey Sachs, “The Case for Aid”
David Rieff “An American Passion for Tyrants” NYRB June 19, 2014
Articles on bboard

Sept 24: Memo due: before noon. Please email to sb6n@andrew.cmu.edu

September 29:
Topics: 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:

Conflict and Development in Asia:
The Asia Foundation, “Contested Corners of Asia: Executive Summary”
Country readings will be assigned after country selections have been made by students
Readings on Bboard

October 6
Topics: Rwanda, and the Democratic Republic of Congo Conflict and Post Transitional Justice in Africa
The UN Role
International Review of the Red Cross, “The International Criminal Tribunal for Rwanda: Are all issues addressed? How does it compare to South Africa’s Truth and Reconciliation Commission?”
Congressional Research Service, Ted Dagne, “Rwanda: Background and Current Developments”
Congressional Research Service, Ted Dagne, “The Democratic Republic of Congo: Background and Current Developments” 09 (on bboard)
Congressional Research Service, Alexis Arieff, “Sexual Violence in African Countries” (on bboard)
All readings on bboard
October 13:
Conflict and Post-Transitional Justice in Latin America: Guatemala and Chile: The Gender Issue and Conclusions
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 3rd via email
Exam due October 15, before 8:00 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
US Department of State Human Rights website or country website
U.S. Institute of Peace
Asia Foundation