Overview:
This is an intensive reading and writing course which offers students the opportunity to rethink Western-oriented methods of inquiry and theories, which in turn allows them to rethink dominant conceptions of knowledge and normativity in peacemaking and peacebuilding as a form of intervention. The course critically analyzes and interrogates various conflict zones and cases, and the different actors and strategies which links negotiations and peacebuilding in Africa in the broader context of the political economy of peace. It is organized in roughly four sections: Part I critically interrogates the production of “knowledge” and deconstructs the Euro-American-Centric definitions of peace and war. Part II introduces you to the global economic structures of power. Part III focuses on the main theoretical debates on liberal peacemaking/peacebuilding; and examines major peace actors. Using three case studies, part IV examines the effectiveness of peacemaking and peacebuilding theoretical underpinnings and policies in identifying and resolving the root causes of major post-colonial conflicts in Africa.

Course Requirements
Grade Breakdown

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Value</th>
<th>Date Due</th>
<th>Place</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Test #1</td>
<td>30%</td>
<td>July 14th</td>
<td>Take home</td>
<td>10 pages</td>
</tr>
<tr>
<td>Term Test #2</td>
<td>30%</td>
<td>July 28th</td>
<td>Take home</td>
<td>10 pages</td>
</tr>
<tr>
<td>Research Paper</td>
<td>40%</td>
<td>August 11th</td>
<td>Minimum</td>
<td>20 pages</td>
</tr>
</tbody>
</table>

Penalty for late submission of assignments is 10% for each day after the due date, including weekend. Please read this syllabus and the other binding handouts provided on Quercus carefully. They all set the expectations and constitute the requirements.

Contacts
Please note that this is an online asynchronous course. There will be NO online class meetings. However, I will be pleased to answer your questions via Skype, talk to you over the phone, and/or email by appointment. Please email me in advance to schedule a time to talk or chat online as other students might also want to speak with me during the same time period. Additionally, I will answer short and direct questions about the course through email. It is advisable that you
consult the course syllabus and your classmates before emailing me questions regarding basic course information. I will reply within 72 hours of receipt of your email. I will be using the class mailing list provided by the Uof T to get in touch with you; and you must use your UTOR account when communicating with me.

Term Test #1:

The test will be a take-home based on 5 questions and posted online for you during the first week of classes. Answer each question in NO more than 2 page double-spaced. The total must NOT exceed a maximum of 10 pages. Please note that the readings from the week of July 14th are part of the test. A soft copy of the test must be uploaded onto Quercus, only as .doc or .docx, before 11:59pm (Toronto Time) on July 14th. If you send it after 11:59pm, 10% will be deducted from your mark everyday thereon.

Term Test #2:

The test will be a take-home based on 5 questions and posted online for you during the first week of classes. Answer each question in NO more than 2 page double-spaced. The total must NOT exceed a maximum of 10 pages. Please note that the readings from the weeks of July 28th are part of the test. A soft copy of the test must be uploaded onto Quercus, only as .doc or .docx, before 11:59pm (Toronto Time) on July 28th. If you send it after 1 pm, 10% will be deducted from your mark everyday thereon.

Research Paper

The research essay (40%) is due before 11:59pm (Toronto Time) on August 11th, 2020. The paper should be 20 pages long including the bibliography. You are required to draw on a minimum of (07) readings from the course/recommended reading list and NO less than (09) reputable outside sources to craft a well-thought-out and clearly argued research paper. Make sure you have two sections in your bibliography and label one ‘Course Readings’ and the other section ‘External Sources’. The research topic will be emailed to you separately along with the writing guidelines by the second week of classes.

All essays should adhere to the criteria outlined here and in the separate essay-writing handout (which will be posted on Quercus). Essays must have 1-inch margins and be in the 12-point Times New Roman font. Essays should be double-spaced and numbered. Use endnotes (at the end of the paper). Citations do count towards the length requirements of your essays. Essays must be proofread for spelling, typographical, grammatical, and syntactical errors. Have the Writing Centre of your college take a look at it before submission.

A soft copy of the research paper must be uploaded onto Quercus before 11:59pm (Toronto Time) on August 11th, where it will be checked by Turnitin. There will be a penalty of 10% of the assignment grade per day for late papers, including weekends. Do not attempt to submit your essay by leaving it at the department. Make a copy of your essay before submitting it and keep copies of your research notes.

Turnitin.com: "Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site".
Extensions: A request for an extension should be submitted to me in writing. I will grant the extension only on unavoidable and justifiable grounds (e.g., serious illness). You will be required to submit acceptable documentation (such as a doctor’s note on the official University of Toronto Medical Certificate, in the case of illness) to have any chance of being granted an extension. The New College Library offers in-depth research consultations to help you with your research assignments and papers. These consultations are available to help you get the most out of the UofT library system and help you find materials for your essays and projects. To book an appointment visit: http://uoft.me/libraryconsultation

Academic Honesty

This class has a ZERO tolerance for academic dishonesty in any form. You should acknowledge properly the work and ideas of other people. You are reminded that plagiarism is a serious academic offense and the offender will be punished. Read carefully the University’s policies on proper academic behavior at www.utoronto.ca/govcncl/pap/policies/behaveac.html, www.utoronto.ca/writing/plagsep.html. You should consult me or any one of the many guides available at the Writing Center (http://www.utoronto.ca/writing) if you are at all uncertain about what constitutes plagiarism, or what acceptable forms of citation and referencing are. The Writing Center is a very useful resource to assist students to avoid plagiarism incidents or other academic offenses, as well as to improve their overall writing skills.

Accessibility Services

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or http://studentlife.utoronto.ca/accessibility.

Grade Dispute

Though not anticipated, grade disputes are common occurrence. In an event of a student wanting to dispute a grade, the procedure would be as follows:

i. In a page or two, student would detail what the discrepancy is.

ii. Student state clearly the portion of their paper that was not graded correctly

iii. Student would also attach the graded paper to the dispute letter and hand it over to the professor.

The disputed paper would be graded again. This could result in an increase, same, or reduction in grade.

Note that the grade obtained as a result of a paper being re-graded would be the final grade. There shall not be any further grading of the paper.

Quercus

We will be using Quercus to manage and coordinate this course. For this purpose, all students must have an active U of T e-mail address. This email address will also be the means with which I will
communicate to you. Course information will be distributed electronically through Quercus. It is your responsibility to regularly log on to the Quercus website and obtain the posted information.

**Schedule of Topics and Readings**

**Part I: Knowledge, Peace, and War: Analytical Issues**

**Week 1**

July 05: **An Introduction: On Knowledge Production and Peace**


**Further Readings:**

July 07: **Conception and misconceptions: On War**


**Further Readings:**

Part II: The Political Economy Interests of Global Powers

Week 2
July 12: Conception and misconceptions: On Post-Conflict Development
Ha-Joon Chang, Kicking away the ladder: development strategy in historical perspective. Introduction and Ch. 1. Ch 4.


Further Readings:
- Vivienne Jabri and Stephen Chan. “The ontologist always rings twice: two more stones about structure and agency in reply to Hollis and Smith”. Review of International Studies, 22, pp 107-110

July 14: On Alternatives to “Development” (Term test #1 due today)


Further Readings
Week 3

July 19: On Intervention


Tobias Denskus (2007): “Peacebuilding does not build peace”. Development in Practice, V 17, Number 4-5, August.

Further Readings:
- Xavier Guillaume. “Historicizing the International”. e-ir.info/2013/06/08/historicizing-the-international/

Part III: The Liberal Peace

July 21: On Peacemaking


Richmond, Oliver. “A genealogy of mediation in international relations: From ‘analogue’ to ‘digital’ forms of global justice or managed war?”. *Cooperation and Conflict* 00(0). 2018.

**Further Readings:**

**Week 4**
**July 26: On Peacebuilding**


de Soto, Alvaro; del Castillo, Graciana. “Obstacles to peacebuilding”.

**Further Readings:**
- de Soto, Alvaro; del Castillo, Graciana. “*Obstacles to peacebuilding*”.
July 28: **On ‘Who’ Makes & Builds Peace and ‘How’** *(Term Test #2 Due Today)*


**Further Readings**


**Week 5**
Aug. 02: (Civic Holiday - University Closed)

**Part IV: Case Studies - Peace Actors**

Aug. 04: **Superpower’s peace efforts in South Sudan**


**Week 06**
Aug. 09: **Small State’s peace efforts in Western Sudan –Darfur Conflict**

**Aug. 11: NGO's peace efforts in Mozambique (Research paper due today)**


**Aug. 16: Reflections**