

MGIMO University
School of Government and International Affairs

PEACE PROCESSES AND PEACEBUILDING

Undergraduate Course Syllabus

Instructor
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This syllabus is designed in accordance with the MGIMO Educational Standard for the Bachelor Program in International Affairs.

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Class dates and time:

Lectures: February – April 2023: Mondays, 10:35 – 11:55

Seminars: March – April 2023

Final Exam: May 2023 (date to be confirmed)

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1. COURSE DESCRIPTION AND REQUIREMENTS

GOALS AND OBJECTIVES

The first main goal of the course is to provide insight into – and enhance the students’ understanding of – the drivers for, dynamics, types and specifics of, trends in, and research and policy approaches to contemporary peacemaking, negotiated solutions to armed conflicts, and post-conflict peacebuilding. The second goal is to prepare students for effectively handling peace negotiations, addressing procedural and substantive problems of peace processes, as well as internal and external challenges, and violent threats and risks to them, and designing and applying workable and regionally-tailored peacebuilding strategies.

The objectives of the course are:

- To familiarize the students with the main types and characteristics of, and trends in, contemporary peacemaking;
- To introduce the students to the main related methods and data sources in Peace and Conflict Studies and to encourage them to work with empirical sources and databases;
- To arrive at an adequate definition of a peace process by postulating the primacy of a peace process over peace agreements and of qualitative analysis of the process’s substance; to teach the students to differentiate between peace processes and other types of conflict-related negotiations and contacts;
- To question the perceptions about secession of violence as a prerequisite or immediate outcome of a process to negotiate an end to armed conflict; to illustrate the role of violence as ‘unavoidable background’ for most contemporary peace processes; to explore the trends in, as well as types and functions of ceasefires;
- To make the students critically explore and be prepared to address the key procedural and substantive problems of, internal and external challenges to, and violent threats and risks to peace processes;
- To introduce the students to the main debates in, evolution of, and contemporary varieties of post-conflict peacebuilding;
- To identify and study the main forms, problems and prospects of international cooperation on peacemaking and peacebuilding;
- To develop and strengthen the ability to negotiate on substantive and technical issues with the aim of ending armed conflicts, and to think originally, inquisitive comprehension, alternate interpretation, communication and discussion skills that do not exclude, but are given preference over memorization, conceptual fluency or abstract theorizing.

SUBJECT AND STRUCTURE

The course focuses on contemporary peace processes (peacemaking) and post-conflict peacebuilding, including the main related conceptual and theoretical issues, empirical and databased trends, patterns, and dynamics, types of negotiation processes and actors involved, internal and external challenges at levels from regional to international and at the interface of violence and peace negotiations, and structural and practical ways to address and hedge against these challenges. The geographical scope of the course is global and includes all regions. The course employs multidisciplinary analytical framework centered on peace and conflict studies and the human security approach.

Structurally, the course consists of **lectures** on 8 main themes, with each bloc of lectures followed by **seminars** organized by group.

Lectures are divided in 3 thematic blocs (Parts I, II, and III).

Part I provides an overview of key terminology, concepts, theories, empirical base, research methods and datasets in Peace and Conflict Studies related to peace process and the main global trends in peace processes.

Part II examines the understudied, tense, and complex interplay of armed violence and negotiations that dynamically evolves during peace processes and serves as ‘unavoidable background’ for most of them.

Part III is devoted to how peace process (peace-making) is linked to, morphs into, and overlaps with peacebuilding – a process that covers a wider range of long-term activities and aims at changing political, social, economic, institutional structures underlying the conflict and attitudes the conflict parties and their social base.

COURSE ORGANIZATION AND ASSIGNMENTS

- Every 80-minute lecture class involves a lecture, sometimes followed by a discussion session on the lecture theme and of relevant reading materials, or a short test;
- Lecture blocs are followed by seminars that prioritize the students’ work, with an emphasis on collective engagement – in-class discussions of students’ mid-term essays, simulation game(s), and leaves space for course feedback and concluding remarks.
- Lectures and readings are complementary, but do not substitute for one another;
- The students are expected to attend lectures, complete the readings assigned for each theme, participate in discussions in class and in seminars, including in the form of short presentations, perform course assignments, and take an active part in the simulation game (ceasefire/peace negotiation exercise).
- During the course, students are required to write a short mid-term essay on a specific peace process, to be agreed upon with the course instructor in advance.
- The seminars include students’ discussions and presentations on the topics of their mid-term papers, readings and other in-class discussions.
- Assignments are to be handed in on the due date. Late submissions will not be accepted.
- Students are asked to keep a copy of all work submitted for evaluation.
- The final assessment includes evaluation of the students’ performance during the course and an in-class written exam.

IN-CLASS AND HOME ASSIGNMENTS

Part I:

- Single/multiple answer choice tests (in-class);
- Database assignment (homework; deadline to be announced).

Part II:

- Mid-term essay (homework, due April 2023 (deadline to be announced)). A brief essay (5-6 pages maximum, 12-point font, 1.5-spaced) where a student should critically analyze a specific peace process (of a student's choice, but agreed with the professor), answering a number of questions
- Seminar discussions and student presentations (in-class).

Part III:

- peace/ceasefire negotiation simulation game(s) (in-class);
- final exam (written, in-class).

Written and in-class assignments must meet *the following criteria*:

Conceptual rigor: Evidence of reading, understanding, and using relevant literature and key concepts in tests and in support of the student's arguments in written assignments and in-class discussions.

Strength of argument: To what extent has the student used their data sources and research to construct a clear, logical, and robust argument?

Critical analysis: to what extent has the student analyzed their data sources? To what extent have they *explained* the phenomena rather than simply *describing* it?

Writing style: Clarity of argument and readability.

Formatting and referencing: all written home assignments should be typed, edited and proof-read carefully, showing appropriate division into paragraphs, grammar, spelling and referencing. They should be printed with each line 1.5-spaced and should use a 12-point font.

Anti-plagiarism: written assignments should be a student's independent work, with all quotes properly referenced and used as supporting evidence, rather than as a substitute for original argument. Unreferenced quotes will be treated as plagiarism.

GRADING

Your final grade aggregates:

- Your work during the semester:
 - Single/multiple choice tests;
 - Database assignment;
 - Mid-term essay;
 - In-class discussions and presentations on mid-term essays' topics at the seminars ;
 - Simulation game(s)
- Final exam: late April – early May 2023 (date tbc).

2. COURSE CONTENTS

PART I: PEACE PROCESSES

Theme 1. PEACE PROCESS: KEY TERMS AND CONCEPTS

The main definitional issues are addressed. Prevailing formal, technical definition of ‘peace process’ as a mere sequence of formal written peace agreements is questioned as inadequate. Widespread inherently positive interpretations of the notion of a ‘peace process’ are critically assessed as the ones that are not backed by empirical evidence and create heightened expectations about such processes’ outcomes. Two opposite extremes in conceptual and policy approaches to peace processes are examined: (a) a view of a peace process as an end in itself to be achieved at any price and (b) attempts to downgrade it to a category secondary to a peace agreement. While individual agreements are easier to identify, code and count in respective datasets, the main focus is placed on a category of ‘peace process’ rather than individual agreements as its (interim) products and on qualitative analysis for adequate definition of a peace process.

REQUIRED:

- Darby and Mac Ginty, Introduction: what peace? What process? In: *Contemporary Peacemaking: Conflict, Violence and Peace Processes* (2008), pp. 1–6.
- Bell and Wise, Peace processes and their agreements, chapter 19 in *Contemporary Peacemaking: Peace Processes, Peacebuilding and Conflict* (2022), pp. 381–406:

RECOMMENDED:

- Kaldor, Peacemaking in an era of new wars, chapter 3 in De Waal (ed.), *Think Peace: Essays for an Age of Disorder* (2019), pp. 21–26:
- Firchow, Peace methods and methodologies, chapter 10 in Richmond and Visoka (eds.), *The Oxford Handbook of Peacebuilding, Statebuilding, and Peace Formation* (2021), pp. 152–163.

Theme 2. DO PEACE PROCESSES LEAD TO PEACE?

Insights from data on peace processes’ frequency, outcomes, and effectiveness

The effectiveness, spread of, and trends in negotiated solutions to armed conflicts are explored on the basis of analysis of the data from the main academic datasets in the field. Despite short-lived optimism about global prospects for peaceful resolution of conflicts spurred by the end of the Cold War, a negotiated outcome is not how most contemporary armed conflicts end. The highly mixed record of peace processes is discussed, as two thirds of armed conflicts lacked any peace process, and negotiated outcomes accounted for just a quarter all conflict outcomes in the 21st century. An ‘ideal model’ of a linear process that leads to a comprehensive peace agreement is scrutinized against trends in contemporary peace processes, such as decline in sustained, full, and final peace agreements, the spread of

on-and-off, nonlinear, parallel, and fragmented negotiations, and rise in ceasefires, temporary partial agreements, and locally negotiated deals.

REQUIRED DATASETS:

- *UCDP Peace Agreement Dataset. Version 22.1.* 1975–2021. Uppsala Conflict Data Program, Uppsala University;
- *Uppsala Conflict Data Program:*((sections in Definitions, Charts and graphs): <https://ucdp.uu.se/>;
- *PA-X Peace Agreements Database and Dataset, Version 6.* 1990 – April 2022. Political Settlements Research Programme, The University of Edinburgh.

RECOMMENDED:

- Petersson, Hogbladh and Oberg, Organized violence, 1989–2018, and peace agreements, *Journal of Peace Research* (2019);
- Högladh, *UCDP Peace Agreement Dataset Codebook Version 22.1* (2022);
- Badanjak, The PA-X Peace Agreement Database: reflections on documenting the practice of peacemaking, *Pathways to Peace and Security* (2021):
- *Peace Accords Matrix (PAM).* Kroc Institute for International Peace Studies, University of Notre Dame.

Theme 3. PEACE PROCESS: A SUBSTANTIVE DEFINITION

The substantive definition of a peace process is constructed, with the emphasis on qualitative analysis of the peace process's substance, including its pertinence to central issues contested by military means (what the parties are talking about) and its inclusiveness (who the negotiating parties are). The more specific questions addressed in this section include: How are peace processes substantively different from other conflict-related negotiations and technical contacts confined to discussions of forms and methods of warfare or its humanitarian damage? What are the key underlying incompatibilities to be addressed at negotiating process for it to qualify for a peace process? Which armed actors' involvement is principal or decisive for settling key incompatibilities and which ones could be sidelined and further marginalized with no major detriment to the peace process.

REQUIRED:

- Högladh, Peace agreements in armed conflicts: focusing on finding a solution to the conflict incompatibility, *Pathways to Peace and Security* (2021), pp. 11–23;
- Stepanova and Golunov, Peace processes, violence, and de facto states: introduction, *Pathways to Peace and Security* (2022), pp. 7–29.

RECOMMENDED:

- Bell and Wise, Peace processes and their agreements, chapter 19 in *Contemporary Peacemaking: Peace Processes, Peacebuilding and Conflict* (2022), pp. 381–406;
- Chufrin and Saunders, A public peace process, *Negotiation Journal* (1993), pp. 155–177.

PART II: PEACE PROCESSES AND VIOLENCE.

Theme 4. VIOLENCE AS “UNAVOIDABLE BACKGROUND”. HOW CAN VIOLENCE AFFECT AND BE AFFECTED BY A PEACE PROCESS?

The forms and factors behind the interplay of armed violence and talks during peace processes are addressed. This includes a critical analysis of the traditional ‘spoiler-centered’ approach, including its advantages (attention to the dynamics of the process and to the role of actors) and flaws (reducing the issue of violence during peace process to the existence of ‘spoilers’). The main variables affecting the success or failure of a peace process are identified, with the focus on violence and security issues. The multiple and diverse effects of violence on negotiations and peace implementation are analyzed, ranging from destabilization, disruption or breakdown of talks and recurrence of conflict to counterproductive effects (a role of a catalyst for the peace process, an increase in pressure on the parties to (re)start negotiations etc.). The different types of violence employed during peace processes are explored: in forms modified by the negotiating context; in old forms prevalent during armed conflict; in intra-party tensions etc.

REQUIRED:

- Höglund and Nilsson, Violence and peace processes, chapter 15 in: *Contemporary Peacemaking: Peace Processes, Peacebuilding and Conflict* (2022), pp. 289–293;
- Suhrke, The peace in between, chapter 1 in *The Peace In Between: Post-war Violence and Peacebuilding* (2012), pp. 1–24.

RECOMMENDED:

- Joshi, A comparative analysis of one-sided violence and civil war peace agreement implementation, *Stability* (2020), pp. 1–19;
- Stepanova, Terrorism as a tactic of spoilers in peace processes, chapter 4 in: *Challenges to Peacebuilding: Managing Spoilers During Conflict Resolution* (2006), pp. 78–89;
- Stedman, Spoiler problems in peace processes, chapter 5 in: *International Conflict Resolution After the Cold War* (2000), pp. 178–224.

Theme 5. CEASEFIRES

In this section of the course, the phenomenon of ceasefires is examined. A perception that a stable ceasefire should precede any serious peace negotiations is heavily questioned: while one of the main immediate goals of the peace process is to end armed fighting, violence almost never stops with the start of negotiations, hardly stops with the conclusion of a peace agreement, and often continues during peace implementation. The main questions addressed include: whether ceasefires are necessary prerequisites for negotiations to start, how ceasefires affect the dynamic interaction of force and talks that involves the chances for last-minute readjustment of power relations, and why sustainable cease-fires are more likely later in a peace process. Basic trends in, and main types of, ceasefires are identified and explained, including the proliferation of local ceasefires in the 2010s–2020s.

REQUIRED

- Bara, Clayton, and Rustad, Understanding ceasefires, *International Peacekeeping: Special Issue* (2021), pp. 329–340;
- Forster, *Ceasefire Arrangements* (2019).

RECOMMENDED:

- Sticher and Vukovic, Bargaining in intrastate conflicts: the shifting role of ceasefires. *Journal of Peace Research* (2016), pp. 1284–1299.

Theme 6. ADDRESSING VIOLENCE DURING PEACE PROCESS.

As the dynamic interaction of force and talks appears to be an essential characteristic common to most peace processes, this section explores how acts of violence by parties, including acts designed specifically to disrupt negotiations, should be expected and taken into account in the design of the peace process. The ability of a peace process to go on, despite continuing incidents of violence, is analyzed and seen as an objective indicator of the soundness and sustainability of the peace itself. Finally, the limits of what a peace process and successful implementation of a peace agreement can achieve in principle, i. e. to terminate major violence related to particular armed conflict, are drawn.

REQUIRED:

- Höglund and Nilsson, Violence and peace processes, chapter 15 in: *Contemporary Peacemaking: Peace Processes, Peacebuilding and Conflict* (2022), pp. 293–302.
- Stepanova, Terrorism as a tactic of spoilers in peace processes, chapter 4 in: *Challenges to Peacebuilding: Managing Spoilers During Conflict Resolution* (2006), pp. 90–101:

PART III: PEACEBUILDING

Theme 7. FROM PEACEMAKING TO POSTCONFLICT PEACEBUILDING. INTRODUCTION TO PEACEBUILDING.

While a peace process, centred on reaching and implementing a peace agreement or set of agreements, aims first and foremost at war termination, a lasting peace could be achieved only if peace process is supported by the longer-term peace-building efforts. In Part III, the concept and practices of post-conflict peacebuilding are critically analyzed, at both international level and in comparative regional contexts. Peacebuilding is studied both as a global concept and a set of practices. The ‘liberal peace’ varieties of and approaches to peacebuilding prevalent in the 1990s and the evolution of the UN peacebuilding strategy and structures are addressed.

REQUIRED:

- Campbell, Chandler, and Sabaratnam (eds.), *A Liberal Peace? The Problems and Practice of Peacebuilding* (2011):
 - Introduction (pp. 1–9);
 - chapter 1 (Sabaratnam, pp. 13–30);
 - chapter 2 (Paris, pp. 31–51)
- Call, *The Evolution of Peacebuilding: Improved Ideas and Institutions?* (2015)
- Tsifakis, Post-Conflict economic reconstruction, in *The Princeton Encyclopedia of Self-Determination* (2022)

RECOMMENDED:

- Autesserre, *Peacetime Violence: Post-Conflict Violence and Peacebuilding Strategies* (2010);
- Richmond and Visoka (eds.), *The Oxford Handbook of Peacebuilding, Statebuilding, and Peace Formation* (2021);
- Cheng and Zaum (eds.), *Corruption and Post-Conflict Peacebuilding: Selling the Peace?* (2012).

Theme 8. FROM LIBERAL TO HYBRID PEACEBUILDING. A LOCAL TURN AND REGIONAL APPROACHES

This section focuses on the main positive inputs, as well flaws and failures, of international peacebuilding since the late 1990s. It looks into growing critique of the Western-centric ‘liberal’ peacebuilding model(s) from across the world. Special attention is paid to the emerging concept of the so-called ‘hybrid peacebuilding’. Finally, a growing ‘local turn’ in peacebuilding, as well as regional approaches to peacebuilding that gain ground in Asia, Africa, and Latin America, are explored.

REQUIRED:

- Campbell, Chandler, and Sabaratnam (eds.), *A Liberal Peace? The Problems and Practice of Peacebuilding* (2011):
 - chapter 10 (Chandler, pp. 175–190);
 - chapter 12 (Mac Ginty, pp. 209–225)
- Call and de Coning (eds.), *Rising Powers & Peacebuilding: Breaking the Mold?* (2017):
 - Introduction (pp. 1–12);
 - Conclusions (pp. 243–272)
- Kenkel, Rising powers and peacebuilding, chapter 21 in: *The Oxford Handbook of Peacebuilding, Statebuilding, and Peace Formation* (2021), pp. 300–311.

RECOMMENDED:

- Call and de Coning (eds.), *Rising Powers & Peacebuilding: Breaking the Mold?* (2017);
- Kobayashi, Japanese pathways to peacebuilding: from historical legacies to contemporary practices, *Pathways to Peace and Security* (2020), pp. 9–25;
- Yuan, Chinese pathways to peacebuilding: from historical legacies to contemporary practices, *Pathways to Peace and Security* (2020), pp. 26–45.

3. COURSE READING LIST AND RESOURCES

Datasets and indexes

UCDP Peace Agreement Dataset. Version 22.1. 1975–2021. Uppsala Conflict Data Program. Department of Peace and Conflict Research. Uppsala University.

Högbladh, Stina. *UCDP Peace Agreement Dataset Codebook Version 22.1.* Uppsala: Department of Peace and Conflict Research Uppsala University, 2022.

Uppsala Conflict Data Program Datasets, Uppsala University, Sweden. <http://ucdp.uu.se/>.

PA-X Peace Agreements Database and Dataset, Version 6. 1990 – April 2022. Political Settlements Research Programme, The University of Edinburgh.

PA-Local: Peace Agreement Dataset (Local Agreements). 1990 – April 2022. Political Settlements Research Programme, The University of Edinburgh.

Peace Accords Matrix (PAM). Kroc Institute for International Peace Studies, University of Notre Dame.

United Nations Peacekeeping: Terminology. <https://peacekeeping.un.org/en/terminology>

Literature

Autesserre, Séverine. *Peacetime Violence: Post-Conflict Violence and Peacebuilding Strategies.* Ralph Bunche Institute for International Studies (New York: City University of New York, 2010).

Badanjak, Sanja. The PA-X Peace Agreement Database: reflections on documenting the practice of peacemaking, *Pathways to Peace and Security*. no. 2(61) (2021), pp. 24–42.

Bara, Corinne, Clayton, Govinda and Rustad, Siri, “Understanding ceasefires”, *International Peacekeeping: Special Issue*, vol. 28, no. 3 (2021), pp. 329–340.

Bell, Christine and Wise, Laura, “Peace processes and their agreements,” in *Contemporary Peacemaking: Peace Processes, Peacebuilding and Conflict*, R.Mac Ginty and A.Wanis-St.John (eds.) (Cham: Palgrave Macmillan, 2022), pp. 381–406.

Call, Charles, *The Evolution of Peacebuilding: Improved Ideas and Institutions?* United Nations University Center for Policy Research (New York: UNU-CPR, 2015).

Call, Charles T. and de Coning, Cedric (eds.), *Rising Powers & Peacebuilding: Breaking the Mold?* (Basingstoke: Palgrave Macmillan, 2017).

Campbell, Susanna, Chandler, David and Sabaratnam, Meera (eds.), *A Liberal Peace? The Problems and Practice of Peacebuilding* (London: Zed Books, 2011).

Chandler, David, “An uncritical critique of ‘liberal peace’,” in S.Campbell, D.Chandler, and M.Sabaratnam (eds.), *A Liberal Peace? The Problems and Practice of Peacebuilding* (London: Zed Books, 2011), pp. 175–190.

Cheng, Christine S. and Zaum, Dominik (eds.), *Corruption and Post-Conflict Peacebuilding: Selling the Peace?* (London: Routledge, 2012).

Chufrin, Gennadi and Saunders, Harold, “A public peace process,” in *Negotiation Journal*, vol. 9, no. 2 (1993), pp. 155–177.

Darby, John and Mac Ginty, Roger, “Introduction: what peace? What process?,” in: *Contemporary Peacemaking: Conflict, Violence and Peace Processes*. J. Darby and R. Mac Ginty (eds.) (Houndsmills: Palgrave Macmillan, 2003), pp. 1–6.

Firchow, Pamina, “Peace methods and methodologies,” in Richmond, Oliver P. and Visoka, Gëzim (eds.), *The Oxford Handbook of Peacebuilding, Statebuilding, and Peace Formation* (Oxford University Press, 2021), pp. 152–163.

Forster, Robert. *Ceasefire Arrangements*. PA-X Report. Edinburgh: Global Justice Academy, University of Edinburgh, 2019.

Högbladh, Stina, “Peace agreements in armed conflicts: focusing on finding a solution to the conflict incompatibility,” *Pathways to Peace and Security*, no. 2 (61), 2021, pp. 11–23.

Höglund, Kristine and Nilsson, Desiree, “Violence and peace processes,” in: *Contemporary Peacemaking: Peace Processes, Peacebuilding and Conflict* (Cham: Palgrave Macmillan, 2022), pp. 289–306.

Joshi, Madlav. A comparative analysis of one-sided violence and civil war peace agreement implementation. *Stability: International Journal of Security and Development*, vol. 9, no. 1 (2020), pp. 1–19.

Kaldor, Mary, “Peacemaking in an era of new wars,” chapter 3 in Thomas De Waal (ed.), *Think Peace: Essays for an Age of Disorder* (Washington D.C.: CEIP, 2019), pp. 21–26.

Kenkel, Kai Michael, “Rising powers and peacebuilding,” in Richmond, Oliver P. and Visoka, Gëzim (eds.), *The Oxford Handbook of Peacebuilding, Statebuilding, and Peace Formation* (Oxford University Press, 2021), pp. 300–311.

Kobayashi, Kazushige, “Japanese pathways to peacebuilding: from historical legacies to contemporary practices,” *Pathways to Peace and Security*, no. 1(58) (2020), pp. 9–25.

Mac Ginty, Roger, “Hybrid peace: How does hybrid peace come about?” in *A Liberal Peace? The Problems and Practice of Peacebuilding* (London: Zed Books, 2011), pp. 209–225.

Mac Ginty, Roger and Wanis-St.John, A. (eds.), *Contemporary Peacemaking: Peace Processes, Peacebuilding and Conflict* (Cham: Palgrave Macmillan, 2022).

Paris, Roland, “Critiques of liberal peace,” in *A Liberal Peace? The Problems and Practice of Peacebuilding* (London: Zed Books, 2011), pp. 31–51.

Petersson, T., Hogbladh, Stina and Oberg, M., “Organized violence, 1989–2018, and peace agreements,” *Journal of Peace Research*, vol. 56, no. 4. (2019), pp. 589–603.

Richmond, Oliver P. and Visoka, Gëzim (eds.), *The Oxford Handbook of Peacebuilding, Statebuilding, and Peace Formation* (Oxford University Press, 2021)

Sabaratnam, Meera, “The Liberal Peace? An intellectual history of international conflict management, 1990–2010,” in: *A Liberal Peace? The Problems and Practice of Peacebuilding* (London: Zed Books, 2011), pp. 13–30.

Stedman, Stephen J., “Spoiler problems in peace processes,” in: *International Conflict Resolution After*

the Cold War (Washington D.C.: National Academy Press, 2000), pp. 178–224.

Stepanova, Ekaterina, “Terrorism as a tactic of spoilers in peace processes,” in: *Challenges to Peacebuilding: Managing Spoilers During Conflict Resolution*. E.Newmann and O.Richmond (eds.) (Tokyo: United Nations University Press, 2006), pp. 78–104.

Stepanova, Ekaterina and Golunov, Sergei, “Peace processes, violence, and de facto states: introduction,” *Pathways to Peace and Security*, no. 1(62): *Special issue: Peace Processes, Violence, and De Facto States*, 2022, pp. 7–29.

Sticher, Valerie and Vukovic, Sinisa, “Bargaining in intrastate conflicts: the shifting role of ceasefires,” *Journal of Peace Research*, vol. 58, no. 6 (2021), pp. 1284–1299.

Suhrke, Astri and Berdal, Mats (eds.), *The Peace In Between: Post-war Violence and Peacebuilding* (London: Routledge, 2012).

Tsifakis, Nicolaos, Post-Conflict Economic Reconstruction, in *The Princeton Encyclopedia of Self-Determination* (Princeton University, 2022).

Yuan, Xinyu, “Chinese pathways to peacebuilding: from historical legacies to contemporary practices,” *Pathways to Peace and Security*, no. 1(58) (2020), pp. 26–45.