

**Aid, politics, and violence in Africa**  
POLS BC 3810

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Office: 404 Lehman Hall

Colloquium, Fall 2014  
Wednesdays, 2:10 - 4 p.m.  
201 Lehman Hall  
Barnard College

Office Hours: Mondays, 3 – 5 p.m.

You can schedule an appointment during my office hours by clicking [here](#). Walk-ins are of course welcome – on a first come, first served basis. However, I give priority to people who have scheduled an appointment, so you are better off scheduling an appointment if you do not want to wait.

Head Speaking Fellows: Raney Shattuck ([res2181@barnard.edu](mailto:res2181@barnard.edu)) and Leigh Bonner ([leb2171@barnard.edu](mailto:leb2171@barnard.edu)).

Head Writing Fellow: Alison Economy ([ale2117@barnard.edu](mailto:ale2117@barnard.edu));

*“If I knew someone was coming over with the express intention of doing good, I would flee”*  
(Henry David Thoreau)

### **Substance of the Course**

International emergency aid often takes place in violent contexts. Beyond the claim that humanitarian aid is and should be neutral, what exactly are the relationships between aid, politics, and violence? What are the political and military impacts of humanitarian and development assistance? Aid is aimed at healing suffering, but it can also fuel violence or be an instrument of war. Should humanitarian aid promote the imperatives of conflict resolution and democratization? If so, does it compromise humanitarian ideals? Does aid perpetuate subtle forms of domination?

This colloquium adopts a critical, social science approach to humanitarian and development assistance (it is not a class on how to design and implement aid programs, but rather a class on how to think about aid). It uses topics related to aid in Africa as a lens for understanding the political implications of aid in complex emergency situations. It focuses mostly on African countries, but it includes some non-African cases for comparative purposes, to elucidate the important theories on the subject. Readings include both highly theoretical works and case studies. Guest speakers will be invited for several class sessions to interact with students and explain how the debates studied in class play out in the “real” world.

Throughout the course, students will develop their knowledge of international relations theories. They will acquire a broad understanding of the concepts, theoretical traditions, and debates in the study of development and humanitarian aid. The course also will introduce students to new issues in the field, such as the securitization of emergency aid, the attention to the everyday in the anthropology of aid, and the interplay between aid and micro-level politics. Furthermore, by the end of the semester, students should have an in-depth understanding of specific cases, notably Sudan and South Sudan, Rwanda, and the Democratic Republic of the Congo.

Class discussions and written assignments will help students develop their research and analysis skills as well as their ability to understand, criticize, and create scholarly arguments. In addition, this class puts a lot of emphasis on developing students' leadership and oral presentation skills. We will do so through various activities in the classroom (class discussions, oral presentations, role play, student-led discussions, and interactions with guest speakers) and outside the classroom (through three workshops with the Barnard Speaking Fellows, the first on oral presentations skills, the second on how to lead a meeting, and the third on negotiations).

## Grading and Requirements

1. Readings: Assignments are on the attached list.  
The required readings are available at the Columbia University Bookstore. In addition, all these books are on reserve at the library, under course number POLS BC 3810. Whenever authorized by copyright laws, I have placed specific book chapters on electronic reserves for the class (accessible through Coursework).
2. Class participation (20% of the final grade). The class participation grade will be based on 1- participation in the discussion during each session; 2- brief oral presentations on topics assigned by the instructor; 3- the oral presentation and the discussion during week 11 (see the second-to-last page of this syllabus), 4- attendance at the workshops led by the Speaking Fellows, and 5- (only for students who have elected this class as their capstone requirement): quality of the feedback provided to your peer partner throughout the semester (grade given by the peer partner).
3. Three reviews of the readings, maximum of two pages single-spaced (40% of the final grade). The reviews should summarize the argument briefly, assess it critically, and raise questions for class discussion. They should be submitted by Monday, 2 p.m., through two means: 1- putting a hard copy in the folder on my door, and 2- emailing me an electronic copy (Please save your document under the title "[Your name] – review week [X]" before emailing it). No need to sign up or give me advance notice, just submit reviews for three different sessions of your own choosing.
4. A research paper (40% of the final grade), 25 to 30 pages double-spaced. Ancillary material due throughout the term: paper topic due on week 3 (5% of the final grade); research question and bibliography due on week 6 (5% of the final grade); 1-page outline due on week 9 (5% of the final grade); draft to the writing fellow due on week 11; final paper due on week 13, i.e. December 3, the last day of class (25% of the final grade; draft to the writing fellow due on week 11). The research paper should build on the material studied in class. It should apply the theories and concepts studied to specific debates or cases of interest to the students. Please give me a hard copy in class and email me an electronic copy before coming to class.

You should come see me during office hours sometime on week 3, 4, or 5 to discuss your paper topic. This is a mandatory meeting. You are also strongly encouraged to come see me during office hours on week 8, 9, or 10 to discuss your progress and questions (this is not a mandatory meeting but you are very strongly encouraged to come). You are also of course always welcome to come discuss your research during my office hours.

Here are a couple of very useful websites, full of advice for research and writing:

- <http://www.nd.edu/~dlindley/handouts/handoutlinks.html> (plenty of handouts on everything you need: how to make a theoretically informed argument, core theories and concepts used in IR, etc)

- <http://www.library.ualberta.ca/guides/plagiarism/handouts/index.cfm> (you can find tons of useful tips on research and writing)
- <http://owl.english.purdue.edu/owl> (the sections on “The Writing Process”, “General Academic Writing”, “Research and Citations”, and “Grammar and Mechanics” are especially helpful).

All material must be typed.

No late review will be accepted. For the research paper & ancillary material, late submissions will be penalized one-third of a letter grade per day after the deadline unless you contact me beforehand to request an extension. Extensions will be given only in the case of documented illness, family emergency, or another crisis situation (please bring any form of documentation available).

Please inform me beforehand if you expect to miss particular class meetings because of a religious holiday that forbids work, an illness, or a family emergency. Please plan to submit a one-page additional review of the readings on the readings assigned for that day, in addition to the three reviews assigned throughout the course. This extra review will make up for missed participation and will count towards your participation grade (so please clearly flag at the top of the document that it is an extra review that I should count toward your participation grade).

Barnard Honor Code: Students affirm that all work turned in is their own, and that they have fully and accurately cited every written source, including web-based sources, used in their writing. Students who do not comply with the Honor Code will face appropriate sanctions.

Here are some very helpful websites for all your questions on intellectual property, citing and documenting sources, avoiding disasters, etc. (And of course don't ever hesitate to ask me if you have any doubts):

- <http://www.library.ucla.edu/b Bruinsuccess> (the tutorial is fun and very useful)
- <http://owl.english.purdue.edu/owl/resource/589/01> (another very helpful site on avoiding plagiarism)
- <http://www.dartmouth.edu/~sources> (very detailed information about how and why to cite sources)

### **Additional Requirements for Seniors**

All Seniors who have designated this course as the Colloquium to fulfill their Senior Capstone requirement must also complete the following:

1. Provide constructive criticism and feedback to your designated peer partner(s). You and your partner should hold meetings, in consultation with the instructor, to discuss your assignments, e.g. research proposals, research methods, rough drafts.
2. If not already required by the syllabus, present your main findings in class at the end of the semester. A portion of the class participation grade will reflect the quality of your mentoring and final presentation.
3. Attend at least one of the Senior overviews of the library and online resources hosted by the instructor or another member of the Political Science Department.
4. Generate a poster that summarizes your research question, argument, and findings. The poster should accompany your class presentation and will be displayed at the Senior end-of-year Departmental party in

May 2014. The poster will not be graded, but is required to receive a "Pass" for your Senior requirement and will factor into Departmental considerations for Senior Project Distinction.

**Recommended readings for Seniors who have chosen this course as their capstone requirement (and for any students looking for extra guidance on the final paper)**

Wayne C. Booth et al. 2008. *The Craft of Research*. University of Chicago Press. 3rd ed.

Roselle, Laura and Spray, Sharon. 2008. *Research and Writing in International Relations*. Pearson.

Kate Turabian, 2013. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6<sup>th</sup> rev. ed. Chicago: University of Chicago Press.

Charles Lipson. 2005. *How to write a B.A. thesis*. University of Chicago Press.

**Information about Barnard Speaking Fellows**

One of the requirements of this course is working with a Barnard Speaking Fellow. Speaking Fellows are undergraduate Barnard students who teach students how to craft, prepare, and deliver presentations and participate in class discussions. After completing a one-semester training course in the theory and practice of public speaking, they are attached to speaking-intensive courses across the disciplines, and help students build stronger, more nuanced arguments through reflective, critical thinking and collegial support. Speaking Fellows do not grade your presentations or public speaking skills. They help you figure out what it is you want to say and how to say it most clearly and effectively, giving you the support to become more comfortable and confident in your speaking abilities.

The Speaking program will offer three workshops for this class: 1- Presentations Basics; 2- Leading a Brainstorming, and 3- The Art of Negotiations.

Your participation in Speaking Fellows workshop(s) is a requirement of this course. At the beginning of the semester, a Speaking Fellow will visit your course to go over which type(s) of workshops you will be participating in and when in the semester they will be scheduled. Preparation instructions, if any, will come at this time. On sign-up day 1-2 weeks before each workshop, remember to make a note of when and where your workshop will take place, and record your Speaking Fellow's email and phone number in case you need to contact her.

Workshops begin promptly, so please arrive on time, if not a few minutes early. Please note our program-wide attendance policy: Because workshops are experiential and based on the group dynamic, if you are late to your workshop, you will not be allowed to participate, and may not be able to reschedule. If you have an emergency and cannot make it to your workshop, please contact your Speaking Fellow immediately.

The Head Speaking Fellows for your course are Raney Shattuck (res2181@barnard.edu; 865-640-5105) and Leigh Bonner (leb2171@barnard.edu; 214-957-4694). Please contact them with any administrative questions or questions about the Speaking Fellows working with your course. If you have other questions about the Speaking Program, please contact Rebecca Kelliher, the Program Coordinator (rkelliher@barnard.edu; 212-854-8941). For more detailed information about our philosophy, policies, and FAQs, please see our website: [www.barnard.edu/speaking](http://www.barnard.edu/speaking)

In preparation for the workshop on negotiations, you may want to read the chapter "Focus on Interests, not Positions" (pp. 40 – 55) in Fisher, Roger and William Ury with Bruce Patton. *Getting to Yes:*

*Negotiating Agreement without Giving In*, 2nd ed. New York: Penguin, 1991. Students who are interested in learning more about how to negotiate effectively can continue reading the following chapter, "Invent Options for Mutual Gain," pages 56 - 80. These readings are recommended (not required).

### **Information about the Barnard Writing Fellows**

Another requirement of this course is working with a Barnard Writing Fellow. The Barnard Writing Fellows Program (founded in 1991) is designed to help students strengthen their writing in all disciplines. We believe that writing is a process; it happens in stages, in different drafts. Often the most fruitful dialogues about your writing occur with your peers, and the Writing Fellows are just that. They are not tutors or TAs; they are Barnard undergraduates who participate in a semester-long workshop in the teaching of writing and, having finished their training, staff the Barnard Writing Center and work in courses across the disciplines. It is not their role to comment on the accuracy of the content of your papers, nor to grade your work. They are not enrolled in your course. You will probably know more about the course's specific material than they do, and your papers must therefore be written clearly enough so that the non-expert can understand them.

Two dates are listed for each piece of writing assigned. You will hand in your first draft to your instructor on the first date, who will pass it on to your Writing Fellow. The Writing Fellow will read it, write comments, and conference with you on it, after which you will have a week to revise the paper and hand in a final version on the second date.

Sign up for your Writing Fellow in class when you first hand in your paper. Conference locations will be indicated on the sign-up sheet. Please make a note of when and where you have scheduled your conference. Also, please make sure to record your Writing Fellow's email and phone number when you sign up for your conference in case you need to contact her.

The Head Writing Fellow for your course is Alison Economy (ale2117@barnard.edu; 206-331-1530). Please contact her if you have questions about the Writing Fellows working with your course. If you have other questions about the Writing Program, please contact Rebecca Kelliher, the Program Coordinator (rkelliher@barnard.edu; 212-854-8941).

### **Use of laptops in the classroom**

The use of laptops (or ipads, etc) in the classroom is only permitted for taking notes on class lectures and discussions. Students are forbidden to use laptops in the classroom to browse the Internet or work on something other than the material discussed in class. Any student who wants to use a computer should give me a written document promising never to use his or her laptop in class for something other than taking notes on class lectures / discussion. Students caught doing otherwise will be given a participation grade of F and will be forbidden to continue to use their laptops during future class sessions.

### **Students with disabilities**

Students with disabilities who wish to take this course and who need disability-related accommodations are encouraged to make an appointment to see me as soon as possible. Disabled students who need test or classroom accommodations must be registered in advance with the Office of Disabilities Services.

### **Pre-requisite**

POLS V 1601 (International Politics) or POLS V1501 or equivalent. Many readings are difficult and/or quite theoretical, so you need to have some background in international relations theories if you wish to take this class.

### **Learning Objectives**

Students who complete this course will learn how to:

1. Apply the major theories of international relations to the study of humanitarian and development aid
2. Integrate and apply conceptual tools and theories from various disciplines, in particular political science, in order to analyze issues related to humanitarian and development aid
3. Develop rigorous and convincing political science arguments
4. Demonstrate knowledge of several salient topics and cases in the field of humanitarian and development aid in Africa
5. Express themselves effectively orally and in writing
6. Perform advanced independent research on political science, human rights, and/or African studies topics

## **Week 1 (September 3) – Introduction**

Overview of the class

Overview of the research methodology for the final paper.

### **Aid and Politics**

## **Week 2 (September 10) – State-led development**

Scott, James. 1999. *Seeing like a state. How Certain Schemes to Improve the Human Condition Have Failed*. Yale University Press. Introduction, chapters 1-3; introduction to part 3, chapter 7 & 10.

*Guest Speaker: Lisa Norberg, Dean of the Library and Librarian for Political Science, on how to find good research resources on aid in Africa.*

### **Recommended**

Cahill, Kevin M. (ed.). 2002. *Basics of International Humanitarian Mission (International Humanitarian Affairs, No. 2)*. Fordham University Press.

Collier, Paul. 2008. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford University Press.

Macinko, JA and Smith, SH. 1998. “Humanitarian Assistance and Disaster Relief: an Overview” in Rodriguez-Garcia R, Macinko J, and Casia JA. *From Humanitarian Assistance to Human Development*. Pan American Health Association. (pp. 33 – 72)

Natsios, Andrew. 1997. *US Foreign Policy and the Four Horsemen of the Apocalypse: Humanitarian Relief in Complex Emergencies*. Praeger.

Sen, Amartya. 1999. *Development as Freedom*. New York: Alfred A. Knopf, 1999.

Stoddard, Abby. 2006. *Humanitarian Alert: NGO Information and its Impact on US Foreign Policy*. Kumarian Press.

Weiss, Thomas G. 2000. *Humanitarian Challenges and Intervention: World Politics and the Dilemmas of Help*. Westview Press.

## **Week 3 (September 17) – Humanitarianism: a historical perspective**

Barnett, Michael N. 2011. *Empire of Humanity: A History of Humanitarianism*. Ithaca, N.Y.: Cornell University Press. Introduction & chapter 1.

Dotty, Roxanne Lynn. 1996. *Imperial Encounters: The Politics of Representation in North-South Relations*. Minneapolis: University of Minnesota Press. Chapters 1, 3, 5, 6.

*Paper topic due to the instructor (and to your peer partner if you are taking this colloquium as your capstone requirement). Maximum length: 150 words.*

### Recommended

Barnett, Michael and Weiss, Thomas G. 2011. *Humanitarianism Contested: Where Angels Fear to Tread*. Routledge.

Barnett, Michael and Weiss, Thomas (eds). 2008. *Humanitarianism in Question*. Cornell University Press.

Chatterjee, Deen. 2004. *The Ethics of Assistance*. NY: Cambridge University Press.

Fassin, Didier and Pandolfi, Mariella (eds.). 2010. *Contemporary States of Emergency: The Politics of Military and Humanitarian Interventions*. New York: Zone books.

Firoze Manji, and O'Coill, Carl. 2002. "The missionary position: NGOs and development in Africa" *International Affairs* 78 (3), 567–583. <http://www.fahamu.org/downloads/missionaryposition.pdf>

Rist, Gilbert. 2002. *The History of Development: From Western Origins to Global Faith*, Zed Books, 2002.

Walker, Peter and Maxwell, Peter G. 2008. *Shaping the Humanitarian World*. Routledge.

### **Week 4 (September 24) – Development as the Negation of Politics**

Ferguson, James. 1994. *The Anti-Politics Machine. "Development," Depoliticization, and Bureaucratic Power in Lesotho*. University of Minnesota Press. Preface, chapter 1-2-3 (skim the annex to chapter 3), 6-7 and chapter 9, epilogue.

*In-class methods training, part I: How to write a research paper*

*Reminder: don't forget to come and see me during my office hours to discuss your paper topics!*

### Recommended

Broad, Robin. 2006. "Research, knowledge, and the art of 'paradigm maintenance': the World Bank's Development Economics Vice-Presidency (DEC)", *Review of International Political Economy*, 13-3, 387-419.

Crush, Jonathan. 1995. *Power of development*. Routledge.

De Sardan, Olivier (ed). 2005. *Anthropology And Development: Understanding Contemporary Social Change*. Palgrave Macmillan.

Escobar, Arturo. 1994. *Encountering Development*. Princeton University Press.

Mitchell, Tim. 2002. *Rule of experts. Egypt, Techno-Politics, Modernity*. Berkeley: University of California Press.

Weaver, Kate. 2008. *Hypocrisy Trap: The World Bank and the Poverty of Reform*. Princeton University Press.



## **Week 5 (October 1) – Pathologies of international and non-governmental organizations**

Barnett, Michael and Finnemore, Martha. 2004. *Rules for the World*. Ithaca: Cornell University Press. Preface (p. vii – ix and first paragraph of page x), Chapter 1, 3-5.

Carpenter, Chali. 2003. “‘Women and Children First’: Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-5”, *International Organization*, 57. (pp. 661-694).

### Recommended

Cooley, Alexander and Ron, James. 2002. “The NGO Scramble: Organizational Insecurity and the Political Economy of Transnational Action” in *International Security*, 27-1, pp. 5-39.

Englund, Harri. 2006. *Prisoners of Freedom: Human Rights and the African Poor*, Berkeley: University of California Press.

Easterly, William. 2006. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Penguin Press HC.

Hancock, Graham. 1994. *The Lords of Poverty: The Power, Prestige, and Corruption of the International Aid Business*. Atlantic Monthly Press.

Kennedy, David. 2005. *The Dark Sides of Virtue: Reassessing International Humanitarianism*. Princeton University Press.

Maren, Michael. 2002. *The Road to Hell: The Ravaging Effects of Foreign Aid and International Charity*. Free Press. (entire book, 280 pages)

Moyo, Dambisa. 2009. *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*. Farrar, Straus and Giroux

## **October 8: Research and Writing**

No class on that day (Prof. at the TED conference in Rio). Take the opportunity to work on your research papers.

Make-up class: schedule a 15- or 30-minute one-on-one meeting during week 3, 4, or 5 to work with me on your research paper for this semester. This will be an individualized tutorial, and it is a mandatory meeting.

## **Week 6 (October 15) – Humanitarianism in practice**

Fechter, Anne-Meike and Hindman, Heather (eds.). 2011. *Inside the Everyday Lives of Development Workers: The Challenges and Futures of Aidland*. Sterling, VA: Kumarian press. Chapters 2, 4, and 8.

Autesserre, Severine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. New York: Cambridge University Press. Introduction, chapters 5 to 7.

*Documentary screening: Heart of the Congo*

*Research question and bibliography due to the instructor (and to your peer partner if you are taking this colloquium as your capstone requirement). Your research question, including any material you need to situate your question and introduce your topic, should be a maximum of 150 words long. Your bibliography should include at least 10 items in addition to any articles or books from our syllabus that you will be using. After providing the reference for each item, add one short sentence (no more) to describe how you will use each source.*

### Recommended

Anderson, Mary; Brown, Dayna; and Jean, Isabella. 2012. *Time to Listen: Hearing People on the Receiving End of International Aid*. Cambridge, MA: CDA Collaborative Learning Projects. Introduction and chapter 4. (available at [www.cdainc.com/cdawww/pdf/book/time\\_to\\_listen\\_pdf\\_Pdf1.pdf](http://www.cdainc.com/cdawww/pdf/book/time_to_listen_pdf_Pdf1.pdf))

Chambers, Robert. 2006. *Poverty Unperceived: Traps, Biases and Agenda*. Brighton, UK: Institute of Development Studies. Entire report. (available at <http://www.ids.ac.uk/files/Wp270.pdf>)

Dawes, James. 2008. *That the World May Know: Bearing Witness to Atrocity*. Harvard University Press.

Duffield, Mark. 2010. Risk-Management and the fortified aid compound: everyday life in post-interventionary society. *Journal of Intervention and Statebuilding*, 4(5), 453-474.

Fast, Larissa. 2014. *Aid in Danger: Reclaiming Humanity Amidst the Crisis in Humanitarianism*. Philadelphia: University of Pennsylvania Press.

Mosse, David. 2005. *Cultivating Development: An Ethnography of Aid Policy and Practice*. London: Pluto Press.

Mosse, David (ed.) 2011. *Adventures in Aidland - the Anthropology of Professionals in International Development*. Studies in Public and Applied Anthropology. Oxford: Berghahn books.

Porteous, Obie C. 2009. *In Search of Humanity: Blogs of an International Aid Worker*. VirtualBookWorm Publishing.

Ruffin, Jean-Christophe. 1999. *Asmara ou les Causes Perdues*. Paris: Gallimard.

Smirl, Lisa. 2012. "The State We Are(N't) In: Liminal Subjectivity in Aid Worker Auto-Biographies." In *Statebuilding and State-Formation: The Political Sociology of Intervention*, edited by Berit Bliesemann De Guevara, 230-245. London: Routledge.

Smirl, Lisa. 2014. Website Spaces of Aid (<http://spacesofaid.wordpress.com>), which makes publicly available all of Smirl's published and unpublished papers.

Documentary *Living in Emergency: Stories of Doctors Without Borders*. 2008. [www.livinginemergency.com/Home/Index.html](http://www.livinginemergency.com/Home/Index.html)

Look also at the videos posted on MSF TV ([www.msf.tv](http://www.msf.tv))

## **Aid and Violence: Dilemmas of Aid in Conflict Areas**

### **Week 7 (October 22) - Development and Violence**

Uvin, Peter. 1998. *Aiding violence: the development enterprise in Rwanda*. West Hartford: Kumarian Press. Introduction, Part I, II, III, and chapter 11.

*Guest speaker: Sergio Vieira, Development Policy and Analysis Division, United Nations, on development aid to Africa.*

*Draft paper outline for the Writing Fellow due (If you are taking this colloquium as your capstone requirement, please also give your draft outline to your peer partners). Your outline should be no longer than one page. Don't forget to write your revised research question at the top of the document.*

*Reminder: plan to come and see me during office hours to discuss the progress on your final paper.*

### **Recommended**

Baron, Patrick; Diprose, Rachael; and Woolcock, Michael. 2007. *Local Conflict and Development Projects in Indonesia: part of the problem or part of the solution?* World Bank working paper.

Barnett, Michael. 2002. *Eyewitness to a genocide: the United Nations and Rwanda*. Cornell University Press.

Collier, Paul. 2003. *Breaking the Conflict Trap: Civil War and Development Policy*. Washington, D.C./Oxford: The World Bank/Oxford University Press.

Eriksson, John (Eriksson 1996). *The international response to conflict and genocide: lessons from the Rwanda experience. Synthesis report*. Joint evaluation of emergency assistance to Rwanda. Danida: Copenhagen.

King, Elisabeth. 2013. *From Classrooms to Conflict in Rwanda*. New York: Cambridge University Press.

Pottier, Johan. 2002. *Re-imagining Rwanda: conflict, survival and disinformation in the late twentieth century*. Cambridge University Press.

Strauss, Scott. 2006. *The Order of Genocide: Race, Power, And War in Rwanda*. Cornell University Press.

West, Katarina. 2002. *Agents of Altruism: The Expansion of Humanitarian NGOs in Rwanda and Afghanistan*. Ashgate Publishing.

### **Week 8 (October 29) – Humanitarian Aid as an Instrument of War**

Terry, Fiona. 2002. *Condemned to Repeat? The Paradox of Humanitarian Action*. Ithaca: Cornell University Press. Introduction and chapter 5 (also browse chapter 1 if you have time, it is very useful).

Anderson, Marie. 1999. *Do No Harm: How Aid Can Support Peace - or War*. Lynne Rienner, Boulder, CO. Chapter 1-5.

*Guest speaker: Peter Orr, on politics and manipulation of humanitarian aid in Africa.*

#### Recommended

Autesserre, Severine. 2003. "United States "humanitarian diplomacy" in South Sudan". Journal of Humanitarian Aid. <http://www.jha.ac/articles/a085.htm>. (entire article)

De Waal, Alex. 1997. *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. Oxford / Bloomington: James Currey / Indiana University Press.

Keen, David. 2006. *Conflict and Collusion in Sierra Leone*. James Currey/Palgrave Macmillan, 2006. Especially chapters 9 & 10.

Keen, David. 1998. *The Economic Functions of Violence in Civil Wars*. International Institute for strategic studies Adelphi paper London. 1998.

Medecins Sans Frontieres. 2004. *In the Shadow of "Just Wars": Violence, Politics, and Humanitarian Action*. C. Hurst & Co. TBA.

Macrae, Joanna and Zwi, Anthony (ed.). 1994. *War and Hunger: rethinking international response to complex emergencies*. New Jersey : Zed Books.

Pendregast, John 1996. *Frontline diplomacy. Humanitarian aid and conflict in Africa*. Boulder / London: Lynne Rienner.

#### **Aid and Peace: Coherence and "Humanitarian" Interventions**

##### **Week 9 (November 5) - The New Humanitarianism and the Securitization of Humanitarian Aid**

Duffield, Marc. 2001. *Global governance and the new wars: the merging of development and security*. New York: Zed Books. Chapters 1-4, 8-9.

*In-class methods training, part II: How to write a research paper*

*Paper outline due. Your outline should be no longer than one page. Don't forget to write your research question at the top of the document.*

#### Recommended

Chomsky, Noam. 1999. *The new military humanitarianism: lessons from Kosovo*. London: Pluto Press.

Curtis, Devon. 2001. *Politics and Humanitarian Aid: Debates, Dilemmas and Dissension*. HPG Report 10. April. Available at <http://www.odi.org.uk/hpg/papers/hpgreport10.pdf> (pp. 3-17)

Macrae, Joanna and Leader, Nicholas. *Shifting Sands: The Search for Coherence Between Political and Humanitarian Action*. HPG Report 8. August 2000.

Macrae, Joanna (ed.)(2002), *The New Humanitarianisms: A Review of Trends in Global Humanitarian Action*, HPG Report 11, Humanitarian Policy Group, Overseas Development Institute, London. Available at <http://www.odi.org.uk/hpg/papers/hpgreport11.pdf>.

Rieff, David. 2002. *A bed for the night: humanitarianism in crisis*. New York: Simon & Schuster, 2002.

Slim, Hugo. 2003 "Humanitarianism with Borders? NGOs, Belligerent Military Forces and Humanitarian Action," *Journal of Humanitarian Assistance*. 03 <http://jha.ac/articles/a118.htm>

Wheeler, Victoria and Harmer, Adele. 2006. *Resetting the rules of engagement: Trends and issues in military-humanitarian relations*. HPG Report 21

*Ethics and International Affairs*, 18, 2, Fall, 2004, especially Nicolas de Torrenté, "Humanitarianism Sacrificed: Integration's False Promise;" Joel Charney, "Upholding Humanitarian Principles in an Effective Integrated Response;" Antonio Donini, "An Elusive Quest: Integration in the Response to the Afghan Crisis;" Joanna Macrae, "Understanding Integration from Rwanda to Iraq;" Arthur Dewey, "The Value of Integration: A U.S. Perspective."

Special issue of *Disasters* on politics and humanitarian aid (December 2001 - Vol. 25 Issue 4)

### **Week 10 (November 12) - Humanitarian Interventions and the Responsibility to Protect (R2P)**

Finnemore, Martha. 2003. *The Purpose Of Intervention: Changing Beliefs About The Use Of Force*. Cornell University Press. Chapters 1 and 3.

International Commission on Intervention and State Sovereignty. *The Responsibility to Protect*. December 2001. <http://www.iciss.ca/report-en.asp>. Synopsys, chapter 1 and chapter 2.

O'Bannon, Brett; Bellamy, Alex; and Roth, John (eds.). Forthcoming 2015. *The Evolution of the Responsibility to Protect: Imperfect Duties?* New York: Routledge. Introduction. (Book not yet published, the chapter will be available on coursework).

Holt, Victoria and Berkman, Tobia. 2006. *The Impossible Mandate? Military Preparedness, the Responsibility to Protect and Modern Peace Operations*. Report of the Henry L. Stimson Center. <http://www.stimson.org/pub.cfm?id=346>. Chapter 2 8, and 9.

*Guest Speaker: Catherine Dumait-Harper, former MSF representative to the United Nations, on diplomacy and humanitarian interventions.*

#### Recommended

Glanville, Luke. 2005. "Somalia Reconsidered: An Examination of the Norm of Humanitarian Intervention". *Journal of Humanitarian Aid*.

Hoffman, Stanley. 1997. *The Ethics and Politics of Humanitarian Interventions*. University of Notre Dame Press.

Kuperman, Alan J. 2009. "Humanitarian Intervention," in Michael Goodhart, ed., *Human Rights: Politics and Practice* (Oxford University Press, 2009), pp. 334-353.

Orford, Anne. 2003. *Reading Humanitarian Intervention: Human Rights and the Use of Force in International Law*. Cambridge University Press,

Power, Samantha. 2002. *A Problem from Hell: America and the Age of Genocide*. New York, Basic Books.

Thakur, Ramesh. 2006. *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect*. Cambridge University Press.

United Nations High-Level Panel on Threats, Challenges and Change. 2004. *A More Secure World: Our Shared Responsibility*. <http://www.un.org/secureworld/>

UN Secretary-General. 2005. *In Larger Freedom*. Report submitted to heads of state and government attending the 2005 World Summit session of the UN General Assembly. <http://www.un.org/largerfreedom>

United Nations. 2005. *World Summit Outcome Document*. <http://daccessdds.un.org/doc/UNDOC/GEN/N05/487/60/PDF/N0548760.pdf?OpenElement>

UN Security Council. 2006 *Resolution 1706* . [http://www.un.org/Docs/sc/unsc\\_resolutions06.htm](http://www.un.org/Docs/sc/unsc_resolutions06.htm)

Walzer, Michael. 1992. *Just and Unjust Wars*. New York, Basic Books.

Wheeler, Nicholas J. 2000. *Saving Strangers: Humanitarian Intervention in International Society*. Oxford: Oxford University Press.

Check out the following websites

- <http://www.globalcentrer2p.org/about.html>
- <http://www.stimson.org/fopo/?SN=FP20040831715>
- <http://www.crisisgroup.org/home/index.cfm?id=4521> (section 7 has a great bibliography on R2P)
- [http://www.odi.org.uk/hpg/protection\\_practice.html](http://www.odi.org.uk/hpg/protection_practice.html)

### **Week 11 (November 19) – Brainstorming on Students’ Research Papers**

Each student will send his/her draft paper to his/her peer partner by Monday, November 17, noon, and copy me on the message.

Each student will be responsible for preparing constructive criticism of his/her peer partner’s paper, and present his/her feedback during the class.

Senior students who have chosen this class as their capstone requirement will give a 10-minute presentation of their papers. Such students are strongly encouraged to use powerpoint slides to illustrate their presentation, and to complete a one-on-one training session with the Speaking Program in order to prepare for their oral presentation.

Every other seminar participant will do a 3 to 5-minute presentation of his / her research paper (topic, puzzle, main argument). After all students have presented their papers, we will break into small groups and each student will get constructive criticisms from his/her peer partner.

*Draft final papers for the Writing Fellows due.*

## **Week 12 (November 26) – Resolving Humanitarian Crises: Role Play on Congo**

Background reading for role play:

Autesserre, Séverine. 2010. *The Trouble With the Congo: Local Violence and the Failure of International Peacebuilding*. New York: Cambridge University Press.

*Assignment in preparation for the role-play: prepare a 1-page memo on your actor's position during the negotiations (bullet points are fine).*

### Recommended

Autesserre, Severine. 2012. Dangerous Tales: Dominant Narratives on the Congo and their unintended consequences. *African Affairs*. 111 (443), pp. 202-222.

Lemarchand, René. 2008. *The Dynamics of Violence in Central Africa*. Philadelphia: University of Pennsylvania Press.

Prunier, Gérard. 2008. *Africa's World War. Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe*. Oxford: Oxford University Press.

Reyntjens, Filip. 2009. *The Great African War. Congo and Regional Politics, 1996 – 2006*. Cambridge University Press.

Stearns, Jason. 2011. *Dancing in the Glory of Monsters*. New York: PublicAffairs.

Trefon, Théodore. 2011. *Congo Masquerade: The Political Culture of Aid Inefficiency and Reform Failure*. London: Zed Book.

Turner, Thomas. 2007. *The Congo Wars: Conflict, Myth and Reality*. London / New York: Zed Books / Palgrave Macmillan.

Institute for Security Studies. 2007. *African Security Review*. Special issue on R2P in Africa. Sept.. [http://www.issafrika.org/dynamic/administration/file\\_manager/file\\_links/ASR16NO3FULL.PDF?link\\_id=3&slink\\_id=5035&link\\_type=12&slink\\_type=13&tmp](http://www.issafrika.org/dynamic/administration/file_manager/file_links/ASR16NO3FULL.PDF?link_id=3&slink_id=5035&link_type=12&slink_type=13&tmp)

### Concluding thoughts

## **Week 13 (December 3) – Conclusion**

Group work on the main contributions of the class.

*Depending on the interests of the students, the class may have a guest speaker this day: Philippe Rosen, Senior International Human Resources Manager at the Clinton Foundation, on “Careers in Development and Humanitarian Aid.”*

*Final papers due!*