

**Aid, Politics, and Violence in Africa**  
POLS UN 3810

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Office 1101, Milstein Center  
Office Hours: Monday, 5-7 p.m.

Colloquium, Fall 2018  
Tuesdays, 4:10 - 6 p.m.  
Barnard Hall 407  
Barnard College

You can schedule an appointment during my office hours by clicking [here](#). Walk-ins are 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 want to make sure that you see me—or do not want to wait.

Head Speaking Fellows: Allison Emmett ([allison.emmet@gmail.com](mailto:allison.emmet@gmail.com); 360-342-7033)  
Head Writing Fellow: Eden Gordon ([eag2193@barnard.edu](mailto:eag2193@barnard.edu); 914-393-4267)

*“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). And if you want to purchase the books but don't have the means to do so, look at <https://www.columbiaspectator.com/spectrum/2018/06/12/on-avoiding-book-culture-how-and-where-to-get-cheap-textbooks/>.
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. Two reviews of the readings, maximum of two pages single-spaced (40% of the final grade). The reviews should summarize the argument briefly and assess it critically. They should be submitted by Tuesday, 4:10 p.m. Please bring a hard copy to class and upload an electronic copy on coursework. No need to sign up or give me advance notice, just submit reviews for two different sessions of your own choosing. But please keep in mind that 4:10 p.m. is a hard deadline – I won't accept any late reviews (even reviews submitted later on Tuesdays).

Side note: Book reviews are tremendously important for authors and readers. So I encourage you to post relevant sections of your book reviews online (on Amazon, Goodreads, Barnes and Noble, Wikipedia, Bookbub, and/or whatever site you prefer). This would help raise the profile of the various books that we read this semester, be a kind gesture to their authors, and hopefully help potential readers decide whether or not to buy the book.

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); 1-page outline due on week 8 (10% of the final grade); draft to the writing fellow due on week 11; final paper due on week 13, i.e. December 4, the last day of class (25% of the final grade). 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 upload an electronic copy on coursework.

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 of course most welcome to come discuss your research during my office hours at any other point during the semester.

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://owl.english.purdue.edu/owl> (the sections on “The Writing Process”, “General Academic Writing”, “Research and Citations”, and “Grammar and Mechanics” are especially helpful).
- <http://www.wsu.edu/~brians/errors/errors.html#errors> (common errors to avoid)
- <http://library.columbia.edu/locations/undergraduate/seedtexts.html> and <http://library.columbia.edu/research/citation-management.html> (Various sources and resources on citations, bibliographies, and footnotes)

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 write an additional review of the readings on the readings assigned for that day (in addition to the two reviews assigned throughout the course), post it online (on Amazon, Goodreads, Barnes and Noble, Wikipedia, and/or whatever site your prefer), and email me a link to your posted review. (No need to give me a printed copy). This extra review will make up for missed participation and will count towards your participation grade.

Barnard Honor Code: We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

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)

#### Conversion Scale

- A+: 99 - 100
- A: 93 - 98.99
- A-: 90 - 92.99
- B+: 87 - 89.99
- B: 83 - 86.99
- B-: 80 - 82.99

- C+: 77 - 79.99
- C: 73 - 76.99
- C-: 70 - 72.99
- D: 60 - 69.99 (there is no D+ or D-)
- F: below 60

### Electronic Etiquette

Please do not use your cell phones during class for any reason. This will allow more focused discussion and intellectual exchange.

Please use laptops only if this will facilitate bringing readings to class.

I aim to be responsive to emails from students. However, please do not expect an answer to your question any sooner than 48 hours (not including weekends) after it is sent. Last-minute email questions and requests are bad for everyone involved. Please also use office hours rather than email if you have any substantive questions.

### **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. 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. For guidelines, information, and advice on the poster, please see <http://polisci.barnard.edu/node/33896>.

### **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- Senior Thesis presentation (for capstone students) and Presentations Basics (for all other students); 2- Leading a Brainstorming, and 3- The Art of Negotiations.

Your participation in the Speaking Fellows workshops 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 Fellow for your course is Allison Emmett (allison.emmet@gmail.com; 360-342-7033). Please contact her for any administrative questions or questions about the Speaking Fellows working with your course. If you have other questions about the Speaking Program, please contact DaMonique Ballou, the Program Coordinator (dballou@barnard.edu; 212-854-8941). For more detailed information about the Speaking Fellows Programs' philosophy, policies, and FAQs, please see the 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 on this syllabus for each major 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. If you do not send your paper to a Writing Fellow, or cancel an appointment within, 48 hours of your meeting, the Writing Fellow will not meet with you. You also must make all appointments with Fellows at least 48 hours in advance.

The Head Writing Fellow for your course is Eden Gordon (eag2193@barnard.edu; 914-393-4267). 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 DaMonique Ballou, the Program Coordinator (dballou@barnard.edu; 212-854-8941). For more detailed information about the Writing Program's philosophy, policies, and FAQs, please see our website: [www.barnard.edu/writing](http://www.barnard.edu/writing)

### **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 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 4) – Introduction**

Overview of the class

Overview of the research methodology for the final paper.

### Recommended

Documentary: UN OCHA. 2016. "HOME - Travel with the UN Secretary-General in Virtual Reality. <http://unvr.sdgaactioncampaign.org/vr-films/>

## **Aid and Politics**

## **Week 2 (September 11) – 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: Jennie Correia, Barnard librarian for Social Sciences, on how to find good research resources on aid in Africa.*

### Recommended

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

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

## **Week 3 (September 18) – Humanitarianism: Historical Background and Political Science Perspectives**

Hoffman, Pieter, and Weiss, Thomas. 2018. *Humanitarianism, War, and Politics*. New York: Rowan and Littlefield. Introduction, chapters 1, 2, and 3.

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

*Research question due to the instructor (and to your peer partner if you are taking this colloquium as your capstone requirement). Maximum length: 100 words. Please do not write anything longer than that: I will stop reading after 100 words.*

### Recommended

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

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

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

De Waal, Alex. 2018. *Mass Starvation: The History and Future of Famine*. Polity.

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 25) – 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**

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

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

Easterly, William. 2013. *The Tyranny of Experts: Economists, Dictators, and the Forgotten Rights of the Poor*. New York: Basic Books.

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.

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

#### **Week 5 (October 2) – 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).

Ticktin, Miriam. 2014. ‘Transnational Humanitarianism.’ *Annual Review of Anthropology* 43: 273-289.

### 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.

De Waal, Alex (ed.). 2015. *Advocacy in Conflict: Critical Perspectives on Transnational Activism*. London: Zed Books.

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

### **Week 6 (October 9) – 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*

*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 partner). Your outline should be no longer than one page. Don't forget to write your revised research question at the top of the document. (Your research question, including any material you need to situate your question and introduce your topic, should be a maximum of 50 words long.)*

## 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 <http://cdacollaborative.org/wordpress/wp-content/uploads/2016/01/Time-to-Listen-Hearing-People-on-the-Receiving-End-of-International-Aid.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.

Redfield Peter. 2013. *Life in Crisis: The Ethical Journey of Doctors Without Borders*. Berkeley: Univ. Calif. Press

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

Smirl, Lisa. 2015. *Spaces of Aid : How Cars, Compounds, and Hotels Shape Humanitarianism*. London : Zed Books.

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))

## **Week 7 (October 16) - 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.

## 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 23) – Humanitarian Aid as an Instrument of War**

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

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).

*Note: the whole book is available as an e-book through the Columbia library website.*

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

*Paper outline due. Your outline should be no longer than one page. Remember to write your research question at the top of the document. (Your research question, including any material you need to situate your question and introduce your topic, should be a maximum of 50 words long.)*

#### Recommended

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

Berman, Ali; Felter, Joseph; and Shapiro, Jacob. 2015. "Aid for Peace: Does Money Buy hearts and Minds?" *Foreign Affairs*, January 2015.

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

Duffiel, Marc. 2001. *Global governance and the new wars: the merging of development and security*. New York: Zed Books.

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.

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

### **Going More In Depth...**

#### **Week 9 (October 30) – Research and Writing**

*No class on that day (Prof. doing conferences in Colombia). Instead, work on your research papers.*

*Make-up class: schedule a 15- or 30-minute one-on-one meeting during week 3, 4, 5, or 6 to work with me on your research paper for this semester. This will be an individualized tutorial, and it is a mandatory meeting.*

#### **Recommended**

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

Roselle, Laura and Spray, Sharon. 2011. *Research and Writing in International Relations*. Pearson. 2d ed.

Turabian, Kate, 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.

#### **Week 10 (November 13) – Resolving Humanitarian Crises: Role Play on Congo**

Background reading for the role-play:

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

2017 debate in *Foreign Affairs* online:

- Séverine Autesserre, “What the Uproar Over Congo’s Elections Misses”

- Jason Stearns, Koen Vlassenroot, Kasper Hoffmann, and Tatiana Carayannis, “Congo’s Inescapable State”
- Severine Autesserre, “The Right Way to Build Peace in Congo.”

*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.

Berwout, Kris. 2017. *Congo’s Violent Peace*. Zed Book.

Eriksson Baaz, Maria and Stern, Maria. 2013. *Sexual Violence as a Weapon of War? Perceptions, Prescriptions, Problems in the Congo and Beyond*. New York: Zed Books.

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

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### **Week 11 and 12 (November 20 and 27) – Brainstorming on Students’ Research Papers**

On November 20, 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.

On November 27, 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.

*November 20: Draft final papers for the Writing Fellows due.*

Each student will also send his/her draft paper to his/her peer partner by November 20, 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 on November 27.

**Week 13 (December 4) – 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, Director of Human Resources at the Clinton Foundation, on “Careers in Development and Humanitarian Aid.”*

*Final papers due!*