

POL 477
Seminar: Humanitarianism and War

Spring Semester 2004
Davidson College

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Wednesday 1:30-4:00
Chambers 1086

This seminar is an in-depth exploration of issues related to contemporary wars and state collapse, the political and humanitarian crises they produce, and the international response to those crises. It deals with a set of issues which have come to assume very high prominence as a matter of international politics and US foreign policy, but which has yielded far more dilemmas, failures, and frustrations than successes. The topic requires us to explore and integrate multiple sub- fields within political science – international politics, comparative politics, US foreign policy, and theory – as well as fields outside of politics, including economics, psychology, ethics, and anthropology.

Course requirements and evaluation:

Mid-term exam:	20%
Final exam:	25%
Research paper:	35%
Research presentation	5%
Participation:	15%

Research paper: The political science department requires all of its majors to complete a major research paper in a seminar of their choice prior to graduation. Those papers can only be written in a seminar (with the exception of Honor's theses). This seminar offers students two tracks regarding the research paper. One track is for political science majors completing their major research paper requirement in the seminar; the other track is for students who are simply fulfilling the requirements of the seminar, which includes a "regular" seminar research paper. The research paper counts for the same percent of the final grade (35%) regardless of the track chosen, but the requirements for the two types of research project are different. Students in the seminar must declare by February 24 if they are fulfilling the major research paper requirement or writing a normal seminar research paper. Details about the research component and the oral presentation of the research are provided in the appendix.

In all written work, you are responsible for understanding and avoiding plagiarism. Be sure to make proper and complete citations of all sources on which you rely for non-

general information, ideas, and wording. **When in doubt, consult me.** *Do not jeopardize your academic career through careless or intentionally inadequate footnoting.*

Exams. Review #1 will be both an in-class and take-home exam. The final exam will be administered as a self-scheduled exam during exam week. A short study guide will be provided prior to each review.

You will also be required to stay abreast of current events related to the topic of humanitarian crises, humanitarian response, and crises of war and state collapse. We will use the following core news sources. You are responsible for monitoring them prior to each class:

- *Relief Web.* This is a UN information system on humanitarian crises which should be a staple source for you over the semester. <http://www.reliefweb.int/w/rwb.nsf>
- *BBC website.* The British Broadcasting Corporation is arguably the most high-quality source of news in the world. www.bbc.co.uk
- *The New York Times* (discount subscriptions for the semester available at the bookstore, or available on-line at www.nytimes.com)

Required Reading:

Minear, Larry. *The Humanitarian Enterprise* (Kumarian Press, 2002).
Duffield, Mark. *Global Governance and the New Wars* (Palgrave, 2001).

Most of the required reading will consist of articles, chapters, and reports available on electronic reserve via the library website.

Office Hours:

Monday, Wednesday: 9:30-10:30
Tuesday-Thursday: 2:30-3:30
Friday: 11:00-12:00

I have a large teaching and advising load this semester so I suggest that you schedule meetings with me in advance – drop-ins during office hours are welcome but may face a queue. I will place an appointment schedule on my office door if you wish to secure a fixed appointment. Brief queries can also be handled via email.

Course Schedule

Part I: Introduction: An Inventory of Issues, Actors, Crises

January 14

Session 1: Introduction to the course

Session 2: Taking Stock: A Crisis Inventory

Read: Minear, *The Humanitarian Enterprise*, ch. 1; Jonathan Moore, *The UN and Complex Emergencies* (1996), pp. 1-14 (electronic reserve); Andrew Natsios, *US Foreign Policy and the Four Horseman of the Apocalypse: Humanitarian Relief in Complex Emergencies* (1997) pp. 1-14 (electronic reserve); Larry Minear and Thomas Weiss, *Humanitarian Action in Times of War*, pp. 1-18 (electronic reserve).

January 21

Session 3: Taking Stock: An Actor Inventory

Read: Minear, *The Humanitarian Enterprise*, all

Session 4: Taking Stock: An Issue Inventory

January 28 no class (Dr. Menkhaus is out of the country).

Part II: Contending Theories of War and State Collapse

February 4

Session 5: Nationalism and Tribalism: Primordialist theories of ethnic conflict; Realism and Internal Wars

Read: Jack Levy, "Contending Theories" pp. 3-24 in *Managing Global Chaos*; Gurr, "Minorities, Nationalists" pp. 53-78 in *Managing Global Chaos*; David Little, "Religious Militancy" pp. 79-91 in *Managing Global Chaos*; Betts, "The Delusion of Impartial Intervention" pp. 333-341 in *Managing Global Chaos*; Robert Kaplan, "The Coming Anarchy," *The Atlantic Monthly* (1994), (accessible on-line at: <http://www.theatlantic.com/politics/foreign/anarchy.htm>)

(Note: read Levy's chapter quickly, as a general introduction to theories of internal war).

Session 6: Nationalism and Tribalism: "Constructivist" theories of ethnic conflict

Read: Chandra, "Ethnic Bargains, Group Instability, and Social Choice Theory" *Politics and Society* (2001); "Symposium: Cumulative Findings in the Study of Ethnic Politics" *APSA-Comparative Politics Newsletter* (2001); Young, "Deciphering Disorder in Africa: Is Identity the Key?" *World Politics* (2002) (electronic reserve)

February 11

Session 7: Redrawing of State Borders as Historical Process

Read: Katz, "Collapsed Empires" in *Managing Global Chaos*; Ayoob, "State Making, State Breaking" in *Managing Global Chaos*; reread Natsios pp.2-6; Jeffrey Herbst, *States and Power in Africa*, ch 9 (electronic reserve).

Session 8: Environment, Scarcity, and Population Theories of Conflict

Read: Suhrke, "Environmental Change, Migration, and Conflict" in *Managing Global Chaos*; Esty, Daniel C., Jack A. Goldstone, Ted Robert Gurr, et al., "State Failure Task Force Report: Phase II." In *Environmental Change and Security Report*. Washington DC: Wilson Center (1999) (electronic reserve); Klare, *Resource Wars* (excerpts) (electronic reserve).

February 18

One paragraph description of proposed research topic due in class. I will assess and return on February 25.

Session 9: War Economies, Warlordism, and State Collapse

Read: Keen, *The Economic Functions of Violence in Civil Wars* (electronic reserve).

Session 10: Globalization and State Collapse

Read: Friedman and Kaplan, "State of Discord" (electronic reserve); Mason, "Globalization, Democratization, and Prospects for Civil War in the New Millennium" (electronic reserve); National Defense University, "Report on the Project on Globalization and National Security" (electronic reserve).

February 25

Sessions 11-12: Mid-term review – in class

Feb.28-March 7 – Spring Break

Part III: Policy Issues and Debates: What Is to Be Done?

March 10

Session 13: Complex Emergencies – Do They Matter? The Post-Cold War Debate on Intervention

Read: J. Brian Atwood, "Suddenly, Chaos" (electronic reserve); Bernard Finel, "What is Security?" *National Security Studies Quarterly* (1998) pp. 1-7 (electronic reserve); Menkhaus, "Complex Emergencies, Humanitarianism, and National Security," *National Security Studies Quarterly* (1998) pp. 53-61 (electronic reserve); Michael Mandelbaum, "Foreign Policy as Social Work," *Foreign Affairs* (1996 electronic reserve); Haass, "Using Force" in *Managing Global Chaos*.

Session 14: Post 9/11 and the Securitization of Nation-Building

Read: White House, “The National Security Strategy of the United States of America” (September 2002), excerpts (electronic reserve); Hamre and Sullivan, “Toward Post-Conflict Reconstruction,” *Washington Quarterly* (2002) (electronic reserve); Marina Ottaway, “Nation-Building. . .,” *Foreign Policy* (2002); Menkhaus, “Quasi-States and Terrorist Safe Havens” (electronic reserve).

March 17

Session 15: Humanitarian Action in War: Crises and Adaptations

Read: Mark Duffield, *Global Governance and the New Wars*, all.

Session 16: **Humanitarian Action in War: Crises and Adaptations, cont’d**

March 24

Formal Research Design (2 pages) due in class (Major Papers only)

Session 17: Peace operations in practice; early interventions

Read: Roberts, “The Crisis in UN Peacekeeping” in *Managing Global Chaos* (electronic reserve)

Session 18: Peace operations derailed: The Somalia debacle

Read: Menkhaus and Ortmayer, “Key Decisions in the Somalia Intervention” (electronic reserve).

March 31

Bibliography due in class

Session 19: Somalia and Challenges of State Collapse since 1995

Read: Menkhaus, *Somalia: State Collapse and the Threat of Terrorism* (electronic reserve).

Session 20: Peace operations since Somalia

Read: Rwanda, Haiti, Kosovo, East Timor material (TBA) (electronic reserve)

April 7

Session 21: Post-Conflict Reconstruction: Challenges of Security and Development

Read: “Security and Development” readings (electronic reserve)

Session 22: Justice and Reconciliation: Addressing War Crimes

Read: “War Crimes” articles (electronic reserve)

April 14

Session 23: Conflict Management and Reconciliation

Read: TBA

Session 24: Conflict Prevention

Read: Lund, "Early Warning and Preventive Diplomacy" in *Managing Global Chaos*; Menkhaus, "Conflict Prevention," paper for the International Commission on Intervention and State Sovereignty (2001) (electronic reserve).

April 21

Research papers due by email and hard copy delivered to my office no later than Friday, April 23 at 3:00pm.

Session 25: Managing Refugee Flows

Read: "Refugee" readings (electronic reserve)

Session 26: The Debate over State Sovereignty

Read: UN, Brahimi Report, excerpts (2000) (electronic reserve); ICISS, *The Responsibility to Protect* (excerpts) (electronic reserve)

Part IV: Research presentations

April 28: Research Presentations

Read: electronic versions of papers to be presented

May 5: Research Presentations

Read: electronic versions of papers to be presented

Reading Day: May 6

Final exam week: May 7-12

Appendix

Research Paper Guidelines

The political science department requires all of its majors to complete a major research paper in a seminar of their choice prior to graduation. Those papers can only be written in a seminar (with the exception of Honor's theses). This seminar offers students two tracks regarding the research paper. One track is for political science majors completing their major research paper requirement in the seminar; the other track is for students who are simply fulfilling the requirements of the seminar, which includes a "regular" seminar research paper. The research paper counts for the same percent of the final grade (35%) regardless of the track chosen, but the requirements for the two types of research project are different. Students in the seminar must declare by February 18 if they are fulfilling the major research paper requirement or writing a normal seminar research paper. Details about the research component and the oral presentation of the research are provided in the appendix.

Major Research Paper

The major paper must draw on tools of social science research learned in the methods course, POL 221. It must ask an original question, or in some way set out to generate *new* knowledge in the seminar field (as opposed to reviewing and assessing existing knowledge). It should, in sum, constitute a "contribution" to the field. It can do this in any number of ways, including:

- Applying a theory to a case study which has not been assessed through the lens of that theory before;
- Testing a proposition or hypothesis from someone else's research to a new case or cases
- Engaging in a qualitative, comparative study of two or more cases framed by a specific line of inquiry or hypothesis derived from existing research
- Testing of a hypothesis derived some existing research in a cross-national, empirical (quantitative) study which controls for a variable not considered in previous research
- Testing of an original hypothesis or proposition through a case study, comparative study, or cross-national, empirical study
- Development of a new typology or way of categorizing a set of cases or issues in the field.

As you can see from this list, I am very much a pragmatist when it comes to research methodology; there are many different ways to go about exploring important research questions, and we should choose the tools which are appropriate for the task. Some research questions lend themselves to tight, empirical, quantitative methods; others are best answered with qualitative comparison or case studies; still others are advanced by theoretical work.

Students are often thoroughly intimidated by this requirement, but it's not nearly as hard as it looks. The single best way to go about identifying an opportunity to make an

original contribution to the field is to explore existing articles, reports, and books on a topic which interests you. Find a particular question, puzzle, problem, or paradox which someone else has highlighted, and think of a new angle or case or variable or database which you could use to build on that research. This is a critical part of the research experience – you must understand your project as part of a much larger enterprise, a community of scholars building on one another’s research, using someone else’s findings as a point of departure for their own research. What this means is that some of the most intensive research and reading you will do for the project will be at the outset of your research, just to find a topic and line of inquiry for your project. That is the opposite of the conventional student research experience, when most of the research is done after deciding on a topic.

I will not insist upon a formal hypothesis in the major research papers – some research simply isn’t amenable to that approach. But I will insist upon very rigorous and explicit discussion of the question you seek to explore, the variables you are considering, and the means by which you intend to measure or monitor those factors. There should be a causal question embedded in your research (answering a “how?” or “why?” question).

The structure of the major paper will vary according to subject matter and methodology, but all major papers **must** include the following:

- **A one page abstract**, italicized, which sums up the main findings of the research. This is a standard component of published research.
- **Introductory chapter or section.** It succinctly explains the issue to be explored, the significance of the topic, and the contribution the paper intends to make (typically 2-5 pages).
- Chapter or section 2 – **Literature review.** A clear, analytic, and literate assessment of previous research on the topic. This is essential for giving your reader an informed idea of what is already known about the question you’re exploring, the “state of the art” in that line of inquiry, and the point of departure for your own research. It should culminate in a compelling statement about how your research question will contribute further to this field. I will give you some examples in class. This is not easy to do. Most students make the mistake of reducing the literature review to a series of unrelated one paragraph summaries of books and articles. That is a mistake. This is not an exercise in serial mini-book reviews. It should be structured analytically, by topic or theme, showing how prior research has moved from this finding to that, or how different schools of thought have separately explored a common issue (typically 3-7 pages).
- Chapter or section 3 – **research design.** Here you must present your research design as explicitly as possible. What is the explicit question you are setting out to answer, or proposition/hypothesis you are testing? What variables or factors are you focusing on? How are you measuring or operationalizing those variables? What method are you employing to explore this question, and why? What database or sources of information are you using, and how reliable are they? (typically 3-7 pages).
- **Body of the research.** The structure of the body of the paper will vary considerably. As for length, this too varies a lot of major research papers. A

quantitative study might be quite short, while a comparative study might require much more space. As a general rule, major research papers in total should be at a minimum 18 or so double spaced pages (roughly the standard length for a journal article) and at the high end should not exceed 40-45 pages. Quality is always welcomed over quantity.

- **Conclusion.** Clear summation of the main findings of the research; the implications of those findings (the “so what?” question); and, where appropriate, directions for future research. This can be the place for policy considerations if your topic is policy relevant.
- **Endnotes or footnotes.** You may use either endnote or footnote formatting for citations, but in either case the footnotes may not be parenthetical. See guidelines below.
- **Bibliography.** This must include all sources on which you relied. It must be in standard format, with complete information. Messy or incomplete bibliographies will be penalized.

Timeframe and Deadlines:

January 14-February 18: meetings with me, general exploration of possible topics. In this first month, you must schedule at least one meeting with me during office hours to discuss your research interests.

February 18: One paragraph description of proposed topic due, in class. I will assess and return on February 25.

March 11-April 20: at least one meeting must be scheduled with me to discuss research design and progress made.

March 24: Formal Research Design (2 pages) due in class -- summarizing the specific question of your research, method to be employed, variables to be considered.

March 31: Bibliography due in class.

April 21: Final paper due in my office by 3:00pm

Policies on Draft Papers

Students may submit a draft to me for general feedback (once per paper; no multiple reads). I will be happy to review drafts; students must expect a three-day turnaround time for comments (depending on workload). Note that I will have to keep my feedback general – otherwise we run into the problem of “ownership” of the paper, which can make grading problematic.

Grading Criteria:

Quality of research 30% (here I judge how effectively you identified key sources on your country. While a very short or narrow list of sources will result in a low grade, do not mistake quantity of sources for quality of research – I will be assessing the extent to which you choose wisely which sources on which to rely. If the working bibliography you hand in is weak, this portion of the grade will be affected.

Quality of analysis, including research design 50% (This section of the grade will generally be based on the final draft; however, if a weak or problematic research design is handed in, a penalty will accrue to this portion of your grade)

Quality of organization and structure of paper, and writing style 20%

Standard Seminar Paper

The standard seminar paper need only identify an interesting line of inquiry for exploration. Because not all students in the seminar have taken POL 221, I cannot insist that standard seminar research papers apply the methods learned in that class. However, the standard papers must be rigorously critical and analytic in nature, providing not just descriptive material on a topic but exploring the “how?” and “why?” questions relevant to those topics. The standard paper need not have a section on research design or a literature review. It should be roughly 14-20 double-spaced pages in length (excluding bibliography).

Deadlines and timeframes:

February 18: One paragraph description of proposed topic due, in class. I will assess and return on February 25.

March 31: Bibliography due in class.

April 21: Final paper due in my office by 3:00pm

Students writing standard seminar research papers are welcome but not required to meet with me to discuss the research.

Grading Criteria:

Quality of research 30% (here I judge how effectively you identified key sources on your country. While a very short or narrow list of sources will result in a low grade, do not mistake quantity of sources for quality of research – I will be assessing the extent to which you choose wisely which sources on which to rely. If the working bibliography you hand in is weak, this portion of the grade will be affected.

Quality of analysis 50%

Quality of organization and structure of paper, and writing style 20%

General Writing Guidelines

1) Written assignments are due on the due date. Deadlines are not an invitation to negotiate. Papers handed in after the due date will receive an F. Excuses related to serious illness or family crisis will be considered; however, I will ask for a copy of your draft up to that point. If you cannot provide evidence that significant work on the paper was completed prior to 48 hours before the due date, you will be penalized a letter grade (10 pts) for a late paper on the grounds that your procrastination, not the crisis, was mainly responsible for you missing the deadline. You will also be subjected to an awful lecture about personal responsibility and deadlines in the “real world!” Please work well in advance of the deadlines for papers to avoid this situation . . .

2) Plagiarism is a very serious offense and will be vigorously prosecuted via the Dean of Students office. If you borrow an idea or argument from a source, cite it. If you are

indebted for language (by paraphrasing) from an author, cite. If you paraphrase too closely, better just to put the line in quotations to acknowledge that the language is not yours. When in doubt, consult me; when in doubt, play it safe and footnote. Do NOT write your paper first and then go back through it to add citations; that practice often results in inaccurate and missed citations.

3) Footnotes must appear at the bottom of each page, as illustrated here, or as endnotes.¹ Use consecutive Arabic numerals (not Roman). Make sure that the footnote style is consistent and complete, including page numbers; use *ibid.* when repeating a citation from the same source.² If you draw on material from the web, provide the complete url so that I can find the source easily (see below).³ If I check a source and your footnote is incorrect, your grade will be marked down. Accurate footnoting is an important professional courtesy to others researching your topic.

4) Organization and style. Clarity is a prized and rare commodity in both academic and policy writing, and a virtue on which I place special value. Good organizational structure is essential for clarity of argument. Some free advice:

- Drafting an outline for a paper before you write it helps provide a logical structure.
- Once the writing begins, thesis sentences are the single best tool for enhancing clarity. Each paragraph should begin with a clear thesis sentence which guides the reader to the main point the paragraph explores.
- Be sure to maintain consistency in your theses throughout the paper. Contradictory statements within a paper suggest that you didn't give the topic enough thought.
- Keep your writing style professional. Avoid colloquialisms and slang.
- Avoid wordy, vague language that sounds impressive but really doesn't mean anything. Readers are quick to interpret that kind of writing as obfuscation by someone trying to pull a snow-job on them.
- Prove-read your paper. Misspellings and grammatical mistakes detract from a good argument and make a paper feel as though it was written in haste.
- Never, ever hand in a first draft as a final draft. No one ever does this in the world beyond college. First drafts are invariably riddled with errors that are hard for the writer to see at first glance. Complete your paper in advance, set it aside for a few days, and come back to reread it. You'll be amazed at the opportunities you'll see to improve it.

¹ Ken Menkhaus, "Footnotes Matter," *Journal of Research Papers*, vol. 3, no. 2 (1999), p. 7.

² *Ibid.*, p. 10.

³ Matt Bryden, Ken Menkhaus, and John Prendergast, "Somalia: Combating Terrorism in a Failed State." Brussels: International Crisis Group (May 2002).

<http://www.crisisweb.org/projects/showreport.cfm?reportid=662>

Sources

Thorough research of your topic is an essential component of the seminar research paper. That includes not only identifying all the relevant sources, but reading through them and determining which are the most authoritative and reliable. **Do not rely solely on a handful of sources, and do not restrict yourself to only one or two types of sources.** I will look over both your footnotes and bibliography carefully; if I am aware of important articles or reports on your topic which you do not reference, your grade will be marked down. Be aware that there is an ENORMOUS amount of material out there, on even the most minor topic. Don't stop your search too soon; keep digging. Depending on the specific topic you've chosen, your inventory of sources should include at least one reference from each of the categories of sources listed below.

- a) Published books – useful more for background than current analysis, as books take over a year to come into print and tend to be a bit dated for current analysis.
- b) Chapters in edited books. These can be harder to find if the title of the book isn't self-evident. Example: if researching Somalia, you wouldn't want to miss an article by two of your own professors -- Ken Menkhaus and Lou Ortmayer, "Somalia: Misread Crises and Missed Opportunities." In *Preventive Diplomacy in the Post-Cold War World: Opportunities Missed, Opportunities Seized, and Lessons to be Learned*, edited by Bruce Jentleson, 211-237. New York: Carnegie Endowment, 1999.
- c) Articles in refereed journals – refereed journals are periodicals for which experts "peer review" submissions and only accept for publication those which pass review. That generally means the reader can have a high level of confidence in the article. Depending on the type of journal, articles can either be fairly topical or quite theoretical. These articles usually have excellent, up-to-date bibliographies which will point you to other sources. Use these bibliographies as guides to help you determine which sources are most authoritative – if everyone is citing a certain report or article, that's a good sign it's worth relying on. For Humanitarianism and War, the following are some of the refereed journals which you should definitely check (this is not an exhaustive list):
 - Journal of Humanitarian Assistance (this is an on-line journal, available at <http://www.jha.ac/>)
 - Disasters
 - Review of African Political Economy
 - Third World Quarterly
 - International Peacekeeping
 - Global Governance
 - Survival
 - International Security
 - Parameters

Most of these journals have websites which allow you to review an index of articles, making it easy to check if they have anything on your subject. Some allow

you to view entire articles on-line (check via the library website for journals we subscribe to).

d) Policy journals. These are journals which specialize in very topical issues, written for the policy-making community (often by policy analysts, not academics) and with a more prescriptive tone. They often have few footnotes or a bibliography. There is a quick turn-around time with these articles so they can be especially valuable for current analysis. These journals also have websites with indices.

Check the following:

- Foreign Affairs
- Foreign Policy
- Washington Quarterly
- The National Interest
- World Policy Review
- SAIS Review

e) *News periodicals and magazines*. General news sources which occasionally feature a story on failed states and humanitarian response: Newsweek, The Economist, The Atlantic Monthly, The New Republic, The Nation, Time, etc. Search engines in the library make finding these articles easy.

f) *Newspaper and media articles and features*. The worldwide web makes monitoring news stories on complex emergencies much easier than before. Nearly all of the world's best newspapers and multimedia news sources (like CNN) are now at our fingertips. Indeed, you can easily be overwhelmed by the flood of news stories on a country or topic. A few of the best sites for complex emergencies include the following:

- *BBC website*. www.bbc.co.uk,
- *The New York Times* www.nytimes.com. On the left-side menu, click "international," then click "Africa."

g) *Internet-based news services*. A number of internet sites are devoted exclusively to reporting on general or specialized news items on complex emergencies and intervention. But take care – some sites are operated by political partisans. The single most useful internet news service for humanitarian news is:

- *Relief Web*. An excellent UN information network on news related to zones of humanitarian and development work (including all of Africa), at: <http://www.reliefweb.int/w/rwb.nsf>. Click on "by country" and select a country – daily updates are provided on this site.

h) "*Gray*" literature. One of the most valuable but often least accessible sources for political and economic analysis in crisis zones are unpublished reports by governments, the UN, international organizations, think tanks, advocacy groups, databases, businesses, and non-profit organizations. Happily, the internet has greatly increased access to this type of analysis, but you still have to look hard.

For a small sampling of websites where valuable reports or data might be found (as well as links to other sites), see:

- Humanitarianism and War Project <http://hwproject.tufts.edu/> (This is an essential site for our interests – lots of research monographs)
- US Department of State <http://www.state.gov/> (good for country reports)
- US Agency for International Development <http://www.usaid.gov/> (good for relief and development policy)
- UK Department for International Development <http://www.dfid.gov.uk> (lots of useful studies and reports on collapsed states)
- UN (check especially Security Council reports) <http://www.un.org/>
- UNDP Emergency Unit for Africa
http://www.africa.upenn.edu/eue_web/eue_mnu.htm (good field reports on humanitarian emergencies)
- UNICEF <http://www.unicef.org/> (lots of studies and updates by country)
- World Bank <http://www.worldbank.org/> (check out their extensive set of research reports on the economic interests in war)
- Center for Strategic and International Studies <http://www.csis.org/>
- Carnegie Endowment for International Peace <http://www.ceip.org/> (see especially their Prevention of Deadly Conflict project)
- International Crisis Group <http://www.crisisweb.org/> (an early warning organization for conflict; excellent field reports)
- Saferworld <http://www.saferworld.co.uk/> (a major European think-tank for prevention of conflict)
- International Alert <http://www.international-alert.org/> (sister organization to Saferworld)
- Interaction <http://www.interaction.org/> (consortium of 150 plus US non-profits working in relief and development in the Third World)

Oral Presentation of Research

All class participants are required to make a 15 minute oral presentation of their research papers in the final two weeks of class. You will be assigned a date for your presentation; I will try to group similar research topics on the same day. Research papers must be distributed to the class electronically by Friday, April 21. Students are required to read one another's papers prior to each presentation.

Students must use Power Point as part of the presentation – this is a valuable tool you will use in the world beyond college. Keep your presentations clear, interesting, and professional in tone. Do not spend time on methodology – instead, frame your question, highlight your findings, and discuss implications. Keep the Power Point presentation relatively uncluttered – use it to highlight main issues, findings, etc. Practice your presentation in advance to insure that you do not go beyond 15 minutes. **Do not** read directly from notes – use an outline of points you wish to make but speak directly to the audience (there's nothing worse than sitting through a presentation read straight from a paper). The presentation is worth 5% of your class grade. Presentations will be followed by a question and answer session.