

**POL 477**  
**Seminar: Humanitarianism and War**

**Spring Semester 2005**  
**Davidson College**

Dr. Ken Menkhaus  
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Wednesday 1:30-4:00  
Chambers 3196



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:	25%
Final exam:	25%
Major Research paper:	25%
Research presentation	5%
Participation:	20%

*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 requires such a paper. Students will be better positioned to complete the research paper successfully if they have completed POL 221 (Research Methods) or an equivalent social science methods course in another department. If you have not completed this requirement prior to enrolling in this seminar, you **must** meet with me at the outset of the semester to discuss this. Details about the research component and the oral presentation of the research are provided in the appendix.

*Exams.* Review #1 will be a take-home exam. The final exam will either be administered as a self-scheduled exam during exam week or will also be take-home. A short study guide will be provided prior to each review.

*Participation:* The seminar is discussion-driven, so active participation is essential. Because the class meets only once a week, attendance is also critical – no more than one missed session is allowable. Students who miss two sessions will be penalized in their participation grade. More than two absences will result in an automatic failure for the course.

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](http://www.bbc.co.uk)
- *The New York Times.* You are required to either take a subscription (discount subscriptions for the semester available at the bookstore), or monitor the NYT online at [www.nytimes.com](http://www.nytimes.com)

## Required Reading:

Weiss and Collins, *Humanitarian Challenges and Intervention* (2<sup>nd</sup> ed) Westview, 2000.  
Smillie and Minear, *The Charity of Nations: Humanitarian Action in a Calculating World* Kumarian, 2004.  
Ignatieff, *The Warrior's Honor: Ethnic War and the Modern Conscience* Owl, 1997.

Holzgreffe and Keohane, *Humanitarian Intervention: Ethical, Legal, and Political Dilemmas* Cambridge, 2004.

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

**Office Hours:**

Monday: 11:00-12:00

Tuesday: 2:30-3:30

Wednesday: 10:00-11:00

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.

**Miscellaneous course policies:**

**Honor code.** The Honor Code is of course in effect at all times. Please be especially careful not to plagiarize. **When in doubt, consult me.** *Do not jeopardize your academic career through careless or intentionally inadequate footnoting.*

**Accommodations for religious observances.** Secular and religious holidays/ holy days are noted in the schedule. Should a class obligation conflict with a faith observation, students are encouraged to seek alternative arrangements with me.

**Accommodations for students with disabilities.** Full accommodations are the legal right of students with learning and physical disabilities. If you are a student with a learning disability documented by Davidson College who might need accommodations, please identify yourself to me within the first week or two of class, so that I can learn from you as early as possible how to best work with your learning style. If I do not hear directly from you I will presume you are not seeking any accommodations and will structure exams and assignments accordingly. All such discussions will be fully confidential unless you stipulate otherwise.

**Late papers/late take-home reviews.** Work turned in late is not acceptable and will receive a one letter grade (or 10 pt.) penalty for each day past the due date. Excused delays on assignments will only be considered for emergency cases – a death in the family, a severe illness, etc. Excuses based on illness or events occurring within 24 hours of the due date will not be accepted if the student cannot provide evidence of significant progress on the incomplete assignment (ie., do not wait until the day before to work on an assignment – you're begging for trouble). Computer-related excuses are not accepted – please save your work often and on a diskette or CD as well as hard drive. Print a hard copy of partially completed drafts too.

**Communications.** E-mail queries are welcome for issues which do not merit an office visit. Please allow 12-24 hours for a response. Use this wonderful tool of communication judiciously – random questions sent at 3:00am create unnecessary back-logs of email.

## Course Schedule

*(Note: Each three hour class will be broken down into two different sessions with different readings; there will be a five minute break in between)*

### **Part I: Introduction: An Inventory of Issues, Actors, Crises, and Ideas**

#### **January 12**

**Session 1: Introduction to the course**

**Session 2: Taking Stock: A Crisis Inventory**

Read:

1. Weiss and Collins, *Humanitarian Challenges and Intervention*, intro, ch. 3.

*January 17: Martin Luther King Day*

#### **January 19**

**Session 3: Taking Stock: An Actor Inventory**

**Session 4: Taking Stock: An Issue Inventory**

Read:

1. Weiss and Collins, ch. 2, 4-6

*January 21: Islamic celebration of Eid al-Adha*

#### **January 26**

**Session 5: Historical Evolution of Humanitarian Law, Humanitarian Intervention, and Peacekeeping; The Emergence of New Humanitarian Norms**

Read:

1. Weiss and Collins, ch. 1
2. Michael Ignatieff, *The Warrior's Honor: Ethnic Cleansing and the Modern Conscience*, chapters entitled "Introduction," "Is Nothing Sacred?," "The Seductiveness. . .", and "The Warrior's Honor"

**Session 6: Dynamics of Famine**

Read:

1. Cuny, *Famine, Conflict, and Response: A Basic Guide* excerpts (electronic reserve)

#### **February 2**

**Session 7: Ethics and Humanitarian Intervention: Debates**

Read:

1. Holzgrefe and Keohane, eds., *Humanitarian Intervention: Ethical, Legal, and Political Dilemmas* intro, ch. 1-4.

### **Session 8: International Law, Sovereignty, and Intervention: More Debates**

Read:

1. Holzgrefe and Keohane, ch. 5,6, 8

*Feb. 9: Ash Wednesday*

## **Part II: Theories and Concepts of Civil War, State Collapse, and Complex Emergencies**

**February 9**

### **Session 9: Nationalism and Tribalism: Primordialist theories of ethnic conflict; Realism and Internal Wars**

Read:

1. Jack Levy, "Contending Theories" pp. 3-24 in *Managing Global Chaos* (electronic reserve) (Note: read Levy's chapter quickly, as a general introduction to theories of internal war).
2. David Little, "Religious Militancy" pp. 79-91 in *Managing Global Chaos* (electronic reserve)
3. Betts, "The Delusion of Impartial Intervention" pp. 333-341 in *Managing Global Chaos* (electronic reserve)
4. Robert Kaplan, "The Coming Anarchy," *The Atlantic Monthly* (1994), (accessible on-line at: <http://www.theatlantic.com/politics/foreign/anarchy.htm>)

### **Session 10: Nationalism and Tribalism: "Constructivist" theories of ethnic conflict**

Read:

1. Ignatieff, *The Warrior's Honor*, the chapter entitled "The Narcissism of Minor Difference."
2. "Symposium: Cumulative Findings in the Study of Ethnic Politics" *APSA-Comparative Politics Newsletter* (2001).

*Feb. 10: Islamic New Year*

**February 16**

### **Session 11: Redrawing of State Borders as Historical Process**

Read:

1. Katz, "Collapsed Empires" in *Managing Global Chaos* (electronic reserve)
2. Ayoob, "State Making, State Breaking" in *Managing Global Chaos* (electronic reserve)
3. Jeffrey Herbst, *States and Power in Africa*, ch 9 (electronic reserve).

## **Session 12: Environment, Scarcity, and Population Theories of Conflict**

Read:

1. Suhrke, "Environmental Change, Migration, and Conflict" in *Managing Global Chaos* (electronic reserve)
2. 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);
3. Klare, *Resource Wars* (excerpts) (electronic reserve).
4. NIC, *The World in 2015*, excerpts (electronic reserve)

## **February 23**

### **Session 13: Civil War and Underdevelopment: The Conflict Trap**

Read:

1. World Bank, "Breaking the Conflict Trap" pp. 1-120. (electronic reserve)

### **Session 14: Perpetuation of Civil War: Warlordism, the "New Wars" and the Greed Versus Grievance Debate**

Read:

1. Keen, "Incentives and Disincentives for Violence" (electronic reserve)

## **February 26-March 6 Spring Break**

## **March 9**

### **Session 15: Beyond the Conflict Trap**

Read:

1. Menkhaus, "Vicious Circles and the Security-Development Nexus in Somalia" (electronic reserve)
2. Ballantine and Sherman, *The Political Economy of Armed Conflict* excerpts (electronic reserve)

### **Session 16: Radical Critiques of New Wars and the New Humanitarianism**

Read:

1. Mark Duffield, *Global Governance and the New Wars* excerpts (electronic reserve)

## **March 16**

### **Session 17: Globalization and State Collapse**

Read:

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

## **Session 18: The Post 9/11 Securitization of Complex Emergencies, Nation-Building, and Failed States**

Read:

1. Center for Global Development, *On the Brink: Weak States and US National Security* excerpts (electronic reserve)
2. White House, “The National Security Strategy of the United States of America” (September 2002), excerpts (electronic reserve)
3. “Should Global Poverty be a US National Security Issue?” ECSP Report 2003 (electronic reserve)
4. Marina Ottaway, “Nation-Building. . . ,” *Foreign Policy* (electronic reserve)
5. Menkhaus, “Quasi-States and Terrorist Safe Havens” (electronic reserve).

**March 23: Formal Research Design (2 pages) due in class -- summarizing the specific question of your research, method to be employed, variables to be considered.**

**Mid-term review – handed out in class March 16, due in class March 23**

## **Part III: Selected Case Studies**

**March 23**

### **Sessions 19 and 20: The Somalia Intervention**

Read:

1. Menkhaus and Ortmayer, “Key Decisions in the Somalia Intervention” (electronic reserve).
2. Herbst and Clarke, “Somalia and the Future of Humanitarian Intervention” (electronic reserve)
3. Natsios, “Humanitarian Relief Intervention in Somalia: The Economics of Chaos” (electronic reserve)
4. Menkhaus, “International Peacebuilding and the Dynamics of Local and National Reconciliation in Somalia” (electronic reserve)

**March 24: Maundy Thursday**

**March 25: Good Friday**

**March 27: Easter Sunday – Easter Break March 26-29**

**March 30**

### **Session 21: Sudan/Darfur**

Read:

1. most recent International Crisis Group reports on Sudan and Darfur (TBA) at: <http://www.crisisweb.org/home/index.cfm>

## **Session 22: Iraq**

Read:

1. most recent CSIS reports on Iraq (TBA)

## **PART IV: Humanitarian Intervention: The State of the Art**

**April 6**

### **Sessions 23 and 24: Operational and Political Criticisms**

Read:

1. Smillie and Minear, ch. 5-10
2. Hancock, *Lords of Poverty*, excerpts (electronic reserve)
3. "How NGOs Hurt the Poor" *Foreign Policy* (electronic reserve)
4. Press reports on UN "Oil for Food program" scandal (TBA)

**April 13**

### **Sessions 25 and 26: Reforming Humanitarian Intervention: Commanding Heights**

Read:

1. Report of the High-level Panel on Threats, Challenges, and Change (2004)  
<http://www.globalpolicy.org/reform/initiatives/panels/high/1202report.pdf>
2. ICISS, *The Responsibility to Protect* (excerpts) (electronic reserve)

**April 20**

### **Session 27: Improving Intervention on the Ground: Prevention**

Read:

1. Menkhaus, "Conflict Prevention and Human Security: Issues and Challenges."

### **Session 28: Improving Intervention on the Ground: Post-Conflict Assistance**

Read:

1. World Bank, *Breaking the Conflict Trap*, ch. 5 (electronic reserve)

**Research papers due on Monday, April 25 no later than 10:00am.**

## **Part IV: Research presentations**

### **April 27: Research Presentations**

Read:

1. electronic versions of student papers to be presented

### **May 4: Research Presentations**

Read:

1. electronic versions of student papers to be presented

**Reading Day: May 5**

**Final exam week: May 6-11 (May 6-9 for seniors)**

**Commencement: May 15**

## Appendix Research Paper Guidelines

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.

To give our collective set of research projects more coherence, and to facilitate your search for a research topic, all seminar research papers must be based on a question or assertion raised in the World Bank’s *Breaking the Poverty Trap* (2003). This is required reading for our class, so all will be familiar with it. It contains thousands of assertions of correlation and causation. Find a particular question, puzzle, problem, or paradox which the report has highlighted, and think of a new angle, case study, 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 is 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 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).
- 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).
- 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 11-February 22:* 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 23:* One paragraph description of proposed topic due, in class. I will assess and make email comments to you by Feb. 24.

*March 7-April 20:* at least one meeting must be scheduled with me to discuss research design and progress made.

*March 16:* Formal Research Design (2 pages) due in class -- summarizing the specific question of your research, method to be employed, variables to be considered.

*April 25:* Final paper due to me (electronic copy, sent as attachment) by 10:00am

### **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%*

### **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.<sup>1</sup> 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.<sup>2</sup> If you draw on material from the web, provide the complete url so that I can find the source easily (see below).<sup>3</sup> 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.

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

<sup>2</sup> *Ibid.*, p. 10.

<sup>3</sup> 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](http://www.bbc.co.uk),
- *The New York Times* [www.nytimes.com](http://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](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. Students are required to read one another's papers prior to each presentation. I will distribute copies by email.

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.