

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

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Office 1101, Milstein Center

Colloquium, Fall 2018  
Tuesdays, 4:10 - 6 p.m.  
Barnard College, Columbia University

Office Hours: Mondays, 5 - 7 p.m.

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

*“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, including class discussions, oral presentations, role play, and student-led discussions.

## 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 (15% 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 discussions during weeks 11 and 12 (see the last page of this syllabus), and 4- quality of the feedback provided to your peer partner throughout the semester (grade given by the peer partner).
3. Two reviews of the readings, two pages single-spaced each (40% of the final grade). The review should briefly summarize the argument all of the required readings assigned for that week, and it should use the rest of the space to assess the required readings critically, evaluating their strengths and weaknesses. The summary of the required readings should be half a page maximum in total, so that the bulk of the review (the 1.5 pages remaining) can be devoted to a discussion of the strengths and weaknesses of the various required texts.  
Reviews should be submitted by the beginning of the class during which we will discuss the required readings that the review focuses on (meaning, Tuesday, 4:10 p.m.). Please bring a hard copy to class and upload an electronic copy on coursework.  
Reviews can be submitted on any week until week 10. 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)—and the last opportunity to submit a reading review is on November 12.  
  
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 (45% of the final grade), 25 to 30 pages double-spaced. Ancillary material due throughout the term: research question due on week 3 (10% of the final grade); 1-page outline due on week 8 (10% of the final grade); final paper due on week 13, i.e. December 3, 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.

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 you 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/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. In other words, 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.

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 to discuss your assignments, e.g. research questions, paper outlines, 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 is due on the last day of classes (December 3), and it will be displayed at the Senior end-of-year Departmental party in May 2020. 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>.
5. Attend at least one of the workshops offered by the Barnard Speaking Program on how to deliver good oral presentations.

### **Course-Specific Library Resources**

Personal librarian for our class: Jennie Correia ([jcorreia@barnard.edu](mailto:jcorreia@barnard.edu);  
<https://library.barnard.edu/profiles/Jennie-Correia>)

Library research guide: <https://barnard.libguides.com/POLS-X3810-001>

### **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.

### **Wellness**

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them.

Should you have any questions about navigating these resources, please visit these sites: <http://barnard.edu/primarycare> or <http://barnard.edu/counseling><http://barnard.edu/wellwoman/about> (Stressbusters Support Network). For more information, call ext. 4-3062 or visit <http://barnard.edu/wellwoman>.

### **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 3) – Introduction**

Required reading, to be completed before the first class meeting: Please read the first 5 pages of this syllabus very carefully, and browse the rest of this syllabus. Please come to class prepared to ask any clarifying questions you need.

*Please remember to fill out and submit your Student Form on Coursework.*

### Recommended

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

### Aid and Politics

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

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

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

### 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 17) – 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.

Booth, Wayne C. et al. 2016. *The Craft of Research*. University of Chicago Press, 4th edition. Chapters 3 and 4. (Please do not include this piece in your reading review if you write one for this week).

*Research question due to the instructor (and to your peer partner if you are taking this colloquium as your capstone requirement). Maximum length: 50 words. Please do not write anything longer than that: I will stop reading after 50 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>

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

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

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

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

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

*Guest Speaker: Jennie Correia, Barnard librarian for Social Sciences, on how to find good research resources on aid in Africa.*

#### **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 1) – Pathologies of international and non-governmental organizations**

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

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

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

### **Weeks 6 (October 8) – 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.  
*Note: the whole book is available as an e-book through the Columbia library website.*

Autesserre, Severine. 2014. *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. New York: Cambridge University Press. Introduction, chapters 5 to 7.  
*Note: the whole book is available as an e-book through the Columbia library website.*



*Documentary screening: Heart of the Congo*

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))

**Weeks 7 (October 15) – Research and Writing**

Jonathan Cisco. 2014. “Teaching the Literature Review: A Practical Approach for College Instructors,” *Teaching & Learning Inquiry: The ISSOTL Journal* 2(2). Read only pp. 47-52.

*Please do not write a reading review for this week.*

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

*Draft paper outline due 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

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.

Here are a few 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)

In case you need any additional guidance on how to write a literature review, look at:

- Raul Pacheco-Vega, “How to undertake a literature review” (blog post posted at <http://www.raulpacheco.org/2017/04/how-to-undertake-a-literature-review/>)
- Jeffrey Knopf, “Doing a Literature Review,” *PS: Political Science and Politics*, 39(1), 2006
- UNC Charlotte, “A Guide to Writing Literature Reviews in Political Science and Public Administration” (handout posted at <https://politicalscience.uncc.edu/sites/politicalscience.uncc.edu/files/media/docs/litreviews.pdf>)

### **Week 8 (October 22) - Development and Violence**

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

*Paper outline due to the instructor. Your outline should be no longer than one page. Remember 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

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 9 (October 29) – 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 training: How to prepare and deliver a good oral presentation*

#### Recommended

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

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 10 (November 12) – 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.

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

2017 debate in *Foreign Affairs* online:

- Severine 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.

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

Reid, Stuart. 2018. "Congo's Slide Into Chaos: How a State Fails." *Foreign Affairs* 97-1, pp. 97-117.

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

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

Sahin, Bilge, and Kula, Sidonia Lucia. 2018. "What Women Want Before Justice: Examining Justice Initiatives to Challenge Violence against Women in the DRC," *International Journal of Transitional Justice* 12(2).

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

Turner, Thomas. 2013. *Congo*. Polity books.

### **Weeks 11 and 12 (November 19 and 26) – Brainstorming on Students' Research Papers**

On November 19, senior students who have chosen this class as their capstone requirement will give a 10-minute presentation of their papers followed by Q&As. 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 26, every other seminar participants will do a 3 to 5-minute presentation of his / her research paper (topic, puzzle, main argument).

Each student will also send his/her draft paper to his/her peer partner by November 15, 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 19. After all the capstone students have presented their papers, we will break into small groups and each student will get constructive criticisms from his/her peer partner.

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

Group work on the main contributions of the class.

*Depending on the interests of the students, the class may have a guest speaker this day: Philippe Rosen, Senior Director of Global Human Resources at The Hunger Project, on "Careers in Development and Humanitarian Aid."*

*Final papers & posters due!*