



MINOR IN  
INTERNATIONAL DEVELOPMENT  
AND CONFLICT MANAGEMENT

**GVPT 354 – Fall 2022**

*International Development and Conflict Management*

**Lecture**

Wednesday, 2:00-3:40 pm, TWS 0320

**Discussion Sections:**

0101, 0104: Friday, 09:00-09:50, EDU 3315

0102, 0105: Friday, 10:00-10:50, JMZ 2117

0103, 0106: Friday, 12:00-12:50, KNI 1206

**Instructor**

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Office Hours: Thursday 9:30-11 am and by appointment

Zoom Meeting ID (when needed): 976 380 0611

**Teaching Assistants**

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This syllabus is **subject to change** in response to class needs and interests as well as the availability of guests whose expertise and experience would provide valuable insights on our themes.

## OVERVIEW

This course serves as the gateway course for the International Development and Conflict Management minor program. We will have two principal goals in the course: 1) to explore themes and challenges related to conflict, peace, poverty, and development, and 2) to develop practical, industry-appropriate tools, skills, and capacities that create advantages for you on the job market. The course is intended as an introduction to critical themes that will serve as the foundation for other courses in the IDCM minor. I hope it will also inspire new ideas and hard thinking around the best ways for advancing global peace and development.

The course is divided into two sections. In the first part of the course, students will interrogate the concepts of “war” and “peace,” study conflict through several stages of its lifecycle, and deliberate on challenging themes such as the legitimacy of violence and the place for humanitarian intervention. The second part of the course will focus on economic development. Students will evaluate and compare the prevailing definitions of “development” and review the debates on what “works” (and what it means to “work”). We will consider what development is; how it should or should not be done; and the consequences of particular development strategies and activities. A principal theme of both sections of the course will be the impact on people’s lives around the world, in terms of their rights, their interests, their wellbeing, and their value. The expectation is that, by the end of the course, students will have a better understanding of patterns in conflict, peace, and development and some tools for analyzing and addressing common challenges in these areas.

Through lectures, large and small group discussions and activities, insights from practitioners, and practical assignments, students will have the opportunity to think creatively about how to address some of the greatest challenges facing the human family today. The course requires active and thoughtful participation on the part of all students, as well as a professional-style commitment to the course and its requirements. Assignments take the form of professional, industry-appropriate memos, briefs, and analyses.

### **Learning Objectives**

At this end of this course, students will be able to:

1. Demonstrate a working understanding of foundational concepts in conflict management and international development.
2. Discuss manifestations, identify sources, and craft policy responses to key contemporary challenges in conflict management and international development.
3. Identify and use appropriate sources for up-to-the-minute research on international development issues and current conflicts.
4. Present ideas clearly and succinctly through professional memos and briefs and presentations.
5. Demonstrate an ability to collaborate with others in research, analysis, and proposal development.

## ASSIGNMENTS

Grades are based on performance on seven activities:

Activity	Due Date	% of final grade
Class Participation	Ongoing	10%
Weekly reading quizzes	Ongoing	10%
Conflict Map	October 5	20%
Conflict Memo	October 19	10%
In-Country Reflection	November 14	5%
Issue Brief	November 21	20%
Project Proposal	December 16	25%

### **Class Participation (10%)**

The course is taught in two meetings per week – the large group meeting on Wednesday afternoons and your discussion section on Fridays. It goes without saying that you are expected to attend all of them. In addition, you are expected to be an active member of the program.

During lectures and discussion, I ask that you participate by:

1. arriving on time and prepared (that is, having read and thought about the material);
2. listening actively when others are speaking;
3. challenging your own and others' assumptions in respectful ways through questions and dialogue;
4. responding with relevant remarks when you feel comfortable doing so; and
5. working in small groups when asked.

Participation is a part of your grade. Simply showing up is representative of mediocre effort and will result in a mediocre grade for this assignment.

### **Weekly Reading Quizzes (10%)**

The large-group meetings on Wednesdays will include reading quizzes. They will help us to know whether and where students are struggling with the material, and they will also give you a much-needed incentive to meet expectations amidst the many other demands on your time. Quizzes will often be conducted via online polls but perhaps via other means on occasion. There may not be a reading quiz every week, but you should expect one.

### **Conflict Map (20%)**

Conflict maps are a methodological tool used to create a clearer understanding of the origins, nature, dynamics, and possibilities for resolution of a conflict. They are used frequently by analysts to create a brief, comprehensible profile of a conflict situation. You will select a conflict and develop a conflict map following the procedures you learn in the class and through related materials. 4-5 pages, single-spaced.

### **Conflict Memo (10%)**

Memos on pressing issues are commonplace in the industry, and developing the skills to produce a clear, effective memo will serve you in innumerable professional contexts. You will select a different conflict and produce a memo following the guidelines you learn in class and through related materials. 2 pages, single-spaced.

### **In-Country Reflection (5%)**

One meeting during the semester will take place virtually: I will be in Benin, West Africa, where I direct a State Department-funded project related to international development and conflict management. The meeting that week will consist of watching a series of posted videos from my work project and, more generally, the context in Benin. You will write a reflection paper that includes: 1) your reactions, 2) questions you have or would like to have asked; and 3) connections to things you learn in the class or via readings. 2-3 pages, single-spaced.

### **Issue Brief (20%)**

Issue briefs are widely used in the practitioner and policy worlds to present critical information on a broad theme to a general audience in succinct fashion. You will choose one of the Millennium Development Goals; an approved cross-cutting issue such as small arms, extractive industry (oil, gas, mining, timber, etc.), or displacement; a theme mentioned in *In Larger Freedom*; or another approved topic related to conflict or development and complete a professional issue brief building on the guidelines you learn in class. Regularly reading *UN Wire* might help you identify an issue that interests you (see below). 3-4 pages, single-spaced.

### **Project Proposal (25%)**

In a group, you will develop a proposal for an actual USAID project that was recently announced. Your proposal will include the conflict and poverty context, a theory of change, your technical plans, cross-cutting gender themes, additional protocols (i.e., security contingencies, Do No Harm principles, etc.), and a budget. You and your group will submit the proposal and present your plans as the final assignment. This assignment is designed to prepare you for the professional world, in which budgets and proposals play a huge role. 10-12 pages, single-spaced; a separate budget; and a 10-minute presentation.

## **READINGS**

The readings for this course are essential for understanding the themes discussed in class; to do well and to get as much as possible out of the course, you will have to do all of them. All readings are provided via the course website at [www.elms.umd.edu](http://www.elms.umd.edu). Select GVPT 354 and you'll find the readings for each meeting under the Files tab.

There are no required textbooks or books to be purchased. A list of related, optional books of interest can be found below.

**Note:** Readings marked with a \* can be done anytime during the week prior to your Friday discussion section. The other readings must be done prior to the Wednesday lecture.

## **ABSENCE & OTHER POLICIES**

**Use of computers is prohibited** in class, except for group work and when explicitly requested. Any student who wishes to receive special permission to use a computer (solely for the purpose of notetaking) or who has accommodations that require the use of technology must see the professor. Inappropriate or unauthorized use of computers will count as an absence. Obviously, cell phones must remain out of sight during meetings, with the exception of the reading quizzes.

**Absences:** If you would like your absence to be excused, you are required to email me regarding your absence **in advance** of the class or as soon as possible, and to bring documentation to support your excused absence on the day you return. The university is back to the policy of allowing one and only one self-excused absence, provided the professor or TAs are informed.

**Covid- and Other Virus-Related Matters:** Masks are encouraged but not required in the classroom, per university guidelines. If you are ill, please inform the professor or TA and do not attend the class meeting in question. For excused absences, notes and slides from the meeting can be made available to the student upon request. Please follow any university-mandated COVID-19 protocols and policies, found at <https://umd.edu/4Maryland>.

**Academic Honesty:** All material submitted for evaluation is expected to be your work and your work alone, unless otherwise stated. Such material must adhere to the University's Code of Academic Integrity. Any instances of academic dishonesty will be referred to the Office of Student Conduct as per university policy. Please avoid putting yourself in a bad situation.

**Accommodations:** If you have the right to accommodations for class or exams due to a religious observance or disability (or any other reason), please inform the professor during the first week of class. It is the student's responsibility to provide the proper documentation. Failure to do so may affect your accommodation.

**Communication:** Email and Elms messaging are the primary means of communication outside of the classroom. Messages to the class will come via emails and Elms announcements. It is the students' responsibility to either have Elms announcements/messages forwarded to their email or to check Elms on a daily basis. If something needs to be addressed urgently, you can call.

**Names/Pronouns and Self-Identifications:** The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](https://trans.umd.edu) to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice to disclose or not (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

**Grading:** Grades are assigned based on a set standard, generally expressed in relation to a grading rubric or guide. Students are not graded relative to each other. All effort will be made to return assignments within a reasonable period after they are submitted.

Percentage	Letter Grade	Qualitative Description
93-100 90-92	A A-	Achievement that is <u>outstanding</u> relative to the level necessary to meet course requirements.
87-89 83-86 80-82	B+ B B-	Achievement that is <u>clearly above</u> the level necessary to meet course requirements.
77-79 73-76 70-72	C+ C C-	Achievement just meets the course requirements.
67-69 60-66	D+ D	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
0-59	F	Work that was either completed but not worthy of credit, or incomplete

**Re-grading:** Grades cannot be changed except in the case of a tabulating mistake or manifest reading error. To contest an assignment grade, you must inform the professor in writing within three days of receiving the grade. The professor will re-grade the assignment if the request has merit. The revised grade will be independent of the initial grade and may go up or down.

**Additional Policies:** Please refer to <http://www.ugst.umd.edu/courserelatedpolicies.html> for additional policies. Topics include academic integrity, student conduct, sexual misconduct, discrimination, accessibility, student rights regarding undergraduate courses, course evaluations, covid-related policies, and campus resources for students. It is your responsibility to understand your rights and responsibilities as expressed in these policies.

**Current Events:** Effective leaders and policy makers must be knowledgeable about current event and issues. To help you keep up, I encourage you to sign up for and read the UN Wire briefs. They address the most pressing humanitarian, socioeconomic, and environmental challenges facing the world today. In each email, you'll get one very concise paragraph on each of several important issues. Sign up here: [https://www.smartbrief.com/un\\_wire/index.jsp](https://www.smartbrief.com/un_wire/index.jsp).

## WELLBEING MESSAGE

Everyone faces a different set of challenges. Despite these challenges, we will make progress together, and I will do everything I can to support you. If you face extenuating circumstances that might affect your performance in the class, let me know right away so I can be of help to you. I don't need to know details; I just want to be able to assist you prior to the end of the semester, when it becomes more difficult. Please feel very comfortable reaching out.

## **SCHEDULE & ASSIGNMENTS**

### **Week 1 (Aug 31): Introduction – the Nexus of Conflict and Development**

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This week will orient students in the course and will provide an overview of some key concepts and puzzles.

#### **Themes:**

- What is “security” and how does it relate to conflict & development?
- How does national security and international security relate to individual human security?
- What is “vulnerability”? What does it mean to be a “vulnerable group” or “vulnerable population”? Amid war? In low-income countries?
- Which comes first: peace or development?
- What language should we use when engaging with conflict and development topics?

#### **Readings:**

Read this syllabus.

Annan, Kofi. Executive Summary of In Larger Freedom: Towards Development, Security and Human Rights for All. United Nations: <https://www.un.org/sg/en/content/sg/articles/2005-04-25/larger-freedom-decision-time-un>.

World Bank, World Development Report 2017, Chapter 4: Governance for Security. <https://www.worldbank.org/en/publication/wdr2017>.

\* Atienza, Maria Ela L. 2015. "People's views about human security in five Philippine municipalities." Disaster Prevention and Management, Vol. 24 No. 4: 448-467.

### **Week 2 (Sept 7): Defining and Regulating War and Peace**

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During this week, we will consider what war and violence are, and whether they sometimes make sense.

#### **Themes:**

- How should we think about conflict and violence?
- Understanding key concepts: war, peace, laws of war
- How can we classify the ethics of war? Realism, just war, pacifism
- What are the relevant international laws or bodies of law?

- Can there be peace in violence-afflicted areas? And vice versa?

### **Readings:**

Lazar, Seth. 2020. "War", The Stanford Encyclopedia of Philosophy (Spring 2020 Edition), Edward N. Zalta (ed.). <https://plato.stanford.edu/entries/war/>.

ICRC [International Committee of the Red Cross]. 2022. "What is International Humanitarian Law?" Legal Factsheet, Advisory Service of IHL. <https://www.icrc.org/en/document/what-international-humanitarian-law>.

\* Jalata, Asafa. 2020. "What Lies Behind the War in Tigray?". The Conversation. Nov 19. <https://theconversation.com/what-lies-behind-the-war-in-tigray-150147>.

\* Colby, Elbridge. 2022. "America Must Prepare for a War Over Taiwan." Foreign Affairs. Aug 10. <https://www.foreignaffairs.com/united-states/america-must-prepare-war-over-taiwan>.

\* Video: Johan Galtung," How do you define positive Peace?" [https://www.youtube.com/watch?v=RyFn\\_hSF3wQ](https://www.youtube.com/watch?v=RyFn_hSF3wQ).

## **Week 3 (Sept 14): Who Fights? And Who Faces Violence?**

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We will consider the role of leaders and followers, the relationships between conflict actors, and the victims of violence.

### **Themes:**

- Conflict Mapping & Tracking
- What type of conflict is it (interstate, internal, etc.)?
- Who are the main conflict parties?
- What are their relationships?
- Who are the leaders?
- How are the actors in violence behaving?

### **Readings:**

International Crisis Group (ICG). 2021. "10 Conflicts to Watch in 2022." <https://conflicts2022.crisisgroup.org/>.

Garraway, Charles. 2011. "The Changing Character of the Participants in War: Civilianization of Warfighting and the Concept of " Direct Participation in Hostilities"." International Law Studies 87, no. 1: 9.



\* Read at least four (4) conflict profiles on the Council on Foreign Relations' Conflict Tracker: <https://www.cfr.org/global-conflict-tracker#!/global-conflict-tracker> (use the hamburger menu on the left).

\* Time. 2022. "The Ukraine War Is Going to Get Worse. It's Time to Start Talking About How It Could End." March 7. <https://time.com/6155638/ukraine-war-how-it-could-end/>.

\* Mackinnon, Amy. 2021. "Russia's Wagner Group Doesn't Actually Exist." Foreign Policy. July 5. <https://foreignpolicy.com/2021/07/06/what-is-wagner-group-russia-mercenaries-military-contractor/>.

## **Week 4 (Sept 21): Why Are They Fighting?**

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We will consider the rationales for conflict and the ways in which other factors are used to exacerbate tensions.

### **Themes:**

- Why are the conflict parties fighting (factional, revolution/ideology, identity/secession)?
- What are the conflict issues (positions, interests, needs)?
- What are the different perceptions of the causes and nature of the conflict among the parties?
- How does the local, national, regional, and global context matter?

### **Readings:**

Stewart, Frances. 2016. "Horizontal Inequalities: A Neglected Dimension of Development." In Oliver Ramsbotham, Tom Woodhouse and Hugh Miall, eds. *Contemporary Conflict Resolution*. Polity Press, Chapter 19.

Huntington, Samuel P. 1993. "The Clash of Civilizations?" *Foreign Affairs* Vol. 72, No. 3: 22-49.

\* Kofman, Michael. 2018. "The August War, Ten Years On: A Retrospective on the Russo-Georgian War." War on the Rocks. <https://warontherocks.com/2018/08/the-august-war-ten-years-on-a-retrospective-on-the-russo-georgian-war/>

\* Bourgois, Xavier. 2021. "Dwindling Rains in Cameroon Spark Conflict and Displacement." UNHCR. Nov 10. <https://www.unhcr.org/en-us/news/stories/2021/11/618ba0ac4/dwindling-rains-northern-cameroon-spark-conflict-displacement.html>.

## **Week 5 (Sept 28): Consequences of War and Violence**

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We will explore some of the many ways in which nations, communities, households, and individuals suffer as a result of conflict.

**Themes:**

- Does violence create “war weariness” and distrust, or “post-traumatic growth”?
- What are the various ways in which states, communities, households, and individuals suffer as a result of conflict and violence?
- Gender-based violence as a tool of conflict

**Readings:**

Leaning, Jennifer, and Debarati Guha-Sapir. "Natural disasters, armed conflict, and public health." *New England journal of medicine* 369, no. 19 (2013): 1836-1842.

Blattman, Christopher. 2009. "From violence to voting: War and political participation in Uganda." *American political Science review* 103, no. 2: 231-247.

\* Noorzoy, M. Siddieq. 2012. “Afghanistan’s Children: The Tragic Victims of 30 Years of War.” Middle East Institute, policy analysis. April 20.  
<https://www.mei.edu/publications/afghanistans-children-tragic-victims-30-years-war>.

\* Berlin, Maria Perrotta and Pamela Campa. 2022. “Gender-Based Violence in Conflict.” Free Network Policy Brief, May 30. <https://freepolicybriefs.org/2022/05/30/gender-based-violence-conflict/>.

## **Week 6 (Oct 5): Conflict Resolution, Prevention, and Protection**

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We will explore some of the many ways in which nations, communities, households, and individuals suffer as a result of conflict.

**Themes:**

- What methods exist for conflict prevention?
- What are the ethics of intervention, including “humanitarian intervention” and “the responsibility to protect” (“R2P”)
- What is the role of The United Nations Charter Chapters VI and VII in preventing and ending conflict?

**Readings:**

Global Centre for the Responsibility to Protect, R2P. 2017. “R2P: A Background Briefing.” p 1-5.

Fasulo, Linda. 2014. "An Insider's Guide to the UN." In David P. Barash, ed. *Approaches to Peace*, 3rd Edition. pp. 143-148.

\* International Crisis Group. 2020. "Burkina Faso: Stopping the Spiral of Violence." Africa Report No. 287. <https://d2071andvip0wj.cloudfront.net/287-burkina-faso-spiral-of-violence.pdf>.

\* Blair, Graeme, Jeremy M. Weinstein, Fotini Christia, Eric Arias, Emile Badran, Robert A. Blair, Ali Cheema et al. 2021. "Community policing does not build citizen trust in police or reduce crime in the Global South." *Science* 374, no. 6571: eabd3446.

## **Week 7 (Oct 12): Post-War Transitions**

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We will consider how countries and communities rebuild and move forward in the aftermath of conflict.

### **Themes:**

- What is the difference between peacemaking, peacebuilding, and peacekeeping?
- Why is effective peacebuilding so important in producing stability?
- Are we doing "reconstruction," "war-to-piece transition," or... "conflict prevention"?
- Conflict and Peace: tying together themes

### **Readings:**

De Coning, Cedric. "Adaptive peacebuilding." *International Affairs* 94, no. 2 (2018): 301-317.

Hughes, Paul and Linwood Ham. 2014. "A Post-War Transition that Works: A Lesson for Afghanistan from...Kosovo." United States Institute of Peace. Oct 21.  
<https://www.usip.org/blog/2014/10/post-war-transition-works-lesson-afghanistan-kosovo>.

Bockers, Estelle, Nadine Stammel, and Christine Knaevelsrud. 2011. "Reconciliation in Cambodia: thirty years after the terror of the Khmer Rouge regime." *Torture* 21, no. 2: 71-83.

\* Galitsky, Alex. 2021. "Peace on Azerbaijan's Terms Won't End Nagorno-Karabakh Conflict." *Foreign Policy*. Aug 25. <https://foreignpolicy.com/2021/08/25/peace-on-azerbajjans-terms-wont-end-the-nagorno-karabakh-conflict/>.

\* Ghosn, Faten and Joanna Jandali. 2020. "The Price of Prosecution: The Reality for Syrian Transitional Justice," Section V. "Alternatives to Retributive Justice," *Penn State Journal of Law & International Affairs*, 8.1, May 2020: pp. 36-45.

## **Week 8 (Oct 19): What Is Development?**

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This week begins the second part of the course. We will consider what we mean by international development and what the goals are or should be.

**Themes:**

- What is the modern history of the “international development” project?
- How do humanitarian aid and development assistance differ?
- What are (or ought to be) the goals of development?
- What are the Millennium Development Goals? Did we meet them? And what are the new Sustainable Development Goals?

**Readings:**

Sen, Amartya. 1988. “The concept of development.” Handbook of development economics 1: 9-26.

United Nations Development Programme [UNDP]. 2022. “The Sustainable Development Goals in Action.” <https://www.undp.org/sustainable-development-goals>. (Read and review the different SDGs).

\* Barrington-Leigh, Christopher. 2022. “Trends in Conceptions of Progress and Wellbeing.” World Happiness Report, Ch. 3. <https://worldhappiness.report/ed/2022/trends-in-conceptions-of-progress-and-well-being/>.

\* Krishnan, Vidya. 2022. “The Power Imbalance Undermining Global Health.” The Atlantic. July 18. <https://www.theatlantic.com/international/archive/2022/07/covid-trips-agreement-vaccines-global-health/670551/>.

## **Week 9 (Oct 26): Theories Explaining Wealth and Poverty**

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This week begins the second part of the course. We will consider what we mean by international development and what the goals are or should be.

**Themes:**

- What are the main theories that seek to explain why some countries are rich and others are poor?
- Are there poverty traps that keep some people and places from thriving?
- Is there hope for progress? If so, what are some of the drivers?

**Readings:**

Acemoglu, Daron, and James A. Robinson. 2012. Why nations fail: The origins of power, prosperity, and poverty. Currency Press. Chapter 2.

Kraay, Aart and David McKenzie. 2014. "Do poverty traps exist? Assessing the evidence." *Journal of Economic Perspectives* 28, no. 3: 127-48.

\* Video: Paul Collier. 2014 [on his 2007 book]. "The Bottom Billion."  
[https://www.ted.com/talks/paul\\_collier\\_the\\_bottom\\_billion?language=en](https://www.ted.com/talks/paul_collier_the_bottom_billion?language=en).

\* Gore, Charles. 2010. "The Bottom Billion: A Critique and Alternative View." In Machiko Nissanke & George Mavrotas (ed.), *Commodities, Governance and Economic Development under Globalization*. Palgrave Macmillan. Chapter 11, pp. 269-300.

## **Week 10 (Nov 2): Development Ethics**

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We will ask hard questions about how development efforts do or do not account for the cultures and values of people they intend to help, and what our own role is in international development.

### **Themes:**

- What is development ethics?
- What are the big questions posed by development ethics?
- Is there a moral obligation to provide aid? As individuals? As a government? As the international community?
- Who gets a say in the development process?

### **Readings:**

Singer, Peter. 1972. "Famine, affluence, and morality." In *Applied Ethics*, pp. 132-142. Routledge.

Martin, Courtney. 2016. "The Reductive Seduction of Other People's Problems." *The Development Set*. Jan 11. <https://medium.com/the-development-set/the-reductive-seduction-of-other-people-s-problems-3c07b307732d#.66i1rr41t>.

Hobbes, Michael. 2014. "Stop Trying to Save the World," *The New Republic*, 17 November. <https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it>.

\* Halliday, Matthew. 2020. "The Bold New Plan for an Indigenous-led Development in Vancouver." *The Guardian*, 3 Jan. <https://www.theguardian.com/cities/2020/jan/03/the-bold-new-plan-for-an-indigenous-led-development-in-vancouver>.

\* Levy, Ariel. 2020. "A Missionary On Trial." *New Yorker*. April 6. <https://www.newyorker.com/magazine/2020/04/13/a-missionary-on-trial>.

## **Week 11 (Nov 9): Violence and Development in Context - Benin**

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During this week, I will be in Benin and will post videos for you to watch and think about in the context of our class discussions.

**Themes:**

- How do young people in a low-income country see their own country, its prospects for development, and wealthy countries like the US?
- How do traditional norms and values interact with contemporary needs and interests?
- How do institutional legacies like slavery affect development today?
- What are the promises and pitfalls of community-based policing as a strategy to combat violent extremism?

**Readings:**

\* Benin, Freedom in the World Country Report from Freedom House:  
<https://freedomhouse.org/country/benin/freedom-world/2022>.

\* New York Times. 2012. "On the Vodun Trail in Benin." Feb 3.  
<https://www.nytimes.com/2012/02/05/travel/on-the-vodun-trail-in-benin.html>.

\* Okanla, Karim. 2020. "In a capital's Afro-Brazilian architecture, traces of a complex story." Christian Science Monitor. Nov 23. <https://www.csmonitor.com/World/Africa/2020/1123/In-a-capital-s-Afro-Brazilian-architecture-traces-of-a-complex-story>.

\* Stephen Paduano. 2019. "The Fall of a Model Democracy." The Atlantic. 29 May.

\* Matongbada, Michaël. 2021. "Could kidnapping for ransom open the door to terrorism in Benin?" Institute for Security Studies. <https://issafrica.org/iss-today/could-kidnapping-for-ransom-open-the-door-to-terrorism-in-benin>.

\* New York Times. 2021. "Benin Awakens to the Threat of Terrorism After Safari Ends in a Nightmare." Aug 20. <https://www.nytimes.com/2019/08/20/world/africa/safari-kidnapping-benin-terrorism.html>.

## **Week 12 (Nov 16): Foreign Aid – Cure or Curse?**

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We will consider different perspectives on foreign aid as a solution to global poverty.

**Themes:**

- How effective is foreign aid? Are some types more effective than others?
- Is there a moral obligation to provide aid? As individuals? As a government?
- What are some possible unintended consequences of aid?

**Readings:**

Haslam, Paul, Jessica Schafer, Pierre Beaudet, eds. 2012. "Introduction to International Development: Approaches, Actors, and Issues". Oxford Press. Ch 14, "Debt and Development."

Jeffrey Sachs. 2005. "The Development Challenge." *Foreign Affairs*.

Dambisa Moyo, 2009, *Dead Aid*. New York: FSG Press. Forward & Ch. 1.

\* Gourevitch, Philip. 2010. "[Alms Dealers: Can you provide humanitarian aid without facilitating conflicts?](#)" *The New Yorker*. Oct 11.

<https://www.newyorker.com/magazine/2010/10/11/alms-dealers>.

## **Week 13 (Nov 23): Happy Thanksgiving!**

## **Week 14 (Nov 30): Migration and Displacement**

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We will explore the movement of peoples – either voluntary or forced – as a result of economic challenges or safety and security shortcomings.

### **Themes:**

- What are “displacement” and “forced migration”? Terms, different kinds of displacement
- Relevant bodies of law
- Push and Pull factors in migration
- Refugee and Asylum processes

### **Readings:**

UNHCR. 1951. Convention and Protocol Relating to the Status of Refugees. Introduction, Preamble, and Chapter 1, pp. 1-19. <https://www.unhcr.org/en-us/3b66c2aa10>.

Banerjee, Abhijit V., and Esther Duflo. 2019. “From the Mouth of the Shark.” *Good economics for hard times*, Chapter 2, PublicAffairs, pp 10-50.

World Bank. 2019. Migration and Development Brief 31: Migration and Remittances. <https://reliefweb.int/report/world/migration-and-development-brief-31>.

\* Video: UNHCR’s Global Trends Report: 100 Million Displaced. <https://www.youtube.com/watch?v=vl8gYm4nNDQ>.

\* Time. 2020. “A Syrian Refugee Story: Inside One Family’s Two-Year Odyssey from Daraa to Dallas.” <https://time.com/a-syrian-refugee-story/>.

## **Week 15 (Dec 7): Resilience and Sustainable Development**

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We will explore the movement of peoples – either voluntary or forced – as a result of economic challenges or safety and security shortcomings.

**Themes:**

- Return to the idea of “development as freedom.”
- Why does sustainability matter for development?
- Can human development improve while preserving Earth’s habitability?
- What are the roles of actors such as women, youth, traditional leadership, and politicians in sustaining development?

**Readings:**

The Guardian. 2020. “Why Protecting Indigenous Groups can also Save the Earth”. Oct 12. <https://www.theguardian.com/climate-academy/2020/oct/12/indigenous-communities-protect-biodiversity-curb-climate-crisis>.

\* McCoy, Terrance and Marina Lopes. 2019. “The world wants to save the Amazon Rainforest. Brazil’s Bolsonaro says hands off.” Washington Post, Aug 23. <https://www.washingtonpost.com/world/2019/08/23/amazon-rainforest-fires-brazil-world-reaction/>.

\* Rowling, Megan. 2019. “Climate stress drove wave of Arab Spring refugees – researchers.” Reuters, Jan 23. <https://www.reuters.com/article/us-climatechange-conflict-arabsping/climate-stress-drove-wave-of-arab-spring-refugees-researchers-idUSKCN1PH23B>.

\* Video: Kate Rahworth, TED talk, 2014: “Why it’s time for doughnut economics” <https://www.youtube.com/watch?v=1BHOflzxPjI>.

**Optional Books Related to Course Content:**

Blattman, Chris. 2022. *Why We Fight*. Penguin Press.

Kalyvas, Stathis. 2006. *The Logic of Violence in Civil War*. Cambridge University Press.

Walter, Barbara. 2022. *How Civil Wars Start*. Crown Press.

Banerjee, Abhijit and Esther Duflo. 2012. *Poor Economics*. PublicAffairs Press.

Acemoglu, Daron and James Robinson. 2013. *Why Nations Fail*. Currency Press.

Sen, Amartya. 2000. *Development as Freedom*. Anchor Press.

Yunus, Muhammed. 2008. *Banker to the Poor*. PublicAffairs Press.

Sachs, Jeffrey. 2006. *The End of Poverty*. Penguin Press.

Moyo, Dambisa. 2010. *Dead Aid*. Farrar Pres.