

****updated 8/20/15****

GVPT 354 – Fall 2015
International Development and Conflict Management

Lecture: Wednesday, 2:00-3:40 pm, JMZ 0220
Discussion Sections: 0101: Friday, 9:00-9:50, TYD 0102
0201: Friday 10:00-10:50, TYD 2106 * 0301: Friday, 12:00-12:50, TYD 1101

<p>Instructor Stacy J. Kosko, PhD Office: 2117K Chincoteague Hall Email: sjkosko@umd.edu Office phone: 301-314-7707</p> <p>Office Hours: Tues & Weds, 12:00-1:30, or by appointment</p> <p>**I respond to student emails at varying times between the hours of 9:30-4:30 and you can reasonably expect a response within 48 hours but not less. I will not see or respond to student emails outside of these hours. Please plan your questions accordingly.</p>	<p>Teaching Assistant Cassandra Smith Office: TBA Email: cls0032@umd.edu</p> <p>Office Hours: by appointment</p>
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Course Description

This course serves as the “gateway” course for the Minor in International Development and Conflict Management. It provides an introductory overview to the theory and practice of conflict management (including conflict prevention and post-conflict reconstruction) and international development. It will introduce the fields’ structures, key issues and players and will explore trends in conflict, economic growth, poverty and inequality, as well as some of the tools available to track and address these issues.

In the first part of the course, students will interrogate the concepts of “war” and “peace,” study conflict through several stages of its life cycle, and deliberate on such normative heavy-weights as the legitimacy of humanitarian intervention. In the second part of the course, students will compare and weigh the prevailing definitions of “development” and review the debates on what “works” (and what it means to “work”). We will seek to analyze the (“legitimate,” “justifiable”) ends and means of development through such questions as “equality of what?”, “what is development?” and “development for (by) (with) whom?” Finally, the course will touch briefly on the distinct, but related, topics of human rights and displacement.

Through guest lectures by practitioners and academics, and large and small group discussions, students will have the opportunity to think creatively about solving 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 critical thinking as demonstrated in classroom discussions and written and oral exercises. Assignments take the form of professional, industry appropriate memos and briefs.

*GVPT354 is required as the core course for the Minor in International Development and Conflict Management (MIDCM). It is open only to MIDCM students.

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This syllabus is intentionally fluid and open to change in response to class needs and interests as well as availability of speakers whose expertise and experiences would provide valuable insights on our themes.

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. Employ normative analysis to challenges in global justice.
4. Identify and use appropriate sources for up-to-the-minute research on international development issues and current conflicts.
5. Present ideas clearly and succinctly through professional memos and briefs and oral presentations.
6. Demonstrate an ability to collaborate with others in research, analysis, and oral presentation.

Course Materials

BOOKS: Oliver Ramsbotham, Tom Woodhouse and Hugh Miall. *Contemporary Conflict Resolution*. Polity: 3rd edition, 2011.

Purchasing this is **optional** (I will scan the chapters you'll need), but you WILL need to buy it for GVPT355, so you might as well get it now. I have *not* ordered it through the campus book store. Instead, I recommend Better World Books.org for a good selection new and used, free shipping, and proceeds all going to global literacy programs.

Electronic copies or links to all course readings will be posted here on Canvas.

Assignments

Weekly Reading Quizzes (10%): Each Wednesday lecture will begin with a short reading quiz. This is meant to help us know whether and where students are struggling with the material, and also to give you a much-needed incentive to keep up with the reading amidst the many other demands on your time. (Trust us, the incentive helps, whatever your good intentions for keeping up!) Please be on time – quizzes cannot be made up.

Conflict Map (15%): Paul Wehr describes conflict mapping as “a first step in intervening to manage a particular conflict. It gives both the intervenor and the conflict parties a clearer understanding of the origins, nature, dynamics and possibilities for resolution of the conflict” (1979, p 18). Ramsbotham, Woodhouse, and Miall describe it as “a method of presenting a structured analysis of a particular conflict at a particular moment in time. It is used by analysts to give a quick profile of a conflict situation” (2011, p 89). Choose a conflict from this list. Your “snapshot” will follow the guidelines in Ramsbotham et al (p 90), and will include: 1) background, 2) the conflict parties and issues, and 3) the context (global, regional, and state-level factors). You will *not* be asked to identify the scope for or path towards resolution. 4-5 pages, double-spaced.

Conflict Memo (10%): A 2-page, single-spaced professional memo based on your conflict map.

Issue Brief (25%): 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; any of the bolded topics mentioned in the executive summary of *In Larger Freedom*; or another approved

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topic related to conflict or development, and complete a professional, 2-page (single spaced) issue brief. Instructions will be provided, but here is an example of such a publication:

<http://www.care.org/campaigns/powerwithin/downloads/Education-Brief.pdf>. In developing your issue brief, you will adopt the voice of an organization or institution working on this issue (thus yours will be a “CARE,” “Doctors Without Borders,” “US Committee for Refugees” or other institutional issue brief. I encourage you to be creative in the design, using color, text boxes, and your organization’s logo in professionalizing this work. Regularly reading UN Wire might help you identify an issue (see below).

Final Group Presentation (30%): In lieu of a written final exam, we will close this course with group presentations of about 8 minutes each. As a group of 6, you will choose one MDG and one country that is falling significantly behind in meeting this goal. You will briefly present the situation, then diagnose the problem (*Why* is the country lagging in this area?), and finally propose policy recommendations. Alternatively, you may choose an issue we have not covered from Part III of *Introduction to International Development*, and develop a presentation topic around this issue. I must approve your topic and am happy to help you hone it. You may use this topic for your issue brief if you choose, or branch out and develop additional areas of expertise.

Current Events: Effective leaders and policy makers must be knowledgeable about current events, issues, and important actors in our communities and around the world. To help you keep up, I encourage you to sign up for and read the regular (super short!) UN Wire briefs. **UN Wire** is a free service sponsored by the [United Nations Foundation](#) which is dedicated to supporting the United Nations' efforts to address the most pressing humanitarian, socioeconomic and environmental challenges facing the world today. In each email, you'll get just one paragraph on each of several important issues. Sign up here: https://www.smartbrief.com/un_wire/index.jsp.

Grade Breakdown

Final grades for the course will be determined as follows. “(G)” designates group assignments in which the entire group will share the grade. Please see the “Policies” section at the end of the syllabus for more details on how grades are calculated. You can check your completed and cumulative grades at any time by looking in the “Grades” section on Canvas.

Assignment	Due Date	% of final grade
Class Participation (including discussion section)	Ongoing	10%
Weekly Reading Quizzes	Ongoing	10%
Conflict Map	September 30	15%
Conflict Memo	October 21	10%
Issue Brief	November 18	25%
Final Group Presentation including Self- and Peer-Evaluations (G)	December 9 th & Final Exam Day	30%

Class Schedule

All required reading assignments must be done before class for the day that they are listed. **This schedule is subject to change** to accommodate guest speakers, reasonable progression of the course, etc. All updates will be announced in class. Please also check Canvas regularly.

Course Introduction

Week 1 – September 2: From “National Security” to “Human Security”

- What is “security” and how does it relate to conflict & development?
- How do the terms “national security,” “international security,” and “human security” differ?
- What are “security rights”?
- What is “vulnerability”? And what does it mean to be a “vulnerable group” or “vulnerable population”? In war? In countries or areas undergoing development?
- Which comes first, peace or development?
- What the heck does “normative” mean and why do we care?
- *Questions regarding syllabus and course?*

Required Readings (17 pages):

- Review syllabus on Canvas and familiarize yourself completely with the course lay-out in.
- Annan, Kofi. Executive Summary of *In Larger Freedom: Towards Development, Security and Human Rights for All*. United Nations: www.un.org/largerfreedom/executivesummary.pdf. 2005.
- World Bank, *World Development Report 2011: Conflict, Security & Development*, Synopsis, 3 pages; Facts and Figures, 8 pages of bullets.
- Edna St. Vincent Millay, poem: “Conscientious Objector,” 1934, from David P. Barash, *Approaches to Peace*, 3rd Edition, 2014, p 255.

Assignment Due: Syllabus Quiz – Do this before you come!

Week 2 – September 9: Defining & Regulating War and Peace

- What are the key concepts and terms? (“War”? “Peace”? “Laws of War”?)
- How can we classify the “ethics of war”? (“Realism,” “just war,” “pacifism/pacificism”)
- What are the relevant international laws, or bodies of law?

Required Readings (~41 pages):

- Oliver Ramsbotham, Tom Woodhouse and Hugh Miall. *Contemporary Conflict Resolution*. Polity: 3rd edition, 2011. Ch. 1: “Introduction to Conflict Resolution: Concepts and Definitions,” just p 3-7, p 10-13 (Galtung’s triangle & escalation/de-esc model), p 30-32 (terminology).
- Brian Orend, “War,” *The Stanford Encyclopedia of Philosophy (Fall 2008 Edition)*, Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/fall2008/entries/war/>. (18 pgs – Don’t stress about the logic in the last few pages; just do your best.)
- Nigel Dower, *The Ethics of War and Peace*, Polity, 2009, Chapter 1, “The Ethics of War and Peace: Preliminary Considerations”, sections 1, 2 & 8 (p 1-7 & 21-27).
- ICRC, “What is International Humanitarian Law?” 2-page fact-sheet, 2004: <http://www.icrc.org/eng/resources/documents/legal-fact-sheet/humanitarian-law-factsheet.htm>

Optional Reading & Additional Resources:

- Nigel Dower’s TED Talk: “How I Became a Global Citizen (or came to recognize myself as one, anyway)” – his idea of Cosmopolitanism and Global Responsibility: <http://www.youtube.com/watch?v=MaC-lmqkSDU>

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- ICRC, *International Humanitarian Law: Answers to your Questions*, 2002: http://www.icrc.org/eng/assets/files/other/icrc_002_0703.pdf
- For a quick elaboration on the Roman Catholic elaboration of Just War Doctrine, see David P. Barash, *Approaches to Peace*, 3rd Edition, 2014. "Just War Doctrine," p 138-142.

Week 3 – September 16: Conflict Analysis: Who Is Fighting?

- 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 parties behaving?

Required Readings (~11 pages):

- Oliver Ramsbotham, Tom Woodhouse and Hugh Miall. *Contemporary Conflict Resolution*. Polity: 3rd edition, 2011, Ch 3 ("The Statistics of Deadly Quarrels and the Measurement of Peace") ONLY p 63-73 (you'll read the second half of this chapter next week).
- Paul Wehr, Conflict Mapping & Tracking (1 page): <http://www.colorado.edu/conflict/peace/treatment/cmap.htm>.

Week 4 – September 23: Conflict Analysis: Why Are They Fighting?

- 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?
- What is the national context of the conflict?
- What is the regional and global context of the conflict?
- *Conflict Map due next week: Any questions?*

Required Readings (20 pages):

- Oliver Ramsbotham, Tom Woodhouse and Hugh Miall. *Contemporary Conflict Resolution*. Polity: 3rd edition, 2011, Ch 3 ("The Statistics of Deadly Quarrels and the Measurement of Peace") ONLY p 73-93 (you already read the first half).

Week 5 – September 30: Conflict Prevention, Pacifism, and Protection

- 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?
- What are "pacifism" and "pacifism" and what does each have to say about conflict prevention and intervention?

Required Readings (~50 pages):

- Oliver Ramsbotham, Tom Woodhouse and Hugh Miall. *Contemporary Conflict Resolution*. Polity: 3rd edition, 2011, Ch. 5 ("Preventing Violent Conflict," p 123-145)

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- Nigel Dower, *The Ethics of War and Peace*, Ch. 5, "Pacifism, Nonviolence and the Way of Peace," Polity, 2009, sections 1, 3, & 4 [p 110-111, 117-136]
- United Nations, *A more secure world: Our shared responsibility -- Report of the High-level Panel on Threats, Challenges and Change*, 2004, Synopsis, p 1-5, Legality, p 55-57: http://www.responsibilitytoprotect.org/files/AMoreSecureWorld_Dec2004.pdf
- Lisa Fasulo, "An Insider's Guide to the UN," p 143-148, in David P. Barash, *Approaches to Peace*, 3rd Edition, 2014.
- International Coalition for the Responsibility to Protect, "The Coalition's Common Understanding of R2P" (~1 page): <http://www.responsibilitytoprotect.org/index.php/about-coalition/our-understanding-of-rtop>

Optional Reading & Additional Resources:

- Chris J. Dolan, *American Diplomacy*, "The Bush Doctrine and U.S. Intervention," Vol. IX, Number 2, 2004, p 1-16: http://www.unc.edu/depts/diplomat/archives_roll/2004_04-06/dolan_bush/dolan_bush.html
- Oliver Ramsbotham, Tom Woodhouse and Hugh Miall. *Contemporary Conflict Resolution*. Polity: 3rd edition, 2011, Ch. 6 ("Containing Violent Conflict: Peacekeeping") and Ch. 7 ("Ending Violent Conflict: Peacemaking").
- Arms Treaties. For an interactive map of the current status of the Arms Trade Treaty, see: This map provides a snap-shot of States' positions on key issues concerning the Arms Trade Treaty (ATT) during the July 2012 Conference. You can access maps by specific issues: <http://www.armstreaty.org/index.php>
- International Coalition for the Responsibility to Protect: <http://www.responsibilitytoprotect.org/>, especially the "About RtoP" page.
- Samantha Power, *A Problem from Hell: America and the Age of Genocide*, Perennial, 2003.

Week 6 – October 7: Contemporary Conflict: What is Happening Where?

- Are instances of violent conflict increasing or decreasing?
- What kinds of conflict are most prevalent these days?
- Where are violent conflicts concentrated?
- Do democracies really not war with each other?

Dr. Kosko out of country.

Guest speaker: Dr. David Backer, Director, MIDCM & Assistant Director and Associate Research Scholar, CIDCM

Assignment Due: Conflict Map

Required Readings (19 pages, 2-min video):

- Dr. Backer's bio: <http://www.cidcm.umd.edu/about/people/profile.aspx?id=174>
- Backer, Huth, Wilkenfeld (CIDCM), *Peace & Conflict 2014*, Chapters 2 & 3 (19 pages, tons of graphics).
- For an example of putting technology to work in crisis mapping, see the 2-minute video, "What is the Ushahidi Platform," link on left: <http://ushahidi.com/>

Optional Reading:

- Paul Collier and Dominic Rohner, "Democracy, Development, and Conflict," *Journal of the European Economic Association*, April–May 2008, 6(2–3), p 531–540 (5 text pages)

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Week 7 – October 14: Conflict Prevention in a Post-Nation-Building World

- What are the key concepts and terms?
- How are the trends in conventional concepts of “post-conflict reconstruction” & “peacebuilding” changing?
- Why are we talking about “conflict prevention” on a day supposedly dedicated to “reconstruction”?
- *Memo Writing: Quick primer*
- *Conflict Memo due next week: Any questions?*

Possible Guest speaker: Jason Lewis-Berry, Deputy Assistant Secretary (Acting), Bureau of Conflict and Stabilization Operations, U.S. Department of State.

Required Readings (~42 pages):

- Mr. Lewis-Berry’s bio: <http://www.state.gov/r/pa/ei/biog/bureau/235596.htm>.
- US Dept. of State, Bureau of Conflict and Stabilization Operations (CSO) “What We Do” page: <http://www.state.gov/j/cso/what/index.htm>
- Oliver Ramsbotham, Tom Woodhouse and Hugh Miall. *Contemporary Conflict Resolution*. Polity: 3rd edition, 2011. Chapters (“Postwar Reconstruction,” p 198-225) and part of 9 (“Peacebuilding,” p 226-241 only).

Optional Reading & Viewing:

- Theidon, Kimberly; Phenicie, Kelly; with Elizabeth Murray, USIP, *Gender, Conflict, and Peacebuilding*, just summary & intro, or all (~39 pgs), http://www.usip.org/files/resources/PW76_Gender_Conflict_and_Peacebuilding.pdf
- J.Davies and E. Kaufman (eds.), 'Second Track/Citizens Diplomacy- Concepts and Techniques of Conflict Transformation' [Lanham, Rowman and Littlefield] 2003, Ch 10 (34 pages) & 11 (34 pages)
- Stefan Wolff’s TED Talk: “The path to ending ethnic conflicts,” July 2010: http://www.ted.com/talks/stefan_wolff_the_path_to_ending_ethnic_conflicts.html

Week 8 – October 21: What is “Development”

- Conflict Unit: connecting the dots and moving on
- Development: What are the key concepts and terms?
- 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?

Required Readings (~37 pages):

- Paul Haslam, Jessica Schafer and Pierre Beaudet, eds. *Introduction to International Development: Approaches, Actors, and Issues*. Second Edition, Oxford University Press, 2012. First half of Ch. 1: “Meaning, Measurement and Morality in International Development,” p 3-15.
- Andy Baker, *Shaping the Developing World*, 2014, Ch. 1: “Underdevelopment and Diversity in the Global South,” ONLY p 3-20.
- Take a quick look at the main page of UNDP’s MDG website (http://www.undp.org/content/undp/en/home/mdgoverview/mdg_goals/) then read:

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United Nations, *Millennium Development Goals Report 2015*, Overview, p 4-9:

<http://www.undp.org/content/undp/en/home/librarypage/mdg/the-millennium-development-goals-report-2015.html>

- Take a look at the main UNDP page on the “Post-2015” agenda: (<http://www.undp.org/content/undp/en/home/mdgoverview.html>), then read the single page “Post-2015 Sustainable Development Agenda”: <http://www.undp.org/content/undp/en/home/mdgoverview/post-2015-development-agenda/>

Optional reading & viewing:

- Amartya Sen, *Development as Freedom*. New York: Knopf, 1999, Introduction, p 3-11
- Jefferey Sachs, “Economic Solidarity for a Crowded Planet,” BBC Reith Lectures, 2007. Listen or read transcript: <http://www.bbc.co.uk/radio4/reith2007/lecture4.shtml>.
- Jeffrey Sachs. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Press, 2005. Chapter 1, pp. 5-26.
- Howard Handelman, *The Challenge of Third World Development*, 7th Edition, 2013. First Half of Ch. 1: “Understanding Underdevelopment (Third World Commonalities: The Nature of Underdevelopment),” p 2-17
- A few great TED Talks: Hans Rosling “Let my dataset change your mindset” (2009); Paul Collier “The Bottom Billion” (2008); or Sheryl WuDunn “Our century's greatest injustice” (2010). Links to all here: <http://www.ted.com/search?q=international+development>
- Des Gasper, *The Ethics of Development*, Edinburgh Studies in World Ethics, Edinburgh University Press, 2004, p 1-14

Assignment Due: Conflict Memo

DISCUSSION – October 23: Final Presentation groups form & meet

- Discuss final presentation.
- Final presentation groups form (by discussion section), meet, decide topic.

Week 9 – October 28: The Causes of “Underdevelopment” and Prospects for Change

- What are the main theories about why some countries are less “developed” than others?
- Is there hope for progress? If so, what are some of the drivers?

Required Readings (~28 pages):

- Howard Handelman, *The Challenge of Third World Development*, 7th Edition, 2013. Second Half of Ch. 1: “Understanding Underdevelopment (Third World Commonalities: The Nature of Underdevelopment),” ONLY p 17-31 – first half optional.
- UNDP, Human Development Report 2013 – *The Rise of the South: Human Progress in a Diverse World*, Summary (p 1-14): <http://hdr.undp.org/en/content/human-development-report-2013-summary>

Optional Reading & Viewing:

- Paul Collier, *The Bottom Billion*, 2007, or at least Chapter 1: Falling Behind and Falling Apart, or just watch his TED Talk (although he only covers governance): http://www.ted.com/talks/paul_collier_shares_4_ways_to_help_the_bottom_billion?language=en

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Week 10 – November 4: Foreign Aid: Good, Bad, or Ugly?

- What is foreign aid, what are the origins, and who are the major players?
- What are the different types of foreign aid?
- How effective is foreign aid? Are some types more effective than others?
- Is there a moral obligation to provide aid (to “redistribute” wealth)? As individuals? As a government?
- What are some possible unintended consequences of aid?

Required Readings (~40 pages):

- Play around with the Aid Data website a bit: <http://aiddata.org/>
- Paul Haslam, Jessica Schafer and Pierre Beaudet, eds. *Introduction to International Development: Approaches, Actors, and Issues*. Second Edition, Oxford University Press, 2012. Second half of Ch. 1: “Meaning, Measurement and Morality in International Development” p 15-22.
- Nicolas D. Kristof. “How Can We Help the World’s Poor?” 2009: http://www.nytimes.com/2009/11/22/books/review/Kristof-t.html?_r=1.
- Oxfam America, *Foreign Aid 101*, 2014, pg 1-14: <http://www.oxfamamerica.org/static/media/files/Foreign-Aid-101-Mar2014-single-Oxfam-America.pdf> (This is lots of pictures and charts – a quick read!)
- Steven Radelet. “A Primer on Foreign Aid”, *Center for Global Development Working Paper Number 92*, July 2006, ONLY p 3-11: http://www.cgdev.org/files/8846_file_WP92.pdf
- Roger C. Riddell. *Can Foreign Aid Really Work?* Oxford University Press, 2007, First part of Chapter 1 (“A Good Thing?,” only p 1-9).

Optional Reading & Viewing:

- Peter Singer. “Famine, Affluence, and Morality,” *Philosophy and Public Affairs*, 1972, p 229-243: <http://www.jstor.org/stable/2265052>.
- William Easterly. “Was development assistance a mistake?” *American Economic Review*, 97, no.2, (May 2007): 328-332: <http://courses.arch.vt.edu/courses/wdunaway/gia5524/easterly2007b.pdf>
- Peter Singer and William Easterly debate foreign aid: <http://bloggingheads.tv/videos/2384> (45 min.)
- Thomas Carothers and Diane de Gramont, “The Prickly Politics of Aid,” *Foreign Policy*, May 21, 2013: http://www.foreignpolicy.com/articles/2013/05/21/the_prickly_politics_of_aid#.Uhc3ZCfdP7U.email
- Thomas Carothers and Diane de Gramont, “Politically Smart Aid? Of Course! Political Aid? Not So Sure!” June 17, 2013, Oxfam, *From Poverty to Power*, via Carnegie Endowment for International Peace (~2 pages): <http://carnegieendowment.org/2013/06/17/politically-smart-aid-of-course-political-aid-not-so-sure/gapd>

Week 11 – November 11: Poverty, Exclusion, and Capability Deprivation

- What are “poverty,” “social exclusion,” and “capability deprivation” and how is each different from the other two?
- What does the idea of “development as freedom” capture?
- What is the Human Development Index (HDI)?
- Quick overview of the simulation happening in two weeks
- *Issue Brief due next week: Any questions?*

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Required Readings (~25 pages):

- Paul Haslam, Jessica Schafer and Pierre Beaudet, eds. *Introduction to International Development: Approaches, Actors, and Issues*. Second Edition, Oxford University Press, 2012, Ch. 13: “Poverty and Exclusion,” p 237-258
- Andy Baker, *Shaping the Developing World*, 2014, Ch. 2: “Human Development and Underdevelopment,” ONLY p 29-31.
- Center For Global Development, “Global Absolute Poverty Fell by Almost Half on Tuesday,” May 2, 2014, <http://www.cgdev.org/blog/global-absolute-poverty-fell-almost-half-tuesday>

Optional Reading:

- Andy Baker, *Shaping the Developing World*, 2014, Ch. 2: “Human Development and Underdevelopment,” the rest.

Week 12 – November 18: Humanitarian Emergencies: Disaster and Displacement

- What are “displacement” and “forced migration”? Terms, different kinds of displacement
- Relevant bodies of law
- Relevance for international development & conflict

Required Readings (~24 pages):

- UNHCR figures pages on Refugees (<http://www.unhcr.org/pages/49c3646c1d.html>) and IDPs (<http://www.unhcr.org/pages/49c3646c23.html>) – VERY short, < 1 page each
- UNHCR, *The 1951 Convention relating to the Status of Refugees and Its 1967 Protocol*, p 1-8: <http://www.unhcr.org/4ec262df9.html>
- Paul Haslam, Jessica Schafer and Pierre Beaudet, eds. *Introduction to International Development: Approaches, Actors, and Issues*. Oxford University Press, 2012, Ch. 23: “International Migration and Development,” p 437-453

Optional Reading & Additional Resources:

- Peter Penz, Jay Drydyk, and Pablo S. Bose, *Displacement by Development: Ethics, Rights and Responsibilities*, Cambridge University Press, 2011, Introduction (p 1-13)
- Int’l Assoc. of Refugee Law Judges, “Humanitarian Law, Human Rights and Refugee Law – Three Pillars,” 2005: <http://www.icrc.org/eng/resources/documents/misc/6t7g86.htm>

Assignment Due: Issue Brief

November 20: DISCUSSION: Inside the Haiti Earthquake

Required for Wednesday:

Inside the Haiti Earthquake is an interactive “game” in which you assume the role of survivor, aid worker, or journalist. Please play your role through to the end and be prepared to discuss on Weds: <http://paxsims.wordpress.com/2012/01/27/inside-the-haiti-earthquake-student-perspectives-on-a-serious-game/>

Week 13 – November 25: NO CLASS

- In light of all the difficult things we’ve been discussing, go give thanks for something... really!

Week 14 – December 2: Human Rights: Dignity and Development

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- What are “human rights”? Terms, different kinds of rights
- Relevant bodies of law
- Relevance for international development & conflict (Ex: Is there a Right to Development?)

Required Readings (~31 pages):

- UNOHCHR, International Human Rights Law overview, <1 page:
<http://www.ohchr.org/en/professionalinterest/Pages/InternationalLaw.aspx>
- International Justice Resource Center, “Overview of the Human Rights Framework,” (~9 pgs)
http://www.ijrcenter.org/ihr-reading-room/overview-of-the-human-rights-framework/#HUMAN_RIGHTS_BODIES8217_FUNCTIONS
- International Council on Human Rights Policy, “Human Rights Standards: Learning From Experience,” 2006, Box: “Glossary of Terms,” p 13:
http://reliefweb.int/sites/reliefweb.int/files/resources/4A1508E9555F7889C125731B005217E3-120_Report_FINAL.pdf
- UNOHCHR, “The Right to Development at a Glance,” 2 pgs:
http://www.un.org/en/events/righttodevelopment/pdf/rtd_at_a_glance.pdf
- James Nickel, “Human Rights,” *The Stanford Encyclopedia of Philosophy* (Fall 2010), Edward N. Zalta (ed.), Parts 1-3 (p 1-18): <http://plato.stanford.edu/archives/fall2010/entries/rights-human/>.

Optional Reading & Additional Resources:

- Philip Alston and Mary Robinson, *Human Rights and Development: Towards Mutual Reinforcement*, Oxford University Press, 2005: <http://fds.oup.com/www.oup.co.uk/pdf/0-19-928462-8.pdf>
- Amartya Sen, *Human Rights and Asian Values*, Carnegie Council on Ethics and International Affairs, 1997: <http://rarre.org/documents/sen/Sen-%20Human%20Rights%20and%20Asian%20Values.pdf>
- UNOHCHR, Fact Sheet No.2 (Rev.1), The International Bill of Human Rights, June 1996:
<http://www.ohchr.org/Documents/Publications/FactSheet2Rev.1en.pdf>
- Int’l Assoc. of Refugee Law Judges, “Humanitarian Law, Human Rights and Refugee Law – Three Pillars,” 2005: <http://www.icrc.org/eng/resources/documents/misc/6t7g86.htm>

Week 15 – December 8: Course De-brief, Final Presentation Day

- Course de-brief, conclusions, evaluations
- Group presentations -- 5 groups will go on this day, the remaining 10 on the exam day

Assignment Due: Group Presentations (1/3 of class)

Final Exam – TBA: In-Class Final Presentations

This will be in the form of in-class presentations to be held on the last day of class and on the exam date

Reading Day	December 12 (Saturday)
Final Exams	December 14-19 (Monday-Saturday)

Assignment Due: Group Presentation (2/3 of class)

Last Day to Turn in Extra Credit Assignments (due no more than 2 weeks after event, but not later than this exam date).

Other Important Information

Class Participation

As a community of change agents and future leaders in your field, you are accountable to yourselves, to one another, and to the instructor to be prepared for and to attend classes. During lecture and discussion, I ask that you participate by:

- a. arriving on time and prepared (that is, having read and thought through the material);
- b. listening actively when others are speaking;
- c. challenging your own and others' assumptions in respectful ways through questions and dialogue;
- d. responding with relevant remarks when you feel comfortable doing so; and
- e. working in small groups when asked.

Participation IS part of your grade and WILL affect your final letter grade. Students who show up to every class and listen attentively will earn *partial credit only*. See the rubric on Canvas.

Absences

I expect you to attend and participate in all classes. I also understand that circumstances occasionally arise beyond your control. For any absences that do not fall under University policy, you may miss one lecture and one discussion without explanation and without harm to your grade. Each additional unexcused absence will result in a reduction of your participation grade. Excessive unexcused absences will result in failure of the course.

Excused absences will be determined in accordance with University policy (http://faculty.umd.edu/teach/attend_student.html). Please let me know right away if you know you will need to miss a class for any reason such as religious observances or participation in University activities at the request of University authorities. In the event that you must miss a class due to an illness, my policy is as follows:

1. For every medically necessary absence from class (plenary, discussion, or site visit), a reasonable effort should be made to notify me in advance of the class. When returning to class, you must bring a self-signed note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If you must miss more than 1 class for the same illness, I require documentation signed by a health care professional.
3. If you are absent on days when tests or presentations are scheduled or assignments are due, you are required to notify me in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional. If your assignments are complete but you miss class on the day they are due, please hand them in via ELMS.

Laptops, Tablets, and Phones

Laptops and other smart devices are prohibited in class except for group work and when explicitly encouraged. It goes without saying that cell phone use is prohibited at all times unless used as a smart device during specific activities, or in the case of urgent need. Dr. Alan Peel, Geology, summarizes the policy and its justification nicely:

Many of you will want to bring your laptops to class to take notes. Alas, studies have now shown (real data!) that taking notes this way is actually not as good as by hand. You could swear on a stack of your favorite religious texts that you won't multitask (email, Netflix, etc.). Fine. Thanks for that reassurance, but that's actually only one of the issues. And anyway, [as this blog points out via peer-reviewed papers](#), students woefully underreport how much they use their laptops and devices for distraction.

****updated 8/20/15****

You could then claim that you can take more thorough notes typing than using longhand because you type faster. That's entirely possible, yet it turns out that when you do that you use a different part of your brain which doesn't process what's going on in class as well as it could. You could then say, well, sure, but later when I'm looking at my notes it'll be more helpful if they're more "complete". Here's the surprising thing: wrong again. [Here is an easy to read article](#) outlining real research on this issue and [here is the link to the actual paper published](#).* (Click on the photo up right to link to a similar public media article in French.)

To put a final, amusing twist to this, you can't doodle if you use a laptop. Why would that matter? Well, [it's now been shown that doodling](#) (within reason) helps your memory and focus. And frankly, since most of my classes are physics and astronomy classes, sketching pictures is MUCH easier on paper and often worth the proverbial thousand words (or numbers, equations, etc.).

I won't ban you from bringing your phone to class, but if it rings out loud, or you're on it constantly, I do reserve the right to tease you in front of everyone.

*Before you accuse me of being unscientific by only citing one paper, the only papers I could find supporting laptop use seemed to conclude that the main benefit was "more thorough" notes...which, as the above more recent study shows, is not the useful measure for retention, test outcomes, etc. For example, [this paper](#).

[Staying Awake and Staying Comfortable](#)

We expect you to be the best judge of the limits of your seated attention span. If standing to the side or back of the room, or sitting or even lying on the floor, will make you more comfortable and thus better able to focus, please feel free to move about the room. You are also welcome to step out for a breather if it will wake you up. Use these privileges responsibly, and in a way that does not interfere with the learning of others. This policy is suspended for guest speakers: please give them your full attention always.

[This Class is a Safe Zone](#)

We welcome and respect the viewpoints of students of all sexual orientations, genders, races, ethnicities, religions, social statuses, and abilities. "Good" leaders, inside this classroom or out, must be sensitive to and able to think critically about individual differences. With that in mind, I ask that you treat each other with respect and dignity, and listen especially carefully to the voices of cultural and social minorities in this classroom. I will do the same and expect you to hold me to this standard as well.

[Students with Disabilities](#)

The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, please inform the professor of any needs at the beginning of the semester.

[Religious Observances](#)

The University System of Maryland policy "Assignments and Attendance on Dates of Religious Observance" states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they be allowed to make up academic assignments that are missed due to such absences. Please provide a written notification of the projected absence within two weeks of the start of the semester.

[Academic Integrity](#)

All work you do for this course must be done in a manner consistent with the university's Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. Students are expected to maintain

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the highest standards of personal integrity in all academic work and classroom conduct. As a student, it is your responsibility to uphold these standards. For more information, please visit <http://www.shc.umd.edu>.

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, [301-314-7693](tel:301-314-7693). Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students. I expect that they are also confidential.

Grading Policies

PARTICIPATION: Full credit for class participation means meeting all of the “class participation” requirements listed at the beginning of the syllabus. Not every student is a “talker” and not everyone has something to say every single day. Some participation in class discussions is expected, however. I am looking for quality, not mere quantity. I will deduct points for being disruptive, sleeping, distracting use of technology, regular tardiness, etc.

GROUP PROJECTS: All members of a project group share the final project grade. Anonymous self- and peer-evaluations will also be completed by each group member, for each group member. These will be used to adjust the shared grade if needed to take into account contribution above the call of duty or “free-riding.” Students may appeal a decision they feel is unfair. Appeals will include a one-on-one meeting with me *and* a full group meeting.

SCALING/CURVING: I do not use curves unless the class average for an assignment is unexpectedly very low, in which case I will consider curving up. I never “scale down.”

LETTER GRADES: Letter grades correspond to specific numbers (A+ = 97-100; A = 93-96; A- = 90-92; B+ = 87-89; B = 83-86... and so on down to D- = 60-62 and below that is a fail). You need a full 93 points to get an A; I don’t round up. If I give you just a letter on an assignment, I will calculate your grade using the highest point in that letter range. (Ex: B+ → 89.9)

ACADEMIC INTEGRITY: You know the drill. Cheating, plagiarizing, etc. will result in an F for the assignment and I will consider an XF for the course. See above.

Expectations

This is an advanced-level course and, consequently, the expectations are set high. You are expected to be on time and prepared for every class, and to conduct yourself with respect for your classmates at all times.