

**POL 477**  
**International Peacekeeping and Peace-building**  
**Fall 2009**

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International intervention in armed conflicts, and international efforts to consolidate peace in the aftermath of civil wars, unquestionably constitute two of the most important and challenging dimensions of global politics in the post Cold War era. POL 477 is an advanced undergraduate seminar exploring a range of issues surrounding contemporary debates about and advances in peacekeeping and peace-building. The course is intended to integrate theory and practice in the fields of conflict analysis, conflict resolution, conflict prevention, humanitarian intervention, peacekeeping, statebuilding, and peace-building.

## Course requirements and evaluation:

Mid-term review:	30%
Major research paper:	45%
Research presentation:	5%
Participation:	20%

*Research paper:* The political science department requires all of its majors to complete a major research paper in a seminar of their choice prior to graduation. This seminar requires such a paper, even if the student has already completed one in another seminar. Students will be better positioned to complete the research paper successfully if they have completed POL 221 (Research Methods). Details about the research component and the oral presentation of the research are provided in the appendix.

*Exams.* The mid-term review will be a take-home exam.

*Participation:* The seminar is discussion-driven, so active participation is essential. Students must have a command of required readings and be prepared to discuss and debate them. Because the class meets only once a week, attendance is also critical – no more than one missed session is allowable for any reason. Students who miss two sessions will be penalized in their participation grade. Three or more absences will result in an automatic F for the course. You will also be required to stay abreast of current events related to peacekeeping and peace-building. We will use the following core news sources. You are responsible for monitoring them prior to each class:

- *Relief Web.* This is a UN information system on humanitarian and post-conflict crises which should be a staple source for you over the semester.  
<http://www.reliefweb.int/w/rwb.nsf>
- *BBC website.* The British Broadcasting Corporation is arguably the most high-quality source of news in the world. [www.bbc.co.uk](http://www.bbc.co.uk)
- *The New York Times.* You are required to either take a subscription (available at the bookstore), or monitor the NYT on-line at [www.nytimes.com](http://www.nytimes.com)
- *UN Peace Building Commission news website.*  
<http://www.un.org/peace/peacebuilding/newscentre.shtml> This usually only has a few news items per week, but needs to be monitored for UN news.
- *Human Security Project daily news.* This is an invaluable electronic gateway to reports on issues of interest to the seminar. The project's website is at: <http://www.humansecuritygateway.info/> . I will forward you news summaries from the project when they are relevant.

## Required Reading:

Crocker, Chester, et al, eds. *Leashing the Dogs of War* (US Institute of Peace 2007).  
Carolyn Nordstrom, *A Different Kind of War Story* (University of Pennsylvania, 1997).  
Durch, William, ed. *Twenty-first Century Peace Operations* (US Institute of Peace, 2006)  
Call, Charles, ed. *Building States to Build Peace*, (Boulder: Lynne Rienner Press, 2008).  
Carothers, ed, *Promoting the Rule of Law Abroad* (Carnegie Endowment, 2006)

Additional required reading will consist of articles, chapters, and reports available on electronic reserve via blackboard.

**Office Hours:**

Monday: 9:30-10:30  
Tuesday: 2:00-3:00  
Wednesday: 11:00-12:00  
Thursday: 2:00-3:00  
Friday: 9:30-13:00

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

**Miscellaneous course policies:**

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

**Accommodations for religious observances.** Should a class obligation conflict with a faith observation, students are encouraged to seek alternative arrangements with me.

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

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

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

# Course Schedule

## Part I: Introductory Material

### Week 1 -- August 26: **Introduction**

1. intro to course
2. defining terms: peacekeeping, peace enforcement, peacebuilding, statebuilding, sovereignty, and beyond
3. history of peacekeeping, peacebuilding, and humanitarian response up to 1990
4. inventory of key actors and institutions
5. our agenda – the main issues at stake

Read: Durch, *Twenty-First Century Peace Operations*, pp. 1-11; Call, *Building States to Build Peace* ch 1, 2; Crocker, *Leashing the Dogs of War*, ch 1; Weiss and Collins, *Humanitarian Challenges and Intervention* (excerpts) (electronic reserve); Mingst and Karns, *The UN in the Post-Cold War Era* (excerpts) (electronic reserve).

Note on week 1: you will be asked to read this material in advance of the first class session. The readings are almost all opening chapters in books, and help intro basic concepts and frame the big questions for us. Some are a bit repetitive with one another, but there's no harm in hearing something twice.

### Week 2 – September 2: **Research Paper Session**

1. demystifying original research; or, how could I possibly come up with a new finding?
2. research design and line of inquiry guidelines
3. the comparative case study methodology
4. structure of an original research paper
5. the role of theory
6. case selection
7. source material

Read: George and Bennett *Case Studies and Theory Development in the Social Sciences* (2004), ch. 1, 3-6 (electronic reserve); and Call, *Building States to Build Peace*.

Note on week 2: The point of this session is to provide you with the methodological background to begin exploring your major research paper topic. We will be using one type of method – the comparative case method – for your research.

The George and Bennett reading is extremely difficult and technical in its language. Don't be intimidated! We'll clarify it in class. Don't read the whole Call book for class, instead just peruse it as an example of how comparative case studies are used to inform a broader theoretical/policy question, generate possible findings, and challenge conventional wisdom. Focus on the intro, the conclusion, and then just thumb quickly through the case studies. We'll read them more closely later in the semester.

### Week 3 – September 9: **Demystifying and Humanizing War and Peacekeeping**

Read: Nordstrom, *A Different Kind of War Story*, all.

Note of week 3: Nordstrom's important work is an anthropological look at populations living in the "new wars" we are studying. Her portrait of how communities cope with condition of "not war not peace" helps to put a human face on the protagonists in these civil conflicts and help demystify the conflicts we are studying. After discussing her work, I will also try to demystify the experience of peacekeepers, drawing on my experience in the UN Operation in Somalia. This latter discussion will not require any additional reading.

I will be out of town on Sept .9, so we will need to reschedule this session at another time that week in the late afternoon – I'll provide pizza and we can have dinner while we discuss the book.

### Week 4 – September 16: **Conflict Analysis: Diagnosis First, Prescription Second**

1. Trend analysis: the trajectory of inter-state and civil wars since the mid-1980s
2. Theories of war and why they matter
3. Protracted civil wars and the "new war" literature – the greed and grievance debate
4. State of the art: landmark studies of drivers of state failure and civil war
5. Beyond greed and grievance
6. Formalization of conflict analysis, conflict vulnerability assessments, and conflict sensitive assistance
7. "Not War Not Peace:" the voice of local communities in conflict analysis

Read: "Overview," *Human Security Brief 2007* (electronic reserve) ; SIPRI Yearbook 2008, Yearbook Summary, ch. 2, 3 (electronic reserve); USAID, "Conducting a Conflict Assessment (2005) (excerpts) (electronic reserve); Keen, "Incentives and Disincentives for Violence" (electronic reserve); Traci Cooke, "Lost in the Middle of Peace" (electronic reserve); Crocker, *Leashing the Dogs of War* ch. 2, 3, 7, 8, 11, 12, 13.

Note on week 4: This looks like a ton of reading, and it is, but be consoled by the fact that almost all of the electronic reserve readings are short excerpts. The heavy reading is in the Crocker edition. The objective of this session is to immerse you in the literature on conflict analysis, which is a fascinating field producing new and exciting findings and debates about the nature of contemporary armed conflict.

## **Part II: Case Studies of Intervention**

### Week 5 – September 23: **Hopes and Frustrations: The First Waves of Peace Enforcement and Humanitarian Intervention in the Post Cold War Era**

1. The rise of complex political emergencies and the new humanitarianism
2. The debate, circa 1992: Peacekeeping, nation-building, and the new world order?
3. The Somalia disaster: Black Hawk Down and its legacy

4. The Rwanda genocide and its legacy
5. The Bosnia debacle and its legacy
6. In our own backyard: frustration in Haiti
7. Nation-building, RIP? Debates post-1994
8. The late 1990s: Round two of intervention and peace enforcement, from Kosovo to DRC to East Timor
9. Lessons learned? Changes in peacekeeping and nation-building operations

Read: Durch, ch. 1-6

UN, Agenda for Peace (1992) <http://www.un.org/docs/SG/agpeace.html>; UN “Brahimi Report” (UN Report of the Panel on UN Peace Operations” (2000) [http://www.un.org/peace/reports/peace\\_operations/](http://www.un.org/peace/reports/peace_operations/)

Note on week 5: The 1990s was a watershed period for humanitarian intervention; much of the conventional wisdom on peace operations, humanitarian response, and statebuilding was learned through the painful failures of this era, and much of the humanitarian and peacebuilding architecture of today was developed in response to the experiences of the 1990s. In this session we take a closer look at the major cases of intervention in that period.

Note II: I will be out of the country on 9/23 so we will need to schedule another special session over pizza, date to be determined.

**Week 6 – September 30: Major Twenty-First Century Peace Operations: Afghanistan, Iraq**

Read: Durch, ch. 7-8; Call, ch. 13; other TBA

Note on weeks 6 and 7: Since 2001, Iraq, Afghanistan, Sudan, and Somalia have constituted major new peace operations and state-building endeavors. Unlike the 1990s, when the strategic rationale for intervention and statebuilding was a matter of debate, post 9/11 state-building is driven by much more overt national security agendas linked primarily to the global war on terror. These are the ongoing peace operations generating the most contemporary policy debates; we take a close look at reach over a two week period.

**Reminder: one paragraph research proposal due in class 9/30**

**Week 7 – Oct 7: Major Twenty-First Century Peace Operations: Sudan, Somalia**

Read: TBA

**Part III: Contemporary Debates and the State of the Art**

In this section of the seminar we explore broad cross-cutting themes and current debates related to humanitarian intervention, peace operations, and state-building. Each session is broken down into 2 or 3 short sessions.

Week 8 – October 14

1. **Ethics, Political Theory, and Humanitarian Intervention** (guest speaker: Dr. J.L. Holzgrefe, Duke University)
2. **The New Humanitarianism: Debates and Best Practices**
3. **Stabilization vs. Humanitarian Imperatives**

Read: J.L. Holzgrefe, “The Humanitarian Intervention Debate” (electronic reserve); Crocker, ch. 37; Weiss and Hoffmann, “The Fog of Humanitarianism” (2007); Mary Anderson (electronic reserve); Rob Muggah (electronic reserve).

Note on week 8: At first glance, humanitarian action appears to be the simplest and least complicated of the many international responses to complex emergencies or war. The humanitarian imperative to save lives is compelling and seemingly uncomplicated. In reality, it is anything but. In fact, the very term “humanitarian intervention” is contested. In this session, we explore three facets of the deeply complex issues involved in new humanitarianism.

Week 9 -- October 21:

1. **Mediation to End Civil Wars: Best Practices**
2. **The Spoiler Problem and the Rise of Violent Non-State Actors**
3. **Prevention, State of the Debate, State of the Art**

Read: Crocker, ch. 14-16, 18, 19, 30; Carnegie Commission on Preventing Deadly Conflict, Final Report, ch. 1, 3, 4; Stedman (electronic reserve)

Note on week 9: This week is dedicated to the work of international diplomacy designed to stop, manage, or prevent armed conflicts.

Week 10 – October 28:

1. **Challenges of Transitional Governments**
2. **Transitional Justice**
3. **Demobilization, Disarmament, and Re-integration/ Security Sector Reform**

Read: TBA

Note on week 10: This session is dedicated to a selection of some of the most challenging operational issues related to implementing post-conflict accords. There has been a lot of good recent work on this topic, I’m still sifting through some of the material to determine which will make for the best readings for you – stay tuned for specific reading assignments.

Week 11 – Nov 4:

1. **Peacebuilding vs. Statebuilding**
2. **Democratization and Human Rights vs. Capacity Building**

Read: Call, *Building States to Build Peace*, all; other TBA

Note on week 11: One of the most compelling issues in this field is the current debates over whether some of our most important goals are synergistic, incompatible, or must be

sequenced. Call's edited volume explores possible tensions between peacebuilding and state-building.

Week 12 – Nov 11:

**1. Rule of Law**

**2. Legitimacy, Performance, and the Question of Informal Authorities**

Read: Carothers, *Promoting the Rule of Law Abroad*, all; other TBA

Note on week 12: Carothers is a leading expert on statebuilding and democratization, and his new edited book on Rule of Law explores the role of law and external efforts to promote functional police and judicial systems in fragile states. We will also look at a new body of research on informal authorities and their potential role in statebuilding.

Week 13 – Nov 18:

**1. Measuring and Monitoring: How to Know When It's Time to Go**

**2. Emerging International Consensus and Doctrine on Intervention, Peacebuilding, and Statebuilding**

Read: United Nations, High Level Panel on Threats, Challenges, and Change, "A More Secure World" (2004)

<http://www.globalpolicy.org/reform/initiatives/panels/high/1202report.pdf>; ICISS, "The Responsibility to Protect" (2001), executive summary <http://www.iciss-ciise.gc.ca/pdf/Commission-Report.pdf>;

Note on week 13: Short readings for this "wrap up" session. Here we look at the state of the art thinking on peacebuilding and intervention as reflected in several recent international reports.

Nov. 25 – **Thanksgiving holiday**

**Research papers due as electronic copies to Dr. Menkhaus by Monday, Nov. 30, midnight**

Week 14 – December 2: **Research presentations**

Read: three of the papers to be presented (to be assigned) and all executive summaries

Week 15—December 9: **Research presentations**

Read: three of the papers to be presented (to be assigned) and all executive summaries

## **Appendix A: Major Research Paper Guidelines**

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POL 477  
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### **General**

The major paper for this seminar will constitute an individual research project but one which is nested within and framed by a collective research question. This approach – in which a project leader identifies an important research question that is best explored through comparative analysis of case studies produced by individual country experts – is very common in both the academic and policy world. It is most successful when the project leader provides clear guidelines and a coherent, appropriate research framework that facilitates cross-case comparison; when individual contributors closely adhere to that framework; and when the group has the opportunity to carefully compare different case studies and derive meaningful generalizations from the material. Our seminar project will try to meet all of these goals!

The methodology used in this approach is called the “focused, comparative case study” method. The case study produced by each contributor is not merely “telling the story” of a particular country, but rather the application of a common set of questions to a case with the explicit intent of informing a broader comparative analysis. The aim of the exercise is to test commonly held propositions or new hypotheses, and identify patterns, generalizations, and caveats about the issue under investigation. When done properly, this approach enjoys the best of both worlds – it is on the one hand rigorous, comparative, and theoretically-informed, while on the other hand providing space for the deep, textured analysis and attention to detail that only a case study can deliver.

This approach is not the only or best way to conduct social science research – it is one of many different tools we can use to explore different topics. I have chosen this method and this approach for our seminar because it is best suited to explore the questions I want the class to examine, and because it is a methodology with which I am most familiar in my professional work.

We will devote an entire class session to this methodology and to the specific collaborative project our class will undertake, and will regularly discuss our research over the course of the semester.

### **Comparative Study of Peacekeeping and Peacebuilding**

It is a truism to say that post-conflict reconstruction and state-building are some of the most important but most difficult challenges of our time. Much ink has been spilled (some of which you will read this semester!) on studies to improve our understanding of

causes of protracted conflict and state collapse, mediation, statebuilding, and nation-building.

These dozens and dozens of edited books on aspects of peacekeeping and peace-building typically follow a common path. A problem or puzzle emerges in the field; experts and practitioners begin to raise the question, and find that they lack good research on the topic; a foundation commissions a project to study it; the study involves a lead scholar who frames the question, conducts a literature review (what do we already know?), drafts a basic comparative research design, or a line of inquiry, identifies the most appropriate and important case studies to explore, and then contacts country experts and commissions case studies from them. The group as a whole often meets twice, at the beginning and at the end, to help tightened up the line of inquiry and then brainstorm over comparative findings. The result is an edited book, and often a flurry of shorter policy papers and op-eds. Sometimes these collective efforts are quickly forgotten; sometimes they help build new knowledge which becomes the new conventional wisdom.

I have assembled a number of these types of edited books and ongoing research projects on aspects of conflict analysis, peacekeeping, peacebuilding, statebuilding, and humanitarian intervention. Your research project will be based on one of them (your choice). Once you find a research topic from among the books that interests you, you will select a case study that does not appear in the book but which you believe might be useful to contribute to the discussion. Your line of inquiry will essentially be “testing” the findings from one of these edited books against your case study. Your results will wither be that your case study confirms their findings, refutes their findings, or – most likely – finds places where their findings may need to be refined, qualified, or updated in light of the evidence your case study brings to bear on the question. You may also see opportunities to reframe the line of inquiry somewhat – we will discuss this and other details about the research project in class.

While I am encouraging you to employ the case method, I am open to proposals for a variation on the theme, namely a comparative study of two or three cases.

A sample of the many potential case studies you can use, depending on the specific topic you opt to explore:

Iraq  
Afghanistan  
Somalia  
Ethiopia  
Bosnia  
Kosovo  
Haiti  
DR Congo  
Rwanda  
Liberia  
Cote d’Ivoire

Thailand  
Kyrgyzstan  
East Timor  
Burundi  
Nepal  
South Africa  
Cambodia  
El Salvador  
Guatemala  
Bangladesh  
Sudan

## Structure of the Paper:

The structure of the major paper **must** include the following:

### **Cover page**

### **Table of contents**

**One page executive summary** which sums up the main findings of the research. This is a standard component of published research, especially policy-oriented writing.

**Introduction.** It succinctly explains the issue to be explored, the significance of the topic, and the contribution the paper intends to make.

**Literature review.** A clear, analytic, and literate assessment of previous research on the topic. This is essential for giving your reader an informed idea of what is already known about the question you're exploring, the "state of the art" in that line of inquiry, and the point of departure for your own research. It should culminate in a compelling statement about how your research question will contribute further to this field. I will give you some examples in class. This is often not easy to do, but because you are basing your case study on an existing research project (the edited book) you already have much of the lit review done for you. Most students make the mistake of reducing the literature review to a series of unrelated one paragraph summaries of books and articles. That is a mistake. This is not an exercise in serial mini-book reviews. It should be structured analytically, by topic or theme, showing how prior research has moved from this finding to that, or how different schools of thought have separately explored a common issue.

**Research design.** Here you must present your research design as explicitly as possible. Again, your task is made easier by the fact you are building off of an existing set of studies. What is the explicit question you are setting out to answer, or proposition/hypothesis you are testing? What variables or factors are you focusing on? How are you measuring or operationalizing those variables? What methods are you employing to explore this question, and why? What database or sources of information are you using, and how reliable are they? Here you are essentially explaining to the reader the collaborative project and the comparative case study approach that we will go over in class.

**The Case Study.** The body of your paper. Here you explore your country case. We will discuss this methodology at length in a class session.

**Conclusion.** Summarize main findings and then address the "so what?" question – what are the implications of your findings for our knowledge of the topic and, potentially, for policy?

**Bibliography.** This must include all sources on which you relied. It must be in standard format, with complete information. Messy or incomplete bibliographies will be penalized.

The total length of the paper should stay roughly between 25-40 double spaced pages (not counting bibliography, table of contents, and abstract). This can vary from paper to paper.

## **Timeframe and Deadlines:**

**Aug 26-September 30.** General exploration of possible topics. In this first month, you **must** schedule a meeting with me during office hours to discuss your research interests.

**Sept 30:** One paragraph description of proposed topic due, in class.

**October 15-Nov. 11:** You **must** schedule one meeting with me during office hours to discuss progress in your research project. I do not want these meetings to occur after Nov 12; by then you should have completed most of the research and will be wrapping up the writing (I will of course be available for emergency meetings after Nov 12 as needed).

**Monday November 30:** Final paper due to me (electronic copy, sent as attachment) by midnight.

**Grading Criteria** (informal guidelines, the grade will not be broken up this way):

*Quality of research* 30%

*Quality of analysis* 50%

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

### **General Writing Guidelines**

1) Written assignments are due on the due date. Deadlines are not an invitation to negotiate. Major research papers handed in after the due date create major problems for the seminar – you will not be prepared to present, and fellow students will not be able to read them in advance. Last papers will therefore be penalized ten points per day. Excuses related to serious illness or family crisis will be considered. Please do not procrastinate.

2) Political Science majors must earn at least a C on their major research paper to graduate. If your grade falls below 73%, you will be required to revise and resubmit it until the grade is C or higher. That revised grade will not, however, change your final grade, which will be based on the original score.

3) Plagiarism is a very serious offense and will be vigorously prosecuted via the Dean of Students office. If you borrow an idea or argument from a source, cite it. If you are indebted for language (by paraphrasing) from an author, cite. If you paraphrase too closely, better just to put the line in quotations to acknowledge that the language is not yours. When in doubt, consult me; when in doubt, play it safe and footnote. Do NOT write your paper first and then go back through it to add citations; that practice often results in inaccurate and missed citations.

4) Some of you may choose the same research topic and explore different case studies. In that case, some informal collaboration is fine – you can flag interesting sources for one

another and brainstorm together, but must not go beyond the point where your “ownership” of your paper becomes unclear. Consult me if uncertain about this.

4) Footnotes and bibliography must adhere precisely to the style guidelines I provide to you. Failure to follow these guidelines will result in heavy penalty on the final grade. If you draw on material from the web, provide the complete url so that I can find the source easily (see below).<sup>1</sup> If I check a source and your footnote is incorrect, your grade will be marked down. Accurate footnoting is an important professional courtesy to others researching your topic.

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

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

## Sources

Thorough research of your topic is an essential component of the seminar research paper. That includes not only identifying all the relevant sources, but reading through them and determining which are the most authoritative and reliable. **Do not rely solely on a handful of sources, and do not restrict yourself to only one or two types of sources.** I will look over both your footnotes and bibliography carefully; if I am aware of important articles or reports on your topic which you do not reference, your grade will be marked down. Be aware that there is an ENORMOUS amount of material out there, on even the

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<sup>1</sup> Matt Bryden, Ken Menkhaus, and John Prendergast, “Somalia: Combating Terrorism in a Failed State.” Brussels: International Crisis Group (May 2002).

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

most minor topic. Don't stop your search too soon; keep digging. Depending on the specific topic you've chosen, your inventory of sources should probably include at least one reference from each of the categories of sources listed below.

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

Most of these journals have websites which allow you to review an index of articles, making it easy to check if they have anything on your subject. Some allow you to view entire articles on-line (check via the library website for journals we subscribe to).

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

valuable for current analysis. These journals also have websites with indices. Check the following:

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

- e) *News periodicals and magazines.* General news sources which occasionally feature a story on failed states and humanitarian response: Newsweek, The Economist, The Atlantic Monthly, The New Republic, The Nation, Time, etc. Search engines in the library make finding these articles easy.
- f) *Newspaper and media articles and features.* The worldwide web makes monitoring news stories on complex emergencies much easier than before. Nearly all of the world's best newspapers and multimedia news sources (like CNN) are now at our fingertips. Indeed, you can easily be overwhelmed by the flood of news stories on a country or topic. A few of the best sites for complex emergencies include the following:
- *BBC website.* [www.bbc.co.uk](http://www.bbc.co.uk),
  - *The New York Times* [www.nytimes.com](http://www.nytimes.com). On the left-side menu, click "international," then click "Africa."
- g) *Internet-based news and analysis services.* A number of internet sites are devoted exclusively to reporting on general or specialized news items and posting of reports on complex emergencies and peacekeeping intervention. Among the most useful internet sites for peacekeeping and peacebuilding are:
- *Relief Web.* An excellent UN information network on news related to zones of humanitarian and development work (including all of Africa), at: <http://www.reliefweb.int/w/rwb.nsf>. Click on "by country" and select a country – daily updates are provided on this site.
  - *Human Security Project.* <http://www.hsrgroup.org/index.php>
  - *Global Policy Forum* <http://www.globalpolicy.org/>
  - *UN Peacebuilding Commission* <http://www.un.org/peace/peacebuilding/>
  - *US Institute for Peace* <http://www.usip.org/>
- h) *"Gray" literature.* One of the most valuable but often least accessible sources for political and economic analysis in crisis zones are unpublished reports by governments, the UN, international organizations, think tanks, advocacy groups, databases, businesses, and non-profit organizations. Happily, the internet has greatly increased access to this type of analysis, but you still have to look hard. For a small sampling of websites where valuable reports or data might be found (as well as links to other sites), see:
- *Humanitarianism and War Project* <http://hwproject.tufts.edu/> (This is an essential site for our interests – lots of research monographs)

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

### ***Oral Presentation of Research***

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

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