

Peer review: On the last day of class, students will review one another's papers and make last-minute suggestions before the final manuscript is due. Everyone must bring a full draft of their final manuscript on this date and exchange papers with another student. Each student will complete a peer review worksheet and show it to the professor for grading before giving it to the author of the paper.

Exam: There will be one essay exam at the end of the seminar portion of the class (before we start research presentations). It will be open book and administered via Canvas. More information will be provided as the exam approaches.

READING MATERIALS:

The book listed below is required as a resource to help you develop and write your research paper. The assigned articles are posted on Canvas. The site also includes lecture slides, grades, assignment guidelines, useful links, and other information. **For discussion days, students will be divided into three groups (A, B, C); each group is responsible for discussing one article as noted on the schedule below, but students are expected to know the key arguments from all articles for the exam.**

Laura Roselle and Sharon Spray. *Research and Writing in International Relations, 2nd Edition*. (New York: Pearson Longman, 2011)

LECTURE AND READING SCHEDULE (subject to change):

January 8: Introductions and more

Little, Simon. 2017. "South Sudan: Time for humanitarians to get tough." *IRIN* (August 7), <http://www.irinnews.org/opinion/2017/08/07/south-sudan-time-humanitarians-get-tough>.

January 10: Humanitarian principles and ideals

Aly, Heba. 2015. "Bright Ideas for Better Aid." *IRIN* (August 17), <http://www.irinnews.org/report/101867/bright-ideas-for-better-aid>.

January 15: NO CLASS (Dr. Martin Luther King Jr. Day)

January 17: Discussion: How and why has humanitarianism changed? (And has it really changed?)

Group A: Weiss, Thomas G. 1999. "Principles, Politics, and Humanitarian Action." *Ethics and International Affairs* 13(1): 1-22.

Group B: Barnett, Michael. 2005. "Humanitarianism Transformed." *Perspectives on Politics* 3(4): 723-740.

Group C: Mills, Kurt. 2005. "Neo-Humanitarianism: The Role of International Humanitarian Norms and Organizations in Contemporary Conflict." *Global Governance* 11: 161-183.

Unit 1: Displacement

January 22: Responding to refugee crises

Take a VR tour of a Syrian refugee camp in Jordan: <http://zaatari360.martinedstrom.com/>

Video about life in Zaatari for a 12-year-old girl: <https://with.in/watch/clouds-over-sidra/>

Black, Richard. 1998. "Putting people in camps." *Forced Migration Review* (2): 4-7.

Crisp, Jeff and Karen Jacobsen. 1998. "Refugee camps reconsidered." *Forced Migration Review* (3): 27-30.

Black, Richard. 1998. "Refugee camps not really reconsidered: a reply to Crisp and Jacobsen." *Forced Migration Review* (3): 31.

January 24: Case studies of Rwanda and the Democratic Republic of Congo
Lemarchand, René. 2009. "The 1994 Rwanda Genocide." In Samuel Totten and William S. Parsons, eds. *Century of Genocide: Critical Essays and Eyewitness Accounts, Third Edition*. New York: Routledge.
Autesserre, Séverine. 2008. "The Trouble with Congo." *Foreign Affairs* 87(3): 94-110.

January 29: Discussion: Do refugee flows cause the spread of conflict?
Group A: Salehyan, Idean and Kristian Skrede Gleditsch. 2006. "Refugees and the Spread of Civil War." *International Organization* 60(2): 335-366.
Group B: Lischer, Sarah Kenyon. 2003. "Collateral Damage: Humanitarian Assistance as a Cause of Conflict." *International Security* 28(1): 79-109.
Group C: Whitaker, Beth Elise. 2003. "Refugees and the Spread of Conflict: Contrasting Cases in Central Africa." *Journal of Asian and African Studies* 38(2-3): 211-231.

January 31: Developing a research question [Fretwell 421]
Roselle and Spray, *Research and Writing in International Relations*, Chapter 1 & skim Chs. 5-9

Unit 2: Famine

February 5: Delivering emergency food aid
Clapp, Jennifer. 2005. "The Political Economy of Food Aid in an Era of Agricultural Biotechnology." *Global Governance* 11(4): 467-485.

February 7: Case study of Somalia, RESEARCH PROSPECTUS DUE
Menkhaus, Ken. 2012. "No access: Critical bottlenecks in the 2011 Somali famine." *Global Food Security* 1(1): 29-35.

February 12: Discussion: What political factors increase (or decrease) the likelihood of famine?
Group A: Keen, David. 1994. "The Functions of Famine in Southwestern Sudan: Implications for Relief." In Joanna Macrae and Anthony Zwi, eds. *War and Hunger: Rethinking International Responses to Complex Emergencies*. Zed Books.
Group B: Rubin, Olivier. 2009. "The Merits of Democracy in Famine Protection: Fact or Fallacy?" *European Journal of Development Research* 21(5): 699-717.
Group C: deWaal, Alex. 1991. "Famine and human rights." *Development in Practice* 1(2): 77-83.

February 14: Finding sources and writing the literature review [Fretwell 421]
Roselle and Spray, *Research and Writing in International Relations*, Chapter 2

Unit 3: Genocide and Ethnic Cleansing

February 19: Living up to the promise of "never again"
Conley-Zilkic, Bridget and Samuel Totten. 2009. "Easier Said Than Done: The Challenges of Preventing and Responding to Genocide." In Samuel Totten and William S. Parsons, eds. *Century of Genocide: Critical Essays and Eyewitness Accounts, Third Edition*. New York: Routledge.

February 21: Case studies of Cambodia and the former Yugoslavia
Williams, Sarah. 2005. "Genocide: The Cambodian Experience." *International Criminal Law Review* 5(3): 447-462.
Hagen, William W. 1999. "The Balkans' Lethal Nationalisms." *Foreign Affairs* 78(4): 52-64.

- February 26: Discussion: Why does the international community fail to stop genocide/ethnic cleansing?
Group A: Barnett, Michael. 2003. "Bureaucratizing the Duty to Aid: The United Nations and the Rwandan Genocide." In A. F. Lang, Jr., ed. *Just Intervention*. Washington, DC: Georgetown University Press.
Group B: Kuperman, Alan. 2000. "Rwanda in Retrospect." *Foreign Affairs* 79(1): 94-118.
Group C: Hildebrant, Timothy, Courtney Hillebrecht, and Peter M. Holm. 2012. "The Domestic Politics of Humanitarian Intervention: Public Opinion, Partisanship, and Ideology." *Foreign Policy Analysis* 9(3): 243-266.

February 28: Research design [Fretwell 421], LITERATURE REVIEW/HYPOTHESES DUE
Roselle and Spray, *Research and Writing in International Relations*, Chapters 3&4

March 5 & 7: NO CLASS (Spring Break)

Unit 4: Humanitarian Intervention

March 12: Using force in humanitarian crises
de Jonge Oudraat, Chantal. 2000. "Humanitarian Intervention: The Lessons Learned." *Current History* (December): 419-429.

March 14: Watch "Shake Hands with the Devil"

March 19: Case study of Darfur, RESEARCH DESIGN DUE
Lanz, David. 2009. "Save Darfur: A Movement and Its Discontents." *African Affairs* 108(433): 669-677.

March 21: Discussion: Does humanitarian intervention prolong/exacerbate civil wars?
Group A: Kuperman, Alan J. 2008. "The Moral Hazard of Humanitarian Intervention: Lessons from the Balkans." *International Studies Quarterly* 52(1): 49-80.
Group B: Regan, Patrick M. and M. Rodwan Abouharb. 2002. "Interventions and Civil Conflicts." *World Affairs* 165(1): 42-54.
Group C: Narang, Neil. 2014. "Assisting Uncertainty: How Humanitarian Aid can Inadvertently Prolong Civil War." *International Studies Quarterly* 59(1): 184-195.

Unit 5: Natural Disasters

March 26: Coordinating disaster relief: Case of Kashmir
BBC News. 2016. "Kashmir territories – full profile." (March 1), available at <http://www.bbc.com/news/world-asia-34810086>.

March 28: Discussion: Do natural disasters increase the likelihood of civil war?
Group A: Brancati, Dawn. 2007. "Political Aftershocks: The Impact of Earthquakes on Intrastate Conflict." *Journal of Conflict Resolution* 51(5): 715-743.
Group B: Slettebak, Rune T. 2012. "Don't blame the weather! Climate-related natural disasters and civil conflict." *Journal of Peace Research* 49(1): 163-176.
Group C: Gaillard, Jean-Christophe, Elsa Clavé, and Ilan Kelman. 2007. "Wave of peace? Tsunami disaster diplomacy in Aceh, Indonesia." *Geoforum* 39(1): 511-526.

April 2: Preparing for research presentations and finalizing analysis for papers [Fretwell 421]
Roselle and Spray, *Research and Writing in International Relations*, Chapters 10, 11, & 12

April 4: FINAL EXAM (on Canvas)

Research Presentations

April 9, 11, 16, 18, 23, 25: Student presentations (panels to be decided)

April 30: Peer review in class (BRING COMPLETE DRAFT OF PAPER)

May 9 (11:00 am-1:30 pm exam period): FINAL MANUSCRIPT DUE Fretwell 445H and on Canvas

PROFESSIONAL BEHAVIOR:

You are all adults and will be treated as such. In return, you are expected to behave as adults and to conduct yourself in a professional manner. This includes addressing the professor appropriately, using proper grammar and punctuation in your emails, and treating one another with respect. Examples of unprofessional behavior include but are not limited to: leaving your phone on during class, texting during class, leaving class once it has started (unless it is an absolute emergency), arriving late to class, and emailing the professor as if you were sending a text message to a friend. As adults, you can decide what are legitimate reasons to miss class; I do not get into the business of determining excused absences versus unexcused absences. Instead, you are given two “personal days” during the term to use as you wish; any additional absences after these two will be penalized. Obviously, you cannot earn participation points for days that you do not attend class.

ACADEMIC INTEGRITY:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity (<http://www.legal.uncc.edu/policies/ps-105.html>). This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to "F." Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor. As a condition of taking this course, all papers must be submitted to VeriCite (through Canvas) for the detection of plagiarism.