

## **4392-001: VIOLENCE, SCARCITY, AND NORMS IN GLOBAL POLITICS**

**UNIVERSITY OF TEXAS AT ARLINGTON, DEPARTMENT OF POLITICAL SCIENCE  
SPRING SEMESTER 2010  
COURSE OUTLINE**

Instructor: Brent E. Sasley

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Class location: 14 University Hall

Class time: Mon/Wed/Fri, 2:00-2:50pm

Office hours: Wednesday, 11:00am-12:00pm, or by appointment

**Please note: Although the office phone has voicemail, the best and fastest way to reach me is by email.**

### **COURSE CONTENT AND DESCRIPTION:**


The theory and practice of human security is one of the most significant and recent developments in contemporary world politics. Calling into question previous notions of national and international security, human security focuses on both the individual and on people in general as the referent “object” of security. It focuses on contemporary challenges to basic human needs and desires, challenges that undermine our capacity as humans to be safe, free, and secure. It also focuses on how international actors have responded to such challenges.


Albert Einstein argued that the purpose of a university education is not to teach students just facts, but to teach them to think. To this end, this course will introduce students to the ideas, theories, and practices of human security in the contemporary world order. It is divided into five sections: Section A lays out the theoretical and conceptual frameworks for understanding changes in our understanding of security in global politics. The next three sections examine three conceptualizations of human security: Section B focuses on human rights and legal structures; Section C explores issues of violence and war; Section D looks at other forms of deprivation. Finally, Section E considers some of the new norms and practices established to respond to human insecurity.


It is advisable that students keep up with contemporary international daily political, security, economic, social, and cultural developments through various media outlets. Students can follow developments in all major media outlets—such as CNN, *The New York Times*, *The Washington Post*, BBC, and so on.

### *COURSE OBJECTIVES:*


By the end of the course students will be familiar with the various processes and the norms of interaction between contemporary Middle Eastern actors. To meet these goals the course has the following objectives:

 *Identify* key concepts and theoretical frameworks used for investigating contemporary understandings of security in International Relations, and *acknowledge* some of the different ideas that shape the study of international security. This provides us with the appropriate tools for our exploration of the issues at hand.

 *Describe* the basic shape of the contemporary human security paradigm and its component parts. This equips us with a range of necessary facts that are vital to informed discussion, such as the issues that are at stake, who the relevant actors are, and so on.

 *Understand* the contemporary human security problématique. Building on the previous objective, this takes us into a deeper, more detailed examination of the formation of these facts.

✦ *Think critically* about international and human security. It is easy to take a stance on a given issue, but more difficult to defend that stance in a logical manner that rests on a judicious, nuanced, and open-minded foundation of understanding. Learning to think critically allows us to do the latter.

 *Connect* this knowledge to a better understanding of security and politics in general, in any region of the world. By sharpening our critical thinking and analytical skills, we can more effectively take on the problems faced by societies everywhere.

### **FORMAT:**

The course is conducted within a lecture framework. But class time will be used for general discussions and group work, in order to give students more time to discuss their own ideas and to understand the material through dialogue. Because this is a university course, students are expected to actively participate in class discussions, and are encouraged to question and debate with the instructor and each other on the various issues. This must be done in a productive and civil manner. Personal attacks and polemics will not be tolerated. The purpose of a freer flow of dialogue is to better understand and absorb the materials covered in class, and offensive actions and ideological or political agendas impede this process. Students who engage in such activities will have to leave the class.

PowerPoint will be used, but only to provide a skeletal outline of the lectures; students must pay attention to and take notes on what is said in class. Otherwise, they will not learn what is necessary for the course and the assignments.

The lectures are based in part on the readings, but will not necessarily directly discuss them; it will be assumed that students have done the readings.

Both the professor and the students have obligations and responsibilities in this course.

My responsibilities include making clear the objectives and material of the course; training students to think critically; returning assignments within a reasonable period of time with adequate comments and suggestions for improvement; treating students with respect and a willingness to hear their opinions and ideas; and keeping my own personal politics out of the classroom.

Students' responsibilities include taking seriously the purposes and assignments of the course; preparing themselves adequately for the lectures; handing their assignments in on time; treating each other and the professor with respect and a willingness to hear other opinions and ideas; and a readiness to think about the material with an open mind while keeping their own personal politics out of the classroom.


Students are also responsible for their own attendance and participation in class. Students who do miss class are responsible for obtaining the material discussed in class from their colleagues. I will not provide notes from lectures or discussions, but I am happy to discuss the material with a student who has already obtained the information. Poor attendance and poor participation will reflect on your final grade.

All cell phones, gadgets for listening to music, playing games, or contacting other people, and all similar devices must be turned off prior to the beginning of class. Students who engage in such activities will have to leave the class.


Please note that topics may change or may not be covered, depending on unforeseen circumstances. Any such changes are at the instructor's discretion. If there are any changes, they will be announced in class; students then are responsible for knowing whether and when any changes have been made.

### **REQUIRED READINGS:**

There are three sources of mandatory readings for this course:

 A coursepack of readings, available for purchase at the UTA Bookstore. Coursepack readings will be referred to in the reading list below as (Coursepack)

 Specific URLs available on the course WebCT. To access these, log in with your UTA NetID and password at <<http://www.uta.edu/webct/>>. WebCT readings will be referred to as (WebCT).

 Journal articles (in PDF form) available on e-reserves at the library. To access these, log in with your UTA NetID and password to the library's website ("Catalog," then "Course Reserves"). Library reserve readings will be referred to as (Library).

## **ASSIGNMENTS AND GRADE DISTRIBUTION:**

**Participation.** Students are expected to actively contribute to the conversations that take place within the framework of learning the material, and in particular to incorporate the readings into their contributions. This means asking questions, answering questions, and being part of whatever class discussions and group work, or other work, are included in the course. Participation is **worth 20% of the final grade**, and will be judged over the entirety of the course.

Students are also responsible for collecting news items that deal with a particular topic of the course. Each student must bring to class two news items, relevant to Sections B, C, D, and E of the course, but they cannot be part of the same section. Students will introduce their item, and we will spend some time discussing them. This activity is incorporated into students' participation grade.

**Policy memos.** Students will write **four** policy memos, **each worth 15% of the final grade**. Papers are due on **Monday, February 22**, on **Wednesday, March 24**, on **Friday, April 16**, and on **Friday, May 7**. Each memo is to be **4-8 pages** in length, excluding title page and bibliography; going under or over this range will result in a penalty, as the purpose is to learn how to make an argument in a specified amount of space.

One memo is based on each of the last four sections of the course (Sections B, C, D, and E). Each memo must be tied to a subject covered in the relevant course section (e.g., the state and human rights, genocide, disease, and so on) but students may pick whatever specific issue they wish to investigate. For example, if writing on gender(ed) security, students can explore issues of honor killings, or violence in war, or women and work, and so on. Although it is not mandatory, students are strongly encouraged to confer with the professor about their papers on a regular basis, including regarding the specific topic, the paper's content, style/structure, bibliography, and so on. I am also happy to read over a draft or several drafts (however long or short) of the paper and provide comments, so long as the paper is given to me with enough time to go through it before the due date.

All papers are due at the beginning of class; a paper that is handed in after class begins will be considered late. Late papers will not be accepted without penalty, unless there is a valid medical excuse and doctor's note or evidence of another serious and unavoidable reason. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; being sick the day the assignment is due; visiting friends or relatives; having other work. Documentation is always required and is subject to verification. Papers handed in after class begins, but on the same day the assignment is due, will be **penalized one percentage point per day off the mark received out of the total worth of the assignment, with an additional percentage point taken off for each additional day the report is late** (i.e., 1% per day off whatever grade is given out of 15%). Any requests for an extension must be made *before* the due date of the assignment. **Papers will not be accepted later than one week after the due date**; students will then receive a zero on the assignment.

Papers **must be typed or word-processed**, with normal font, spacing, and margins. Papers must have the standard format required of a university paper, including title page, proper and consistent citation style, bibliography, and page numbers. Regardless of the style used, **page numbers must be included in the citations and bibliography**. Papers **cannot be emailed in**—a hard copy must be provided. Students should also be sure to keep a copy of their assignments for themselves. **All papers must be double-sided, including title page and bibliography. Failure to do so will result in a penalty to the paper.**

Students' research must be based on scholarly sources, which means journal articles, books, and academic reports from well-known research institutes (some of the latter are listed on the professor's website). **Students must use at least one book and one journal article in their research for each paper** (neither of which can be on the course reading list). Dictionaries, lecture notes, encyclopedias (including Wikipedia), and many websites are **not acceptable**; students are **strongly** advised to consult with the professor first to find out if a source is suitable or not. Sources containing basic background information (e.g., the CIA World Factbook) and media reports are not scholarly sources; but they are useful for providing empirical evidence for an argument. Please note that Turnitin.com will be used by the professor for checking proper citations.

**Students are expected to use proper format, structure, grammar, and citations in all of their assignments; *how* students make their arguments is as important as *what* they argue. If a student hands in an assignment that does not meet these standard university requirements, she will be asked to re-submit the assignment with the requisite changes and a penalty. For technical material, see Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertation* (Chicago: University of Chicago Press), sixth edition or later; the course WebCT also has links on citations and bibliographies. Students may also consult the professor for further help.**

**Final exam.** A final 2.5-hour exam, **worth 20% of the final grade**, will be written at the end of the course, during the university's final exam period, on **Monday, May 10, 2:00 – 4:30pm**. The exam will be **cumulative**, taking into account everything studied from the beginning of the course (lectures, class discussions, readings, and any other materials covered in the course). The format of the final exam is a single essay section. Students may not use books, notes, electronic devices, or anything else to help write their exams, and they may not use the same exam booklet used for the practice exam. Students who are late to the exam will **not** be given extra time to finish.

There will be **no** make-up exam, barring a very serious development or illness. Common but invalid excuses include (but are not limited to): computer, printer, or car troubles; visiting friends or relatives; having other work. If there is an illness, students will have to provide a medical note—not one in which a doctor writes that the student confirms he/she was sick, but a detailed note explaining that the doctor knows for a fact that the student was sick on the day of the test and could not be expected to write. Documentation must be provided for a missed exam within five days after the missed exam, regardless of the reason, and is subject to verification. Any requests for a deferral

must be made *before* the date of the exam in order to be considered, and are at the professor's discretion. A missed exam must be made up **within five school days** after the date of the original scheduled exam. No make-up will be allowed after five school days, and a zero will be assigned for that grade.

Please note that no extra credit work is provided or allowed, regardless of circumstances. Please also note that not completing an assignment (policy memo, exam, participation) and instead re-weighting the worth of other course assignments is not an option.

#### ***ACADEMIC DISHONESTY:***

**Neither the professor nor the university has any tolerance for any form of academic dishonesty. Students who engage in such activities will face serious penalties, ranging from (among others) failure of the assignment, failure of the course, suspension, or expulsion from the university. According to the Regents' Rules and Regulations, academic (scholastic) dishonesty "includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."**

#### ***STUDENTS WITH DISABILITIES:***

The University of Texas at Arlington is committed to both the spirit and letter of federal equal opportunity legislation. As the professor I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. It is the students' responsibility to inform me of their need for accommodation and in providing authorized documentation through designated administrative channels. You may contact the Office for Students with Disabilities for more information: (817) 272-3364, or [www.uta.edu/disability](http://www.uta.edu/disability).

#### ***DROPPING THE COURSE:***

Students are responsible for deciding whether or not they should drop the course, and for being aware of the consequences of doing so. The last day to drop classes is **April 2, 2010**. Students should see their respective departmental advisors for more information.

#### ***STUDENT SUCCESS PROGRAMS:***

The University of Texas at Arlington supports a variety of programs to help students connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107, or <http://www.uta.edu/uac/studentsuccess-home/>.

Participation:	20% (Throughout the course)
Policy memos (4):	15% each (Due: Monday, February 22; Wednesday, March 24; Friday, April 16; and Friday, May 7)
Final exam:	20% (Monday, May 10, 2:00-4:30pm)

### **COURSE SCHEDULE:**

**Wednesday, January 20:** Introduction to course

*No readings.*

#### *Section A: Theoretical Changes*

**Friday, January 22:** Why do we talk about human security?

Lloyd Axworthy, "Human Security and Global Governance: Putting People First," *Global Governance* 7, no.1 (January-March 2001): 19-23. (Library)

Rob McRae, "Human Security in a Globalized World." In *Human Security and the New Diplomacy: Protecting People, Promoting Peace*, eds. Rob McRae and Don Hubert, 14-27. Montreal: McGill-Queen's University Press, 2001. (Coursepack)

**Monday, January 25:** Traditional conceptualizations of security

Michael Mastanduno, "A Realist View: Three Images of the Coming International Order." In *International Order and the Future of World Politics*, eds. T.V. Paul and John A. Hall, 19-40. Cambridge: Cambridge University Press, 1999. (Coursepack)

**Wednesday, January 27:** Redefining security

Richard Ullman, "Redefining Security." *International Security* 8, no.1 (Summer 1983): 129-153. (Library)

Simon Dalby, "Contesting an Essential Concept: Reading the Dilemmas in Contemporary Security Discourse." In *Critical Security Studies*, eds. Keith Krause and Michael C. Williams, 3-31. Minneapolis: University of Minnesota Press, 1997. (Coursepack)

**Friday, January 29:** Defining human security

United Nations Development Programme, *Human Development Report 1994: New Dimensions of Human Security* (1994): Chapter 2 (22-46). (WebCT)

United Nations Millennium Project, "Millennium Development Goals" (2000). (WebCT)

**Monday, February 1:** Critiquing human security

Yuen Foong Khong, "Human Security: A Shotgun Approach to Alleviating Human Misery?" *Global Governance* 7, no.3 (July-September 2001): 231-236. (Library)

Roland Paris, "Human Security: Paradigm Shift or Hot Air?" *International Security* 26, no.2 (Fall 2001): 87-102. (Library)

**Wednesday, February 3:** *How to write a paper for this class*

Margaret Price, "The St. Martin's Tutorial on Avoiding Plagiarism: Student Resources." (WebCT)

*Section B: Laws and Rights*

**Friday, February 5:** Legal foundations: human rights

Seyom Brown, *Human Rights in World Politics* (New York: Addison Wesley Longman, Inc., 2000): 21-39. (Coursepack)

**Monday, February 8:** The state and human rights

United Nations Development Programme, Regional Bureau for Arab States, *Arab Human Development Report 2009: Challenges to Human Security in the Arab Countries* (2009): Chapter 3 (53-78). (WebCT)

**Wednesday, February 10:** The state and human rights, cont.

Chantal Mouffe, "Which World Order: Cosmopolitan or Multipolar?" *Ethical Perspectives* 15, no.4 (December 2008): 453-467. (Library)

**Friday, February 12:** Promoting human rights: The United Nations

United Nations General Assembly, *Universal Declaration of Human Rights* (December 10, 1948). (WebCT)

Eric Neumayer, "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution* 49, no.6 (December 2005): 925-953. (Library)

**Monday, February 15:** International organizations and the democracy deficit

Andrew Moravcsik, "Is There a 'Democratic Deficit' in World Politics? A Framework for Analysis," *Government and Opposition* 39, no.2 (Spring 2004): 336-363. (Library)



**Wednesday, February 17:**      *Film: TBA*

**Friday, February 19:**      *Film: TBA*

*Section C: Freedom from Fear*

**Monday, February 22:**      *Policy memo #1 due*  
Failed and fragile states

Project Ploughshares, *Armed Conflicts Report 2009* (2009). (WebCT)

The Fund for Peace, "Failed States Index 2009." (WebCT)

Kalevi J. Holsti, *The State, War, and the State of War*. Cambridge: Cambridge University Press, 1996: Chapter 6 (99-122). (Coursepack)

**Wednesday, February 24:**      Failed and fragile states, cont.

Robert H. Dorff, "Failed States After 9/11: What Did We Know and What Have We Learned?" *International Studies Perspectives* 6, no.1 (February 2005): 20-43. (Library)

**Friday, February 26:**      Resources and conflict

Kyle Beardsley and Brian McQuinn, "Rebel Groups as Predatory Organizations." *Journal of Conflict Resolution* 53, no.4 (August 2009): 624-645. (Library)

James Bevan, "The Myth of Madness: Cold Rationality and 'Resource' Plunder by the Lord's Resistance Army." *Civil Wars* 9, no.4 (December 2007): 343-358. (Library)

**Monday, March 1:**      Resources and conflict, cont.

J. Anyu Ndumbe, "Diamonds, Ethnicity, and Power: The Case of Sierra Leone," *Mediterranean Quarterly* 12, no.4 (Fall 2001): 90-105. (Library)

Kimberly Process, "Background." (WebCT)

**Wednesday, March 3:**      Genocide, mass murder, and eliminationism

Howard Adelman, "Cultures of Violence," in *Building Sustainable Peace*, eds. Tom Keating and W. Andy Knight, 303-330. Edmonton: The University of Alberta Press, 2004. (Coursepack)

**Friday, March 5:** Genocide, mass murder, and eliminationism, cont.

*Rome Statute of the International Criminal Court* (July 17, 1998): Articles 5,6,7,8. (WebCT)

Jennifer Jackson Preece, "Ethnic Cleansing as an Instrument of Nation-State Creation: Changing State Practices and Evolving Legal Norms," *Human Rights Quarterly* 20, no.4 (November 1998): 817-842. (Library)

**Monday, March 8:** Genocide, mass murder, and eliminationism, cont.

Bruce Cronin, "International Legal Consensus and the Control of Excess State Violence." *Global Governance* 11, no.3 (July-September 2005): 311-330. (Library)

**Wednesday, March 10:** Children: Child soldiers

Mary-Jane Fox, "Child Soldiers and International Law: Patchwork Gains and Conceptual Debates." *Human Rights Review* 7, no.1 (October-December 2005): 27-48. (Library)

Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report 2008* (2008): pp. 2-3 (map), Introduction (12-39). (WebCT)

**Friday, March 12:** Children: Child soldiers, cont.

Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report 2008* (2008): Summary of Selected International Treaties (375-377). (WebCT)

United Nations General Assembly, *Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict* (February 12, 2002). (WebCT)

**Monday, March 15:** ***Spring break—No class***

**Wednesday, March 17:** ***Spring break—No class***

**Friday, March 19:** ***Spring break—No class***

**Monday, March 22:** ***Guest speaker: TBA***

Roméo Dallaire, *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Toronto: Random House Canada, 2003: Conclusion (510-522). (Coursepack)

**Wednesday, March 24:** *Policy memo #2 due*  
Refugees and migration

United Nations High Commissioner For Refugees, *2008 Global Trends* (June 16, 2009). (Read all, but note especially pp. 2, 4-6, 17.) (WebCT)

**Friday, March 26:** Refugees and migration, cont.

Reinhard Lohrmann, "Migrants, Refugees and Insecurity. Current Threats to Peace?" *International Migration* 38, no.4 (September 2000): 3-20. (Library)

*Section D: Freedom from Want*

**Monday, March 29:** Economic insecurity

Leong Liew, "Human and Economic Security: Is There a Nexus?" In *Asia's Emerging Regional Order: Reconciling Traditional and Human Security*, eds. William T. Tow, Ramesh Thakur, and In-Taek Hyun, 192-208. Tokyo: United Nations University Press, 2000. (Coursepack)

**Wednesday, March 31:** Economic insecurity, cont.

Martha A. Starr, "Growth and Conflict in the Developing World: Neo-liberal Narratives and Social-Economy Alternatives," *Review of Social Economy* 64, no.2 (June 2006): 205-224. (Library)

Muhammad Yunus, "Economic Security for a World in Crisis." *World Policy Journal* 26, no.2 (Summer 2009): 5-12. (Library)

**Friday, April 2:** Public health and disease

Colin McInnes and Kelley Lee, "Health, Security and Foreign Policy," *Review of International Studies* 32, no.1 (January 2006): 5-23. (Library)

Alan Ingram, "The New Geopolitics of Disease: Between Global Health and Global Security," *Geopolitics* 10, no.3 (Autumn 2005): 522-545. (Library)

**Monday, April 5:** Public health and disease, cont.

UNAIDS, Joint United Nations Programme on HIV/AIDS, *Mapping Progress towards Universal Access, Interactive Map*. (WebCT)

Stefan Elbe, "Should HIV/AIDS Be Securitized? The Ethical Dilemmas of Linking HIV/AIDS and Security," *International Studies Quarterly* 50, no.1 (March 2006): 119-144. (Library)

**Wednesday, April 7:** Food security

United Nations World Food Programme, *2009 Hunger Map, Hunger Stats*, and *Hunger FAQs*. (WebCT)

**Friday, April 9:** Food security, cont.

Robert Paarlberg, "The Global Food Fight," *Foreign Affairs* 79, no.3 (May-June 2000): 24-38. (Library)

Peter Rossett, "Genetically Engineered Crops: Will They Feed the Hungry and Reduce Poverty?" *LEISA Magazine* (December 2001): 6-8. (Library)

**Monday, April 12:** The new slavery

Kevin Bales, *Disposable People: New Slavery in the Global Economy*, revised ed. Berkeley: University of California Press, 2004: Chapter 4 (121-148). (Coursepack)

**Wednesday, April 14:** The new slavery, cont.

United Nations General Assembly, *Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention against Transnational Organized Crime* (December 25, 2003). (WebCT)

**Friday, April 16:** ***Policy memo #3 due***  
Corruption and transnational crime

Peter Eigen, "Corruption in a Globalized World," *SAIS Review* 22, no.1 (Winter-Spring 2002): 45-59. (Library)

**Monday, April 19:** Corruption and transnational crime, cont.

Transparency International, *Corruption Perceptions Index 2009* (November 17, 2009): Interactive map and country rankings. (WebCT)

United Nations General Assembly, *Convention against Corruption* (December 14, 2005): 1-3, skim. (WebCT)

**Wednesday, April 21:** Gender(ed) security

United Nations, Department of Economic and Social Affairs, Division for the Advancement of Women, *Convention on the Elimination of All Forms of Discrimination against Women* (September 3, 1981): Overview, and read the "History" and "State Parties" (links at the top left of the page; click on the states to see their reservations). (WebCT)

Mary Caprioli, "Democracy and Human Rights versus Women's Security: A Contradiction?" *Security Dialogue* 35, no.4 (December 2004): 411-428. (Library)

Bronwyn Winter, "Religion, Culture and Women's Human Rights: Some General Political and Theoretical Conclusions," *Women's Studies International Forum* 29, no.4 (July-August 2006): 381-393. (Library)

**Friday, April 23:** Gender(ed) security, cont.

Brandon Hamber, Paddy Hillyard, Amy Maquire, Monica McWilliams, Gillian Robinson, David Russell, and Margaret Ward, "Discourses in Transition: Re-Imagining *Women's Security*." *International Relations* 20, no.4 (December 2006): 487-502. (Library)

Elisabeth Jean Wood, "Variation in Sexual Violence during War," *Politics & Society* 34, no.3 (September 2006): 307-341. (Library)

*Section E: New Prescriptive Global Norms*

**Monday, April 26:** Humanitarian intervention

Kofi Annan, "Two Concepts of Sovereignty." *The Economist* (September 18, 1999). (WebCT)

Jean Daudelin, "Rethinking Humanitarian Intervention." In *Building Sustainable Peace*, eds. Tom Keating and W. Andy Knight, 1-22. Edmonton: The University of Alberta Press, 2004. (Coursepack)

**Wednesday, April 28:** Humanitarian intervention, cont.

International Commission on Intervention and State Sovereignty, *The Responsibility to Protect* (R2P) (December 2001): xi-xiii, 11-18. (WebCT)

Sarah Kernot, "Humanitarian Intervention: Human Rights versus Humanitarian Assistance," *Global Change, Peace & Security* 18, no.1 (February 2006): 41-55. (Library)

**Friday, April 30:** Peace-building

Michael Barnett, Hunjoon Kim, Madalene, O'Donnell, and Laura Sitea, "Peacebuilding: What Is In a Name?" *Global Governance* 13, no.1 (January-March 2007): 35-58. (Library)

**Monday, May 3:** *Guest speaker: TBA*

*Truth and Reconciliation Commission of South Africa Report* (October 29, 1998): Volume 1, Chapter 5 (103-134). (WebCT)

**Wednesday, May 5:** Peace-building, cont.

Michael Barnett, "Building a Republican Peace: Stabilizing States after War,"  
*International Security* 30, no.4 (Spring 2006): 87-112. (Library)

**Friday, May 7:** ***Policy memo #4 due***  
Review for final exam

*No readings.*

**Monday, May 10:** ***Final exam (2:00 – 4:30pm)***