5334-001: VIOLENCE, SCARCITY, AND NORMS IN GLOBAL POLITICS

UNIVERSITY OF TEXAS AT ARLINGTON, DEPARTMENT OF POLITICAL SCIENCE
SUMMER SEMESTER 2011
COURSE OUTLINE

Instructor: Brent E. Sasley
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Class location: 455 University Hall
Class time: Tuesdays, 6:00-9:50pm

Office hours: By appointment
Please note: 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 respond 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. In particular, it three conceptualizations of human security: human rights and legal structures; violence and war; other forms of deprivation.

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.

OBLIGATIONS AND RESPONSIBILITIES:

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.

Communicating by E-mail:

Outside of class, email is the best way to reach me. Please use standard polite greetings and address me not as a close friend but as your professor. Please note that one-line comments or questions are not enough for me to know what you are trying to say: be sure your email provides enough detail and explains the context of your comment or question, including which course you are emailing about.

REQUIRED READINGS:

There are four sources of mandatory readings for this course:

📖 Shahrbanou Tadjbakhsh and Anuradha M. Chenoy, *Human Security: Concepts and Implications*. London: Routledge, 2007. This book is available for purchase at the Bookstore.

📚 Journal articles in pdf format on e-reserve at the library. Library reserve readings will be referred to as (e-reserves).

🗁 Journal articles available on-line in pdf format, which must be searched for through the library's catalogue. Library journal article readings will be referred to as (Library).

💻 Specific URLs available on the course Blackboard. To access these, log in with your UTA NetID and password at <https://elearn.uta.edu/webapps/login/>. Blackboard readings will be referred to as (Blackboard).

ASSIGNMENTS AND GRADE DISTRIBUTION:

Participation. Because this course is a seminar, students are expected to: (1) Actively prepare for class by thinking about and evaluating the assigned readings, and (2) Actively participate in class discussion and debates; in fact, students should do most of the talking in class. Without students' vigorous participation, the course will simply not work and everyone's time will be wasted. Participation is **worth 30% of the final grade**.

Critical review essay. Students will write **one** critical review essay, **3-6 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. (The topic will be assigned in the first class). The essay should **only** discuss the readings for a particular class/topic. Students ***should not repeat or summarize*** the readings; everyone else will have read the material. Rather, students should focus on drawing out general themes and common (or disparate) threads, taking a position on a major point raised in the readings (and be prepared to defend that position), highlighting strengths or weaknesses of the readings, and so on. In short, the essay is meant to be a critical-analytical evaluation of the material and how it relates to that class's topic and

the course materials more generally. The review essay is **worth 15% of the final grade**. In order to facilitate the critiques of these essays, critical review essays must be emailed to the professor by **10:00pm on the Saturday before the scheduled class/topic** on which the essay is based. The professor will then send the essay to all students in the class, with the expectation that everyone will read and be prepared to discuss it.

Students will also present their essay to the class, in the form of an oral presentation, **about 10-15 minutes** long, on the day of that topic. Students should feel free to be as creative as they wish in presenting their material—including the use of short films, websites, slides, charts, fictional dialogue, or any other format they wish to use to impart their analysis.

There is no deferral or make-up presentation; **students who do not hand in their essay on time *and* present on their scheduled day will receive a zero on this assignment**.

Essays **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 **must be emailed in**—hard copies will not be accepted. Students should also be sure to keep a copy of their assignments for themselves. Papers will be returned to students by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all papers will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool.

Essay critique. Students will critique **one** critical review essay (to be assigned in the first class). Similar to the critical review essay, this assignment is composed of both a presentation and a written element. The essay critique should be **3-4 pages** in length (excluding title page and bibliography). The critique is based **only** on the critical review essay it is addressing; outside research is not necessary, though it can be incorporated. In the critique students must analyze and assess a critical review essay. The critique should point out problems, weaknesses, flaws, inconsistencies, implications, and so on in the essay's arguments. It should **not** summarize the essay or highlights its strengths; the assignment is meant to be a critical evaluation.

Critiques **must be emailed in before the beginning of the class in which they will be presented**—hard copies will not be accepted. Critiques emailed in after class begins will not be accepted and students **will receive a zero on the assignment**. Students will present their critique after the critical review essay is presented, and should take **no more than 10 minutes**. The essay critique is **worth 15% of the final grade**.

Critiques **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. Students should also be sure to keep a copy of their assignments for themselves. Critiques will be returned to students by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks.

Short research projects. Students will write and present **two** short research projects, **each 5-8 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. Each research project is **worth 20% of the final grade**, and is **due at the beginning of the class** on which the project is based. The first project is due in on or before July 12; the second is due on or between July 19 and August 9.

Each project must be tied to a subject covered in the relevant course section (e.g., human rights, violence and war, public health, and so on), but students should 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. Each project **must answer 3 specific questions**: (1) What policies have been tried regarding the particular issue you are focusing on? (2) In your view, why aren't those particular policies working or fixing the problem? (3) What do you suggest be done about it? What ideas do you propose to address the particular issue?

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 after 3 calendar days 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 **must be emailed in**—hard copies will not be accepted. Students should also be sure to keep a copy of their assignments for themselves. Critiques will

be returned to students by email, with comments in the text through the Track Changes feature in Word as well as an attached page of remarks. Note that all papers will be reviewed by a plagiarism-detection program: this is not due to a presumption of guilt but rather is used as a teaching tool.

Students will also present their research projects to the class on the day of that topic, in the form of an oral presentation. The presentation should last **about 12-15 minutes**. This is an opportunity for students to inform the rest of the class (including the professor) about the issue and its importance. Students should feel free to be as creative as they wish in presenting their material—including the use of short films, websites, slides, charts, fictional dialogue, or any other format they wish to use to impart their analysis.

These are research projects, and so 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.

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.

Please note that no extra credit work is provided or allowed, regardless of circumstances. Please also note that not completing an assignment 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.

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 **July 21, 2011**. 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: 30% (Throughout the course)

Critical review essay: 15% (Due the day of that topic)

Essay critique: 15% (Due the day of that topic)

Short research projects (2): 20% each (Due the day of that topic)

GRADING SCALE:

A   80-100%
B   70-79%
C   60-69%
D   50-59%
F   0-49%

COURSE SCHEDULE:

Tuesday, June 7:   Introduction to course

No readings.

Tuesday, June 14:   The transition from traditional to human security

United Nations Development Programme, *Human Development Report 2010: The Real Wealth of Nations*: Table 1, "Human Development Index and Its Components," pp.143-146. (Blackboard)

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

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

Tadjbakhsh and Chenoy, Chapter 1 (9-38), Chapter 2 (39-71).

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

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

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

Tuesday, June 21:   Legal foundations: Human rights

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

Rome Statute of the International Criminal Court (July 17, 1998): Part 2, Articles 5-8 (inclusive, pp.3-10); Articles 12-15 (inclusive, pp.11-12). (Blackboard)

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

Tadjbakhsh and Chenoy, Chapter 5 (123-139).

Mahmood Monshipouri and Claude E. Welch, "The Search for International Human Rights and Justice: Coming to Terms with the New Global Realities," *Human Rights Quarterly* 23, no.2 (May 2001): 370-401. (Library)

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

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

Tuesday, June 28:   Violence, conflict, and mass murder

Project Ploughshares, *Armed Conflicts Report 2010* (2010). (Blackboard)

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)

Tadjbakhsh and Chenoy, Chapter 6 (143-165).

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)

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)

Nsongurua J. Udombana, "When Neutrality is a Sin: The Darfur Crisis and the Crisis of Humanitarian Intervention in Sudan," *Human Rights Quarterly* 27, no.4 (November 2005): 1149-1199. (Library)

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

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

Tuesday, July 5:   The movement of people

William E. Rees, "Globalization, Trade and Migration: Undermining Sustainability," *Ecological Economics* 59, no.2 (September 2006): 220-225. (Library)

United Nations High Commissioner For Refugees, *2009 Global Trends* (June 15, 2010). (Read all, but note especially "Trends at a Glance," pp.2-9, 24-26). (Blackboard)

Susanne Schmeidl, "(Human) Security Dilemmas: Long-Term Implications of the Afghan Refugee Crisis," *Third World Quarterly* 23, no.1 (February 2002): 7-29. (Library)

Idean Salehyan and Kristian Skrede Gleditsch, "Refugees and the Spread of Civil War," *International Organization* 60, no.2 (Spring 2006): 335-366. (Library)

Igor Matutinović, "Mass Migrations, Income Inequality and Ecosystems Health in the Second Wave of a Globalization," *Ecological Economics* 59, no.2 (September 2006): 199-203. (Library)

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

Joel Quirk, "The Anti-Slavery Project: Linking the Historical and Contemporary," *Human Rights Quarterly* 28, no.3 (August 2006): 565-598. (Library)

Kevin Bales, *Disposable People: New Slavery in the Global Economy*, revised ed. Berkeley: University of California Press, 2004: Chapter 2 (34-79). (Coursepack)

Tuesday, July 12:   The interaction between people and the environment

United Nations, Department of Economic and Social Affairs, Population Division, *Population Newsletter*, No.87 (June 2009): 1-20. (Blackboard)

David Pimentel and Marcia Pimentel, "Global Environmental Resources versus World Population Growth," *Ecological Economics* 59, no.2 (September 2006): 195-198. (Library)

Valentina Mazzucato and David Niemeijer. "Population Growth and the Environment in Africa: Local Informal Institutions, the Missing Link," *Economic Geography* 78, no.2 (April 2002): 171-193. (Library)

Jack A. Goldstone, "Demography, Domestic Conflict, and the International Order," in *International Order and the Future of World Politics*, eds. T.V. Paul and John A. Hall, 352-372. Cambridge: Cambridge University Press, 1999. (Coursepack)

Michael Redclift, "Addressing the Causes of Conflict: Human Security and Environmental Responsibilities," *Review of European Community and International Environmental Law* 9, no.1 (2000): 44-51. (Library)

Jared Diamond, *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin Books, 2005: Chapter 4 (136-156). (Coursepack)

Tuesday, July 19: Public health

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)

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)

David L. Heymann and Guenael Rodier, "SARS: A Global Response to an International Threat," *Brown Journal of World Affairs* 10, no.2 (Winter-Spring 2004): 185-197. (Library)

United Nations World Food Programme, *2010 Hunger Map*, *Hunger Stats*, and *Hunger FAQs*. (WebCT)

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. (e-reserves)

Tuesday, July 26: Gendered (in)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*. Skim also the "History," "State Parties," and "Reservations" (links at the top left of the page). (Blackboard)

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

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. (e-reserves)

Santi Rozario, "The New Burqa in Bangladesh: Empowerment or Violation of Women's Rights?" *Women's Studies International Forum* 29, no.4 (July-August 2006): 368-380. (e-reserves)

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. (e-reserves)

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

Myriam S. Denov, "Wartime Sexual Violence: Assessing a Human Security Response to War-Affected Girls in Sierra Leone," *Security Dialogue* 37, no.3 (September 2006): 319-342. (e-reserves)

Cheshmak Farhoumand-Sims, "Unfulfilled Promises: Women and Peace in Post-Taliban Afghanistan," *International Journal* 62, no.3 (Summer 2007): 643-663. (e-reserves)

Tuesday, August 2:   The economics of insecurity

Tadjbakhsh and Chenoy, Chapter 4 (98-122).

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)

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

Edward Newman and Niklas Keller, "Criminal Legacies of War Economies," *Journal of Peacebuilding and Development* 3, no.3 (2007): 49-62. (e-reserves)

Transparency International, *Corruption Perceptions Index 2010* (October 2010): Interactive map and country results. (Blackboard)

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

Peter Wilkin, "Global Poverty and Orthodox Security," *Third World Quarterly* 23, no.4 (August 2002): 633-645. (Library)

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)

Tuesday, August 9:   Failed states and peacebuilding

The Fund for Peace, "Failed States Index 2010." (Blackboard)

Robert I. Rotberg, "The New Nature of Nation-State Failure," *The Washington Quarterly* 25, no.3 (Summer 2002): 85-96. (e-reserves)

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)

Tadjbakhsh and Chenoy, Chapter 8 (185-207), pp.221-226.

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. (e-reserves)

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

Patricia Daley, "Challenges to Peace: Conflict Resolution in the Great Lakes Region of Africa," *Third World Quarterly* 27, no.2 (April 2006): 303-319. (Library)

Sebastian von Einsiedel and David M. Malone, "Peace and Democracy for Haiti: A UN Mission Impossible?" *International Relations* 20, no.2 (June 2006): 153-174. (e-reserves)

United Nations Peacebuilding Commission, "Questions and Answers" (no date). (Blackboard)