

PJS 501 (3 Units)

# Foundations of Peace & Justice I

Fall Semester 2011

2:30-5:20 PM, Wednesdays  
Room IPJ-215 (or as announced)

Foundations I (Fall 2011) and II (Spring 2012) are team-taught by four faculty members. Profs. McDougal and Tschirgi will lead the course in the Fall semester; Profs. Carpenter and Sharp will take the lead in the Spring.

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## COURSE DESCRIPTION

Humans have long harbored the notion that the societies they form can be understood and reformed so as to produce more peaceful, just, and rewarding relations between individuals and different groups. This optimism in our capacity to improve societal peace has manifested itself in various ways over time as sets of (sometimes competing) philosophies, disciplines, and professional practices. Following two world wars and the threat of nuclear destruction in the 20<sup>th</sup> century, peace studies emerged as a multi-disciplinary field of research, advocacy and action with the explicit goal of reducing violent conflict and promoting peace. In this class, we will explore the philosophical foundations and practical strategies of peace studies and examine four distinct but complementary approaches to attaining a more peaceful world: Conflict Resolution, Human Rights, and Development & Human Security. These approaches correspond to the concentrations within the KSPC Masters Program in Peace and Justice and provide a multi-disciplinary and interdependent conceptual framework.

§ **Conflict Resolution** seeks to improve our understanding of conflict and our collective practice of reducing violence and enhancing political processes for harmonizing interests. It focuses on changing the way actors approach conflict and seek to resolve it, so as to foster better and more effective relations among people and states.

§ **Human Rights** seeks to promote normative visions of equity and fairness, including distributive, procedural, restorative, and retributive justice. It focuses on the marshalling of a moral and legal discourse as a means of ordering relations between the individual and the state, and promoting long-term positive peace.

§ **Development** seeks to grow the capacity of society's members to fulfill their own wants and needs, since such fulfillment is presumed to imply fewer attempts to usurp the resources of others. It focuses largely on the realization of a society's potential for economic growth to promote human development as well as human security. Going beyond a narrow concern for physical safety, the concept of **Human Security** brings a people-centered approach to the quest for development and security at the individual, societal, state and global levels on the understanding that human well-being cannot be fully achieved in the absence of "freedom from want", "freedom from fear" and "freedom to live in dignity."

By the end of the semester, students should have an appreciation of key themes in the field of peace studies, a critical understanding as to their applicability in practice.

## **COURSE GOAL**

As the first part of a year-long course, Foundations I will survey the histories, theories, and core concepts of peace and justice. In turn, Foundations II will focus on putting peace knowledge into practice through case studies.

## **LEARNING OBJECTIVES**

Students will be able to:

1. Identify the philosophical foundations and range of practical strategies of four key approaches to attaining a more peaceful world: Conflict Resolution, Human Rights, Human Security and Development.
2. Identify those actors and factors—whether political, historic, military, socio-economic, governance, organizational or institutional—in a particular context that have served to generate, shape or constrain the range of options for peacebuilding initiatives and interventions that are available.
3. Understand the tradeoffs, tensions, and debates that surround the choice between different intervention options, and be capable of serving as an informed and politically savvy participant in those debates.

4. Ascertain the various levels at which peacebuilding initiatives and interventions can or need to take place, including the complementary or contradictory roles played by local, national, and international actors.
5. Begin to articulate a theory about the relationship (or lack thereof) between the various approaches and practices, and longer-term positive peace and stability.
6. Understand and synthesize theory and research from the field, so as to foster their own learning and informed engagement, and those of others committed to being more effective in their work.

## **FALL 2011 COURSE REQUIREMENTS**

**Please Note:** This syllabus is a road map to get us started, not a final contract carved in stone! The instructors reserve the right to alter requirements and/or course content throughout the semester based on their assessment of student needs and attainment of learning objectives.

### 1. Attendance & Participation

Student preparation for and participation in the classroom are essential to the success of this course. All reading assignments are to be completed PRIOR to our seminar each week. You are expected to thoroughly prepare for and actively engage in weekly discussions. Please make sure that you express informed opinions about the subject matter. Ask questions based on your knowledge of the readings, agreeing or disagreeing with the viewpoints of our authors. Class sessions may include structured debates, activities, and role-plays.

### 2. Plagiarism Tutorial and Quiz

You are required to complete the online SDSU plagiarism tutorial and quiz, and print out and turn in your results sheet within the first two weeks of class (i.e., on or before 14 September 2011). Everything you need to complete the assignment is available on Blackboard in the Assignments section.

### 3. Written or Oral Assignments

Throughout the semester, you will be required to do a series of written and oral assignments. Each of these assignments should be regarded as a mini-essay, with a clear point to be argued based on the required readings. Starting with the first written assignment (see below), students are expected to produce high-quality academic work, with footnotes and bibliographies as appropriate.

### 4. Final Exam

During exam week in December, there will be an open-book, take-home exam that will cover all the material covered during the semester. It is therefore important that students view each section of the course as part of an integrated whole.

## **GRADING**

Each of the four professors will determine 15% of the course grade based on the number of assignments he/she gives. This will constitute 60% of the grade for the course. The remaining 40% will be for the final exam which will be prepared and evaluated by all four professors collectively.

## **CONDUCT**

There is zero-tolerance policy for breaches of academic integrity in this class. Plagiarism will result, at minimum, in a zero for that assignment – and possibly for the course. It is incumbent upon you, the student, to familiarize yourself with university policy and abide by it.

This is a professional degree program, and you are expected to treat your classmates and professors professionally – after all, they will shortly be your colleagues in the Peace & Conflict field. Nowhere will this be more important than in our class discussions. The latter are avenues of learning, and you are encouraged to engage your peers in respectful, constructive, and professional terms.

## **FALL 2011 COURSE SCHEDULE**

### **INTRODUCING PEACE & JUSTICE STUDIES**

Please note that each session starts with Reflection Questions. These are designed to guide you in preparing for that session and in seeking answers in the assigned readings. It is important that you review these questions before starting your readings and return to them after you do your readings in order to come to class with provisional answers to those questions.

#### **Week 1. (31 Aug.): Introduction to the Program**

##### **Reflection Questions:**

*Is peace always desirable in the short term? Does war serve useful functions, or is it always an evil to be avoided? Should the international community intervene to prevent bloodshed? If so, how and under what circumstances?*

##### **Required Reading:**

- Edward N. Luttwak, “Give War a Chance,” *Foreign Affairs*, August 1999.
- Bruce Bawer, “The Peace Racket,” *City Journal*, Summer 2007. Available at: [http://www.city-journal.org/html/17\\_3\\_peace\\_racket.html](http://www.city-journal.org/html/17_3_peace_racket.html).

#### **Week 2. (7 September): Introduction to the Field**

##### **Reflection Questions:**

*What is the origin of Peace Studies? How did Peace Studies evolve and what lies ahead? What can students of Peace Studies expect to gain? What are the expectations of potential employers?*

Required Readings:

- Gregory Mason, “Peace Studies in the Next Half-Century”, *Peace Review*, 14:1 (2002)
- Mari Fitzduff, “Core Competencies for Graduate Programs in Coexistence and Conflict Work: Can We Agree?” Woodrow Wilson International Center, September 2006
- USIP, “Special Report on Graduate Education and Professional Practice in International Peace and Conflict,” August 2010.

Special In-class Presentation on WebCT/Blackboard

Written assignment: due before the start of class<sup>1</sup>

*In an integrated review essay, please summarize the key thesis/argument of the above readings to maximum of 1000 words. Please feel free to also refer to the Pathways to Peacebuilding chart from the Kroc School at Notre Dame University which was included in your Orientation package.*

Week 3. (14 Sep.): The Art & Science of Peacebuilding and KSPS’s Multi-disciplinary approach

Reflection Questions:

*Is Peace Studies a distinct academic field? What are its origins? Why are there different types of programs in Peace and Conflict? What is KSPS’s approach?*

Readings:

- Johan Galtung, “Peace Studies and Conflict Resolution: The Need for Transdisciplinarity”, *Transcultural Psychiatry*, February 2010
- John Paul Lederach, *The Moral Imagination: The Art and Soul of Building Peace* (Oxford University Press, 2005) Chapters 1 through 4; pp. 3-40

Written assignment: due before the start of class<sup>2</sup>

*In a short essay not exceeding 1000 words, please compare and contrast the peacebuilding approaches of Galtung and Lederach in the selections cited above.*

Week 4. (21 Sep.): Developing a Common Framework and Vocabulary; Key Concepts and Cross-Cutting Themes in Peace and Justice Studies

Reflection Questions:

*What are the key concepts in Peace Studies? Given the lack of consensus among scholars on these concepts and the absence of a universally accepted framework, what is the most fruitful approach to understanding as well as practicing peacebuilding?*

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<sup>1</sup> See the guidelines circulated last week. The guidelines will also be available on WebCT/Blackboard.

<sup>2</sup> Same guidelines as Week 2.

Required Readings:

- David P. Barash and Charles P. Webel, *Peace and Conflict Studies*, 2<sup>nd</sup> edition, Los Angeles, Sage, 2009, Chapters 1 and 2 titled “The Meanings of Peace” and “The Meanings of Peace”, pp. 3-42.
- *Human Security Report, 2009-2010*. The Human Security Project, <http://www.hsrgroup.org/human-security-reports/20092010/text.aspx>, Chapter 1 & 4.

Recommended Readings

- Douglas P. Fry, *Beyond War: The Human Potential for Peace*, Oxford University Press, 2009, Chapters 6, 8, 15 and 16
- Oliver P. Richmond, *Critical Research Agendas for Peace : The Missing Link in the Study of International Relations*, *Alternatives* 32 (2007), pp. 247-274

Guest Lecturer: Prof. Miguel Sarre, Mexican attorney, human rights activist, and law professor at the Instituto Tecnológico Autónomo de México, ITAM) in Mexico City

Written assignment: due before the start of class<sup>3</sup>

*Based on your readings for this week and the class discussions so far, how would you define war and peace? Do you think war is inevitable and peace attainable? Explain your answer--confining your essay to less than 800 words.*

Week 5. (Sep. 28): Conflict Analysis & Resolution

Reflection Questions:

*What does the term ‘conflict resolution’ mean, what are its normative foundations, and what activities and assumptions does it imply? What do we mean when we use the term ‘conflict’ – what are the key components and structures of conflict? Are all types of human conflict basically the same? What are the main types and levels of conflict, and what are their degrees of difference? How is the study of conflict analysis and resolution different from the study of international relations and political science?*

Required Readings:

- Pruitt, Dean and Kim, Sung Hee (2004). *Social Conflict: Escalation, Stalemate, and Settlement*. McGraw Hill, pages 3-13 and 15-36
- Berkovitch, J., Kremenyuk, V. and Zartman W (2010). “Introduction: The Nature of Conflict and Conflict Resolution”. In *The Sage Handbook of Conflict Resolution* (Eds. J. Berkovitch, V. Kremenyuk and W. Zartman). Thousand Oaks: Sage Press
- Kriesberg, Louis (2010). “The Evolution of Conflict Resolution”. In *The Sage Handbook of Conflict Resolution* (Eds. J. Berkovitch, V. Kremenyuk and W. Zartman). Thousand Oaks: Sage Press

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<sup>3</sup> Same guidelines as Week 2

Recommended Readings:

- Ramsbotham, O., Woodhouse, T. and Miall, T (2005). *Contemporary Conflict Resolution*, 2nd Ed. Polity Press, 78-105.
- Brown, Michael E (2001). "Ethnic and Internal Conflicts". In *Turbulent Peace: The Challenges of Managing International Conflict*. C. Crocker, F. Hampson and P. Aall (Eds). United States Institute of Peace Press.
- Coleman, Peter (2006). "Intractable Conflict". In *The Handbook of Conflict Resolution: Theory and Practice*. M. Deutsch, P. Coleman, E. Marcus (Eds). Jossey Bass.
- Gurr, Ted R. (Year). "Minorities and Nationalists: Managing Ethnopolitical Conflict in the New Century". In *Turbulent Peace: The Challenges of Managing International Conflict*, USIP.
- Bloomfield, David, and Ben Reilly (1998). "Characteristics of Deep-Rooted Conflict." In *Democracy and Deep-Rooted Conflict: Options for Negotiators*, edited by Peter Harris and Ben Reilly, 9-28. Stockholm: International Institute for Democracy and Electoral Assistance.

Week 6. (Oct. 5): Methods of Conflict Resolution

Reflection Questions:

*What are the main stages of conflict, and what conflict resolution strategies "match up" with each one? Who "intervenes" in conflict? What are positive and negative aspects of intervention? How successful are interventions in reducing the numbers of – and damages from – armed conflicts? Why is conflict analysis essential to conflict resolution? Is conflict analysis a one-time exercise or an ongoing process? What challenges are posed by 'non-traditional' actors to the use of negotiation, mediation, and dialogue? What challenges are posed by globalization to systemic conflict resolution?*

Required Readings:

- Williams, Phil (2010). "Here be Dragons". In A. Clunan and H. Trinkunas (Eds) *Ungoverned Spaces: Alternatives to State Authority in an Era of Softened Sovereignty*. Stanford, CA: Stanford University Press.
- Ramsbotham, O., Woodhouse, T. and Miall, T (2005). "The Ethics of Intervention" in *Contemporary Conflict Resolution*, 2nd Ed. Polity Press, pages 275-287
- FEWER, International Alert, and Saferworld (2004). "Chapter 2: Conflict Analysis," In *Conflict Sensitive Approaches to Development, Humanitarian Assistance, and Peacebuilding: A Resource Pack*, London. Available at [http://test.alertinternational.co.uk/sites/default/files/RP\\_Chapter2.pdf](http://test.alertinternational.co.uk/sites/default/files/RP_Chapter2.pdf), pages 1-9
- Arias, Enrique (2010). "Understanding Criminal Networks, Political Order, and Politics in Latin America." In A. Clunan and H. Trinkunas (Eds) *Ungoverned Spaces: Alternatives to State Authority in an Era of Softened Sovereignty*. Stanford, CA: Stanford University Press.

Recommended Readings:

- Sage Handbook of Conflict Resolution

Week 7. (Oct. 12): Human Rights in Concept; Universalism and Cultural Relativism

Reflection Questions:

*What is the source of human rights? To what extent do religion, philosophy, and culture inform our ideas of human rights? Should we think of rights as primarily legal ideas or moral ideas? Who benefits from human rights? What does it mean to say that human rights is an ideology? Is human rights a uniquely Western concept? Does it matter? How can human rights advocates avoid being called “cultural imperialists”? Are some rights more important than others? Why should we discuss issues of social justice using the vocabulary of rights to begin with and not some other vocabulary? Is this the best way to frame questions of social justice and emancipation?*

Required Readings:

- The Universal Declaration of Human Rights. Available at: <http://www.un.org/en/documents/udhr/>
- Jack Donnelly, *Universal Human Rights: Theory and Practice* (Chs. 1, 2, 5, 6, 7).
- *Gay Rights in Tanzania*

Recommended Readings:

- Louis Henkin, “Human Rights: Ideology and Aspiration, Reality and Prospect,” in Samantha Power and Graham Allison, eds. *Realizing Human Rights: Moving from Inspiration to Impact* (NY: St Martin’s Press, 2000), Ch. 1.
- Makau wa Matua, “The Ideology of Human Rights,” *Virginia Journal of International Law* 36:3 (Spring 1996), pp. 589-657.

Week 8. (Oct. 19): Human Rights in Practice; The Challenges of Making Rights Real

Reflection Questions:

*How do international norms emerge and what are their sources? When do they become “international law”? Is international law really law? What is the practical effect of international law in terms of the behavior of states? What are some of the principal ways of trying to enforce human rights, multilaterally, bilaterally, and nationally? What are the principal challenges in getting states to conform to international law? What kinds of strategies do nongovernmental organizations (NGOs) employ in their human rights work and how does this differ from the work of the UN or the regional systems? How are the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic Social and Cultural Rights (ICESCR) different from each other? (hint: compare Article 2 of both covenants).*

Required Readings:

- Read the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights.
- Restatement (Third), *Foreign Relations Law of the United States*, Sections 101-103.
- Jack Donnelly, *Universal Human Rights: Theory and Practice* (Chs. 8, 10).
- John R. Bolton, “Is There Really ‘Law’ in International Affairs?” *Transnational Law and Contemporary Problems* 10 (2000), 1-47.



*Syllabus: PJS 501: Foundations I*

- Harold Koh, "Transnational Legal Process After September 11th," *Berkeley Journal of International Law* 22 (2003-2004), pp. 337-354.
- Richard Claude & Burns Weston, eds, *Human Rights in the World Community*, pp. 424-433. "What do Human Rights NGOs Do?"

Recommended Readings:

- Henry Steiner and Philip Alston, *International Human Rights in Context*, 71-75; 106-114 (comments custom and treaties)
- Henry Steiner and Philip Alston, *International Human Rights in Context*, 151-55 (intro to ICCPR); 263-273 (intro to ICESCR).
- Keck, Margaret E. and Sikkink, Kathryn. *Activists Beyond Borders*. Ithaca, NY: Cornell University Press, 1998: 1-38.
- Richard Goldstone, "Advancing the Cause of Human Rights: the Need for Justice and Accountability," in Samantha Power and Graham Allison, eds., *Realizing Human Rights: Moving from Inspiration to Impact* (NY: St. Martin's Press, 2000), Ch. 9, 195-224.

Week 9. (Oct. 26): The Development of Development

Reflection Questions:

*Are "progress" and "development" somehow objective, or are they culturally-constructed normative discourses? If the former, should we define progress principally in economic, political, social, or cultural terms? Is development an end in itself, or a means to an end? Does the notion of human freedom fit into development and, if so, what how do we define freedom? Is "Development" an altruistic project, or simply the colonial project by other (more duplicitous) means? Can we distinguish "Development, the Idea" from "Development, the Industry"? How has the idea of development evolved over the past 60 years? Do different economies operate in similar ways, and according to common rules? Is trade always mutually beneficial? Given all of that, does the rich world have a moral responsibility (or a moral right) to help the poor?*

Required Readings (85 pp. total):

- Mazlish, B. (1963). *The Idea of Progress*. *Daedalus* 93: 447-461 (14 pp.).
- Sachs, Jeffrey (2005). "A Global Family Portrait." In *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books, Ch. 1 (20 pp.)
- Easterly, William. (2006). "Planners Versus Searchers." In *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done so Much Harm and so Little Good*. New York: Penguin Press, Ch. 1 (30 pp.)
- Sen, Amartya (2001). *Development as Freedom*. Oxford: Oxford University Press, Ch. 1 (21 pp).
- Hypothetical Scenario: "Haiti's Pigs." (In class.)

Recommended Readings:

- Banerjee, Abhijit V. and Esther Duflo (2011). "Think Again, Again." In *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: PublicAffairs, Ch. 1 (16 pp.)

- Leys, Colin (1996). *The Rise & Fall of Development Theory*. Oxford: James Currey Ltd. , Ch. 1.

Week 10. (Nov. 2): Development & Conflict

Reflection Questions:

*Why are poor countries more prone to internal conflict? Is it because poor people live there? (And if so, why would that explain violence?) Is it because of weak institutions? Is it due to dynamics underpinned by international trade? What is sustainability? (How) can we define it? Can un-sustainability be thought of as a one-sided resource conflict with future humans?*

Required readings (82 pp. total):

- Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. New York: Oxford University Press, ch. 1, 2, 8 (61 pp.)
- Macartan Humphreys. 2003. *Economics and Violent Conflict*. Harvard Program on Humanitarian Policy and Conflict Research (21 pp.).

Week 11. (Nov. 9): Human Security

Reflection Questions:

*What is Human Security and how does it related to development? How did it emerge as a new paradigm in the post-Cold War era? What are the main threats to Human Security? What tools exist for promoting Human Security?*

Required Readings:

- United Nations Development Programme, *Human Development Report, 1994*. “New Dimensions of Human Security” (Oxford: Oxford University Press, 1994), Chapter 2.
- *Human Security Report, 2009-2010*. The Human Security Project, <http://www.hsrgroup.org/human-security-reports/20092010/text.aspx>, Part III, “Trends in Human Insecurity”, pp. 157-187.
- Roland Paris, “Paradigm Shift or Hot Air?” *International Security*, 26, no. 2 (Fall 2001); 87-102.

Recommended Readings/Resources:

- Final Report of the Commission on Human Security, *Human Security Now* (New York, 2003)  
[http://www.policyinnovations.org/ideas/policy\\_library/data/01077/\\_res/id=sa\\_File1/](http://www.policyinnovations.org/ideas/policy_library/data/01077/_res/id=sa_File1/)
- MiniAtlas of Human Security: <http://www.hsrgroup.org/our-work/publications/mini-atlas.aspx>

Week 12. (Nov. 16): Global Governance and the UN System

Reflection Questions

*What are the range of actors and approaches involved in managing conflict, crises and insecurity in a rapidly globalizing world? What are the limitations of the current architecture for peace and what new mechanisms are needed for peacebuilding and global governance?*

Required Readings:

- Tom Farer and Timothy D. Sisk (2010), "Enhancing International Cooperation: Between History and Necessity", *Global Governance* 16, 1–12.
- Karen A. Mingst and Margaret P. Karns, *The United Nations and Conflict Management: Relevant or Irrelevant?* in Leashing the Dogs of War: Conflict Management in a Divided World, edited by Chester A. Crocker, Fen Osler Hampton, and Pamela Aall (United States Institute of Peace, 2007) pp.497-520.
- Shepard Forman and Derk Segaar (2006), "New Coalitions for Global Governance: The Changing Dynamics of Multilateralism", *Global Governance* 12, 205–225.

Recommended Readings/Resources:

- Thomas Weiss (2009), "What Happened to the Idea of World Government", *International Studies Quarterly* 53, 253–271.
- *The Charter of the United Nations*, 1945. Available at: <http://www.un.org/en/documents/charter/index.shtml>
- Kofi Annan, *A more secure world: our shared responsibility*. Report of the High Level panel on threats, challenges and change. UN Doc. A/59/565 of 2 December 2004.

Guest Lecturer: Dr. Howard Wolpe, specialist on African politics and former Member of Congress, State Department official and Presidential Special Envoy to Africa's Great Lakes Region in the Clinton Administration.

NOVEMBER 23: THANKSGIVING HOLIDAY

Week 13. (*November 30*): Development Actors

Reflection Questions:

*How did the Bretton Woods Institutions come to be so influential, and what function did (do) they serve? How is their role in international development shifting as a result of the "Rise of the Rest"? Is aid a "cartel" or just a group of institutions attempting to self-coordinate? Do civil society organizations fill a needed role, or do they simply relieve the responsibility of the state to protect and provide for its citizens? Do IOs in particular weaken the accountability between government and citizens, and how much suffering is acceptable in order to instill such accountability? Does media shine needed light on international conflicts, or precipitate short-lived interventions that do more harm than good? Is "stabilization" a legitimate exercise in "fragile states" or a cover for neocolonial ambitions?*

Required Readings (~70 pp. total):

- Easterly, William (2006). "Bailing Out the Poor." In *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done so Much Harm and so Little Good*. New York: Penguin Press, ch. 6 (26 pp.).
- Rajagopal, Balakrishnan (2003). "From Resistance to Renewal: Bretton Woods Institutions and the Emergence of the "New" Development Agenda." In *International*

*Syllabus: PJS 501: Foundations I*

Law from Below: Development, Social Movements, and Third-World Resistance. New York: Cambridge University Press, Ch. 5 (39 pp.).

- Rogin, Josh (2010). “White House proposed taking development role away from State.” *Foreign Policy: The Cable*, 3 May. Available at: [http://thecable.foreignpolicy.com/posts/2010/05/03/white\\_house\\_proposed\\_taking\\_development\\_role\\_away\\_from\\_state](http://thecable.foreignpolicy.com/posts/2010/05/03/white_house_proposed_taking_development_role_away_from_state)
- Syed, Nasif Asiya (2010). “The Three Ds of Foreign Affairs. *Harvard Political Review*, 17 September. Available at: <http://hpronline.org/arusa/the-3ds-of-foreign-affairs/>
- Hypertetical Scenario: “Aftermath of the ZCCM Privatization.” (In class.)

Recommended Readings:

- Amsden, Alice (2007). *Escape from Empire: The Developing World’s Journey Through Heaven and Hell*. Cambridge, MA: MIT University Press, Ch. 4 (pp. 39).
- Easterly, William (2002). “The Cartel of Good Intentions.” *Foreign Policy*, July/August, 40-49 (9 pp.).
- Rajan, Raghuram G. (2007). The Future of the IMF and the World Bank. *American Economic Review*, 98(2): 110–15 (5 pp.).
- Maren, Michael (1997). *The Road to Hell: The Ravaging Effects of Foreign Aid and International Charity*. New York: The Free Press, Ch. 12.

Week 14. (*December 7*): Wrap-up

Final Exam: Date to be scheduled during exam week