

**Graduate School of International Policy & Management  
Monterey Institute of International Studies**

Seminar in Security, Justice and Development  
Fall 2010

Course number & name: IPOL 8634 Security, Justice and Development

Date/Time: Wednesday 12-2

Instructor: Professor Ed Laurance

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Office Phone: 647-4144

Credits: 4

Office Location: McCone 311 (Center for Advising and Career Services)

Office Hours:

Classroom: McGowan 307

Prerequisites: Basic knowledge of international development

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**Required Materials:**

*Armed Violence Reduction: Enabling Development.* Organisation For Economic Co-Operation And Development/Development Assistance Committee  
[http://www.oecd.org/document/21/0,3343,en\\_2649\\_33693550\\_42281877\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/21/0,3343,en_2649_33693550_42281877_1_1_1_1,00.html)

**Course Summary**

The main focus of this course is addressing the security challenges to the achievement of the Millennium Development Goals. A growing level of insecurity and armed violence is preventing desperately needed economic, social and political development (good governance), especially in fragile states emerging from conflict. As governments, NGOs and IGOs collaborate to solve this problem, some well-defined specific challenges or obstacles to development have emerged that fall under the umbrella concept of "Security, Justice and Development." They include: 1) the presence of anti-personnel landmines that deny the use of land and exact a humanitarian toll; 2) the negative effects of excessive proliferation, accumulation availability and misuse of small arms and light weapons; 3) the presence of corrupt and poorly trained and equipped security forces which requires security sector reform and governance; 4) the lack of human security - freedom from fear, injustice and want; 5) the disarmament, demobilization and reintegration (DDR) of former combatants, 6) the need for conflict prevention and resolution, and most recently 7) the need for the state to operate under the rule of law. All of these problems are major components of post-conflict reconstruction. Students will select one or more of these as the focus of a major research paper, in either a single country or a comparative context.

## Course Description:

Below find an extensive description of the field of security and development. It should really be named development and security as the policies and programs designed to deal with the various forms of insecurity in this field have one purpose, enhancing international economic, social and political development. The resources cited in this description are those we will use in this course. Additional sources are assigned for each session of the seminar.

## The Field of Security and Development Fall 2010

### I. General Overview of the Policy Issues

In the wake of the Cold War, many global social problems have emerged that have engaged the international community. One of these problems is the growing level of insecurity and armed violence that is preventing and interfering with desperately needed economic, social and political development (good governance). Increasingly governments, NGOs and IGOs have begun to collaborate to solve these security problems as part of the overall plan for development in specific locales, countries and regions. This has created a new field named Security and Development, which basically addresses how these two concepts can be integrated in practice.

This is a challenging task, given that these two operational and epistemic communities (Security, Development) have traditionally acted alone. Recently, operations in places like Haiti, Iraq, Afghanistan, and The Sudan have demonstrated the necessity for greater integration.

### **A. In the past five years the integration of security and development has become a reality. Some places to go to see this integration in action:**

- Geneva Declaration on Armed Violence and Development  
<http://www.genevadeclaration.org/>
- Action on Armed Violence <http://aoav.org.uk/>
- <http://www.osloconferencearmedviolence.no/>
- UNDP's Bureau for Crisis Prevention and Recovery

#### Securing Development

[http://www.undp.org/bcpr/whats\\_new/securing%20development.pdf#search=%22DFID%20securing%20development%22](http://www.undp.org/bcpr/whats_new/securing%20development.pdf#search=%22DFID%20securing%20development%22)

- Two short videos on security, development, and armed violence reduction

[http://undp.edgeboss.net/wmedia/undp/bcpr/final\\_sara\\_small\\_arms.wvx](http://undp.edgeboss.net/wmedia/undp/bcpr/final_sara_small_arms.wvx)

<http://www.genevadeclaration.org/faces-of-violence.html>

● The UK's Department for International Development (DFID) has led the way in integrating these two approaches. See:

Fighting Poverty to Build a Safer World

[http://www.ssrnetwork.net/document\\_library/detail/2326/fighting-poverty-to-build-a-safer-world-a-strategy-for-security-and-development](http://www.ssrnetwork.net/document_library/detail/2326/fighting-poverty-to-build-a-safer-world-a-strategy-for-security-and-development)

- Read the journal *Conflict, Security & Development* to get an overview of the topics in this field. Sample Issue

<http://www.informaworld.com/smpp/title~content=g772891926~db=all>

- <http://www.eldis.org/go/topics/resource-guides/conflict-and-security/key-issues/security-and-development-policy>

- Armed Violence Reduction: Enabling Development. Required book for the seminar in Security and Development.

[http://www.oecd.org/document/21/0,3343,en\\_2649\\_33693550\\_42281877\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/21/0,3343,en_2649_33693550_42281877_1_1_1_1,00.html)

**B. A set of challenges or obstacles to development have emerged that are grouped under the concept “Security and Development.” For each I have given a websites which explain the challenge further.**

1. The first of these is the presence of **anti-personnel landmines** that deny the use of land and exact a humanitarian toll, the cost of which crushes the health budgets of most countries where these mines are sowed. The challenge is to remove them while at the same time getting governments to comply with the treaty which bans their manufacture, export, and deployment. Further, this demining effort is increasingly linked to the economic, social and political development of the country.

[www.icbl.org](http://www.icbl.org)      [www.mineaction.org](http://www.mineaction.org)      <http://www.apminebanconvention.org/>

<http://www.gichd.org/publications/subject/linking-mine-action-and-development>

2. The second challenge is presented by the negative effects of excessive proliferation, accumulation availability and misuse of **small arms and light weapons**. The wide availability and lack of control of these weapons--assault rifles, hand grenades, grenade launchers, rocket launchers and even man-portable air defense missiles which can bring down civilian airliners--have taken a huge humanitarian toll. The best estimate by the *Small Arms Survey* is that 500,000 people die each year from these weapons, most of them innocent civilians. Many millions more are wounded, maimed and terrorized by those who misuse these easily obtained weapons. A Little else in the way of economic, social and political development can proceed in areas where everyone is armed with lethal weapons. In essence the international community has begun to recognize that armed violence cannot be reduced without a dual emphasis on the root causes of violence and the tools of violence. Additionally, there is a growing consensus as to the specific impacts on development due to this problem. An overall concept is the lack of human security- freedom from fear, injustice and want.

[www.iansa.org](http://www.iansa.org)

[www.smallarmssurvey.org](http://www.smallarmssurvey.org)

[http://www.hfg.org/hfg\\_review/5/hfgsmallarms.pdf](http://www.hfg.org/hfg_review/5/hfgsmallarms.pdf)

3. A third challenge is the **child soldier** phenomenon. Development goals related to children have to take into account the special case of the significant damage caused by and to this special category of children and youth.

<http://www.child-soldiers.org/home>

4. The fourth challenge is the presence of corrupt and poorly trained and equipped security forces. **Security sector transformation** is now a major global policy effort.

<http://www.ssrnetwork.net/>

<http://www.dcaf.ch/>

5. Another challenge, especially in the wake of the formal end of armed violence or peace or agreements, is **demobilizing, disarming and then reintegrating ex-combatants** into society. Economic, social and development is at risk when former combatants hold on to their weapons and continue to use armed violence. These so-called DD and R programs are rapidly expanding and are a major focus for the World Bank, UNDP and donor states.

<http://unddr.org/>

6. We also know that in the absence of **the rule of law** in a country creates serious security problems and impacts heavily on sustainable development., programs such as those described above are insufficient to change the security environment. The transformation of justice systems and the implementation of the rule of law is now a big priority in reconstruction and peacebuilding efforts. It is considered a security issue.

- Enhancing the Delivery of Justice and Security

<http://www.oecd.org/dataoecd/27/13/38434642.pdf>

■ What is the case for a security and justice focus in development assistance programming?

<http://www.ssrnetwork.net/documents/Publications/LiteratureReview/working%20paper%20literature%20review.pdf>

■ UN Secretary General. The rule of law and transitional justice in conflict and post-conflict societies. <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N04/395/29/PDF/N0439529.pdf?OpenElement>

7. As mentioned above, the security and development/humanitarian assistance communities differ in their approaches to accomplishing their goals. We read everyday where development/humanitarian assistance workers leave their missions as insecurity requires a military/police presence which interferes with their preferred modus operandi. As reality has forced them to work more closely together, the tensions and frictions between them have created a need to specifically address how they can work together. Conflicting approaches to security and development: military vs. NGOs/IGOs

#### THE RISE OF THE RELIEF-AND-RECONSTRUCTION COMPLEX

Walden Bello. *Journal of International Affairs*. New York: Spring 2006. Vol. 59, Iss. 2; pg. 281, 17 pgs. MIIS Library Proquest

8. Another emerging challenge is integrating the **gender dimension** into security and development programs. Failure to mainstream gender into S and D programs especially DD and R, often results in a failure to achieve program goals.

<http://www.sice.oas.org/Genderandtrade/CIDA-Gender-EN.pdf>

[http://www.dcaf.ch/publications/kms/series\\_gssr-training.cfm?nav1=5&nav2=7](http://www.dcaf.ch/publications/kms/series_gssr-training.cfm?nav1=5&nav2=7)

<http://unddr.org/iddrs/05/>

<http://www.oecd.org/dataoecd/2/47/1896504.pdf>

9. Reducing armed violence as a prelude to development is also addressed as a **public health** issue.

- Small arms and global health

[http://whqlibdoc.who.int/hq/2001/WHO\\_NMH\\_VIP\\_01.1.pdf](http://whqlibdoc.who.int/hq/2001/WHO_NMH_VIP_01.1.pdf)

- Preventing violence and reducing its impact: How development

agencies can help. [http://whqlibdoc.who.int/publications/2008/9789241596589\\_eng.pdf](http://whqlibdoc.who.int/publications/2008/9789241596589_eng.pdf)

■ A Public Health Approach To Developing Armed Violence Indicators

[http://www.genevadeclaration.org/fileadmin/docs/Indicators/Public\\_Health\\_Approach\\_to\\_Armed\\_Violence\\_Indicators.pdf](http://www.genevadeclaration.org/fileadmin/docs/Indicators/Public_Health_Approach_to_Armed_Violence_Indicators.pdf)

10. A final topic is the integration of these security programs into a comprehensive whole. The following draft report (in progress) chronicles this evolution.

*The UNDP Role in the Comprehensive Approach to Security in Fragile States: An Assessment.* Edward J. Laurance Version 5.0 10 June 2010

<http://www.miis.edu/academics/faculty/node/856>

(See Publications)

### **Instructional Methodology and General Approach of the Seminar**

● **The first step in addressing the challenges to development is to make sure we know what we mean by development-** economic, social, political, human, etc. While it is true that S and D work involves some very specific knowledge and skills related to “security,” e.g., demining, disarming ex-combatants, training police, re-educating child soldiers, etc., the goal of this seminar is to create a person who appreciates and can operate in both environments. In the real world, organizations doing this work are looking for people with a foot in both security and development. Many of you in the seminar are familiar with the development challenges, through your previous courses, internships, previous work or you are from a developing country. For others, your experience and knowledge may be limited to more traditional security issues. For you it is imperative that you spend time up front in the seminar becoming familiar with development. **(If you have no development background you should start prior to the seminar).** One thing to do is check out the syllabus for the course Development Theory and Practice, taught this fall by Professor Kardam. It is located on the Moodle Site GSIPM Front Desk. You should consider investing in a basic international development textbook.

This is a DEVELOPMENT course. Yes, we will be examining a variety of (human) security issues (small arms, land mines, child soldiers, security sector corruption, etc.) but the project you complete will examine the impact of this security problem on development. Development is the dependent, outcome variable.

You should also be familiar with the Millennium Development Goals, goals which now guide international development efforts. Below find several URLs which are dedicated to the concept of Millennium Development Goals (MDG).

<http://www.developmentgoals.org/>

<http://www.un.org/millenniumgoals/>

<http://www.undp.org/mdg/>

At our first substantive session (Wednesday 1 September) we will review these MDG and also discuss the types of programs that are developed and delivered by the full range of actors in the global public policy arena. Some of the seminar participants may have development experience, or have taken development courses at MIIS. You will be asked to be particular active in seminar discussions.

Another approach to learning about development is to peruse the web sites of the leading international development organizations. Take special care to look at the actual projects and programs, as it is at this level that insecurity has its biggest impact on development.

Some of these are:

<http://www.dfid.gov.uk/>

<http://www.usaid.gov/>

<http://www.undp.org/>

See any issue of the Human Development Report

The goal is to firmly establish in our minds that security and peace-building efforts do not exist in a vacuum but are designed to allow development to move forward.

- We also need to discuss the common problems which impede development, so that the lack of security, the obstacle to development which is the focus of this course, can be put in the context of other obstacles (e.g., inadequate funding, corruption, cultural barriers, etc.) We should plan to have a full discussion of all the obstacles to development during our session on Wed 1 September.

- The next task in the seminar is to establish exactly how the various security problems- mines, small arms, corrupt police, etc., interfere with development. An example:

“Obstructing Development: The Effects of Small Arms on Human Development.” Chapter Four of the 2003 Small Arms Survey: Development Denied.

<http://www.smallarmssurvey.org/files/sas/publications/yearb2003.html>

Click 2003SASCH4\_full\_en.pdf

- **Security challenges to development occur in a specific place.** Another way to get familiar with these issues is to select a specific country or region and read an assessment of how development is challenged by security problems. List of examples to be posted.

- **The next step in the seminar is to tackle each of the security challenges in turn.** (Schedule of topics by week appears later in this the syllabus).

As we work our way through these challenges, each of you will be developing a research project for the seminar. This does not mean that you skip certain classes covering topics which do not interest you. Those of us who work in this policy field professionally know that all of these challenges often occur simultaneously. The hallmark of a successful professional in this field is knowing a lot about one particular challenge but also knowing about development in general as well as all of the other security challenges. **At the end of Week 8’s session, you will be assigned a take-home exam that will evaluate these security challenges and how they impact development**

- The next three weeks are devoted top the development of research designs for your research papers.

- The final five weeks are taken up with guest lectures and finally the presentation of papers in class.

### Course Objectives:

Upon completion of this course, you will be able to:

- Understand the full range of security concerns that impact development
- Understand the variety of policies and programs designed to tackle insecurity obstacles interfering with development as an integral part of development planning.
- Plan and conduct policy research that test hypotheses and uses the full range of data-generation methods

## Instructional Methodology:

- Each week we will engage in extensive reading and discussion on one of the security challenges (e.g., landmines and development) Specific students will be charged with presenting summaries of selected assigned readings and leading a class discussion using questions they develop.
- We will conduct exercises designed to relate concepts to actual policy actions on the ground
- Reading
  - The real world is a reading world. Most post-graduate assignments at the junior level require you to practice the art of reading massive quantities of text (e.g., field reports, program evaluations, etc.) and summarize and distill the information to meet the objectives of the organization. This course has the same objective.
  - I expect that everyone will have read the assigned reading prior to class. In some instances I will assign student(s) to summarize the reading in the form of key discussion questions, which the student will lead.
  - As young professionals in formation, I expect that you will be building a professional library to take with you. This includes key books as well as a portable hard drive with electronic sources. For example, see Small Arms Survey publications, which you can order free in hard cover.
- Guest lecturers will visit this class in person and via Skype.
- A portion of your evaluation will be based on your participation (See details below). I expect everyone to attend class and participate effectively during class.
- ***Laptops are essential during class.*** They can be used for taking notes. They will also be used to post the results of classroom exercises to the Moodle site for class viewing. Also, many in-class exercises require you to access the Internet and MIIS library online.
- Students are expected to know how to access the full range of news sources that can be accessed to operationalize the various concepts in the course.

## **READINGS**

### **Books required for purchase:**

Armed Violence Reduction: Enabling Development. Required book for the course  
<http://browse.oecdbookshop.org/oecd/pdfs/browseit/4309151E.PDF>

Acronym *AVR* will be used when referring to this book

### **Recommended**

1. *A Pocket Style Manual 5<sup>th</sup> edition with 2009 MLA Update (Spiral-bound)*  
by Diana Hacker \$22.90

### **Additional readings:**

Additional readings will be put on E-Reserves or the course Moodle site.

E-Reserves Password

TBD

\*Syllabi are subject to change by the instructor with advance notice to students

Page



Moodle Site for Course

TBD

## **WRITING**

All graded assignments for this course will be written in 12 point Times New Roman type with 1.5 spacing.

The will also be written in accordance with a specific set of citation guidelines. Students may use the APA, MLA or Chicago-style format, ***IDENTIFYING THE STYLE USED ON THE FRONT PAGE OF ANY ASSIGNMENTS***. All three of these formats are described in Diana Hacker *A Pocket Style Manual 5e with 2009 MLA Update*. **It is highly recommended that every student have a copy of this book.** It not only includes the format guides but also has valuable information on writing in general, as well as guidelines on how to avoid plagiarism. It is especially strong on citing electronic sources. My policy on citations is that, given firm guidance a la Hacker, there should be no errors. If there are some, they reflect inattention to detail and your paper grade will be downgraded accordingly.

The basic purpose of citations and acknowledging the sources used by the writer is to allow the reader to access the same sources, either for his/her own research, or to check the source to see if the reader agrees with how it was used or the conclusions drawn from it. So every citation must be complete enough to allow the reader to access it using the information provided by you the writer. This is particularly important for electronic sources. So in addition to proper format, I will be judging these citations in terms of there accessibility.

In this day of spell checkers, misspellings are inexcusable.

All assignments will be posted and/or turned in to me in Word. **DO NOT USE PDF FORMAT.** All of my comments, as well as yours, will be electronic, which we can't do if it is PDF.

## **PLAGIARISM**

According to MIIS' *Academic Policies and Standards Manual*, plagiarism, is "use of other people's ideas or words without explicit acknowledgment," and is "unacceptable in any form" (p. 7). The Internet has made it so easy to cut and paste text into your documents that some students commit both accidental and deliberate plagiarism.

I have very strong views on plagiarism. I believe that deliberate plagiarism is a lack of professional integrity. You are at MIIS preparing to become a professional. Integrity is critical value for professional work. When you tell me that this is your own work, and it is not, this is a breach of professional conduct. Now is the time to practice this value and insure that any writing that you do is your own and that you acknowledge the work of others.

To avoid accidental plagiarism or deliberate plagiarism, please see one of many websites that explain the topic. Here are two examples: [www.plagiarism.org](http://www.plagiarism.org) and <http://owl.english.purdue.edu/owl/resource/589/01/>

Course Outline:



NOTE: This is a preliminary outline based on the basic topics and concepts to be covered. There will be a supplement to this outline once I know the topics students select for their final paper. Items that are not available at a URL are available on electronic reserve.

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
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**Course Outline:**

<u>Date</u>	<u>Topics and reading</u>
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Wed Sep 1	What is development? How do we know development when we see it? The MDGs? What are the obstacles to development?
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Wed Sep 8	<p>The Evolution of the Field of Security and Development</p> <ul style="list-style-type: none"> <li>• Diagrams (See Moodle)</li> <li>• UN Programme of Action on Small Arms <a href="http://www.poa-iss.org/poa/poahtml.aspx">http://www.poa-iss.org/poa/poahtml.aspx</a></li> <li>• “Obstructing Development: The Effects of Small Arms on Human Development.” Chapter Four of the 2003 Small Arms Survey: Development Denied. <a href="http://www.smallarmssurvey.org/files/sas/publications/yearb2003.html">http://www.smallarmssurvey.org/files/sas/publications/yearb2003.html</a> Click 2003SASCH4_full_en.pdf</li> <li>• <i>Development and Security</i>. <a href="http://www.crise.ox.ac.uk/pubs/workingpaper3.pdf">http://www.crise.ox.ac.uk/pubs/workingpaper3.pdf</a></li> </ul>
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Wed Sep 15	<p>Small arms and light weapons</p> <ul style="list-style-type: none"> <li>• Assessing and reviewing the impact of small arms projects on arms availability and poverty</li> <li>• United Nations Development Programme Afghanistan Disbandment of Illegal Armed Groups (DIAG)</li> <li>• Wulf. <i>Small Arms and Light Weapons</i></li> </ul>
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Wed Sep 22	<p>Landmines</p> <ul style="list-style-type: none"> <li>• <i>Linking Mine Action and Development Humanitarian and Development NGOs</i>. <a href="http://www.gichd.org/fileadmin/pdf/ma_development/Guidelines/Guidelines-LMAD-NGOs-Apr2009.pdf">http://www.gichd.org/fileadmin/pdf/ma_development/Guidelines/Guidelines-LMAD-NGOs-Apr2009.pdf</a></li> <li>• <i>Linking Mine Action and Development National Mine Action Centres</i> <a href="http://www.gichd.org/fileadmin/pdf/ma_development/Guidelines/Guidelines-LMAD-NationalMAC-Apr2009.pdf">http://www.gichd.org/fileadmin/pdf/ma_development/Guidelines/Guidelines-LMAD-NationalMAC-Apr2009.pdf</a></li> <li>• <i>Departure of the Devil: Landmines and Livelihoods in Yemen</i>. <a href="http://www.gichd.org/fileadmin/pdf/publications/Evaluation-Yemen-Nov2006.pdf">http://www.gichd.org/fileadmin/pdf/publications/Evaluation-Yemen-Nov2006.pdf</a></li> </ul>
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<b>Fri Oct 1</b>	<p>DDR</p> <ul style="list-style-type: none"> <li>• Laurance. <i>The UNDP Role in the Comprehensive Approach to Security in Fragile States: An Assessment</i>. Section 2.3.</li> <li>• <i>Disarmament, Demobilisation, Rehabilitation and Reintegration (DDRR) in Liberia</i></li> <li>• <i>Disarmament, Demobilisation and Reintegration (DDR) and Human Security in El Salvador</i></li> <li>• <i>Great expectations: (dis)integrated DDR in Sudan and Haiti</i></li> </ul>
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Wed Oct 6	Armed Violence and Development I
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\*Syllabi are subject to change by the instructor with advance notice to students

- *Global Burden of Armed Violence*  
[www.genevadeclaration.org/](http://www.genevadeclaration.org/)
- *Armed Violence Reduction: Enabling Development*
- *Armed Violence Assessments for Burundi, Timor-Leste, Lebanon and Yemen*  
[www.genevadeclaration.org/en/measurability/country-level-assessments/lebanon-armed-violence-assessment.html](http://www.genevadeclaration.org/en/measurability/country-level-assessments/lebanon-armed-violence-assessment.html)

Wed Oct 13

Armed Violence and Development II:

- *Gang Violence Worldwide.*

[http://www.smallarmssurvey.org/files/sas/publications/year\\_b\\_pdf/2010/ENG/Small-Arms-Survey-2010-Chapter-05-EN.pdf](http://www.smallarmssurvey.org/files/sas/publications/year_b_pdf/2010/ENG/Small-Arms-Survey-2010-Chapter-05-EN.pdf)

- *Small Arms and Light Weapons: A Call for Research.* Pp. 31-38  
[http://www.hfg.org/hfg\\_review/5/hfgsmallarms.pdf](http://www.hfg.org/hfg_review/5/hfgsmallarms.pdf)
- *Diagnosing Demand: Assessing The Motivations And Means For Firearms Acquisition In The Solomon Islands And Papua New Guinea.*

[http://www.smallarmssurvey.org/files/sas/publications/co\\_publications/2004/2004-muggah\\_anu.pdf](http://www.smallarmssurvey.org/files/sas/publications/co_publications/2004/2004-muggah_anu.pdf)

Wed Oct 20

Justice and the Rule of Law.

- *An assessment of existing literature and evidence? University of Birmingham, 2009.* [http://www.ssrnetwork.net/publications/security\\_a.php](http://www.ssrnetwork.net/publications/security_a.php)

• *Report of the Secretary-General: The rule of law and transitional justice in conflict and post-conflict societies* 2004. <http://www.unrol.org/files/2004%20report.pdf>

• *Measuring Progress toward Safety and Justice: A Global Guide to the Design of Performance Indicators across the Justice Sector.*

- *Strengthening and coordinating United Nations rule of law activities.*

- *Strengthening the Rule of Law in Conflict- and Post-Conflict Situations: A Global UNDP Programme for Justice and Security 2008-2011.*

- *Supporting Democratic Governance Of Security Institutions.* UNDP, 2009.

## **Take home exam**

Wed Oct 27

Security Sector Transformation and Governance

- Laurance. *The UNDP Role in the Comprehensive Approach to Security in Fragile States: An Assessment.* Section 2.4.

- *Security Sector Reform in Post-Conflict Peacebuilding.* DCAF

- *The Post-Conflict Security Sector*

- *Justice-Sensitive Security System Reform in the Democratic Republic of Congo*

Fri Oct 29

Policy Research Methods I

Wed Nov 3

Policy Research Methods II

Wed Nov 10

Guest lectures

Wed Nov 17

Guest lectures

Mon Evening Nov 23 Guest lectures

Wed December 1      Class Presentations

Wed December 8      Class Presentations

Wed December 15    Class presentations

### Testing and Grading

1) Your grade will be based on the following performance:

In-class presentations and leading discussions	15%
Mid-Term exam	20%
Presentation of research paper	10%
Research paper due at end of course	55%

#### ***A note on participation:***

In a seminar there is no overall participation grade. Throughout the seminar individual students will be asked to render reports, summarize readings, lead discussions, etc. The instructor will evaluate each of these which will contribute to your in-class presentations and leading discussions grade.

It is expected that you will do all the readings prior to class and participate fully in the discussions. If I see that for some reason you are not participating I will discuss this privately with you.

Contributions in class should adhere to the following standards:

- **Relevance:** How is your comment/question related to the current discussion?
- **Accuracy:** Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures?
- **Analysis:** Can you explain the reasoning behind your comment/question using careful analysis?
- **Integration:** Does your comment/question move the discussion forward by building on previous contributions with new insights?
- **Individuality:** Does your comment/question contribute a new perspective to the discussion, or does it simply repeat what others have already said?
- **Application:** Does your comment/question apply the theory, analytical frameworks and other tools to real-world situations?

2) Letter grades will be based on the following performance:

A: 90-100% (Excellent)

B: 80-89% (Good)

Note: A B+ is "Expected Graduate-Level Work."

C: 70-79% (Satisfactory)

D: 60-69% (Poor)

F: 0-59% (Fail)

Grades will be awarded with plus and minus designations when the student's numerical score is in the very top or bottom end of the grade ranges described above.

3) Except for grades of “I” and “IP” (see Sections 4.3 and 4.5 in the Academic Standards and Policy Manual), all grades are considered final when reported by a Faculty Member at the end of a semester or marking period. A change of grade may be requested only when a calculation or recording error is discovered in the original assignment of a course grade or when a decision is made by the Faculty Member to change the grade as a result of the disputed academic evaluation procedure (set forth in Section 4.1.1 of the Academic Standards and Policy Manual). Grade changes necessitated by a calculation or recording error must be reported within a period of six months from the time the grade is awarded. No grade may be changed as the result of a re-evaluation of a student’s work or the submission of supplemental work following the close of a semester or marking period.

### Seminar Paper- Preliminary Guidelines

The desired approach will be as follows:

1. Select a (human) security issue that is related to or impacts on development (economic, social, political).
2. Conduct a literature review of the nexus between this human security issue and development in a given context.
3. Measure the impact of a given security policy/program intervention on development in a given community.
4. Alternatively, develop an evaluation framework which will measure the impact of a given security policy/program intervention on development in a given community.
5. As part of this project, compare and contrast at least two cases.

There is no standard length but my requirements for a seminar paper include the following:

- Use of Primary sources.
  - o Primary documents (e.g., original UN documents), not just secondary references to them in articles.
  - o Newspaper articles are to be used only for chronologies, concepts and hypotheses, and data generated by the author which is not from a primary document.
  - o Interviews with experts. You will meet and hear about a slew of policy experts in this seminar. I expect that if need be you contact them in person.
  - o Conducting a survey.
    - Answering a research question/hypothesis to which you do not know the answer prior to conducting the research
    - Topic related to the focus of the seminar, as described above
    - Policy/program evaluation and recommendations
    - High enough quality to distribute to policy community and/or post on web site
    - Abstract (150 words)
    - Mandatory critique by a seminar colleague prior to final submission
- o Power Point Presentation
  - 15 Minutes
  - Voice projection part of grade
  - Minimal whiz-bang please! Graphics a very minor part of evaluation of presentation