Main Purpose

- To explore and contribute to a growing body of ‘lessons from experience’ on disasters, relief, recovery, and sustainable development projects and policy-making.

Topics include -- disasters (natural and people-made)/early-warning systems: prevention, preparation for and mitigation/disaster relief (including humanitarian aid, guidelines and protocols for more effective co-operation and delivery systems)/sustainable development (including national and regional strategies)/project planning, evaluation and management/the roles of NGOs, universities, and other organizations (public and private sector) – with lessons from past and current case studies.

Many social and economic policy initiatives (e.g., employment insurance, the Marshall Plan, the European Union, fiscal equalization, the Geneva Conventions, regional development programs and foreign aid) and many development institutions (e.g., The World Bank, UNICEF and UNHCR, the Red Cross and Oxfam) can be traced back to disasters. Some were natural disasters (including floods, droughts, earthquakes); some were people-made (e.g., wars, internal crises linked to extremes of wealth and poverty, environmental and industrial catastrophes); many were a combination (including some famines, collapsing buildings, refugee challenges, forest fires, and floods). While economic insights and their policy applications will routinely be searched, insights must also be sought from across disciplines, including, for examples, drawing on social anthropology, history, international development studies, law and human rights, the natural/environmental/medical sciences, political science, and broader management, media, and security studies. A selection of tested frameworks for the design and analysis of national, regional and community development plan, policy and project options, as well as ethical and very specific operational guidelines, will contribute structure to this course.

Course Resources

A recent book, *Projects in Search of Relief with Development* (Ian McAllister, Linus Learning, New York, 2016) will be one section’s ‘anchor reading’ for this class (available at the Dalhousie Bookstore). It will be complemented by a collection of resource papers, *From Disaster Relief Towards Sustainable Development* (available Campus Copy in the SUB). A number of additional materials are also noted in this course outline (under Some Reference Materials). Some have been placed on reserve at the Killam Library for this class. We will discuss these (and no doubt others) in seminar sessions. Also see <www.IFRC.org> and <www.ICRC.org>, <www.alnap.org>, <www.worldbank.org/poverty/>, <www.oneworld.org> and <www.idrc.ca/library/world/>, <www.netaid.org>, and <www.sphereproject.org>.
Background

The ‘pilot version’ of this course was launched in 1993. It was designed to provide graduate and advanced undergraduate students (and professionals wishing to rethink their experiences from the field) with the opportunity to explore, share and contribute ‘lessons-learned’ on natural disasters, relief, development and contemporary peacekeeping. Over 300 people have now successfully completed these classes and various published and otherwise shared outcomes (linked to this course) are now being used by international organizations for their own training and operational purposes in a number of countries. Organizations using the materials have included a variety of National Red Cross and Red Crescent Societies, the (former) Pearson Peacekeeping Centre, the ICRC and IFRC, Olympic Aid, US AID, the International Ocean Institute, and universities in Canada and abroad.

As one further outcome of this course, at least fifty theses have now been completed on topics encompassed by the overall themes (including by Irene Knoben, Patricia Ann Griffiths, Hendrik Spierenburg, Sonia Felix, Christel Hervet, Claire Pike, Sarah Erlichman, Ram Shankar, Stephen Kempton, Adam Rostis, Mariette Maillet, Sarah Parker, Jennifer Hiscock, Naa Ode Wilson, Sharaf Sultan, Katie McPherson, Genevieve Drouin, Erla Thrandardottir, Sophie Mathew, Batsuren Eenjin, Lisa Farquhar, Nicole Rosenow, Soulafa Al Abbasi, Kevin Jager, Michal Sawicki, Ruba Moubarak, Vanessa Jenkins, Ben Perryman, Jamie Charlebois, and Julia Hiscock). More are in progress. These theses have connected with several Dalhousie graduate programmes, including the MDE, MA (IDS), MPA, MBA, MAP, and LLM. Some have then spilled into doctorates and books. As extensions of this work, Adam Rostis and Claire Pike held (under the auspices of the International Institute for Sustainable Development and Ploughshares International) internships in Kenya; Mariette Maillet was in Burkina Faso under the auspices of the UNDP; Sarah Erlichman joined a refugee camp in Ethiopia under Red Cross support; Hank Spierenburg became a full-time programme director at the Pearson Peacekeeping Training Centre; Ram Shankar worked in the Southern Sudan, followed by the Canadian Red Cross; Saleema Khimji and Sharaf Sultan held internships in Geneva with the Aga Khan Foundation (AKF), Soulafa Al Abbasi more recently completed work with the AKF in Cairo. Sarah Murray and Chris Wimmer have been with NGOs in East Africa (Chris is now with the Canadian embassy in Argentina); Claire Pike has worked on contract in Ottawa with the Canadian Department of Foreign Affairs and International Trade (having written a policy report on small arms control); Adam Rostis spent four years with the International Federation of Red Cross and Red Crescent Societies, working out of Harare (later becoming senior adviser to the Nova Scotia EMO in Halifax and currently is a medical doctor). Ram Shankar has now returned from Kosovo (with OXFAM). Sarah Parker worked with NGOs in Bosnia, and Jennifer Cormier (Hiscock) visited Sarajevo under the auspices of her internship with PPC before joining ACOA. Naa Ode Wilson worked with the UNDP in Viet Nam prior to joining the Pearson Peacekeeping Centre; recently Naa Ode was working in Ethiopia and Ghana; Sarah Tougher was in Sri Lanka with WUSC. Irene Knoben was the first to link into an internship through this programme, being seconded to the International Red Cross in Geneva with the refugee department (after which she joined the Foreign Affairs Department of the Netherlands Government). Over thirty members of the study group have attended Pearson Peacekeeping courses, many on special scholarships and/or on contracts. Batsuren Eenjin (formerly with the UNDP in her native Mongolia) completed an internship at PPC, returned to Mongolia to implement ideas developed in her MDE thesis on emergency medical systems for Mongolia, then becoming a field coordinator for the UN of NGOs in Kazakhstan. The class, as a whole, periodically visited the PPC when it was in Cornwallis Park and now routinely visits the EMO headquarters in Dartmouth. In 2007 and 2008, as an outcome of previous classes, several members worked on peacekeeping training exercises in Ottawa. Michal Sawicki then used this experience as a core part of his MDE thesis on Disarmament, Demobilization and Reintegration. In 2010, the class became considerably engaged in aspects of the Haitian earthquake recovery process; a recent member (Ifeatu Nwafonso) then became coordinator of
the Haitian program for the NGO, Chalice International; Stephanie Maillet oversaw the French version guidelines of the approach recommended by the class. This was made available to then Foreign Minister Cannon, to the CBC National (upon their request) and also to the Red Cross in Haiti and elsewhere. Florentina Mutafungwa was recently on an internship with the African Development Bank in Tunisia; Andrew Fanning has now completed field research (now published) in Uruguay (written about in his MDE thesis). Julia Hiscock has completed a most useful MDE thesis on malaria challenges and experiences, following her time in Tanzania). Kaylie Tiessen has (2012) completed a thesis (MDE) on social indicators relevant to the assessment of relief projects and programs designed for the reduction of disaster impacts. Jamie Charlebois and Andrew Fanning have recently (2013) published a book that includes papers by seven former class participants. Following support from the Aga Khan Foundation, Jamie Charlebois has been working with CARE Bangladesh in Dhaka and provided the class with direct field contact as ‘an overseas course adviser’ prior to his present NGO work in Alberta. ‘The role of music in peace-building’ has most recently (2018) been the theme of a thesis MA (IDS) by Rebecca Godbout...

Growing numbers of book reviews, articles, books and training materials have also been facilitated by this course and a variety of guest speakers have joined sessions at particular phases - from overseas, from the Peacekeeping Training Centre and from several other Canadian institutions. Each year a guest of honour is invited, starting with Mary Anderson, the Harvard economist, in 1993. The conceptual work in her book, Rising from the Ashes, contributed pivotal structure to the initial design of this course. In 1998 Michel Minnig, the courageous ICRC delegate, who played a leading role in the Peruvian hostage taking drama, joined us. Earlier in 1999 (and again in October 2000), the programme hosted Timothy Pitt (Médecins Sans Frontière’s mission leader to Kosovo). In 1998 Michael Phelps also joined us from the Office of the United Nations High Commissioner for Refugees and, in December 1999, H.E. Urs Ziswiler, Ambassador of Switzerland to Canada and the Bahamas (and a former ICRC delegate and Swiss Ambassador on Human Rights) was a guest of the programme. In April 2000, we welcomed Inspector Everett Sumrfield of the RCMP, direct from a mission in Kosovo and in November 2000 we again welcomed Tim Pitt (this time en route to Russia) and, in March 2001, H.E. Carlos Trejo Sosa of the Cuban Ministry of Foreign Affairs was guest of honour (1998-2000, being Cuban ambassador to Hungary, with accreditation to Bosnia and Herzegovina). In 2002, guests included Mark Baskin of PPC and Peter Walker, recently Canadian High Commissioner to India. In both 2000 and 2001, the class met with the Canadian officials responsible for the Treaty Banning Personnel Land-mines and in 2002, a special class workshop was conducted under the auspices of the Canadian Red Cross in Halifax. In July 2006, Josie Marcille co-ordinated a Canadian Pugwash panel that included Senator Douglas Roache, on current security and disarmament approaches. In 2007 the guest of honour was Alex Morrison, founding president of the Pearson Peacekeeping Centre; the class was also pleased to welcome (at a special seminar of the class) Col. Pat Stogran, recently commanding officer of the Canadian Light Infantry (PPCLI) in Afghanistan [and later in the news for his support of Veterans’ Rights]. In March 2009, the guest of honour was Samm Musoke, special advisor to the UNDP in Afghanistan. Naa Ode Wilson, Soulafa Al Abbasi, Sarah Murray, Seth Leon and Josie Marcille, among several others from this class, made significant contributions to the initial development of Dalhousie’s Red Cross Club. Katie Tinker has been writing a history of the extraordinarily interesting (Nova Scotian started) NGO (Peaceful Schools International), while Soulafa Al Abbasi (in 2009 and 2010) served as the summer course coordinator of the International Ocean Institute – Canada, before joining Immigrant Services. She has been playing a most useful role in the Syrian refugee situation, visiting the 2015 class to discuss it. Rebecca Perrot most successfully followed Soulafa in her IOI role; followed by (2014 and 2015) Annika van Roy (also from the class), then (2016) Meredith Perich effectively took on the work and (in 2017) she has been followed by Audra White. In the spring of 2011, a guest of honour was yet another former graduate of this class, Ifeatu Nwaforno, freshly back from her work in Haiti. Also in 2011, a guest of honour was Lieut-Col Randall Collen, Asst. Judge Advocate General (recently back from Afghanistan). In 2012, there were two
guests of honour: William Rose, recently the Director of Finance for the American Red Cross and previously for the International Federation in Geneva; and, Arthur Hanson, International Chief Advisor, China Council on the Environment and Development. In 2014, Steve Kempton, Regional Coordinator for Emergency Preparedness and Response (Public Health Canada) was a guest of honour. [He is a former course member.] In 2015, we were joined by Burris Devaney, founding director of the Nova Scotia – Gambia Association. Particular note must be made of the continuing support of the former EMO Director for Nova Scotia, Andrew Latham, his successor Paul Mason, and the superb EMO team. This has been of immense benefit to the class: annual visits to the EMO headquarters in Dartmouth have proven an important part of the overall experience. The province is extremely fortunate to have such a professional team at EMO.

Summary of Approach for 2017 (fall term)

- Weekly Seminars
- Two Workshops (on campus)
- One Workshop (at EMO headquarters in Dartmouth) [TBA]
- Group Discussion Topics – including with guest visitors
- Individual Assignments (written for a portfolio)
- Reading Materials
- A closing ‘round-table’ conference.

(1) Weekly Seminars

The sessions will include introductory briefings, talks, book review critiques, group and plenary discussions on key questions/issues, periodic films and audio-visual materials (e.g. on tsunami cases, peacekeeping issues, Nepalese earthquakes, an embassy bombing in Kenya, the economics of foreign aid, the Pinatubo volcano, the Montreal ice storm, Alberta fires, etc.).

The weekly seminars will normally be connected to four main themes:

- frameworks for the better understanding and analysis of: disasters/prevention/preparedness; relief/mitigation; recovery/shorter-run development; strategies for sustainable development. All frameworks will be clearly hinged to projects and programs with practical applications.

- disaster case experiences/prevention-relief, etc.:
  - natural disasters;
  - people-made disasters;
  - early warning signals;

- towards recovery/sustainable development planning - challenges and experiences:
  - national/regional/community-level cases, approaches and lessons;
  - project and program policy cases with operational ‘lessons learned’.

- institutions, lessons-to-be-learned and cases:
  - International Red Cross/Red Crescent/ICRC
  - Oxfam/MSF/NS-Gambia/IOI/PPC
UN agencies (UNICEF, UNHCR, UNDP, UNESCO, WHO)
- Development Aid Agencies (World Bank, European Investment Bank, USAID, ODA, CIDA [that was]) and IDRC
- Universities as Partners in Regional and International Development.

(2) Workshops

There will be three workshops on campus and one ‘on site’ at the EMO headquarters. The workshops will be scheduled at regular class seminar times. The first will be drawing on a workshop (on ethics and human rights) originally designed for the Pearson Peacekeeping Centre and run in Canada and Eastern Europe (the latter with NATO); the second draws on workshops run (by the author) in the World Bank and also in several African and S.E. Asian institutions. The third will build around a group case study; The fourth will be in cooperation with the EMO team of the Government of Nova Scotia.

(3) Group Discussion Topics

There will routinely be both small group and plenary group discussions (often as part of weekly seminar sessions) – building around ‘key questions, issues and cases.’ You are encouraged to ‘study ahead’ for sessions and to share your own views and experiences in a supportive environment. If English is not your first language, do not feel threatened – your insights are going to be welcomed. Try to work in groups that draw upon varied disciplinary and cultural backgrounds.

(4) Individual Assignments

This is intended to be a very practical and stimulating learning process for you. Flexibility is encouraged: this is not a ‘one size must fit all’ class. If you already have working or other kinds of field/cultural experiences, reflect on them and draw upon them as you believe will be most relevant to you and to your colleagues.

Your own ideas will be welcomed in class discussions – whether on small group projects or in plenary sessions of the class as a whole. Your insights from outside Canada or from Nova Scotia or other provinces are to be encouraged. Your ideas (whether drawing on other disciplines or from economics) will be greatly appreciated. Most significant issues today demand insights from across disciplines. Economics (in common with many other fields) has sometimes become ‘boxed-in’ by ‘conventional wisdoms’ of “long-defunct economists” (Keynes) – and universities have many ‘silos,’ despite also encouraging more open-minded initiatives.

Written Assignments

Over the term, you are asked to develop a written portfolio. Yes, it can include pictures, case anecdotes, etc. While no single structure is required, you might be guided by the following suggestions:

1) **One or more book reviews** (perhaps, but not necessarily, from the suggested reading references); Please be sure to follow the format of either the *Canadian Journal of Development Studies*, or of *Canadian Public Administration*. [Samples will be distributed and discussed in class.] A number of book reviews linked to this class have now been published.

2) **The analysis of one or more case studies or evaluation reports**; (several videos will be shown to illustrate issues on site and one or more may also be drawn upon/or you might draw from a CBC
or other news documentary). You will also have access to a variety of written and other cases to choose from (e.g. from the World Bank, ICRC, UNICEF, UNHCR, etc.);

3) **An ‘aide memoire’ critique of class discussions, group discussions, plus any relevant conference, work-experience or workshop you might have attended, etc.** (Previous examples will be made available). This has generally proved a useful exercise for the writers. **Start from Day One! You are likely to benefit more from this class if you do this. Some previous examples will be distributed for class review to give you guidance.**

4) **Critiques (of about 750-1000 words) of at least two ‘frameworks for analysis’:** what each essentially is; how it might be/has been used; key strengths and limitations; (previous examples will be made available). Frameworks can often be most useful when hinged to one or several others. Your critique might do the same. Do not merely copy frameworks – but analyze them thoughtfully, looking for both strengths and vulnerabilities.

5) **One main paper (no more than 3000 words) built around one or more of the discussion topics or themes introduced over the term; or the equivalent of a ‘take-home exam,’ in which some 3 discussion questions (distributed routinely to the class) are responded to (no single answer normally being more than 1000 words).** You select the questions and contribute to the design of your own ‘take-home’ exam to ensure it relates to your interests. Do not hesitate to ask my opinion should you prefer some other approach. This is intended to be a good learning experience for you.

It is quite possible that you might include the draft section of a thesis or article you are embarking on, within the body of your portfolio, provided the theme is of direct relevance to the class mandate. This could readily become your main paper (item 5 above). **Above all, the portfolio is to be useful to you and to serve you as a record and building-block for your future work and ideas.** If you already have had relevant experience (e.g., on a UN peacekeeping mission or with the Red Cross/Crescent), then you are encouraged to reflect on that, perhaps substituting your experiential review for item 5 above. These ‘reflections from the field’ critiques have featured very usefully in some portfolios. Samples of portfolios from previous classes will be distributed to help you ‘set your sights’ and one or more previous class members will be invited to share their own ‘lessons learned’ experiences from a previous class, so that you can benefit from their insights. **At the fourth class session (in early October) all class members will be asked to submit a one-page ‘study profile,’ which indicates the broad purpose and structure of your proposed portfolio. This is intended to encourage you not to leave your portfolio until the last minute and also to ensure no-one is adrift as to direction. While you are not required to submit drafts of parts or all of your portfolio ahead of the December deadline, you are definitely encouraged to do so for feedback.**

Some class members may prefer a more tightly structured set of written requirements, as distinct from this intentionally flexible portfolio approach. If you do feel more comfortable with a more ‘traditional approach,’ then - instead of a portfolio - you can request to write one term paper, plus an end-of-term examination. Each would be graded from 50% of the total. Exam dates should be agreed upon by the fourth week of the term. You would be given broad guidelines (in writing) regarding the exams, but would not be ‘setting your own questions.’ [No previous class member has ever chosen this option – but it does exist!]

[It must be noted that a few undergraduate students, normally in their honours year, have been welcomed to this class in some previous years and they have usually been extremely successful - sometimes linking the class to their honours thesis, following it by an internship or connecting it with]
current/previous work experience (e.g. in the military, teaching overseas or in rural Canada, with the Red Cross, etc.).] If you have been admitted as an undergraduate, do not feel intimidated and do not hesitate to ask me for help as you progress. We have been proud to have had Sarah Burns, currently a Rhodes Scholar, among the team.

**Some Basic Readings**

It must be emphasized that this is a ‘research-in-progress’ class. We (instructor especially) all have so much to learn. It is designed to help and encourage us to develop new approaches and interests. Your own reflections and written ideas will be very much welcomed as the class proceeds.

Two particular books will be available for this class at the Dalhousie Bookstore and also at Campus Copy, both in the Student Union Building, as of the start of the September 2018 sessions. They are:

*From Disaster Relief Towards Sustainable Development.* This is an edited collection of papers for this class (2018). [Campus Copy]

*Projects in Search of Relief with Development,* New York: Linus Learning Publishers, 2016. This includes discussion questions, as well as a workshop module that the class will refer to. [Dalhousie Bookstore]

A list of reference materials is also included in this outline (pp. 9-14). Some will be on reserve at the Killam Library. Over the course period, you will receive periodic briefs during classes, progress notes, and a cross-section of current book review outlines. You are urged to keep them carefully for your reference purposes.

**Some Broad Thesis/Research/Discussion Questions. Please do not be confined nor overwhelmed by this list.**

1. “Do theories drive policies or do policies latch onto theories?” Discuss in the context of disaster prevention, relief and/or development. Identify and critique some specific theories by way of examples. Ideally you might also be able to connect the theories to particular case examples.

2. Do theoretical frameworks serve as blinkers to changing realities or, alternatively, provide a false sense of security in complex situations? Discuss in the context of an institution’s experiences (e.g. the International Red Cross).


4. “The tendency to think of growing more food as the only way of solving a problem is tempting...” “Famine prevention is very dependent on the political arrangements for entitlement protection” [Sen, *Development as Freedom,* p. 169].

5. “How does an international organization (as, for example, Oxfam) connect apparent ‘historical insights’ with ‘operational challenges’?” Discuss, with examples.... You might contact the organization yourself.
6. If you were invited to examine (and advise a government on) a draft of its five-year development plan, what would you look for and what kind of advice might you then give? How might it connect with the budget? How might key themes of this course connect?

7. “Practitioners face a rather different problem of presentation. Governments are almost as much concerned about what to say and how to say it as about what to do” [Cairncross, *Economics and Economic Policy*, 1986, p. 13]. Discuss from the vantage point of (a) a politician, (b) a public servant (e.g., economic advisor to a government). How might this/should it influence your own advice (select your role e.g. as head of a provincial emergency management organization (EMO)? [Cavincross wrote this shortly after being chief economic adviser to the U.K. Govt.]

8. Why has ‘structural adjustment,’ as promoted by the IMF and World Bank, been viewed with such hostility (given the rationale for its application) by many NGOs?

9. “The ‘marketing of mercy’ has become big business.” Discuss and explore the implications.

10. Assume you have just been appointed the new minister responsible for Canadian foreign aid policy. How would you approach your new position? [Assume you were working with UNICEF or Oxfam before this new assignment].

11. What kinds of insights are to be gleaned for sustainable development from (for examples) the TVA experience; the Grameen Bank and Haiti/Nepal (post-earthquake)?

12. “Projects can be considered the cutting knives of both relief and development policies.” Why might this be so and with what relevant policy and operational lessons?

13. What are some of the key strengths and also vulnerabilities of such analytical frameworks as (social) cost-benefit analysis?

14. Within and beyond the boundaries of this class, what should be the strategic visions and responsibilities of a modern university? Discuss in the context of Dalhousie today.

15. What kinds of insights about ‘natural’ disaster prevention and recovery might be generated from the study of three of the following: (a) economics, (b) medicine, (c) law, (d) international development (e) marine affairs, (f) environmental studies, (g) political science, (h) engineering, and (i) business management. If you are studying in some other discipline, please include that.


17. Is it reasonable to seek to promote a more peaceful world through open trade and capital flows, but increasingly tough immigration constraints? Discuss in the context of the USA and Canada today.

19. “What are some of the pitfalls and opportunities that impede or help connect relief with development? Discuss (with case study examples).”

20. “Long-term funding is the great divide between relief and development.” Discuss, including implications.

21. Critique samples of Oxfam’s and the ICRC’s journals/quarterly reviews. How do such journals connect with handbooks and training courses? If you have details of another organization, you might include/substitute that.

22. “There is a veritable spate of documents, each claiming to be full of ‘lessons learned.’ Many are written on planes and in hotel rooms, between meetings. Historians do not seem to be cited in the ‘disasters/development’ field as much as one might anticipate.” Discuss.


24. “Being land-based creatures, people have constantly underestimated the resources within the seas and failed to recognize the importance of responsible ocean governance.” Discuss (in the context of disasters and development broadly defined).

25. Much is written about the need for better early warning systems. Discuss some of the key issues involved, in the context of (a) natural disasters, (b) modern peacekeeping/peacebuilding, (c) your nation or region.

**Some Reference Materials.** Extracts of many of the following will be briefly discussed. Some will have sections included in the edited collection for this class, or in reviews to be distributed to you.

I  **An Introduction to Frameworks for Analysis**

Mary B. Anderson and Peter J. Woodrow, *Rising from the Ashes*. UNESCO: Paris (and Westview Press), 1989. [This basic study and follow-up sessions (sponsored by Harvard and UNESCO) much influenced the initial design of this course.]

Ian McAllister, *Through A Glass Darkly: From Disaster Relief to Modern Peacebuilding*. Cornwallis Park: Canadian Peacekeeping Press, 2004 (second edition). [This draws on a variety of comparative studies and experiences. We’ll be discussing some.]

For a really excellent historical survey on the evolution of key economic and aid policy ideas, the DVD, *Commanding Heights: The Battle for the World Economy* cannot be over-praised. Info can be acquired from: 1-800-949-8670, or Online: shop.wgbh.org.

II  **What Might Development Economics Contribute? Some background readings**


For superb background/perspective readings on development economics, see Perkins, Radelet,

Derek Bok, *The Politics of Happiness*. Princeton: Princeton University Press, 2010 [Yes, this is relevant to the course! You’ll receive a review. His provocatively thoughtful comments on the roles and limitations of university education should be required reading for students and faculty alike. Until recently Bok was president of Harvard University].


### III Natural Disasters and Disaster Prevention

David Alexander, *Natural Disasters*. New York: Chapman and Hall, 1993. [A detailed survey of natural disasters, their causes and risks. It is as relevant today as when first written.] Do not discount it because of its date!

Nicholas Stern, *The Economics of Climate Change/The Stern Review*. Cambridge: Cambridge University Press, 2007. [This is extremely well-written and you are encouraged to browse through it.]


### IV Conflicts, Reconstruction, and Peacekeeping

Carnegie Commission, *Preventing Deadly Conflict*. New York: Carnegie Corporation, 1997. [as relevant today as when it came out; a massive contribution and worth spending some time with – a good summary exists]


John Maynard Keynes, *The Economics of the Peace* (1919) remains a classic. It is dauntingly perceptive in the analysis of wide-ranging trends and outcomes. It is an excellent companion to his *General Theory* (1935).

Peter Pigott, *Canada in Afghanistan*. Toronto: Dunwen Press, 2007. [a useful critique of the background to Canada’s involvement and the current situation; you will be given a review]


Joseph E. Stiglitz and Linda J. Bilmes, *The Three Trillion Dollar War*. New York: W.W. Norton, 2008. [particularly helpful in some of the technical discussion, especially on the application of cost-benefit analysis and the discount rate in assessing the costs of natural disasters and of military interventions, as in Iraq, Libya and Syria].

V International Human Rights and Humanitarian Aid


Cornelio Sommaruga, *International Humanitarian Law on the Threshold of the Third Millennium*. Geneva: ICRC, 1992. [If you decide to write either on IHL or on the International Red Cross or Geneva Conventions, then this is a ‘must.’]


Amartya Sen, *Development As Freedom*. Oxford: Oxford University Press, 1999. [Some of the papers are models of empirical clarity, with a sense of humour.]

Giles Carbonnier, Humanitarian Economics. Oxford: Oxford University Press, 2015. [Perhaps most useful for its Conclusion, plus the list of References]

VI Institutional Histories and Memories

theory and practice. If you are interested in the evolution of institutions and their histories, especially an NGO, then this is the book for you! You’ll get a review.]


Sadako Ogata, *The Turbulent Decade*. New York: W.W. Norton, 2005. [a bit tedious at times, but it does usefully complement the previous UNHCR report; Ogata became its head]

James Orbinski, *An Imperfect Offering: Dispatches from the Medical Frontline* [UK: Random House Group, 2008. Largely field-based reports by the former head of MSF. Very readable.]


World Bank, *The World Bank’s Experience with Post-conflict Reconstruction*. Washington (for official use only document, now available to this class), May 4, 1998. [This indicates the careful way institutional memories can be gleaned and is not to be treated lightly. It is drawn upon in *Through a Glass Darkly*.]

### VII Relief and Development Projects and Programs


Randall M. Packard, *The Making of a Tropical Disease: A Short History of Malaria*. Baltimore: The Johns Hopkins University Press, 2007. [This superb medical history, well-researched and authoritative, should be mandatory reading for all who subscribe to ‘quick-fix’ solutions (such as malaria nets) to complex problems.] Julia Hiscock’s recent (2012) MDE thesis usefully complements this work.


Michael Ignatieff, *Empire Lite*. (Nation-Building in Bosnia, Kosovo and Afghanistan). Toronto: Penguin Canada, 2003. [a mix of astute journalism and perceptive critique... extremely readable and worth the effort]

Ashraf Ghani and Clare Lockhart, *Fixing Failed States*. Oxford: Oxford University Press, 2008. [The topic, if not necessarily this treatment, demands further work. Unfortunately there is no shortage today of ‘failed states’].

### VIII Historical Novels and Biographies

Sometimes historical novels and biographies convey insights more vividly than other forms of writing. For examples, see:


Maureen Hanrahan, *Tsunami: The Newfoundland Tidal Wave Disaster*. St. John’s: Flanker Press, 2004. [We will draw from this local case.]

Richard Jolly (ed.), *Jim Grant – UNICEF Visionary*. Florence, Italy for UNICEF. (undated, c. 1998). [a series of papers about Grant – a reminder that ‘individuals really can make a difference’]


**IX Some Useful Research ‘Guides’**


Christopher B. Barrett and Jeffrey W. Cason, *Overseas Research: A Practical Guide*. Milton Park, Abingdon: Routledge (second edition), 2010. [Not only is this extremely practical, it also has an excellent bibliography.]

It must be emphasized that the above reference list is for general guidance purposes only. You are not expected to read most of these materials over the term! But lists as this can both be helpful for future professional work purposes, for thesis-writing, and other research, etc. You are also encouraged to add to such a list some of the materials you will have found to be useful.

**Internships and Follow-up reading classes (2019)**

While this course formally ends in December 2018, it will hopefully have served ‘to open windows and doors’ for further study, etc. This can be through follow-up reading classes (with appropriate approvals), thesis and other research, as well as internships with appropriate institutions. I will be glad to assist.

Ian McAllister

1 July 2018
The Social Sciences, Disasters and Relief Aid

Annex