

Economics 5252A
From Disaster Relief to Sustainable Development
A special research-seminar class
September – December 2022

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Main Purpose

- To explore and contribute to the growing body of ‘lessons from experience’ on disasters, prevention, preparation for relief, recovery, and sustainable development projects, programs and policymaking.

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, responsible ocean governance, 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, epidemics, forest fires, and floods).

While economic insights and their policy applications will routinely be searched, ideas 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, architectures, 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 some very specific operational guidelines, will contribute partial structures to this course (but not box it in).

Course Resources

A recent book (including a workshop and discussion questions), *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 Killam Library and Dalhousie Bookstore). It will be complemented by a collection of resource papers, *From Disaster Relief Towards Sustainable Development*. A number of additional materials are also noted in this course outline (under Some Reference Materials). Some will be placed on reserve at the Killam Library for this class. We will discuss these (and no doubt others) in seminar sessions.

Also see such websites as:

- IFRC.org
- ICRC.org
- alnap.org
- undp.org
- worldbank.org/poverty
- oneworld.org
- idrc.ca/library/world
- netaid.org
- sphereproject.org

Background

The 'pilot version' of this course was launched in 1993. It was designed to provide graduate 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 400 people** have now successfully completed these classes and various published and otherwise shared outcomes (linked to this course) have also been 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 some universities in Canada and abroad.

As one further outcome of this course, at least fifty graduate theses have now been completed on topics encompassed by the overall themes (including by Irene Knobon, 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, Soula Al Abbasi, Kevin Jager, Michal Sawicki, Ruba Moubarak, Vanessa Jenkins, Ben Perryman, Jamie Charlebois, Julia Hiscock and (2021) Jillian Wood). 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 and wrote a book on her experiences; 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) Lansana worked with the UNDP in Viet Nam prior to joining the Pearson Peacekeeping Centre; until more 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; one 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 then completed field research (now published) in Uruguay (written about in his MDE thesis). Julia Hiscock completed a most useful MDE thesis on malaria challenges and experiences, following her time in Tanzania). Kaylie Tiessen (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 (2013) published a

book that includes papers by seven former class participants. Following support from the Aga Khan Foundation, Jamie Charlebois worked with CARE Bangladesh in Dhaka and provided the class with direct field contact as 'an overseas course adviser' prior to his present university work in Alberta. 'The role of music in peace-building' has (2018) been the theme of a thesis MA (IDS) by Rebecca Godbout; Hala Nader completed (2018) an extremely relevant thesis (MA, IDS) on Syrian refugee women in Lebanon. Jillian Wood (MA/IDS 2021) examined in her thesis how 'lessons have been learned' from a cross-section of relief/ recovery situations.

Numerous 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*, contributes to pivotal structure to the 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 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 (a former ICRC delegate and Swiss Ambassador on Human Rights) was a guest of the programme.

In April 2000, we welcomed Inspector Everett Sumerfield 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 Landmines 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, 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 Lansana, 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 Soulaifa 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 was followed by Audra White and (in 2018 and 2019) by Mallory Ross [both also from this class].

In the spring of 2011, a guest of honour was yet another former graduate of this class, Ifeatu Nwaforonso, freshly back from her work in Haiti. Also in 2011, a guest of honour was Lieutenant-Colonel Randall Collen, Assistant 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 also a former course member. In 2015, we were joined by Burris Devaney, founding director of the Nova Scotia-Gambia Association, and (in 2018) the present director of the NSGA (Abdou Kanteh) attended the full course as a graduate student. In 2021 Abdou (briefly back from the Gambia) gave a challenging presentation on his work in the Gambia; Mike Butler, Director of MA 101 – Canada made a stimulating presentation on the 101 ad ocean governance challenges today.

Particular note must be made of the continuing support of the former EMO Director for Nova Scotia, Andrew Latham, followed by his successor Paul Mason, and the superb EMO teams. 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 2022 (fall term)

- Weekly Seminars (on campus)
- Two or Three Workshops (on campus)/hinged to the seminars
- One Workshop (at EMO headquarters in Dartmouth) [TBA]
- Group Discussion Topics – including with guest visitors
- Individual Assignments (written for a portfolio)
- Reading Materials (and shared book reviews). Each week one new framework will be introduced – to help provide you with a sample of ‘structural building-blocks’.

Weekly Seminars

Many sessions will include the introduction of a particular framework linked to a case study, 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, forest fires, the situation in Ukraine, Covid-19 and post-recovery approaches etc.).

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

- **Frameworks for the better understanding and analysis of:**

- Disasters/prevention/preparedness;
- Relief/mitigation;
- Recovery/shorter-run development; and
- Strategies for responsible environmental planning, including sustainable ocean governance.

All frameworks will be clearly hinged to projects and programs with an emphasis on practical applications.

- **Disaster case experiences/prevention-relief, etc.:**
 - Natural disasters;
 - People-made disasters; and
 - Early warning signals and their effective communication...
- **Towards recovery/sustainable development planning – challenges and experiences:**
 - National/regional/community-level cases, approaches and lessons; and
 - 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/International Ocean Institute/PPC;
 - UN agencies (UNICEF, UNHCR, UNDP, UNESCO, WHO);
 - Development Aid Agencies (World Bank, European Investment Bank, USAID, CIDA [that was] and IDRC; and
 - Universities as Partners in Disaster Prevention, Relief, Regional and International Development. Yes, this will include Dalhousie as well as a number of other institutions – including Harvard and Oxford.

Workshops

There will be at least two workshops on campus and one ‘on site’ at the EMO headquarters (TBA). 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 (also run by the author) in the World Bank and also (with the International Red Cross) in several African and S.E. Asian institutions. The third will be in cooperation with the EMO team of the Government of Nova Scotia. Others may also be linked into (e.g. with the Canadian Red Cross, International Ocean Institute, etc.). The situation in Ukraine will be monitored.

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, frameworks and cases.’ You are encouraged to ‘think 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. A new ‘book-in-the-making’, ‘The University as a Partner in Relief and Development’, will be introduced.

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. Bring your backgrounds and insights into the classroom.

Your own ideas will be welcomed in class discussions – whether on small group projects or in plenary sessions. 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 your own 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. Why not plan to write one yourself for publication?
- 2) **The analysis of one or more case studies or evaluation reports**; (several film extracts may 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 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.

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! The key message is that this class must be relevant for you.

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, recently a Rhodes Scholar, among the team. Reading classes have also occasionally been arranged – following up

completion of this class – to enable the further exploration of ideas. They may connect with a thesis or research for publication purposes.

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 (in the Student Union Building) and on reserve at Killam Library as of the start of the September 2022 sessions. They are:

- ***From Disaster Relief Towards Sustainable Development***. This is an edited collection of reports and papers for this class.
- ***Projects in Search of Relief with Development***, (Ian McAllister) New York: Linus Learning Publishers, 2016. This includes discussion questions, as well as a workshop module that the class will refer to.

A further edited book has also just been made available under Open Access, ***The Future of Ocean Governance and Capacity Development***. Brill/Nijhoft, 2018. (This has a number of links with this class.)

A list of additional 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 future 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).
3. “Models... can be the power bases of the insecure”. [McAllister, *Through a Glass Darkly: From Disaster Relief to Modern Peacebuilding*, 2nd ed., 2004, p. 128]. What do you think?
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 an organization yourself. For some students this class has been a bridge into jobs (as well as theses etc.)

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)? [Cairncross 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? Where do central banks and bank rate policies fit as instruments of public policy (in 2022)?
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 the Red Cross, UNICEF, UNHCR 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. (Ensure you have read such books by Derek Bok as *Beyond the Ivory Tower*.)
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.
16. "The insistence on ever-greater sophistication in major weapon systems has resulted in extremely expensive products which are constantly going wrong and require a good deal of maintenance," [D. and R. Smith, *The Economics of Militarism* (1983), p. 67]. Discuss in the context of Canada and the U.S. today (or your home nation). What about the Ukraine today?
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.
18. "Aid may alleviate policy, but it will not bring about sustainable development," [A. Ghani and C. Lockart, *Fixing Failed States*, 2008, p. 227]. Discuss.
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.
23. “A spread of ‘pre-emptive strike’ philosophy, as a way of ‘doing business,’ could have a devastating impact on the underpinning trust needed to build peace.” [I. McAllister, Pearson Paper No. 9 (2nd ed.) 2004. Discuss in the contexts of the Ukraine, Iraq, Iran, North Korea, China, Russia, Hong Kong or Syria today.
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.
26. What key lessons might have been learned from the covid 19 epidemic and what outcomes do you anticipate? How might this influence your own future planning? [Consult Carney’s book]. Also review Bill Gates, *How to Prevent the Next Pandemic* (2022).

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

Robert L. Tignor. *W. Arthur Lewis and the Birth of Development Economics*. Princeton: Princeton University Press, 2006. [A useful critique and excellent introduction to the theme]

For superb background/perspective readings on development economics, see Perkins, Radelet, Snodgrass, Gillis, Roemer, *Economics of Development*. New York: W.W. Norton, latest edition.

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].

Gerald M. Meier and Joseph E. Stiglitz, *Frontiers of Development Economics*. Oxford: Oxford University Press, 2001. [Some useful sections]

Mark Carney, *Values: Building a better World for All*. Signal, 2021.

This is a remarkable and much welcomed book – not easy reading but full of experienced reflection. Part II is especially recommended re. both COVID-19 and climate change discussions.

The Economist, *The World in 2022*. (London, *The Economist*, 2022). This annual publication contains crisply written critiques on 'world affairs,' as do the weekly *Economist* newspapers, whose analytical style is strongly recommended.

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.]

The World Bank, *Natural Hazards, UnNatural Disasters*. Washington: World Bank, 2010. [an excellent addition with a useful bibliography]

Bill Gates, *How to Prevent the Next Pandemic*. New York, Toronto: Alfred A. Knopf, 2022. [Extremely relevant].

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]

Greg Behrman, *The Marshall Plan and the Reconstruction of Post-War Europe*, London: Aurum Press, 2008 [a perceptive history of the background and core elements of the Marshall Aid Plan – of great relevance to today's situations from Afghanistan to Syria]

Neil Arya and Joanna Santa Barbara, *Peace Through Health*. Sterling, VA: Kumarian Press, 2008. [How health professionals can work as peacebuilders]

John Keegan, *War and Our World*. London: Pimlico Edition, 1999. [readable and constructive]

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).

Zachary D. Carter, *The Price of Peace*. Random House, New York, 2021. (Extremely relevant).

Alex J. Bellamy and Paul. D. Williams, *Understanding Peacekeeping*, 2nd ed. Cambridge: Polity Press, 2010. [a classic-to-become]

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]

M.V. Naidu, ed., *Perspectives on Human Security*. Brandon University: CPREA, 2001. [a series of useful papers]

Luc Reyhler and Thania Paffenholz, *Peace-Building: A Field Guide*. Boulder/London: Lynne Rienner Publishers, 2001. [Some extremely practical ideas based on solid experiences].

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

Henry J. Steiner and Philip Alston, *International Human Rights: Law, Politics, Morals*. Oxford: Clarendon Press, (second edition) 2000. [A massive and wide-ranging compilation of extremely useful material; a good reference work]

T.O. Elias, *New Horizons to International Law*. Dordrecht: Martinus Nijhoff, 1992. [An insightful critique to be aware of]

Mary Kaldor, *Human Security*. Cambridge: Polity Press, 2007. [A thoughtful set of critiques of comparative cases]

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.']

John Holmes, *The Politics of Humanity: The Reality of Relief Aid*. London: Head of Zeus, 2013. [A most useful critique, including of experiences. You'll get a review. Especially look at his Haiti reflections.]

Roger C. Riddell, *Does Foreign Aid Really Work?* Oxford: Oxford University Press, 2007. [Not light reading, but useful background. Recommend you read it with John Holmes, *The Politics of Humanity*.]

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

Maggie Black, *A Cause for our Times: Oxfam the first 50 years*. Oxford: Oxford University Press 1992. [An excellent review of the history of Oxfam and the connections between development 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.]

Maggie Black, *Children First: The Story of UNICEF, Past and Present*. Oxford: Oxford University Press, 1996. [A useful history of UNICEF. This does give you a sense of a UN agency and its evolution.]

Caroline Moorehead, *Dunant's Dream*. London: Harper Collins, 1998. [A readable history of the Red Cross Movement. You will be given a review.]

Ian McAllister, *Sustaining Relief with Development: Strategic Issues for the Red Cross and Red Crescent*. Dordrecht, Boston, London: Martinus Nijhoff, 1993; and, *On Issues and Initiatives: The International Red Cross in Times of Duress and Ambiguity*. Pearson Paper No. 9, Cornwallis Park: Canadian Peacekeeping Press, 2004 (2nd ed.) [critiques of Red Cross issues that (in many cases) still have currency].

UNHCR, *The State of the World's Refugees: Fifty Years of Humanitarian Action*. Oxford: Oxford University Press, 2000 [still probably the best review to date of the UNHCR]. For a more recent review, see Gil Loescher, Alexander Betts and James Milner, *The United Nations High Commissioner for Refugees*. London: Routledge, 2008.

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.]

Sebastian Mallaby, *The World's Banker: A Story of Failed States, Financial Crises, and the Wealth and Poverty of Nations*. London: Penguin Books, 2006. [A wide-ranging and provocative critique of the World Bank, especially under the presidency of Jim Wolfensohn. This is a 'must' to read for all interested in development aid! You'll be given a review.]

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

Robert Bothwell and Jean Dandelin, *Canada Among Nations 2008: 100 Years of Canadian Foreign Policy*. Montreal and Kingston: McGill-Queen's University Press, 2009. [Especially note Ian Smillie's critique, "Foreign Aid and Canadian Purpose."]

Ian McAllister, *Projects for Relief and Development*. Geneva: Henry Dunant Institute, 1991. [This was a very basic introduction to the topic for Red Cross field workers]. *Projects in Search of Relief with Development* (2016) builds upon it.

Jean Baneth, *Selecting Development Projects for the World Bank*. Washington: World Bank Discussion Papers, No. 322, 1996. [A candid review of some of the more technical aspects of project analysis. You might find it useful as a reference work for a thesis.]

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.

Peter Doherty, *Pandemics: What Everyone Needs to Know*. Oxford, Oxford University Press, 2013. [Clear and concise]

Albrecht Schnabel and Anara Tabyshalieva, *Escaping Victimhood: Children, Youth and Post-Conflict Peacebuilding*. Tokyo: UN University Press, 2013. [A useful introduction]

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:

Margaret MacMillan, *History's People*. Toronto: House of Anansi Press, 2015. [a most useful approach to the understanding of history]

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']

Steven Galloway, *The Cellist of Sarajevo*. Toronto: Vintage Canada Edition, 2009.

Jonathan Franklin, *33 Men* (the Chilean mining rescue). New York: G.B. Putnam, 2011.

Stanley Meisler, *Kofi Annan*. New Jersey: John Wiley, 2007.

Muhammad Yunus, *Banker to the Poor: Micro-lending and the Battle Against World Poverty*. New York: Public Affairs, 1999/2003.

General Rick Hillier, *A Soldier First*. Toronto: Harper Collins, 2009.

Paul Farmer, *Haiti After the Earthquake*. New York: Public Affairs, 2011.

Martin Bell, *In Harm's Way, Bosnia: A War Reporter's Story*. Australia: Allen and Unwin/Penguin Books, 2012.

Sherard Cowper-Coles, *Cables from Afghanistan*. London: Harper Press, 2011.

IX. Some Useful Research 'Guides'

Gary D. Bouma and G.B.J. Atkinson, *A Handbook of Social Science Research* (second edition). Oxford: Oxford University Press, 1996. [Yes, it is still very relevant!]

UNESCO, *The World Social Sciences Report*, (1999, UNESCO, Paris).

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 (2023 and beyond)

While this course formally ends in December 2022, it will hopefully serve '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
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