

POLI 3560

Issues in Global Security and Development

Fall 2016

Class Time: Monday (1:05pm – 3:55pm)

Class Location: Room 116, McCain Arts and Social Science Building

Instructor: Carla Suarez

Office: Room 363, Henry Hicks Building

Office hours: Monday 11:00-12:30. If this time does not work please email the instructor to set up an alternative date/time.

Email: Carla.Suarez@dal.ca

Course Description

Global insecurity stemming from protracted armed conflict, organized criminal violence, fragile states, and terrorism poses the greatest challenge towards sustainable development in the 21st century. In this course we will enhance our understanding of the security-development nexus by examining the various conceptual frameworks developed by academics, policy-makers and practitioners. We will begin by exploring the broader intersections between poverty, inequality, criminality, and armed conflict. In the first part of the course, we will review the dominant policy prescriptions and interventions underpinning the so-called ‘neo-liberal’ agenda, which include humanitarianism, peacebuilding, peacekeeping, and the stabilization of fragile states. Drawing on the eastern Democratic Republic of the Congo (DRC) as an in-depth case study, we will also evaluate how these standardized interventions have been implemented in a region that has experienced one of the most complex and devastating humanitarian crises in Sub-Saharan Africa. The eastern DRC was the site of ‘Africa’s world war’, which involved eight neighbouring countries, resulting in the death of an estimated 5.4 million people. The region remains in a chronic state of insecurity and is currently fractionalized by the presence of approximately 70 different armed groups. In the second part of the course, we will consider the different modes of non-state governance that have emerged in areas of limited statehood. In particular, we will analyze how authority is exercised and public services are delivered by non-state groups, such as civil society, religious organizations and even armed groups.

Objectives

1. To become familiar with the major academic debates surrounding security-development nexus;
2. To identify the broader policy developments and implications of the security-development nexus;
3. To strengthen your ability to concretely synthesize, analyze and critique academic scholarship;
4. To enhance your skills in public speaking, academic research, and writing.

Format

This is a three-hour seminar style course, held once a week, which will be primarily divided into a lecture and discussion. Students are expected to come fully prepared for each seminar, and actively and thoughtfully participate in the discussions. Each week, we will critically reflect and discuss the assigned readings. In particular, we will dissect the central arguments, key concepts, theoretical or conceptual frameworks, empirical evidence, and/or policy implications outlined in the readings. In addition to lectures and discussions, we will also hold three short 'Skills Development & Enhancement Modules' throughout the semester, which will focus on (a) presentation skills, (b) research, and (c) academic analysis and writing. These are crucial skill sets to develop and master, and they will be useful in any future career paths.

Required Readings

In order to eliminate the high price of textbook and reading packages, all of the required readings will be posted in Brightspace. Please follow the course schedule to download the correct reading. Over the course of the semester, I may also revise assigned readings, lecture topics, and assignments. Any changes to the course schedule or readings will be announced at least one week in advance.

Course Requirements

Requirements	Percentage of Grade	Due Date
Class participation	15%	Evaluated throughout the course

Group presentations	20%	Students will sign up for presentation dates on Sept 19 th
Essay abstract	10%	Oct 31
Midterm	25%	Nov 14
Final essay	30%	Dec 6 th
Total	100%	

Please note: Oct 7th is the last day to withdraw from a Fall term course without a W, and Nov 14th is the last day to withdraw from a Fall term course with a W.

(1) Class participation (15%)

The success of the course will largely depend upon student's critical engagement and reflection of the assigned material. Our goal in the course is to exchange our unique understandings and analysis of the readings. We will create an open and safe learning environment, where we will share, learn from, and respect each other's perspectives, some of which may be significantly different from our own.

To accomplish this goal, students are expected to attend all seminars; critically read, think about and discuss the assigned readings. It is helpful to consider the convergence or divergence of arguments outlined in the assigned material. Students will be evaluated based on their attendance and the quality of their participation in the seminar.

How to prepare for the seminar discussions?

(a) Students are strongly encouraged to reflect upon and write out the answers to the following questions before they come to the seminar. Although you will not be asked to submit these answers, this will help you during the seminar discussions. Have these questions with you as you review the required material:

- What are your main observations and impressions about the article?
- What is the main argument the author(s) outlines in the article?
- Were you convinced by the argument? Why or why not?
- What evidence does the author(s) draw upon (i.e. conceptual, theoretical, empirical) to advance her/his argument?

- How does the argument(s) in the article relate to other readings reviewed in the course, and/or the broader course topic?
- Do you have any questions about the article?

(b) Some students may find it helpful to identify a quote, idea and/or concept in the article that they want to discuss in class. Perhaps you agree or disagree with this, or perhaps you simply found it helpful to your understanding of the topic.

(2) Group presentation (20%)

Students will break into small groups, involving 2 or 3 group members. Each group will select one topic to present and discuss with the class. Each group will sign up for their topic at the end of the second class **(Sept 19)**. The topics will be assigned on a 'first come first serve' basis. Please come with at least 2-3 topics that you are interested in presenting, in case you do not get your first choice.

Students can choose from the following topics. Please note that there can only be a maximum of 2 groups for each topic.

- Oct 3: Critical perspectives on humanitarian discourse, images and advocacy
- Oct 17: Statebuilding and its critics
- Oct 24: The 'local' turn in peacebuilding
- Nov 14: Non-state governance: re-thinking public authority & regulation
- Nov 21: Case study, eastern DRC
- Nov 28: Continuation of Case study, eastern DRC
- Dec 5: Hybrid political order and critical interpretations

Each group will **select 2 of the 'recommended readings'** listed under the topic in the course schedule. The group is required to: (a) summarize the article, focusing on the main contribution outlined by the author(s), and (b) facilitate a critical discussion with the class about the topic that is reviewed. The groups **are strongly** encouraged to conduct additional research about the topic that they select in order to generate a meaningful discussion with their peers.

Each group is expected to present for a total of **15 minutes**. Please be conscious about how much time you allocate for each activity, points will be deducted if you go under or over the time. Time management is an important component of public speaking, especially in academic settings. Groups are encouraged to present for 6-7 minutes and generate a discussion for 8-9 minutes.

IMPORTANT: If there is another group presenting on the same topic as you, make sure that you select different recommended readings! Please make sure that you coordinate among yourselves. Otherwise, both groups will be penalized if you present the same articles

Groups will be evaluated on: (a) concisely summarizing the article; (b) outlining and discussing the main contribution of the author(s); (c) stimulating a thoughtful discussion; (d) creativity; (e) clarity and form.

To help prepare students for these group presentations, we will hold a Presentation Skills Module on **Sept 26** to discuss different techniques to use for public speaking.

Resources for public speaking:

Public speaking may be easier for some than others. However, it is a vital skill set to develop and master regardless of your future career direction. Here are some resources that can help:

(a) Toastmasters: Check out their online resources that give suggestions on a variety of issues:

<https://www.toastmasters.org/Resources>

(b) Ted Talks: Check out any of these videos that focus on public speaking:

https://www.ted.com/playlists/226/before_public_speaking

(3) Essay abstract (10%)

The purpose of the assignment is to get students thinking about and working on their final essays early in the semester. The essay abstracts will be 250 to 300 words, approximately one paragraph long. Essay abstracts will be graded as pass or fail. As you will quickly learn, one of the most important yet difficult aspects about academic writing is learning to write in a concise and persuasive manner. Students are expected to include the following information in their abstracts:

- Indicate the topic and case study that you have chosen to explore in your essay;
- Demonstrate how the topic relates to the security-development nexus debate and why its important;
- Include a clear and concise argument (i.e. thesis statement);

Students are strongly encouraged to (a) read over the final essay description before completing this assignment, and (b) consult with the instructor about their proposed paper topic prior to submitting their essay abstract.

(4) Midterm (25%)

Students will have 90-minute to complete the midterm in class. You will be asked to:

- Identify and state the significance of 4 key terms or concepts that have been discussed in class (50%)
- Write one short essay (50%)

(5) Final essay (30%)

Students will be asked to choose an essay topic that is related to the security-development nexus. This may be a topic that was discussed and presented during the class, or not. If you choose a topic that was not covered during the seminar, please get approval from the instructor before you begin.

Students will draw upon a contemporary case study to help develop and advance their argument. Your case study can be: (a) an actor; (b) institution; (c) law; (d) policy prescription; or (e) a previous or ongoing humanitarian crisis. When selecting your case study you should think about how the security-development praxis (i.e. discourse and practice) has changed or been influence by the chosen case study. You should articulate why this is an important case study to consider when discussing the topic and what lessons we have (or can) learn from the case study.

The essay should be well researched, clearly articulated argument that is demonstrated or supported by a case study. You will be evaluated on your ability to communicate an in-depth understanding of the issue by using your case study. We will hold two Skills Development Modules to prepare us for this assignment, including one on research (Oct 17) and the other on academic analysis and writing (Oct 24),

The final essay should be 12 -16 pages double, which is between 3,000 to 4,000 words. It is **due Dec 6th** and must be submitted electronically

Please make sure that your final essay is double space, size 12 font, standard margins, and uses APA citation style (6th edition). The Dalhousie library has a guide on how to use APA citation, please visit:

http://libraries.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/APA_QuickGuide_6th_V2_2015.pdf

Grading

(1) Scale

Letter Grade	Numeric Grade
A+	90-100
A	85-89.9
A-	80-84.9
B+	77-79.9
B	73-76.9
B-	70-72.9
C+	65-69.9
C	60-64.9
C-	55-59.9
D	50-54.9
F	0-49.9

(2) Late penalties

Late penalties vary according to the type of assignment.

(a) Essay Abstract: Students are expected to **submit a hard copy of their essay abstracts on Oct 31** at the beginning of the seminar. As this assignment is being graded as either pass or fail, failure to submit it on time will result in an automatic fail, unless there are special circumstances that will require some form of documentation.

(b) Final essays: Students are expected to **submit an electronic copy of their final essay on December 6th**. All final essays should be sent to Carla.Suarez@dal.ca. Please make sure your final essay is in a Word Document file. To avoid any confusion, students will receive an official confirmation, indicating the time and date, of when the essay was received by email. If you do not receive this official confirmation by the next day, then your essay has not been received and you will need to re-send it. Each student is responsible for ensuring that they receive an official confirmation. The penalty for late papers is 5% per day. Students will receive electronic graded copies of their essay, which will include detailed comments throughout this piece in 'track changes'.

(3) Grade appeals

Students wishing to appeal a grade must do so during the instructor's office hours or by appointment. Students must prepare and submit a brief written statement (approximately 200 words) explaining why they feel the assignment / midterm was not graded correctly. Appeals must be made within one week from the date that the assignment was returned. Please note that grades may be raised, lowered, or unchanged during the appeal process. The revised grade is final and cannot be appealed. Grades will not be discussed over email.

Other Information

(1) Use of electronic devices

Laptops, tablets, and other electronic devices may be used during lectures for the purposes of note-taking. Student are asked to turn off their cell phones during lectures, and to refrain from using social media or sites that may be distracting to other students (i.e. listening to music, streaming videos, etc.).

(2) Plagiarism & Other Unacceptable Practices

Students are expected to familiarize themselves with and abide by Dalhousie's policies on plagiarism and academic integrity. Plagiarism and other forms of cheating are considered serious academic offences, which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. Plagiarism can also happen unintentionally, so be sure to take careful notes when gathering sources for your assignments. If you are paraphrasing someone else's idea, be sure to acknowledge the source. When in doubt, please cite!

To review Dalhousie's policy on plagiarism and academic integrity, please visit <http://academicintegrity.dal.ca/Policies/>. If you have any questions or concerns about your work, please do not hesitate to contact me (or the TAs).

(3) Student Accessibility and Accommodation

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services

Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 902-494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

(4) Useful Resources

(1) Having trouble with your research? The Dalhousie University Library has an entire webpage dedicated to political science resources, visit:

<http://dal.ca.libguides.com/c.php?g=257013>

(2) Having trouble with your writing? Visit the writing centre at:

http://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

(3) Feeling too stressed? Perhaps the counselling services can help:

http://www.dal.ca/campus_life/health-and-wellness/counselling.html

Course Schedule and Readings

Class # 1: Sept 12

Introduction to the security-development nexus + Overview of the syllabus

Required Readings:

World Bank. 2011. World development report 2011 Conflict, security, and development. Washington, DC: World Bank. Only read page 49-93

Duffield, M. (2010). The development-security nexus in historical perspective: governing the world of peoples. In *Challenging the Aid Paradigm* (pp. 25-46). Palgrave Macmillan UK.

Chandler, D. (2007). The security–development nexus and the rise of ‘anti-foreign policy’. *Journal of International relations and Development*, 10(4), 362-386.

Recommended Readings:

Stern, M., & Öjendal, J. (2010). Mapping the security—development nexus: conflict, complexity, cacophony, convergence?. *Security Dialogue*, 41(1), 5-29.

Reid-Henry, S. (2011). Spaces of security and development An alternative mapping of the security–development nexus. *Security Dialogue*, 42(1), 97-104.

Jones, G. A., & Rodgers, D. (2011). The World Bank's World Development Report 2011 on conflict, security and development: a critique through five vignettes. *Journal of International Development*, 23(7), 980-995.

Beall, J., Goodfellow, T., & Putzel, J. (2006). Introductory article: on the discourse of terrorism, security and development. *Journal of international development*, 18(1), 51-67.

Class # 2: Sept 19

*** Sign up for your group presentation***

Re-thinking and conceptualizing security

Required Readings:

Peou, S. (2002). The UN, Peacekeeping, and Collective Human Security: From An Agenda for Peace to the Brahimi Report. *International Peacekeeping*, 9(2), 51-68.

Gasper, D. (2005). Securing humanity: Situating ‘human security’ as concept and discourse. *Journal of Human Development*, 6(2), 221-245.

Martin, M., & Owen, T. (2010). The second generation of human security: lessons from the UN and EU experience. *International Affairs*, 86(1), 211-224.

Recommended Readings:

Owen, T. (2004). Human security-Conflict, critique and consensus: colloquium remarks and a proposal for a threshold-based definition. *Security Dialogue*, 35(3), 373-387.

Paris, R. (2001). Human security: Paradigm shift or hot air?. *International Security*, 26(2), 87-102.

Hudson, H. (2005). 'Doing' security as though humans matter: A feminist perspective on gender and the politics of human security. *Security Dialogue*, 36(2), 155-174.

Christie, R. (2010). Critical voices and human security: To endure, to engage or to critique?. *Security Dialogue*, 41(2), 169-190.

Class # 3: Sept 26

The evolution of humanitarianism + Presentation skills module

Required Readings:

Barnett, M. (2005). Humanitarianism transformed. *Perspectives on politics*, 3(04), 723-740.

Donini, A., Minear, L., & Walker, P. (2004). The future of humanitarian action: Mapping the implications of Iraq and other recent crises. *Disasters*, 28(2), 190-204.

Bachmann, J., & Gelot, L. (2012). Between Protection and Stabilization? Addressing the Tensions in Contemporary Western Interventions in Africa: An Introduction. *African Security*, 5(3-4), 129-141.

Recommended Readings

Collinson, S., Elhawary, S., & Muggah, R. (2010). States of fragility: stabilisation and its implications for humanitarian action. *Disasters*, 34(s3), S275-S296.

Belloni, R. (2007). The trouble with humanitarianism. *Review of International Studies*, 33(03), 451-474.

Mills, K. (2005). Neo-humanitarianism: the role of international humanitarian norms and organizations in contemporary conflict. *Global Governance: a Review of Multilateralism and International Organizations*, 11(2), 161-183.

Bellamy, A. J. (2005). Responsibility to protect or Trojan horse? The crisis in Darfur and humanitarian intervention after Iraq. *Ethics & International Affairs*, 19(02), 31-54.

Class # 4: Oct 3

Critical perspectives of humanitarian discourse, images and advocacy

Required Readings:

Donini, A. (2010). The far side: the meta functions of humanitarianism in a globalised world. *Disasters*, 34(s2), S220-S237.

Malkki, L. H. (1996). Speechless emissaries: Refugees, humanitarianism, and dehistoricization. *Cultural anthropology*, 11(3), 377-404.

Mégret, F. (2009). Beyond the 'salvation' paradigm: Responsibility to protect (others) vs the power of protecting oneself. *Security Dialogue*, 40(6), 575-595.

Recommended Readings

Armstrong, K. (2008). "Seeing the Suffering" in Northern Uganda: The Impact of a Human Rights Approach to Humanitarianism. *Canadian Journal of African Studies/La Revue canadienne des études africaines*, 42(1), 1-32.

Daley, P. (2013). Rescuing African bodies: celebrities, consumerism and neoliberal humanitarianism. *Review of African Political Economy*, 40(137), 375-393.

Denov, M. (2012). Child soldiers and iconography: portrayals and (mis) representations. *Children & Society*, 26(4), 280-292.

Autesserre, S. (2009). Hobbes and the Congo: frames, local violence, and international intervention. *International Organization*, 63(2), 249-280.

Oct 10: Thanksgiving Day - (University Closed)

Class # 5: Oct 17

Statebuilding and its critics + Research skills module

Required Readings

Milliken, J., & Krause, K. (2002). State failure, state collapse, and state reconstruction: concepts, lessons and strategies. *Development and change*, 33(5), 753-774.

Bøås, M., & Jennings, K. M. (2005). Insecurity and development: the rhetoric of the 'failed state'. *The European Journal of Development Research*, 17(3), 385-395.

Englebert, P., & Tull, D. M. (2008). Postconflict reconstruction in Africa: Flawed ideas about failed states. *International security*, 32(4), 106-139.

Recommended Readings

Rotberg, R. I. (Ed.). (2010). *When states fail: causes and consequences*. Princeton University Press. (Chapter 1)

Hagmann, T., & Péclard, D. (2010). Negotiating statehood: dynamics of power and domination in Africa. *Development and Change*, 41(4), 539-562

Call, C. T. (2008). The fallacy of the 'Failed State'. *Third World Quarterly*, 29(8), 1491-1507.

Hill, J. (2005). Beyond the other? A postcolonial critique of the failed state thesis. *African identities*, 3(2), 139-154.

Curtis, D. (2013). The limits to statebuilding for peace in Africa. *South African Journal of International Affairs*, 20(1), 79-97.

Class # 6: Oct 24

The 'local' turn in peacebuilding + Academic analysis and writing skills module

Required Readings

Donais, T. (2009). Empowerment or Imposition? Dilemmas of Local Ownership in Post-Conflict Peacebuilding Processes. *Peace & Change*, 34(1), 3-26.

Paris, R. (2010). Saving liberal peacebuilding. *Review of international studies*, 36(02), 337-365.

Randazzo, E. (2016). The paradoxes of the 'everyday': scrutinising the local turn in peace building. *Third World Quarterly*, 37(8), 1351-1370.

Recommended Readings

Richmond, O. P. (2012). Beyond local ownership in the architecture of international peacebuilding. *Ethnopolitics*, 11(4), 354-375.

Mac Ginty, R. (2015). Where is the local? Critical localism and peacebuilding. *Third World Quarterly*, 36(5), 840-856.

Paffenholz, T. (2015). Unpacking the local turn in peacebuilding: a critical assessment towards an agenda for future research. *Third World Quarterly*, 36 (5), 857-874.

Da Costa, D. F., & Karlsrud, J. (2012). Contextualising liberal peacebuilding for local circumstances: UNMISS and local peacebuilding in South Sudan. *Journal of Peacebuilding & Development*, 7(2), 53-66.

Class # 7: Oct 31

*** Essay Abstract is Due ***

Non-State Governance: Re-thinking Public Authority & the Delivery of Public Goods

Required Readings:

Raeymaekers, T., Menkhaus, K., & Vlassenroot, K. (2008). State and non-state regulation in African protracted crises: governance without government. *Afrika Focus*, 21(2), 7-21.

Reyntjens, F. (2014). Regulation, taxation and violence: the state, quasi-state governance and cross-border dynamics in the Great Lakes Region. *Review of African Political Economy*, 41(142), 530-544.

Bagayoko, N., Hutchful, E., & Luckham, R. (2016). Hybrid security governance in Africa: rethinking the foundations of security, justice and legitimate public authority. *Conflict, Security & Development*, 16(1), 1-32.

Recommended Readings:

Menkhaus, K. (2007). Governance without government in Somalia: Spoilers, state building, and the politics of coping.

Börzel, T. A., & Risse, T. (2010). Governance without a state: Can it work?. *Regulation & Governance*, 4(2), 113-134.

Willems, R., & van der Borgh, C. (2016). Negotiating security provisioning in a hybrid political order: the case of the Arrow Boys in Western Equatoria, South Sudan. *Conflict, Security & Development*, 16(4), 347-364.

Ali, A. (2015). The Security Gap in Syria: Individual and Collective Security in 'Rebel-held' Territories. *Stability: International Journal of Security and Development*, 4(1).

Nov # 7: Nov 7 Fall Study Break (University Closed)

Class # 8: Nov 14

*** Mid-Term in Class ***

Class # 9: Nov 21

Case study: The eastern Democratic Republic of the Congo (DRC)

Autesserre, S. (2012). Dangerous tales: Dominant narratives on the Congo and their unintended consequences. *African Affairs*, adr080.

Baaz, M. E., & Verweijen, J. (2013). The volatility of a half-cooked bouillabaisse: Rebel-military integration and conflict dynamics in the eastern DRC. *African Affairs*, 112(449), 563-582.

Englebert, P. (2006). Why Congo persists: sovereignty, globalization and the violent reproduction of a weak state. In *Globalization, Violent Conflict and Self-Determination* (pp. 119-146). Palgrave Macmillan UK.

Trefon, T. (2009). Public service provision in a failed state: looking beyond predation in the Democratic Republic of Congo. *Review of African Political Economy*, 36(119), 9-21.

Recommended Readings

Mertens, C., & Pardy, M. (2016). 'Sexurity' and its effects in eastern Democratic Republic of Congo. *Third World Quarterly*, 1-24.

Reno, W. (2006). Congo: From state collapse to 'absolutism', to state failure. *Third World Quarterly*, 27(1), 43-56.

Eriksen, S. S. L. (2009). The liberal peace is neither: peacebuilding, state building and the reproduction of conflict in the Democratic Republic of Congo. *International Peacekeeping*, 16(5), 652-666.

Vlassenroot, K., & Raeymaekers, T. (2008). New political order in the DR Congo? The transformation of regulation. *Afrika Focus*, 21(2), 39-52.

Class # 10: Nov 28

Con't - Case Study - The Democratic Republic of the Congo (DRC)

Required Readings:

Hoffmann, K., & Vlassenroot, K. (2014). Armed groups and the exercise of public authority: the cases of the Mayi-Mayi and Raya Mutomboki in Kalehe, South Kivu. *Peacebuilding*, 2(2), 202-220.

Eriksson Baaz, M., & Verweijen, J. (2014). Arbiters with guns: the ambiguity of military involvement in civilian disputes in the DR Congo. *Third World Quarterly*, 35(5), 803-820.

Titeca, K., & De Herdt, T. (2011). Real governance beyond the 'failed state': Negotiating education in the Democratic Republic of the Congo. *African Affairs*, 110(439), 213-231.

Recommended Readings

Raeymaekers, T. (2013). Post-war conflict and the market for protection: The challenges to Congo's hybrid peace. *International Peacekeeping*, 20(5), 600-617.

Seay, L. E. (2013). Effective responses: Protestants, Catholics and the provision of health care in the post-war Kivus. *Review of African Political Economy*, 40(135), 83-97.

Laudati, A. (2013). Beyond minerals: broadening 'economies of violence' in eastern Democratic Republic of Congo. *Review of African Political Economy*, 40(135), 32-50.

Büscher, K. (2012, December). Urban governance beyond the state: Practices of informal urban regulation in the city of Goma, eastern DR Congo. In *Urban Forum* (Vol. 23, No. 4, pp. 483-499). Springer Netherlands.

Class # 11: Dec 5

Hybrid Political Orders & Its Critics

Required Readings:

Luckham, R., & Kirk, T. (2013). The two faces of security in hybrid political orders: a framework for analysis and research. *Stability: International Journal of Security and Development*, 2(2).

Meagher, K. (2012). The Strength of Weak States? Non-State Security Forces and Hybrid Governance in Africa. *Development and Change*, 43(5), 1073-1101.

Wuuff Moe, L. (2011). Hybrid and 'everyday' political ordering: constructing and contesting legitimacy in Somaliland. *The Journal of Legal Pluralism and Unofficial Law*, 43(63), 143-177.

Recommended Readings

Mac Ginty, R., & Richmond, O. (2016). The fallacy of constructing hybrid political orders: a reappraisal of the hybrid turn in peacebuilding. *International Peacekeeping*, 23(2), 219-239.

Hoehne, M. V. (2013). Limits of hybrid political orders: the case of Somaliland. *Journal of Eastern African Studies*, 7(2), 199-217.

Tull, D. M. (2003). A reconfiguration of political order? The state of the state in North Kivu (DR Congo). *African Affairs*, 102(408), 429-446.

Peterson, J. H. (2012). A conceptual unpacking of hybridity: Accounting for notions of power, politics and progress in analyses of aid-driven interfaces. *Journal of Peacebuilding & Development*, 7(2), 9-22.

Höglund, K., & Orjuela, C. (2012). Hybrid peace governance and illiberal peacebuilding in Sri Lanka. *Global Governance*, 18(1), 89-104.

Class # 12: Dec 6 – This is a Make-Up Class – Mandatory Attendance

Final Essay is Due

The future of the security-development debate?

Required Readings:

Doornbos, M. (2010). Researching African statehood dynamics: Negotiability and its limits. *Development and Change*, 41(4), 747-769.

Richmond, O. P., & Mac Ginty, R. (2015). Where now for the critique of the liberal peace?. *Cooperation and Conflict*, 50(2), 171-189.