

GLOBAL CONFLICT AND DEVELOPMENT

Course #	INTD 397
Section #	3
Term	Fall
Year	2020
Course schedule	Wednesdays and Fridays, 2.35pm - 3.55pm

INSTRUCTOR

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Virtual office hours: by appointment

COURSE OVERVIEW

It is a truth universally acknowledged in global policymaking circles that conflict and development are intimately linked. International organizations, NGOs and foreign affairs ministries increasingly design their programmes around the idea that countries can get trapped in a cycle of conflict and lack of development, and that development can prevent the reoccurrence of conflict. In this process, development issues are assessed through a security lens and security issues through a development frame.

This course explores the manifold ways in which conflict and development are enmeshed. The course is divided into five parts. Part I addresses how the link between conflict and development is conceptualized in policy and academia. Part II focuses on the environment, natural resources and conflict. In Part III, we look at issues related to socio-economic conflict and criminality. Part IV examines the link between international aid and conflict. Finally, an interlude in the beginning of the class explores how knowledge is produced and how we come to think about conflict and development the way we do.

The course critically assesses the idea that conflict and development are linked and the effects of this idea when it is translated into policy. It questions the extent to which development is always “good” while conflict is always “bad”. And it shows that questions of conflict and development are relevant not only in the Global South, but also in the Global North.

LEARNING OUTCOMES

At the end of the course, students will have a clear understanding of debates in academia and policy regarding the link between conflict and development. They will be familiar with a number of concrete examples from a wide range of geographical areas, including Africa, Latin America, the Caribbean, and North America. In addition, students will gain understanding of how knowledge is produced in academia and policy and develop their capacity to evaluate arguments.

REGARDING REMOTE DELIVERY

I am aware that the remote learning context presents challenges for students, including their ability to access course materials, to find a suitable work environment, and to juggle their studies with life during a pandemic. This course has been designed with the aim of balancing ease of access with possibilities for engagement, and I aim to do my best to provide a supportive learning environment for all. You can find help on remote learning on McGill’s website, with the [Student-specific Guidelines for Remote Teaching and Learning](#) and [Remote Learning Resources](#).

INSTRUCTIONAL METHODS

The course will be taught using a mix of fixed (students participate together online at the same time) and flexible activities (students participate online at any time of their choosing).

Fixed activities will always take place during the scheduled class time (Wednesdays and Fridays, 2.35pm – 3.55pm) using Zoom. Fixed activities include workshops on assignments, group discussions, and Q&A sessions. Participation in fixed activities is not mandatory. Fixed activities sessions that involve the full class will be recorded for those who cannot attend.

Flexible activities will be available on MyCourses. They include course material for consultation (readings and videos), recorded lectures (made available on the day of the module or before), and discussion forums. Consulting the course materials, watching the lectures and participating in the discussion forums is mandatory.

CLASS FLOW

Students should approach each module in the following order:

- Course materials (readings and videos) should be consulted before the scheduled beginning of the module (e.g. Wednesday at 2.35pm). I recommend consulting the material in the order in which it is posted on MyCourses.
- Contribution to discussion boards (when required) should be posted before the scheduled beginning of the module.
- Recorded lectures can be watched during the first half of the scheduled time for the module (2.35pm-3.15pm) or before.
- Online activities (e.g. discussions, Q&A sessions) will take place during the second half of the module (3.15pm-3.55pm).

STUDENT PARTICIPATION IN FIXED ACTIVITIES

Students are invited to participate in fixed activities during scheduled module time, but this is not mandatory. There will be two types of fixed activities:

- Full class Q&A sessions: During these sessions the instructor will answer questions from students regarding the course materials, assignments, or other issues that may arise. Students can participate either via audio, audio and video, or through the Zoom chat function. Students will also be invited to respond to their peers' question if they feel competent to do so. These fixed sessions (including student interventions) will be recorded for those who do not attend.
- Group activities, including workshops and discussions: For these activities, students will be paired in groups of 5-6 people. Students are invited to use the audio and the video functions on Zoom for these sessions, but can also use the chat function if they feel more comfortable doing so or for technical reasons. These sessions will not be recorded. A rapporteur will be assigned to take notes.

RECORDING OF SESSIONS

By enrolling in a remote course, you accept that fixed sessions will be recorded. You must consent to being recorded if you are attending a lecture or participating in a component of a course that is being recorded. You will be notified through a "pop-up" box in Zoom if a lecture or portion of a class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off Zoom. Students who log off will be able to later watch the video recording in MyCourses.

For pedagogical reasons and for the enrichment of the experience of all students, attendance may be monitored and/or active participation may be expected or required during fixed (synchronous) class time. As such, you may be asked to turn on your camera and audio. If you do not have the necessary resources (e.g., adequate Internet bandwidth or equipment) to do so, please inform me *at the beginning of term* so that appropriate accommodations can be made.

In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and your instructor may call your name during the lecture. As such, this personal information will be disclosed to classmates, whether during the lecture or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during the lecture or in viewing the recording.

NETIQUETTE

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. "Chat" boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak.

You should follow instructors' directions about the use of the "chat" function on remote learning platforms.

CONTACT WITH THE INSTRUCTOR

I will create a discussion forum dedicated to questions you may have about the course, including the course material, the lectures and the assignments. Whenever you have a question, please post it on the forum rather than emailing me. That way I can share the answer with everyone and consolidate related questions.

If you want to discuss an issue of a more personal nature, please feel free to email me and we can discuss via email or set up a Zoom meeting.

I will check course-related emails during regular office hours (9am-5pm Monday to Friday) and will aim to get back to you within 24 hours.

REQUIRED COURSE MATERIALS

All required readings and links to videos will be posted on MyCourses.

EVALUATION AND ASSIGNMENTS

Forum discussions (10)	30% (10 x 3%)
Documentary review 1	20%
Peer review	10%
Documentary review 2	20%
Final reflection	20%

Please note that the grading rubric for each assignment will be posted on MyCourses.

Forum discussions (10 x 3%)

For 10 of the class modules, you will be asked to contribute to a discussion forum on MyCourses. There will be a question/prompt based on the readings and/or videos assigned for that module. You should submit a short (150-200 words) response.

Your response should be posted the day before the module is scheduled by 11.59pm EST.

Documentary review 1 and 2 (20% each)

During the semester you will be asked to write two reviews of about 1,000 words each. The first is a review of a single documentary while the second reviews two documentaries on the same issue jointly. More details will be discussed in class.

Review 1 should be uploaded on MyCourses by October 21 at 11.59pm EST.

Review 2 should be uploaded on MyCourses by November 25 at 11.59pm EST.

Peer review (10%)

Peer review is a cornerstone of the production of academic knowledge. To familiarize yourself with the practice, you will be asked to anonymously review the work of two of your peers (300-400 words). You will read their Documentary review 1 and provide constructive feedback on their work. You will be graded on the relevance and quality of your feedback. The process of doing peer review will be discussed in class before the assignment.

Your peer review should be uploaded on MyCourses by October 28 at 11.59pm EST.

Final reflection (20%)

You will be asked to write a short (1,000 words) reflection on the class, based on the prompt “Is conflict always bad? Is development always good?”. Details will be discussed in class.

Your final reflection should be uploaded on MyCourses by December 4 at 11.59pm EST.

CLASS PLAN**Module 1: Introduction**

(Wednesday September 2)

Part I: Conceptualizing the link between conflict and development**Module 2: Does underdevelopment cause conflict? Does security cause development?**

(Friday September 4)

Read: Collier, Paul. *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It*. Oxford University Press, 2007, “The Conflict Trap”, pp. 17-37.

Module 3: Key concepts I - New wars, failed states

(Wednesday September 9)

Watch: “Mary Kaldor on war”, watch until 16:40 (before she moves on to international law)

<https://www.youtube.com/watch?v=THPkRUEMbwo>

Read: Newman, Edward. "The 'new wars' debate: A historical perspective is needed." *Security dialogue* 35.2 (2004): 173-189.

Activity: Discussion forum 1.

Module 4: Key concepts II - Human security (Friday September 11)

Watch: "UNSSC Human Security Approach », 4:01
<https://www.youtube.com/watch?v=xdo9GTNP0D8>

Read: Chandler, David. "Review essay: Human security: the dog that didn't bark." *Security Dialogue* 39.4 (2008): 427-43

Activity: Online Q&A and discussion.

Interlude: How do we know what we know about conflict and development?

Module 5: The production of knowledge in global governance (Wednesday September 16)

Read: Fukuda-Parr, Sakiko, Alicia Ely Yamin, and Joshua Greenstein. "The power of numbers: a critical review of millennium development goal targets for human development and human rights." *Journal of Human Development and Capabilities* 15.2-3 (2014): 105-117.

Activity: Online Q&A and discussion.

Module 6: Representations of the developing world in academia and beyond I (Friday September 18)

Read: Ferguson, James. *Global shadows: Africa in the neoliberal world order*. Duke University Press, 2006, Introduction (pp. 1-23)

Watch: Chimamanda Ngozi Adichie, The danger of a single story, 18:49
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en#t-1061388

Activity: Discussion forum 2.

Module 7: Representations of the developing world in academia and beyond II (Wednesday September 23)

Read: Richmond, Oliver P., Stefanie Kappler, and Annika Björkdahl. "The 'field' in the age of intervention: Power, legitimacy, and authority versus the 'local'." *Millennium* 44.1 (2015): 23-44.

Module 8: Positionality and reflexivity in conflict and development research
(Friday September 25)

Read: Davenport, C. (2013). 'Researching While Black: Why Conflict Research Needs More African Americans (Maybe).' *Political Violence at a Glance (Blog)*. [[Link](#)].

Townsend-Bell, E. (2009). Being True and Being You: Race, Gender, Class, and the Fieldwork Experience. *PS: Political Science & Politics*, 42(2), 311-314.

Thompson, Marshall. "Research, identities, and praxis: The tensions of integrating identity into the field experience." *PS: Political Science and Politics* 42.2 (2009): 325-328.

Activity: Discussion forum 3.

End of Part I: Conceptualizing the link between conflict and development

Module 9: A critical perspective - The security-development nexus
(Wednesday September 30)

Read: Duffield, Mark. *Global governance and the new wars: The merging of development and security*. Zed Books Ltd., 2014, Chapter 2 (pp. 22-43)

Activity: Discussion forum 4.

Module 10: A historical perspective - The state made war and war made the state
(Friday October 2)

Read: Taylor, Brian D., and Roxana Botea. "Tilly tally: War-making and state-making in the contemporary third world." *International Studies Review* 10.1 (2008): 27-56.

Activity: Online Q&A and discussion.

Part II: The environment, natural resources and conflict

Module 11: International conflict over resources
(Wednesday October 7)

Read: Fröhlich Christiane J. "Water : Reason for Conflict or Catalyst for Peace? The Case of the Middle East." *L'Europe En Formation*, vol. 365, no. 3, 2012, pp. 139–139.

Available here: <https://www.cairn.info/revue-l-europe-en-formation-2012-3-page-139.htm#>

Activity: Discussion forum 5.

Module 12: Is there such a thing as a resource curse?
(Friday October 9)

Read: Obi, Cyril. "Oil as the 'curse' of conflict in Africa: peering through the smoke and mirrors." *Review of African political economy* 37.126 (2010): 483-495.

Activity: Online Q&A and discussion.

Module 13: Indigenous communities and resource extraction

(Wednesday October 14)

Watch: When two worlds collide (2016), available on Kanopy through your McGill account (<https://mcgill.kanopy.com/video/when-two-worlds-collide>)

Read: Understanding the Wet'suwet'en struggle in Canada, Jillian Kestler-D'Amours, Al Jazeera, March 1, 2020, <https://www.aljazeera.com/news/2020/03/understanding-wet-struggle-canada-200301200921070.html>

Activity: Online Q&A about writing a review and discussion on documentary.

Module 14: Conservation and conflict

(Friday October 16)

Read: Verweijen, Judith, and Esther Marijnen. "The counterinsurgency/conservation nexus: guerrilla livelihoods and the dynamics of conflict and violence in the Virunga National Park, Democratic Republic of the Congo." *The Journal of Peasant Studies* 45.2 (2018): 300-320.

Activity: Discussion forum 6.

Module 15: The role of international corporations

(Wednesday October 21)

Read: Hönke Jana. "Business for Peace? The Ambiguous Role of 'Ethical' Mining Companies." *Peacebuilding*, vol. 2, no. 2, 2014, pp. 172-187.

Activity: Online Q&A and discussion.

Deadline: Review 1 due.

Module 16: Environmental activism and conflict

(Friday October 23)

Read: Monaghan, Jeffrey, and Kevin Walby. "Surveillance of environmental movements in Canada: Critical infrastructure protection and the petro-security apparatus." *Contemporary Justice Review* 20.1 (2017): 51-70.

Watch: Ted Talk: In praise of conflict, Jonathan Marks, 14:56 (https://www.ted.com/talks/jonathan_marks_in_praise_of_conflict)

Activity: Discussion forum 7.

Part III: Socio-economic conflict and criminality

Module 17: Inequality and conflict

(Wednesday October 28)

Read: Cramer, Christopher. "Does Inequality Cause Conflict?" *Journal of International Development*, vol. 15, no. 4, 2003, pp. 397–412.

Deadline: Peer review due.

Module 18: Neoliberalism and violence

(Friday October 30)

Read: Auyero, Javier. "The hyper-shantytown: neo-liberal violence(s) in the Argentine slum." *Ethnography* 1.1 (2000): 93-116.

Activity: Discussion forum 8.

Module 19: Is there a crime-conflict nexus?

(Wednesday November 4)

Read: De Boer, John, and Louise Bosetti. "The crime-conflict "nexus": State of the evidence." United Nations University Centre for Policy Research, *Occasional Paper* 5 (2015).

Activity: Discussion forum 9.

Module 20: The narrative of threat convergence

(Friday November 6)

Read: Gomis, Benoit. "Demystifying 'narcoterrorism'." *Swansea: Global Drug Policy Observatory brief* (2015).

Activity: Online Q&A and discussion.

Module 21: Gangs and urban violence

(Wednesday November 11)

Read: Jensen, Steffen. "The security and development nexus in Cape Town: War on gangs, counterinsurgency and citizenship." *Security Dialogue* 41.1 (2010): 77-97.

Activity: Discussion forum 10.

Module 22: The case of Haiti I

(Friday November 13)

Read: Cockayne, James. "Winning Haiti's protection competition: organized crime and peace operations past, present and future." *International Peacekeeping* 16.1 (2009): 77-99.

Module 23: The case of Haiti II

(Wednesday November 18)

Watch: "The battle for Haiti", https://www.youtube.com/watch?v=o4_1QYXhnE&t=60s

Watch: "It stays with you" <https://itstayswithyou.com/full-film/>

Activity: Online group discussion on the documentaries.

Part IV: International aid and conflict**Module 24: Foreign aid, conflict and peace**

(Friday November 20)

Read: Kivland, Chelsea. Street sovereignty. In R. Maguire & S. Freeman (Eds.), *Who owns Haiti? People, power and sovereignty*, 2017, pp. 141-163. Gainesville, FL: University Press of Florida.

Module 25: Does humanitarian aid prolong conflict?

(Wednesday November 25)

Watch: TEDxRC2 - Fiona Terry - The Paradox of Humanitarian Aid, 10:07
(<https://www.youtube.com/watch?v=J45cWdDEbm0&t=497s>)

Read: Lischer, Sarah Kenyon. "Collateral damage: Humanitarian assistance as a cause of conflict." *International Security* 28.1 (2003): 79-109.

Deadline: Review 2 due.

Module 26: Is conflict always bad? Is development always good?

(Friday November 27)

Activity: Online discussion.

Deadline: Final reflection due December 4.

LANGUAGE OF SUBMISSION

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté.

ACADEMIC INTEGRITY

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see [McGill's guide to academic honesty](#) for more information).

EXTRAORDINARY CIRCUMSTANCES

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

COPYRIGHT OF LECTURES

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

SENSITIVE CONTENT

Content warning: Please be aware that some of the course content may be disturbing for some students. It has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this.

COURSE EVALS

[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

INCLUSIVE LEARNING ENVIRONMENT

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.

INDIGENOUS LAND

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.