

# **The University of Southern Mississippi**

## **International Development (IDV) Ph. D. Program**

**Fall 2008**

### **Course Syllabus**

#### **IDV 872—Nation/State Building**

##### **Instructor Information**

*Professor:* Dr. Robert J. Pauly, Jr.

*Office:* North Complex at the Gulf Coast Student Service Center in Gulfport

*Office Phone:* 228-243-8820

*Home/Cell Phone:* 228-243-8820

*Telephone Office Hours:* 7-10 p.m. CT Mondays and Wednesdays at 228-243-8820.

*Gulf Coast Office Hours:* By appointment during in-person sessions or any other time a student is on campus at the Gulf Coast Student Services Center in Gulfport.

##### **Drop Date**

- The last date to drop the course without academic penalty is Tuesday, June 24.

##### **Important Dates**

- Summer in-person session: Friday, June 27-Sunday, June 29.
- Last day of the semester: Sunday, August 3.

##### **Prerequisites**

- None.

##### **Credit Hours**

- This is a 3-credit course.

##### **Course Description**

- This course examines a range of theories on, approaches to and case studies of nation/state building in the contemporary global system.

##### **Course Overview**

- This course presents an in-depth analysis of the field of nation/state building in international system. It examines a range of conceptual approaches to nation/state-building projects and applies those approaches to a series of case studies since the end of World War II.

##### **Course Learning Outcomes**

- Students will achieve the following outcomes by the end of the term:

- 1) Learn to find relevant scholarly works on various concepts, theories and case studies of nation/state building.
- 2) Learn to read critically to support, refute, and critique existing concepts, theories and case studies of nation/state building in a scholarly fashion.
- 3) Develop a research topic within the field of nation/state building.
- 4) Produce a scholarly paper with associated references debating current issues surrounding nation/state building.
- 5) Identify an area where the student can add relevant research to the existing literature on nation/state building.

### **Course Objectives**

- Upon completion of this course, the student will be able to:
  - 1) Identify and explain the range of theories on and approaches to nation/state building in the international system.
  - 2) Apply those theories and approaches in practice to past and ongoing cases of nation/state building in the international system.
  - 3) Identify and explain the principal challenges to the establishment and maintenance of political order through the reduction of the number of ‘failing’ and ‘failed’ states in the developing world in the post-Cold War era.
  - 4) Assess the extent to which nation/state-building projects are central to the establishment and maintenance of political order in the developing world in the 2000s.
  - 5) Identify and explain the extent to which states, international organizations and non-governmental organizations must cooperate in order to complete nation/state-building projects in the developing world in the future.

### **Course Assessment**

- Students will be assessed on the basis of their performances in the threaded discussions (30 percent of final grade) and on the research project (50 percent) and policy problem (20 percent).

### **Course Communication**

- For personal communication please feel free to contact me at the following number 228-243-8820.
- You may email me at [Robert.Pauly@usm.edu](mailto:Robert.Pauly@usm.edu).
- Communications for the course will be carried out through the Virtual Classroom in Blackboard/WebCt. Grades will be available through the instructor.

### **Technology Requirements**

- Students will need to have a minimal working knowledge of the following Technologies:
  - 1) MS Word or some other word processing program.
  - 2) PowerPoint—ability to make simple slide presentations.
  - 3) Ability to email instructor or students on a daily basis.
  - 4) Ability to access Blackboard as well as participate in Discussion Threads and/or text and/or audio “Chat” sessions.

- 5) Ability to download and view Windows Media and RealPlayer files.

### **Contact Minutes**

- In the contexts of the In-Person Sessions, Discussion Threads and Telephone Office Hours, students will have no less than 2,250 contact minutes with the instructor over the course of the semester.

### **Americans with Disabilities Act (ADA) Policy Statement**

- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

### Address:

The University of Southern Mississippi on the Gulf Coast  
Office for Disability Accommodations  
730 East Beach Blvd  
Long Beach, MS 39560  
Voice Telephone: (228) 214-3232 or (601) 266-5024  
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at [Suzanne.Hebert@usm.edu](mailto:Suzanne.Hebert@usm.edu).

### **Plagiarism Policy Statement**

- A. Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.
- B. Because students, as scholars, must make frequent use of the concepts and the facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.
- C. Plagiarism is avoided when students give credit (footnotes or other documentation forms) to the sources consulted in researching all written work.
- D. Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system.

-*USM Student Handbook*, pages 74-75.

### **Required Texts**

- Dobbins, James, Seth G. Jones, Keith Crane and Beth Cole DeGrasse. *The Beginner's Guide to Nation-Building*. Santa Monica, CA: RAND, 2007.

- Dobbins, James, John G. McGinn, Keith Crane, Seth G. Jones, Rollie Lal, Andrew Rathmell, Rachel Swanger and Anga Timilsina. *America's Role in Nation-Building: From Germany to Iraq*. Santa Monica, CA: RAND, 2003.
- Dobbins, James, Seth G. Jones, Keith Crane, Andrew Rathmell, Brett Steele, Richard Tektschik and Anga Timilsina. *The UN's Role in Nation-Building: From the Congo to Iraq*. Santa Monica, CA: RAND, 2003.
- Fukuyama, Francis. *State-Building: Governance and World Order in the 21<sup>st</sup> Century*. Ithaca, NY: Cornell University Press, 2004.

### **Additional Readings**

- Please see weekly schedule.

### **Grading Criteria**

A=93-100%

A-=90-92%

B+=88-89%

B=83-87%

B-=80-82%

C+=78-79%

C=73-77%

C-=70-72%

D=60-69%

F=59% or less

### **Course Requirements**

Discussion Threads	30 percent (300 points)
Research Project	50 percent (500 points)
Policy Problem	20 percent (200 points)
<b>Total</b>	<b>100 percent (1,000 points)</b>

### **Discussion Threads**

- The following pointers regarding the grading criteria and format for the asynchronous weekly Discussion Threads should prove useful in helping us to develop intellectually stimulating and mutually beneficial exchanges over the course of the semester.

Students will earn a score of 0-100 for each week of graded threads. There are nine weeks of graded threads, eight of which count toward each student's final discussion grade (the lowest score is dropped). The average of those eight scores accounts for 30 percent of the Final Course Grade. There will be no online discussions during the week of the in-person session.

Each week, students must post initial responses to any two of five questions related to the required readings. The professor will post those questions in the Virtual Classroom by Monday morning each week.

Students' initial responses to a given question should be substantial (½-1 single-spaced page in length). These responses will be assessed on the basis of both content (quality of analysis

and incorporation of sources into one's arguments) and presentation (quality of prose and style [i.e., consistency in the use of terms, grammar, punctuation, sentence structure, spelling and formatting of references]) with the instructor providing detailed reactions to each initial posting over the first two weeks of the semester and briefer reactions over the balance of the semester. The intention here is to impress upon students the expectations for written work from the outset of the semester. This process is designed to help students to improve their ability to write incisively, which should prove beneficial in both the academic and professional arenas. These responses are worth a maximum of 25 points each.

In addition to the initial posting, students will be required to post 3-5 additional responses to their fellow group members' postings and/or the instructor's follow-up questions each week. There is no length requirement for these postings, which are designed to be more informal in nature and thus foster free-flowing discussions among group members and the professor on the weekly topics. These responses are worth a total of 50 points.

When fashioning their initial responses, students are encouraged to provide practical examples drawn from past and contemporary world events, but only so long as those examples relate directly to the readings associated with the questions for a given week. They should also make clear references to one or more of the readings in their responses. The intention here is for students to link the literature to past and present events in a practically useful manner.

Students are encouraged to post their initial responses as early in the week as possible (ideally by the end of Wednesday evening) and their secondary responses by 6 p.m. (CT) Sunday. The instructor will post grades for the discussion threads on Monday mornings.

In order to allow cohort members to interact on as wide a variety of topics as possible, everyone is also encouraged to post as often as they like in the contexts of the Current Events Virtual Roundtable, Comprehensive Examination Discussion Thread and Research Paper Discussion Thread. Such interactions will not be graded.

The professor will post Discussion Thread Grades on Monday mornings.

### **Research Paper**

- Each student will complete a 35- to 45-page research paper (excluding title and reference pages) on a topic of his or her choice that relates in some way to the materials covered in the seminar.

The formatting requirements for the paper are as follows:

- 1) Use 12-point Times New Roman font.
- 2) Set a 1.25-inch left margin and one-inch top, bottom and right margins.
- 3) Include a separate title page.
- 4) Choose one style and maintain consistency in the use of that style throughout the paper.

- In addition to the final paper, students must submit a Research Paper Prospectus by the end of Week #4 and an Outline/Working Bibliography by the end of Week #8. The professor will also be happy to review a Rough Draft of any student's paper so long as it is submitted by the end of Week #12. The Final Paper is due by the end of Week #15.

The grading criteria for the paper are as follows:

**Content**

- 1) Extent to which at least one concept or theory addressed in the seminar is incorporated into the paper (100 points).
- 2) Extent to which that concept or theory is applied effectively to past or present events and the author's analytical points are supported by clear and detailed practical examples (100 points).
- 3) Organizational clarity of the paper (100 points).
- 4) Range and quality of evidentiary sources consulted (100 points).

**Presentation**

- 1) Quality of the prose (50 points).
- 2) Extent to which style guidelines are followed accurately and consistently (50 points).

**Policy Problem**

- Students will be divided into two groups at the December in-person session. Each group will be presented with a hypothetical developing crisis in the international system, to which they must fashion an effective policy response. Each group will present its policy response to and address questions posed by the professor and members of the other group.

The grading criteria for the presentation are as follows:

- 1) Quality of the policy response (100 points).
- 2) Quality of the presentation of the policy response (50 points).
- 3) Extent to which questions regarding the policy response are addressed effectively (50 points).

**Week-by-Week Schedule for the Seminar**

**Week #1—Monday, May 26-Sunday, June 1**

**Topic**

- An Introduction to Conflict, Post-Conflict Reconstruction and Nation/State Building in the International System

**Required Readings**

- Fukuyama, 1-121.
- John Hamre and Gordon Sullivan, "Toward Postconflict Reconstruction," *The Washington Quarterly* (Autumn 2002).

**Recommended Readings**

- Karl Deutsch, *Nation-Building* (New York: Atherton Press, 1963).
- G. John Ikenberry, *After Victory: Institutions, Strategic Restraint and the Rebuilding of Order* (Princeton: Princeton University Press, 1991).

**Suggested Websites**

- Center for Strategic and International Studies (CSIS) Post-Conflict Reconstruction Project (<http://www.csis.org/isp/pcr/>)
- U.S. Department of State Office of the Coordinator for Reconstruction and Stabilization (<http://www.state.gov/s/crs/>)

**Week #2—Monday, June 2-Sunday, June 8****Topic**

- ‘Failing’ and ‘Failed’ States and World Order in the Post-Cold War Era

**Required Readings**

- “The Failed States Index,” *Foreign Policy* (May/June 2006).
- Stewart Patrick, “Weak State and Global Threats: Fact or Fiction?,” *The Washington Quarterly* (Spring 2006).
- James Miskel, “Grand Strategies for Dealing with Other States in the New, New World Order,” *Naval War College Review* (Winter 2005).
- Chester Crocker, “Engaging Failing States,” *Foreign Affairs* (September/October 2003).

**Recommended Readings**

- *Investing in Prevention: An International Strategy to Manage Risks of Instability and Improve Crisis Response* (London: Prime Minister’s Strategy Unit, 2005).
- Robert Kaplan, *The Coming Anarchy: Shattering the Dreams of the Post Cold War* (New York: Vintage, 2001).
- *State Failure Task Force Report: Phase III Findings* (McLean, VA: Science Applications International Corporation, 2000).

**Suggested Websites**

- Carnegie Endowment for International Peace (CEIP) (<http://www.carnegieendowment.org/>)
- International Crisis Group (<http://www.crisisgroup.org/home/index.cfm>)

**RESEARCH PAPER PROSPECTUS IS DUE BY THE END OF SUNDAY EVENING.****Week #3—Monday, June 9-Sunday, June 15****Topic**

- Democratization and Nation/State Building in the Developing World

**Required Readings**

- Nancy Bermeo, “What the Democratization Literature Says—or Doesn’t Say—about Postwar Democratization,” *Global Governance* (April-June 2003).
- Charles Call and Susan Cook, “On Democratization and Peacebuilding,” *Global Governance* (April/June 2003).
- Francis Fukuyama, “Liberalism versus State-Building,” *Journal of Democracy* (July 2007).
- Fareed Zakaria, “The Rise of Illiberal Democracy,” *Foreign Affairs* (November/December 1997).

### **Recommended Readings**

- Georg Sorensen, *Democracy and Democratization in a Changing World: Process and Prospects in a Changing World* (Boulder, CO: Westview Press, 2007).
- Charles Tilly, *Democracy* (Cambridge: Cambridge University Press, 2007).
- Fareed Zakaria, *The Future of Freedom: Illiberal Democracy at Home and Abroad* (New York: W.W. Norton and Company, 2003).

### **Suggested Websites**

- The American Center for Democracy (<http://www.acdemocracy.org/>)
- CEIP’s Democracy and Rule of Law Project (<http://www.carnegieendowment.org/programs/global/index.cfm?fa=proj&id=101>)

## **Week #4—Monday, June 16-Sunday, June 22**

### **Topic**

- Nation/State-Building: The Security Component

### **Required Readings**

- Dobbins, et al., *The Beginner’s Guide to Nation-Building*, 1-72.
- Scott Feil, “Building Better Foundations: Security in Postconflict Reconstruction,” *The Washington Quarterly* (Autumn 2002).
- Ekaterina Stepanova, “War and Peacebuilding,” *The Washington Quarterly* (Autumn 2004).

### **Recommended Readings**

- Max Boot, *The Savage Wars of Peace: Small Wars and the Rise of American Power* (New York: Basic Books, 2003).
- Robert Kaplan, *Imperial Grunts: On the Ground with the American Military from Mongolia to the Philippines to Iraq and Beyond* (New York: Vintage, 2006).
- U.S. Marine Corps, *Small Wars Manual* (New York: Skyhorse Publishing, 2007).

### **Suggested Websites**

- CSIS Post-Conflict Reconstruction Project (<http://www.csis.org/isp/pcr/>)
- United Nations Peacebuilding Commission (<http://www.un.org/peace/peacebuilding/>)
- U.S. Army War College Peacekeeping and Stability Operations Institute ([http://www.carlisle.army.mil/news\\_info/pksoi.shtml](http://www.carlisle.army.mil/news_info/pksoi.shtml))

- U.S. Department of State Office of the Coordinator for Reconstruction and Stabilization (<http://www.state.gov/s/crs/>)

### **Week #5—Friday, June 27-Saturday, June 28**

#### **In-Person Session**

- Policy Problem.

**RESEARCH PAPER OUTLINE/WORKING BIBLIOGRAPHY IS DUE BY THE END OF SUNDAY EVENING.**

### **Week #6—Monday, June 30-Sunday, July 6**

#### **Topic**

- Nation/State Building: The Socio-Economic Component

#### **Required Readings**

- Frederick Barton, Karin von Hippel and Steve Seigel, *Engaging Youth to Build Safer Communities* (Washington, DC: CSIS, 2006).
- Dobbins, et al., *The Beginner's Guide to Nation-Building*, 109-34, 161-88.
- Johanna Mendelson Forman, "Achieving Socioeconomic Well-Being in Postconflict Settings," *The Washington Quarterly* (Autumn 2002).

#### **Recommended Reading**

- Francis Fukuyama, ed., *Nation-Building: Beyond Afghanistan and Iraq* (Baltimore: The Johns Hopkins University Press, 2006).

#### **Suggested Websites**

- CSIS Post-Conflict Reconstruction Project (<http://www.csis.org/isp/pcr/>)
- United Nations Peacebuilding Commission (<http://www.un.org/peace/peacebuilding/>)
- U.S. Department of State Office of the Coordinator for Reconstruction and Stabilization (<http://www.state.gov/s/crs/>)

### **Week #7—Monday, July 7-Sunday, July 13**

#### **Topic**

- Nation/State Building: The Judicial Component

#### **Required Readings**

- Dobbins, et al., *The Beginner's Guide to Nation-Building*, 73-108.
- Michele Flournoy and Michael Pan, "Dealing With Demons: Justice and Reconciliation," *The Washington Quarterly* (Autumn 2002).
- Michael Humphrey, "From Victim to Victimhood: Truth Commissions as Rituals of Political Transition and Individual Healing," *The Australian Journal of Anthropology* (August 2003).
- Johnathan D. Teperman, "Truth and Consequences," *Foreign Affairs* (March/April 2002).

### Recommended Readings

- Gary Jonathan Bass, *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals* (Princeton, NJ: Princeton University Press, 2000).
- Thomas Carothers, ed., *Promoting the Rule of Law Abroad: In Search of Knowledge* (Washington, DC: Carnegie Endowment for International Peace, 2006).

### Suggested Websites

- CSIS Post-Conflict Reconstruction Project (<http://www.csis.org/isp/pcr/>)
- International Center for Transitional Justice (<http://www.ictj.org/en/index.html>)
- United Nations Peacebuilding Commission (<http://www.un.org/peace/peacebuilding/>)
- U.S. Department of State Office of the Coordinator for Reconstruction and Stabilization (<http://www.state.gov/s/crs/>)

## OPTIONAL RESEARCH PAPER DRAFT IS DUE BY THE END OF SUNDAY EVENING.

### Week #8—Monday, July 14-Sunday, July 20

#### Topic

- Nation/State Building: The Political Component

#### Required Readings

- Dobbins, et al., *The Beginner's Guide to Nation-Building*, 135-59, 189-254.
- Robert Orr, "Governing When Chaos Rules: Enhancing Governance and Participation," *The Washington Quarterly* (Autumn 2002).
- Karin von Hippel, "Democracy by Force: A renewed Commitment to Nation Building," *The Washington Quarterly* (Winter 2000).

#### Recommended Readings

- Thomas Carothers, *Aiding Democracy Abroad: The Learning Curve* (Washington, DC: CEIP, 1999).
- Francis Fukuyama, ed., *Nation-Building: Beyond Afghanistan and Iraq* (Baltimore: The Johns Hopkins University Press, 2006).

#### Suggested Websites

- CSIS Post-Conflict Reconstruction Project (<http://www.csis.org/isp/pcr/>)
- United Nations Peacebuilding Commission (<http://www.un.org/peace/peacebuilding/>)
- U.S. Department of State Office of the Coordinator for Reconstruction and Stabilization (<http://www.state.gov/s/crs/>)

### Week #9—Monday, July 21-Sunday, July 27

#### Topic

- The American Approach to Nation/State Building

#### Required Reading

- Dobbins, et al., *America's Role in Nation-Building: From Germany to Iraq*, 1-221.

### **Recommended Readings**

- Francis Fukuyama, ed., *Nation-Building: Beyond Afghanistan and Iraq* (Baltimore: The Johns Hopkins University Press, 2006).
- Robert C. Orr, ed., *Winning the Peace: An American Strategy for Postconflict Reconstruction* (Washington, DC: CSIS, 2004).

### **Suggested Websites**

- CSIS Post-Conflict Reconstruction Project (<http://www.csis.org/isp/pcr/>)
- U.S. Department of State Office of the Coordinator for Reconstruction and Stabilization (<http://www.state.gov/s/crs/>)

## **RESEARCH PAPER IS DUE BY THE END OF SUNDAY EVENING.**

### **Week #10—Monday, July 28-Sunday, August 3**

#### **Topic**

- The United Nations Approach to Nation/State Building

#### **Required Reading**

- Dobbins, et al., *The UN's Role in Nation-Building: From the Congo to Iraq*, 1-251.

#### **Recommended Readings**

- Simon Chesterman, *You, The People: The United Nations, Transitional Administration and State-Building* (New York: Oxford University Press, 2004).
- Michael W. Doyle and Nicholas Sambanis, *Making War and Building Peace: United Nations Peace Operations* (Princeton, NJ: Princeton University Press, 2006).

#### **Suggested Websites**

- CSIS Post-Conflict Reconstruction Project (<http://www.csis.org/isp/pcr/>)
- United Nations Peacebuilding Commission (<http://www.un.org/peace/peacebuilding/>)
- Iraq Briefing Book ([www.whitehouse.gov/infocus/iraq](http://www.whitehouse.gov/infocus/iraq))