COURSE SYLLABUS – SPRING 2011

IPOL 8593 GP&S Colloquium: Nation Building
Course credits: 2 or 4
Wednesdays 6 – 8.50pm, MG 100

Instructor:
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mahabat.baimyrzaeva@miis.edu
Office hours: TBD

COURSE DESCRIPTION

This ultimate goal of this colloquium is to create environment for students to broaden and deepen their knowledge and acquire more holistic understanding of nation building.

What have we learned from nation building experiences undertaken in both post-conflict and peaceful contexts? What works, what does not work, and why? These questions become even more important with the increasing complexities of nation building as the interdependence among nations grows and boundaries become more porous.

This colloquium intends to help students explore these questions through comparing and examining specific cases from various lenses. Furthermore, the colloquium intends to help students to see the big picture as well as understand the linkages between different dimensions of nation building.

The colloquium is organized around a series of lectures by leading experts specializing in one or more dimensions and cases of nation building. This is a collaborative effort. Students are expected to share their unique expertise and knowledge and engage their peers and speakers.

COURSE OBJECTIVES

1. Understand what nation building (NB) is
2. Understand the challenges of NB
3. Identify what works in NB, and what does not work, and why
4. Learn to apply that knowledge to address problems in other fields and settings
5. Learn about their own learning

*Syllabi are subject to change by the instructor with advance notice to students
The main textbook:

The readings will also be drawn from some of the books/websites listed below. The readings which are not available online will be scanned and posted on the course website.

Other recommended resources:

**Free RAND books available online:**
1. UN’s role in NB (succinct case studies) [http://www.rand.org/pubs/monographs/MG304/]
2. US’s role in NB (succinct case studies) [http://www.rand.org/pubs/monograph_report/MR1753/]
3. Europe’s role in NB (succinct case studies) [http://www.rand.org/pubs/research_briefs/RB9241/index1.html]
4. After the war: from FDR to George Bush (a provides presidential/political perspectives to US NB efforts) [http://www.rand.org/pubs/conf_proceedings/CF274/#lunch_speaker]
6. Other related books and publications: [http://www.rand.org/pubs/authors/d/dobbins_james.html]

**Other books:**

**Policy briefs:**

**Video materials:**
- Paul Collier’s new rules for rebuilding a broken nation [http://www.ted.com/talks/lang/eng/paul_collier_s_new_rules_for_rebuilding_a_broken_nation.html]
- James Dobbins’ videos, e.g. [http://www.rand.org/pubs/monographs/MG557/]

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Materials, class assignments, case studies, and lectures are all designed to facilitate creation and accumulation of knowledge.

The class meets weekly for 3-hour (maximum) sessions. Each class meeting generally will start with a guest lecture, followed by discussion, Q&A, and conclusion.

Most classes will be organized around guest speaker lectures. The readings and class sessions will focus on different components/dimensions and cases of NB. The speakers and students will work on identifying key problems and optimal solutions to them, with the following questions in mind: what, who, when, how, and why.

Students are encouraged to be creative and build on their insights gained from prior experiences and others classes.

ACADEMIC CONDUCT

Student Honor Code
The Monterey Institute of International Studies seeks to promote the principles of honesty and integrity in the performance of duties both inside and outside the classroom, viewing these as fundamental to successful and meaningful learning. The Honor Code is the Institute's statement on academic integrity and represents our expectations for students and faculty to establish and maintain the highest academic standards.

PLAGIARISM: Plagiarism occurs when a student receives or gives aid not specifically authorized during an exam, during a quiz, or when writing a paper or working on a class project of any type. Plagiarism of any form is also considered ‘cheating’ and is unacceptable. Plagiarism is also defined as inappropriate paraphrasing or failing to properly cite a source used to obtain information for writing a paper or completing course work.

Student Resource Guide, Academic Year 2010-2011

Any evidence of plagiarism in this course will be considered a violation of the Honor Code and will be investigated and if appropriate, disciplinary action will be taken. If you have any questions about whether you are providing adequate acknowledgement of others’ work, please ask the instructor.
REQUIREMENTS AND GRADING

This course can be taken for two or four credits. The requirements and assignments for each will be different.

Student can earn **two credits** (pass/fail grade) if they satisfy the following requirements:
1. Attend all lectures (50%)
2. Submit high quality questions to the instructor in advance prior to each session for the guest speakers (50%).

Students can earn **four credits** (letter grade) if they satisfy the following deliverables:

3. Attend all lectures (25%)
4. Submit high quality questions to the instructor in advance prior to each session for the guest speakers (25%).
5. Deliver individual or team assignment (50%)
   a. **Option 1**: This assignment will focus on nation building efforts in one or more countries. The assignment should provide (1) description of NB efforts in a given context/country, (2) critical analysis of those efforts using insights from readings, lectures and discussions; and (3) conclude with recommendations and practical implications for key stakeholders. Here is the rough outline for those who plan to provide a written deliverable:
      1. Introduction: What do you intend to do in this paper, why, and how
      2. Description of NB efforts in one or two countries: what is being done with regards to different components of NB and how.
      3. Critical analysis of those efforts using insights gained from readings, lectures, and discussions: what are the key challenges, problems and strengths, and opportunities? Why do problem exist?
      4. Recommendations for improving effectiveness of NB efforts.
         a. Identify the key stakeholder(s) who is in the best position to act on your recommendations.
         b. Make sure your recommendations rest on and flow from the information and analysis you provided in the body of your paper.
         c. Clearly state key findings and draw appropriate implications on each of those funding. In your recommendations clearly explain:
            • **What** this recommendation entails for gibe stakeholder
            • **Why** is it important by referring to tasks, concerns and strengths you identified in analysis section and using robust evidence and explicit criteria; and
            • **How** the recommendation should be best implemented.
      5. Overarching implications and takeaways from your paper
   b. **Option 2**: Student teams can select another creative, meaningful, and challenging project of their choice in any format they choose (report, documentary, website, etc.). Please make sure the instructor approves your project before you proceed.

The main **grading criteria** for this assignment are the students’ ability to:
1. Demonstrate understanding of key concepts and ideas
2. Identify key components, broad patterns as well as best and worst practices in NB efforts
3. Correctly diagnose policy and management problems in NB efforts
4. Synthesize, integrate, and apply ideas to identify solutions to specific problems in NB
5. Demonstrate creative, original, critical, and systematic thinking
6. Structure thoughts and communicate them clearly and succinctly
7. Remain active, engaged, and effective in team and class work

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Participation does not equal attendance, but is a notable contribution to class discussions and exercises beyond mere physical presence in the classroom.

Attendance: Attendance at all class meetings is expected. Since this is a course that is built around key experts lectures on different dimensions of nation building, it is impossible to "make up" a class by getting another student's notes.

Participation: Because an important component of learning comes from students’ interactions with each other, all students should participate in every class and in team work. If you are not present and/or if you remain detached, then you are not contributing to your own and your peers' learning. What does high quality class participation look like?

- **Relevance:** How does your comment or question relate to the current discussion?
- **Accuracy:** Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures?
- **Analysis:** Can you explain the reasoning behind your comment or question using careful analysis?
- **Integration:** Does your comment or question move the discussion forward by building on previous contributions with new insights?
- **Originality:** Does your comment or question contribute a new perspective to the discussion, or does it simply repeat what others have already said?
- **Application:** Does you comment or question apply the theory, analytical frameworks and other tools to real-world situations?

The scale below indicates total points and corresponding letter grades for the course:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>Date</td>
<td>Subject and speaker</td>
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<tr>
<td>Feb. 9</td>
<td>NB in post-conflict contexts: lessons learned</td>
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<td>Feb. 16</td>
<td>DDR (Disarmament, Demobilization, and Reintegration) and SSR (Security Sector Reform) from the lens of NB Kees Stenken, Coordinator of the UN interagency workgroup (IAWG) on DDR</td>
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<td>Feb. 23</td>
<td>US’s role in NB and its Stabilization and Reconstruction Efforts Abroad</td>
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<td>Ambassador John Herbst, former coordinator of the State Department’s Reconstruction and Stabilization Office</td>
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<td>March 2</td>
<td>Rule of law and transitional justice: the case of East Timor</td>
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<td>James de Shaw Rae, Assistant Professor, University of San Francisco</td>
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| March 9 | USAID’s role in NB: from stabilization to reconstruction and governance reforms  
Patricia Fn’Piere, acting Chief of the Governance Division, USAID | Overview of nation building efforts/process focusing on USAID’s role, approach, and perspective. Specific questions: What is the role of USAID in nation building efforts (focusing on specific examples ranging from SSR, local governance reforms, anticorruption, democracy promotion, anticorruption and public administration reform, etc. would be very useful)? What does USAID do in these areas and how? What are the key challenges and obstacles to nation building from USAID’s perspective? What did this organization and you learn from past experiences and/or research – what works and what does not work and why? What overarching lessons you can share with students based on your experience on this subject? | Subject to her confirmation |
| March 16 | Humanitarian Relief by UN and other actors  
Michael Marx, Senior Civil Military Coordination Advisor, United Nations Office for the Coordination of Humanitarian Affairs | Nation building efforts/process from the perspective of humanitarian assistance (HA). Specific questions: What is the role of UN HA efforts in nation building process? What are the key challenges and obstacles to nation building from the HA perspective? What did we learn from past experiences and/or research – what works and what does not work and why? What overarching lessons you can share with students based on your experience on this subject? | Possible co-panelist: Lana Lynn Center 4 Humani t. Cooperation |
| March 30 | Administrative Capacity Building for NB: challenges and lessons learned  
Derick Brinkerhoff, Distinguished Fellow in International Public Management, Research Triangle Institute | An overview of nation building efforts/process focusing on administrative capacity building. We are specifically interested in the following questions: What did we learn about building effective public administration systems from previous and current experiences and research? What works and what does not work and why? What have been the key challenges and obstacles to nation building from this angle? | Confirm ed |
| April 6 | NB, Democracy, and Rule of Law: the case of one country  
Speaker TBD | | |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker/Details</th>
<th>Notes</th>
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<tbody>
<tr>
<td>April 13</td>
<td>NB in Hungary</td>
<td>Hungary’s experience with NB at different historical junctures with specific focus on political, administrative, economic, socio-cultural changes. Lessons learned and challenges ahead.</td>
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<td>April 20</td>
<td>NB in Turkey: From Ottoman Empire to a Secular Nation</td>
<td>A history of Turkey’s transition from Ottoman empire to secular state and from the lens of the speaker’s family.</td>
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<td>April 27</td>
<td>Private sector’s role in NB (and/or China’s role in NB abroad)</td>
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<td>Might present over Skype</td>
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<td>May 4</td>
<td>Democracy and the role of civil society in NB</td>
<td>What is the role and functions of civil society in democracy and nation building? What have been the key challenges and obstacles to nation building from your perspective? What did we learn from past experiences and/or research – what works and what does not work and why? What overarching lessons you can share with students based on your experience on this subject? What is being done to build capacity of civil society? How it is done? What is the role of external and local NGOs in NB?</td>
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<td>May 11</td>
<td>Nick Tomb, CSRS, NPS</td>
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<td>May 18</td>
<td>Student presentations</td>
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<td>Potluck</td>
<td>Conclusion</td>
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