



# Monterey Institute of International Studies

*A Graduate School of Middlebury College*

**Graduate School of International Policy & Management**

## **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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### COURSE DESCRIPTION

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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.

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### COURSE OBJECTIVES

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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

**The main textbook:**

The Beginners' Guide to NB [http://www.rand.org/pubs/monographs/2007/RAND\\_MG557.pdf](http://www.rand.org/pubs/monographs/2007/RAND_MG557.pdf) (free copy)

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\\_reports/MR1753/](http://www.rand.org/pubs/monograph_reports/MR1753/)
3. Europe's role in NB (succinct case studies) [http://www.rand.org/pubs/research\\_briefs/RB9241/index1.html](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](http://www.rand.org/pubs/conf_proceedings/CF274/#lunch_speaker)
5. Securing Tyrants or Fostering Reform? U.S. Internal Security Assistance to Repressive and Transitioning Regimes <http://www.rand.org/pubs/monographs/MG550/>
6. Other related books and publications: [http://www.rand.org/pubs/authors/d/dobbins\\_james.html](http://www.rand.org/pubs/authors/d/dobbins_james.html)

**Other books:**

- Jenkins, Kate and William Plowden. 2006, *Governance and Nationbuilding: The failure of International Intervention*. Edward Elgar Publishing.
- Fukuyama, Francis. 2006. *Nation Building: Beyond Afghanistan and Iraq*. John Hopkins University Press
- L Jones, Bruce, Rahul Chandran, Elizabeth Cousens, Jenna Slotin, and Jake Sherman. 2008. *From Fragility to Resilience: Concepts and Dilemmas of Statebuilding in Fragile States*. New York University, Center on International Cooperation and International Peace Academy, Joint Program on Statebuilding as Peacebuilding, for OECD-DAC Fragile States Group.
- Fukuyama, Francis. 2004. *State-Building: Governance and World Order in the 21st Century*. Cornell University Press
- Centeno, Miguel Angel. 2003. *Blood and Debt: War and the Nation-State in Latin America*. Pennsylvania State University Press
- Barkey, Karen. 1997. *Bandits and Bureaucrats: The Ottoman Route to State Centralization*. Cornell University Press
- Herbst, Jeffrey. 2000. *States and Power in Africa*. Princeton University Press.
- Volkov, Vadim. 2002. *Violent Entrepreneurs: The Use of Force in the Making of Russian Capitalism*. Cornell University Press.
- Ghani, Ashraf and Clare Lockhart. 2008. *Fixing Failed States: a Framework for Rebuilding a Fractured World*. Oxford University Press.

**Policy briefs:**

- RAND: Shaping Policy Priorities for Post-Conflict Reconstruction [http://www.rand.org/pubs/corporate\\_pubs/2007/RAND\\_CP521-2007-10.pdf](http://www.rand.org/pubs/corporate_pubs/2007/RAND_CP521-2007-10.pdf)

**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](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/>

- Ashraf Ghani on rebuilding broken states  
[http://www.ted.com/talks/lang/eng/ashraf\\_ghani\\_on\\_rebuilding\\_broken\\_states.html](http://www.ted.com/talks/lang/eng/ashraf_ghani_on_rebuilding_broken_states.html)
- Ngozi Okonjo-Iweala: Want to help Africa? Do business here  
[http://www.ted.com/talks/ngozi\\_okonjo\\_uweala\\_on\\_doing\\_business\\_in\\_africa.html](http://www.ted.com/talks/ngozi_okonjo_uweala_on_doing_business_in_africa.html)
- RAND; US policy in Afghanistan  
[http://www.rand.org/pubs/conf\\_proceedings/CF274/#lunch\\_speaker](http://www.rand.org/pubs/conf_proceedings/CF274/#lunch_speaker)
- Gul Berna Ozkan Author of the “Building States and Markets”  
<http://www.wilsoncenter.org/ondemand/index.cfm?fuseaction=home.play&mediaid=89330BA9-E001-7EAA-4858AA69C351E513> starts at 4min

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## METHODOLOGY AND POLICIES

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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.

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## ACADEMIC CONDUCT

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### **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.

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## REQUIREMENTS AND GRADING

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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

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 your 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:

	B+ = 87-89 points	C+ = 77-79 points
A = 95-100 points	B = 83-86 points	C = 73-76 points
A - = 90-94 points	B- = 80-82 points	C- = 70-72 points

**Speakers list for nation building colloquium**  
(As of December 9, 2010)

Date	Subject and speaker	Readings	Questions for the speakers	Notes
Feb. 9	<p>NB in post-conflict contexts: lessons learned</p> <p>James Dobbins, Director, International Security and Defense Policy Center, <i>RAND</i> National Security Research Division</p>	<p>Dobbins, <i>Beginner's guide to NB</i> (the entire book)</p>	<p>An overview nation building efforts/process from comparative perspectives of US, UN, and Europe. Specific questions: What is the role of these three actors in nation building efforts? What have been the key challenges and obstacles to nation building from their 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?</p>	
<b>Part I: Security and NB (peacekeeping; law enforcement; rule of law, security sector reform)</b>				
Feb. 16	<p>DDR (Disarmament, Demobilization, and Reintegration) and SSR (Security Sector Reform) from the lens of NB</p> <p>Kees Stenken, Coordinator of the UN interagency workgroup (IAWG) on DDR</p>	<p>6.10. DDR and Security Sector Reform: <a href="http://www.unddr.org/idrs/06/">http://www.unddr.org/idrs/06/</a></p>	<p>An overview of nation building efforts/process at initial stages from UN perspective: What is the role and function of DDR in nation building efforts? What have been the key challenges and obstacles to nation building from UN's and 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?</p>	
Feb. 23	<p>US's role in NB and its Stabilization and Reconstruction Efforts Abroad</p> <p>Ambassador John Herbst, former coordinator of the State Department's Reconstruction and Stabilization Office</p>		<p>An overview of nation building efforts/process from the perspective of US, specifically from the standpoint of the Stabilization and Reconstruction Office. Specific questions: What is the US government's vision for nation building abroad? Why does US engage in nation building and how? What role does this Office play in US efforts in nation building? What have been its key challenges? What did we learn from past experiences and/or research – what works and what does not work and why – and to what extent the US government and the Reconstruction and Stabilization Office has learned from it? What overarching lessons you can share with students based on your experience on this subject?</p>	
March 2	<p>Rule of law and transitional justice: the case of East Timor</p> <p>James de Shaw Rae, Assistant Professor, University of San Francisco</p>		<p>East Timor's experience with NB with specific focus on establishing rule of law</p>	

March 9	<p>USAID's role in NB: from stabilization to reconstruction and governance reforms</p> <p>Patricia Fn'Piere, acting Chief of the <i>Governance Division, USAID</i></p>		<p>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? We welcome any other related insights not covered in these questions.</p>	Subject to her confirmation
<b>Part II: Humanitarian relief (return of refugees; response to potential epidemics; hunger; shelter)</b>				
March 16	<p>Humanitarian Relief by UN and other actors</p> <p>Michael Marx, Senior Civil Military Coordination Advisor, <i>United Nations Office for the Coordination of Humanitarian Affairs</i></p>		<p>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?</p>	Possible co-panelist : Lana Lynn Center 4 Humanitarian Cooperation
<p><b>Part III: Building and reforming governance and economic institutions for NB and development:</b></p> <ul style="list-style-type: none"> <li>• <b>Governance (resuming public services and restoring public administration)</b></li> <li>• <b>Economic stabilization (establishing a stable currency and providing legal and regulatory framework in which local and international commerce can resume)</b></li> <li>• <b>Democratization (building political parties, free press; civil society, and a legal and constitutional framework for elections)</b></li> <li>• <b>Development (fostering economic growth; poverty reduction; and infrastructure improvements)</b></li> </ul>				
March 30	<p>Administrative Capacity Building for NB: challenges and lessons learned</p> <p>Derick Brinkerhoff, Distinguished Fellow in International Public Management, Research Triangle Institute</p>		<p>Readings: Brinkerhoff, D.W. (Nov 2008). The state and international development management: Shifting tides, changing boundaries, and future directions. <i>Public Administration Review</i>, 68 (6):985-1001. Fukuyama 2004, <i>State Building</i>, ch.1 An overview of nation building efforts/process focusing on administrative capacity building. We are specifically interested in are 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?</p>	Confirmed
April 6	<p>NB, Democracy, and Rule of Law: the case of one country Speaker TBD</p>			

April 13	NB in Hungary Ambassador Balazs Bokor Consul General of Hungary in Los Angeles		Hungary's experience with NB at different historical junctures with specific focus on political, administrative, economic, socio-cultural changes. Lessons learned and challenges ahead.	
April 20	NB in Turkey: From Ottoman Empire to a Secular Nation  Dr. Nuket Kardam, professor at MIIS		A history of Turkey's transition from Ottoman empire to secular state and from the lens of the speaker's family.	Might present over Skype
April 27	Private sector's role in NB (and/or China's role in NB abroad)  Speaker: TBD			
May 4	Democracy and the role of civil society in NB  Kent Glenzer, Director, Learning, Evaluation, and Accountability Department, Oxfam America,		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?	
May 11	Nick Tomb, CSRS, NPS Case study on different stakeholders' perspectives to NB			
May 18	Student presentations			
Potluck	Conclusion			