Course Syllabus

PUBP 655: State and Institution Building
Course Credits: 4
Fall 2018
Days/Time: Monday, 7:20 PM – 10:00 PM
Classroom: Founders Hall Room 475
Instructor: Ambassador (ret) Richard D. Kauzlarich
Interim Director, Peace Operations Policy Program and Distinguished Visiting Professor, Schar School of Policy and Government
My Office: Founders Hall 709
Office Hours: TBD; or by appointment.
Email: rkauzlar@gmu.edu
Phone number (O): 703-993-9652

Course Description

Warning: Not everyone taking this course will receive an A as a final grade.

This course will introduce students to the complex topic of state and institution building. Rather than looking at this process in a historical fashion (although we will look at history) or contrasting developed and developing countries (although we will look at both), students will examine the characteristics of a state and state institutions in politically complex spaces from a 21st Century perspective. The lens will be a practitioner perspective more than an academic one.

Blackboard

This class will use Blackboard (mymasonportal.gmu.edu) as the authoritative source of all information related to PUBP 655-001. It will contain the class syllabus, course readings (except for the required books as noted below), session content, and assignments. All written assignments must be submitted via Blackboard. Assignments submitted via e-mail or in hard copy will not be accepted. All grades and feedback will be provided via Blackboard.
Course Materials

Required books

Fromkin, David *A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East*, Henry Holt Company, New York, NY, 1989


Recommended books


Tsalik, Svetlana *Caspian Oil Windfalls: Who Will Benefit?* Open Society Institute, New York, 2003

Stobbe, Stephanie P., editor *Conflict Resolution in Asia: Mediation and Other Cultural Models*. Lexington Books, Lanham, MD, 2018

Periodical literature

For your weekly discussion outline regularly read from among
- New York Times
- Financial Times
- Moscow News
- Times of India
- Economist
- China Daily
- Axios

Additional related resource material and sources
- US Institute of Peace https://www.usip.org/
- Crisis Watch Map https://issat.dcaf.ch/Learn/Resource-Library/Links/Crisis-Watch-Interactive-Map
- American Security Project https://www.americansecurityproject.org/
- Center for Global Development https://www.cgdev.org/section/topics
- Kleptocracy Initiative http://kleptocracyinitiative.org/
- OSCE ODIR https://www.osce.org/odihr
- Farnam Street https://fs.blog/

Course Learning Objectives

Knowledge and Understanding
-- Understand and assess causes and effects of successful and unsuccessful state building.
-- Relate the past, present and likely future developments in state building to geopolitical changes and global trends.
-- Identify non-state actors and why they matter (more?)

Analytical Skills and Abilities
-- Develop skills for processing information, developing hypotheses, and exploring cause and effect relationships.
-- Determine reliable information sources in an environment filled with conflicting, self-serving information designed to influence as much as inform.
-- Understand how analysis affects policy making and implementation (practice).

Professional Development
-- To effectively communicate policy-oriented research and analytical conclusions in written and oral form.
-- To learn tools and approaches for delivering presentations to senior policymakers.
-- To conceptualize complex technical issues for policy-makers in terms that enable senior officials to make and implement decisions.
-- To follow instructions.
**Teaching and Learning Methods**

**Students are required to attend class.**
Students will prepare to discuss the reading assignments each week. These classes will be discussion-based and lead off with an oral presentation of a relevant state-building topic by selected students. Each student should be prepared to present each class. If there is a guest speaker, you will be expected to ask questions. You also will be expected to participate during class in critiquing both the oral presentations and assigned reading. If you do not contribute, you will lose participation points. Unlike life in general, showing up is not enough to demonstrate participation in the class.

**Grade Table**

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<td>60-69.9%</td>
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<td>F</td>
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**Grading and Performance**

A. Weekly Presentations 15%
B. Written Policy Paper 25%
C. Oral Policy Briefing 15%
D. Final exam 35%
E. Attendance & participation in class 10%
**NOTE: Final class grades are non-negotiable.**

**Submission of Documents**

Students should use Microsoft Word (or MS Word compatible) word processing software. Please use Times New Roman font with a font size of 12. Left, right, top and bottom page margins should be 1 inch only. **All papers should be double-spaced.** Assignments that do not follow these rules will lose 10% of total scored points. Deadlines will be indicated on assignments in Blackboard. All documents must be submitted on time via Blackboard.
Writing help


If you would like help with learning how to compose your arguments or write more clearly, please contact the University Writing Center, http://writingcenter.gmu.edu

Disabilities

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

Schar School Policy on Plagiarism

The profession of scholarship and the intellectual life of a university, as well as the field of public policy inquiry, depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the Schar School of Policy and Government (Schar School). It constitutes a serious breach of professional ethics, and it is unacceptable.

Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources are essential to professional accountability and personal responsibility. The appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career. The Schar School faculty takes plagiarism seriously and has adopted a zero-tolerance policy. Any plagiarized assignment will receive an automatic grade of F. This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the Schar School policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as
well as printed form. The Schar School policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

Resources:
Avoiding Plagiarism http://writingcenter.gmu.edu/?cat=23

Assignment Details

I. Weekly Discussion
   A. A short discussion of state building topics relating to this specific session that:
      i) Have geopolitical significance
      ii) Relate to state or institution building
      iii) Impact of technology on state building
   B. Outline your presentation (in writing one-page) — 3 ½ minutes maximum oral brief
      i) The key point for policy maker (What’s going on?)
      ii) Why important? (Why is it going on? What does it mean?)
      iii) Policy recommendations (What should the policy do about it?)
   C. Sources – separate page. Specify source. Not just a link.
   D. Criteria for grading:
      Follow instructions/format;
      Understand outline;
      Usefulness for oral presentation;
      Clarity of written/oral presentation.

II. Policy Paper -- 10 page paper on a topic you suggest organized as follows (A-F):

   A. Key policy question (s)
   B. Time period
   C. Executive Summary
   D. Assumptions
   E. Analysis
      i. Drivers
      ii. Wild Cards
      iii. Alternative outcomes
   F. Policy recommendations
   G. Criteria for grading
      i. Follow instructions/format
      ii. Understanding of Drivers/Wild Cards/Alternative Outcomes
      iii. Executive Summary
      iv. Clarity
      v. Connection between policy recommendations & key policy question
Due Dates for elements in policy paper process:
   A. Concept paper (1 page) – September 10
   B. Outline (2 page) – October 9
   C. First draft (10 pages) – November 5
   D. Final (10 pages) – December 3 (??)

III. Policy Oral Briefing – December 3

You will be assigned to teams representing Serbia, India, China, Ethiopia, and the EU. Your task is to brief your country's president on (1) why strengthening state institution are required; (2) what three institutions are the most important (3) the impact of strengthened institutions on geopolitical relations of your country.

You can have no more than two powerpoint slides (not required).
Criteria for grading
   Follow instructions
   Segue between presenters
   Clarity of presentation
   “Presidential”
   Meet time limits

IV. Final Exam A take-home assignment (details to be provided toward the end of the semester)
Tentative Class Schedule

Readings will be adjusted throughout the semester. Details will be posted on Blackboard in the course Content folders for each session)

August 27 -- Session 1: Overview/Introduction – Define the Problem: State- vs. Nation- vs Institution-Building

Introductions
Review course content
Review requirements
Expectations
Use of Blackboard

http://intersci.ss.uci.edu/wiki/eBooks/Articles/1904%20HEARTLAND%20THEORY%20HALF%20ORD%20MACKINDER.pdf

Cliffe, Sarah and Nick Manning Building Institutions after Conflict: The International Peace Academy’s State Building Project, 2006

September 10 -- Session 2: Global Trends – Framework for Understanding State- and Institution-Building


Anne-Marie Slaughter: Why We Need Fewer ‘Tribes’ and More Networks. Knowledge@Wharton, April 6, 2017 http://knowledge.wharton.upenn.edu/article/anne-marie-slaughter-need-fewer-tribes-networks/

SECTION I. Defining the Problem: Global trends and Historical Roots

September 17 -- Session 3: Role of State- and Non-State Actors: Technology Intrusions


Rieffel, Lex “Institutions are under existential threat, globally” Brookings Up Front June 28, 2018 https://www.brookings.edu/blog/up-front/2018/06/28/global-institutions-are-under-existential-threat/


**September 24 -- Session 4: Modern State Role of Wilson’s 14 Points and FDR’s 4 Freedoms**


**SECTION II. Paradigms for Analysis: How States Survive and Fail**

**October 1 -- Session 5: Paradigm for Analysis – States, Regions, Patterns of Governance**


October 9 -- Session 6: Democracy, Human Rights and Freedom of Expression


Mitchell, Lincoln A. The Democracy Promotion Paradox: Chapter 8 The Future of Democracy Promotion pp. 177-192 e-reserves


October 15 -- Session 7: State Building Strategies, Dynamics and Pitfalls – How States Survive? Africa and Role of International Organizations


October 22 -- Session 8: External State Building – Role of Diplomatic Tool Kit vs China’s “Belt and Road” Strategy


https://www.csis.org/analysis/how-big-chinas-belt-and-road

October 29 -- Session 9: Do States Fail? USSR, the Ottoman Empire, and Yugoslavia


Section III. Conflict Resolution and Post-Conflict Challenges

November 5 -- Session 10: State Building in Post-Conflict Bosnia and Herzegovina


November 12 -- Session 11: Conflict Resolution and Refugees and IDPs in Armenia and Azerbaijan


November 19 -- Session 12: Rule of Law, Crime, and Corruption


Section IV. Conclusion: Policymaking and Complex Governance

November 26 -- Session 13: Policymaking in Sites of Complex Governance – Institution Building and Governance: Federalism and other Forms of Decentralization


December 3 -- Session 14: Policymaking in Sites of Complex Governance – Institution Building and Governance – Transnational Challenges: Climate Security


December 12 (??) – Final Exam