**Course Content**

“Could all the Kings horses and all the Kings men put Humpty together again?” This course will explore sources of contemporary armed conflicts and post-conflict reconstruction. It will go into international organizations, bad neighborhoods, ideology, identity politics, state failure, state building and the drive for resources. It will examine humanitarian and pre-emptive intervention; how wars end; and how officials undertake postwar economic, political and social reconstruction. It will address cases from Africa, the Middle East, Asia and Europe. Students will employ class discussions, written exercises and role playing to understand the logic of different vantage points (international-local, government-NGO, critical-constructive) of national-international conflict management and underlying dynamics of development.

**Learning Objectives:**

- Analyze sources of conflict, and dynamics of war, negotiations, conflict resolution, and peace building
- Analyze dynamics of state failure, state building, and institutional development
- Summarize the dynamics of development in one or a group of specific countries
- Compare and analyze sets policy issues more fully: economic development, political development, security and rule of law, or democratization and civil society
- Develop research skills: finding materials, reading closely and summarizing texts and drawing inferences concerning motivations and causation of policies and events
- Develop analytic and writing skills that enable you to distill and summarize source materials
- Develop coherent, written arguments with support from diverse sources

**Core Readings**

1. Francis Fukuyama, *Statebuilding: Governance and World Order in the 21st Century*
3. Mary Kaldor, New and Old Wars 2013 edition
5. Rajiv Chandrekass *Little America* (Vintage, 2013)

- Required and Recommended Readings on e-reserve/blackboard
• Students are expected to remain abreast of current developments in peace operations and conflict situations through the elite media: New York Times, National Public Radio, BBC, Washington Post, CNN, Fox, Al Jazeera and others. Students are expected to understand biases of various media.

Requirements

Annotated Bibliography 25%  Attendance/Participation 10 %
Policy Memo /presentation 25%  Final 25%
Factionland Exercise/paper 15%

Writing and Plagiarism. Plagiarism is the intentional or unintentional use of another's words or ideas without giving credit to that person. While this includes copying text word for word without the use of quotation marks, it also includes paraphrasing another person’s work without proper citation. Intellectual honesty is a core value of university and the foundation of faculty and student development. Students guilty of plagiarizing any material will receive a failing grade for the course and the evidence will be automatically turned over to the Office of Student Conduct. During the first week of class, all students must review the UAlbany Library’s tutorial on plagiarism entitled: Plagiarism 101 (http://library.albany.edu/usered/ncplaga/index.html).

Participation. Class participation consists of preparation for and engagement in class discussion. It entails regular class attendance, completing assigned readings, asking relevant questions, and taking positions on issues raised in class. Students are expected to ask questions of the professor and each other. They are expected to participate in analytic discussions of current issues.

Groups/Teams. Students will be divided into four teams on Day 1 of the class. Teams will sit together members throughout the class, and there will be two exercises during the class.

Class Etiquette. There will be no texting in class. Class discussions will take place in a spirit of mutual respect and deference. There will certainly be differences in viewpoints among us, and students will respect these differences.

Final: a final essay exam will give the opportunity to present information and opine on the material covered in class.

Papers: There will be two written assignments. Detailed assignments will be handed out in class. There will be penalties for late papers.

- Annotated Bibliography on one of the following four themes: Security and Justice, Economic Development, Political Development, and Social Capital and Civil Society.

- Policy Memorandum and Background Note. A two-part note that gives background to one of the issues of policy or operations and that recommends a course of action to a senior executive, such as a Foreign Minister, US Secretary of State, UN Secretary General, Commander in the Field, Civilian Head of Peace Operations. It will
further develop the issue and country that have been the subject of the first two assignments and will constitute the class’ Conference on Reconstruction (below).

Class Exercises

- **Factionland Simulation:** The class will be split into four factions: three domestic factions and the international community and will complete a negotiation exercise. Students will write up their experience afterwards.

- **Conference:** The class will conclude with a 4-Session “Conference on Reconstruction,” in which students will present policy memoranda that address the following issues at separate sessions: Security and Justice, Economic Development, Political Development, and Social Capital and Civil Society. Students will be expected both to make a presentation of their own paper, and ask questions and engage in a discussion concerning the papers written by other students.

Some Underlying Assumption, Themes and Questions.

- History demonstrates that all states – big and small, strong and weak – can grow and prosper and decline and fail. The list of declined and failed states includes Zaire, Liberia, Yugoslavia, Afghanistan, N. Korea, Athens, Rome, the British Empire and USSR. Our study of state weakness and failure, war and reconstruction, and economic development, political development and democratization is relevant to our own experiences today. No “type” of state is perfect. Democracies, dictatorships and republics all undergo growth and decline.

- “States” are collections of institutions that manage the economy, polity and societies in which we live. These institutions can be directed for private gain and public good. They include ministries, legislatures, local government, non-profit organizations, private businesses, corporations, international and multilateral organizations. Building “good” states with sustainable institutions is a never ending, complex process involving difficult trade-offs.

- **There is a distinction between efficiency and morality.** A state or government that governs efficiently may also pursue of immoral objectives, as was the case with Nazi Germany’s policies on “race” that led to the holocaust. A state or government that pursues noble principles can be very inefficient; those that pursue immoral principles can be very efficient.

- **No single national or international institution has the “correct solution” to the problems of state-building.** Many institutions are involved in these processes and coordination is messy.

- **This course will address ‘lessons learned’ and ‘good practices’ for policy makers and field operations.** It presumes that such lessons and practices best emerge from a good
understanding of many cases and motivations that underlie individual behavior and collective action.

- **How are the new wars different from those of an earlier era?** How do ‘bad neighborhoods’ exacerbate conflict?

- **Who is the international community,** what are its rules of behavior, and how does it work with local forces? How do “local” and international organizations cooperate and coordinate their activities?

- **How have policy makers learned lessons from the past?** What is specific to different types of policy? What are the components of post-war development and transition?

- **What are the priorities of international missions and operations at the end of wars?** What is the balance between providing services and building ‘local’ capacity?
## COURSE OUTLINE

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COURSE READINGS

August 27, 29: Introduction: Viet Nam, Conflict and Development –


♦ Useful and Recommended Readings
  ♦ Clifford Geertz, “Deep Play: Notes on the Balinese Cockfight,” E-Reserve
  ♦ Andrew Mack, “Civil War: Academic Research and the Policy Community”, E-Reserve

September 3, 10: State Failure

What are the factors that lead states to fail? What is the difference between “fragile,” “collapsed,” and “failed” states? Is this meaningful? How do states break down социально, economically and politically? What are other examples of failed states? Can international institutions prevent state failure?


Recommended


September 12, 17: States

What are states? How can we analyze public and private institutions in a manner that enables the transfer of ‘good practices’ to societies and governments without public institutions that can deliver services effectively and command the loyalty of the people? Is it possible to identify the ‘lessons’ of well-governed states to weaker states?


September 19, 24: New Wars

Is it the case that war between states in which the aim to inflict maximum violence is becoming an anachronism in an era of ‘new wars’ that represent a mixture of war, organized crime and massive violations of human rights? Have politics become “war by other means”? Who are the chief actors and what tools to they employ for which particular objectives?

September 26, October 1: Peacekeeping and the ‘International Community’:

What are the differences among International Governmental Organizations, Non-Governmental Organizations? How effective has the UN been in peace operations? Will a US-led peace operation likely to be more effective? What motivates individual peacekeepers in peace operations?

♦ Paul Diehl, _Peace Operations_, (Cambridge, Polity, 2008)

October 3, 8: Intervention:

What are the criteria by which we can assess that it is appropriate to intervene in a conflict? What is the role of third parties in interventions? Does “humanitarian Intervention” differ from “preemptive war”? What kind of planning takes place among international officials in advance of an intervention?

♦ Scott Atran, Robert Axelrod, Richard Davis, “Reframing Sacred Values” E-res

♦ Recommended
  ♦ James Dobbins et al, America’s _Role in Nation Building from Germany to Iraq_, on e-reserve
  ♦ Michelle, Maiese, “Codes of Conduct for Interveners,” _Beyond Intractability_. http://www.beyondintractability.org/essay/codes_conduct_interveners/?nid=1310
  ♦ _The Do No harm Handbook_, on E Reserve

October 10: FACTIONLAND GAME

October 15, 17: Order and Rule of Law

What are the challenges in establishing order and rule of law at the end of internal wars? What roles are played by international and domestic military, police, judiciary, corrections, and legal codes? How significant are transnational networks of organized and white collar crime? Why does killing continue?


**Recommended:**
- International Peace Academy, “Managing Security Challenges in Post-Conflict Peace Building,” e-reserve
- David Bayley and Robert Perito, Police in War

**October, 22, Relief and Economic Reconstruction**

What are the basic aid strategies of international organizations and donor country governments? How are the immediate humanitarian needs of food and shelter balanced against longer term issues involving refugees and IDPs? How are choices made to balance international capacity and building national capacity? To what extent do immediate, humanitarian needs conflict with political exigencies of the intervention? How do planners make trade-offs on reconstruction, economic reform and employment growth?

- Kaysie Studdard, “Transformation of War Economies,” E-Reserve

**October 24, 29, 31: Interim Administration, Power Sharing, Democratization**

Who are the key players in the multiple transitions that take place at the end of wars? How do international institutions help build new state institutions that contribute to political stability and broad political participation? Can warring groups – ethnic groups, nations, factions, social classes – agree on common principles and rules of the game? How do elections, parliaments or political decentralization contribute to a stable peace? How effective are institutions based on power sharing? How can international administrations work most effectively to support good local administration?

- Caplan, *International Governance of War-Torn Territories*, Chapters 1, 4, 5 – E-Reserve,
- Terrence Lyons, “Transforming the Institutions of War: Postconflict elections and the Reconstruction of Failed States,” Rotberg, pp. 269-301
- Donald Rothchild and Philip G. Roeder, “Power-Sharing as an Impediment to Peace and Democracy,” Phillip G. Roeder and Donald Rothchild, eds., Sustainable Peace: Power and Democracy After Conflicts, E-Res
Recommended

November 5, 7: American COIN in Afghanistan

Is it possible for an ‘enlightened intervention,’ which is driven by a strategy that emerges from lessons learned and good practices over the last 20 years go wrong? Can the Obama administration develop and implement a policy of state building and peace building that can provide the basis for the exit of foreign forces from a stable and ‘democratic’ Afghanistan?

♦ Rajiv Chandrasekaran, Little America: the war with the War for Afghanistan, (Vintage, 2012)

November 12, 14: Human Rights, Social Capital, Civil Society

Can a civil society be a basis for emerging social and political pluralism at the end of internal wars? How important is social capital and social reconstruction in a stable peace. How do international and local NGOs and traditional social organizations contribute to civil society and social capital?

♦ Jennifer Widener, “Building Effective Trust in the Aftermath of Severe Conflict,” Rotberg, ed, pp. 222-236

November 19, 21: Work on Conference Papers, How to give a talk

November 26, December 3, 5, 10 Conference on Reconstruction

♦ Student’s Papers and Presentations on:
  o (11/17) Security and Justice
  o (11/22) Economic Reconstruction and Development
  o (11/29) Political Reconstruction and Development
  o (12/6) Social Capital and Civil Society