Public Affairs/International Studies 5700
Rebuilding Failed and Weak States
Spring 2015 – Hybrid Version
Monday, Wednesday, Friday
Fontana Lab 142
9:10 – 10:05am
Credit Hours: 03

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Office Hours: We 2:00-3:30pm

COURSE OVERVIEW

This course tackles the question of how to design policies and programs to rebuild failed and weak states into functioning, if not vibrant, democracies. In pursuit of this end, we will examine the causes of nation state failure, the trajectories or pathways to and from failure, and the ingredients purported to contribute to the consolidation of democracy. Further, the course examines 1) what makes a state a state, 2) whether some states should be allowed to fail, and 3) whether some states should be recognized at all. Primary focus is on how international aid policy-making institutions, specifically the United States Agency for International Development (USAID), and governments interact to define statehood and to implement programs that lead to state recognition, reconstruction, and stabilization.

COURSE OBJECTIVES

The course learning goals and objectives are five-fold:

- To provide you an understanding of the causes of state degeneration and failure, as well as the ingredients that purportedly lead to vibrant democracy;
- To provide you the tools to assess the capability of international aid organizations to assist in the transition from failed state to functioning democracy;
- To provide you experience applying concepts and frameworks to real-world public policy challenges;
• To enhance your abilities to recognize the details and challenges of both sides of sovereignty/separatism and ethnic conflicts; and,
• To enhance your abilities to express your analytical ideas in concise, technical language.

The course’s unit-level learning objectives are:

Unit 1 – Foundations of Democratization
• Demonstrate ability to write a clear, concise, evidence-based public policy report
• Identify and explain in writing the democratization concepts govern modern western nations
• Identify the sources of conflict

Unit 2 – Peaceful & Forceful Regime Transition
• Identify and explain in writing examples of peaceful and forceful regime transitions
• Describe the democratization and political institutional factors necessary for peaceful and forceful regime transitions
• Describe the specific political institutions and actors that led to peaceful regime transitions in Ukraine from August 1991 to February 2010 and forceful regime transitions in Ukraine from January 2014 to present.

Unit 3 – Implosion
• Identify and explain in writing examples of implosions
• Describe the factors leading from weak state to collapse
• Describe the specific cleavages that led to the Rwandan Genocide

Unit 4 – External Military Intervention
• Identify and explain in writing examples of external military interventions
• Compare and contrast ‘successful’ and ‘unsuccessful’ external military interventions

COURSE DESCRIPTION

This hybrid, undergraduate version of the PA5700/IS5700 course tackles the question of how to design policies and programs to rebuild failed and weak states into functioning, if not vibrant, democracies. In pursuit of this end, we will examine the causes of nation state failure, the trajectories or pathways to and from failure, and the ingredients purported to contribute to the consolidation of democracy. In addition, we will critically assess the policies and programs of international actors intent upon aiding the transition to democracy. Specifically, we will examine the programmatic efforts of one of the primary development organs – the U.S. State Department’s Agency for International Development (USAID) – in three classes: Ukraine, Rwanda and Iraq. We will assess USAID’s current complement of programs in each of these three cases and make informed judgments about whether they should be expanded, changed, or abolished. Ultimately, we will examine whether attempting to rebuild failed and weak states is an activity worthy of undertaking at all. Maybe weak states should be allowed to fail.
This class involves a mixture of readings, lectures, videos and assignments where you analyze aid provider strategies. The readings are primarily drawn from research on democratic transition and state failure. The lectures are designed to elaborate on and extend the key points covered in the readings. The analyses of aid provider strategies provide an opportunity for you to integrate and apply these ideas to real world situations.

This course is targeted at undergraduate students interested in foreign affairs, international security policy, and democratization. The primary audience is students in the Public Affairs and International Studies Security & Intelligence tracks, although the course is open to students from other majors with interests in the transition to democracy and the role of foreign aid providers. Students from a wide variety of disciplines are welcome (e.g. Public Affairs, Agricultural, Environmental and Development Economics, City and Regional Planning, Political Science, etc.).

GRADING

Grading:
1. Class Participation: 17%
   - Class discussions (max 5%)
   - Online Chat Forum 1-9; 1% per forum (max 9%)
   - In-class Congressional Testimony 1 (max 3%)
2. Measuring Democracy Assignment: 10%
3. Group Project: 10%
4. Two Case Analyses (20% Each): 40%
5. Final Exam: 23%

Transformation of numerical grade to letter grade will be according to the schedule below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
<td>83-86.9</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<td>C</td>
<td>73-76.9</td>
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<tr>
<td>C-</td>
<td>70-72.9</td>
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<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>D</td>
<td>60-66.9</td>
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<tr>
<td>E</td>
<td>&lt; 60</td>
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</tbody>
</table>

Substantively, A means excellent, B means above average, C means average, D means below average, and E means failing. While we do not employ a curve, we evaluate your performance relative to your fellow classmates. Even though we use the same grading scale for all students, we have higher expectations for graduate students relative to undergraduate students.

COURSE REQUIREMENTS

1. Class Participation:
Transitioning to democracy and post-conflict nation building are not spectator sports. Therefore, this is a participatory class. Students are expected to complete readings and
actively participate in class discussions, mock Congressional Testimonies, online forums, and group projects. Class participation represents 17% of total grade and is divided as follows:

**In-Class Discussion.** Critical assessment of the readings constitutes a major portion of each class activity. Thorough preparation is essential. The primary source of your learning in this course will take place in the classroom as you and your colleagues share your insights and engage each other in debate on alternatives or appropriate aid provision strategies. Although the assigned readings provide background material, attending class is essential, and is necessary for a satisfactory grade. Your in-class discussion participation represents 5% of your final course grade.

**Online Chat Forum Discussions:** During the semester we will watch films and online videos related to the course’s case studies. One film/video is PBS’ “The Ghosts of Rwanda”, a graphic and searing documentary on the 1994 Rwandan Genocide. Another film/video is PBS’ The Lost Year in Iraq”, a first hand account of the challenges, failures, and ‘successes’ of the first year of US occupation of Iraq after external military intervention. We will examine these films/videos in the context of their application to the democratization and rebuilding concepts discussed in class. For each of the films/videos, each student will provide their personal, EVIDENCE-BASED assessment of the events depicted in the film/video via an online posting and will also be required to provide no less than two responses to classmates’ postings.

Guidance for acceptable personal posting and response postings:

**Personal Postings**
- No less than two and no more than four paragraphs long
- Each paragraph must be more than one sentence
- Discuss what are the key democratization and rebuilding points
- Stay focused and concise and do not delve into editorializing and hyperbole
- Use active voice and the technical writing principles discussed in class.

**Response Postings**
- No more than two paragraphs long
- Address the key points and evidence presented in the student posting
- Can be supportive or respectfully critical.
- Use active voice and the technical writing principles

During the scheduled class period, the instructor(s) will be online and responding to online chat postings. Chat postings are expected to contain college level thought and analysis and to maintain OSU’s standards for online civility. Each online class period represents 1% of your grade; nine online chat discussions represents 9% of your final course grade.

**Congressional Testimony Exercise Participation.** After viewing an actual US Congressional Testimony online, we will have a class period wherein students will be separated into two groups and will engage in class in a mock Legislative Committee debate arguing the pros and cons of a specific USAID funding allocation or a State Department development decision. Your Congressional Testimony participation represents 3% of your final course grade.
2. Measuring Democracy Assignment (both undergraduate and graduate students):
Your first assignment will be to select a country of interest to you and examine its Freedom House rating score and categorization (free, partly free, and not free) over the last ten years (http://www.freedomhouse.org/report-types/freedom-world). Drawing on secondary sources, you are to evaluate whether Freedom House has made the correct assessment. You will turn in a written analysis that includes three components: a summary of the Freedom House score and evaluation over the last ten years; a brief summary of key events in that country that pertain to the criteria that Freedom House uses in its evaluation; and an analysis of whether Freedom House has made the appropriate evaluation. The assignment is due by 9:10am, January 26. Your written analysis should be no more than one page, single-spaced, 12-point font with 1” margins. For each of these requirements that you breach, your grade for that case will decrease by 1/3 letter grade (i.e. A- to B+). Please place your assignment in the relevant folder in Carmen in MS Word format.

You may do the assignment individually or in small groups of two to three people. If you elect to do the assignment with others, you will all receive the same grade. This assignment represents 10% of your final grade.

In selecting a country, do not pick established democracies (i.e. those that Freedom House rates as “free”). Instead, select a country that Freedom House has labeled as “partly free” or “not free”. For graduate students, you should select the country for which you plan to do your final paper. You cannot select one of the three countries we will examine in the cases: Ukraine, Rwanda or Iraq.

3. Two Case Analyses (both undergraduate and graduate students):
During the quarter, we will examine three cases of state failure and how one aid provider, the U.S. Agency for International Development (USAID), has attempted to assist these nations in the transition to democracy. The states for examination include: Ukraine, Rwanda and Iraq. For each case, your assignment will be to review the 2013 budget request and justification by USAID to the US Congress for the nation in question. More specifically, you will assess whether USAID has appropriately planned its expenditures in light of conceptual material we will cover in class. Think of yourself as a Congressional staffer writing a brief to a legislator on the congressional oversight committee. What’s USAID asking for? Will the agency’s proposed programs increase the chances of democratic consolidation? Why or why not? What else should USAID be doing? A more detailed description of each assignment is available at the Carmen course website.

While there are three cases for examination during the quarter, you are only required to undertake two of the three. If you elect to undertake all three, we will drop the case with the lowest grade. Of the two cases that will count, each is worth 20% of your final grade.

Your written case analysis should be no more than four pages, single-spaced, 12-point font with 1” margins. For each of these requirements that you breach, your grade for that case will decrease by 1/3 letter grade (i.e. A- to B+). Due dates for each case are
listed in the course calendar. Please place your assignment in the relevant folder in Carmen in MS Word format.

4. Group Project
Students will be separated into three groups to study and evaluate a sovereignty/separatism and ethnicity conflict and present informed, cogent arguments to support or refute the establishment of statehood. Again, thorough preparation is essential and it is expected that each group will use concepts discussed in class to support their respective arguments. The case study The Declarations of Independence: The Moldova-Pridnestrovie Conflict will provide the debate context. However, additional outside research is critical for supporting each group’s debate. All members of the group will receive the same grade and this group project represents 10% of your final course grade.

5. Final Exam:
On April 24, undergraduates will take an in-class final exam that assesses your knowledge of the content and concepts of the material covered in the course. The exam will cover all readings and class sessions. The exam will be composed of multiple choice and short answer questions. The final exam represents 23% of your total course grade.

REQUIRED COURSE READING MATERIAL

All of the required readings are available on Carmen or will be handed out the week prior to the week the readings are required.

COURSE POLICIES

Complete your assignments in Microsoft Word and place them in the relevant folder on the Carmen course website. Feedback will be inserted directly onto your MS Word file and email it back to you. If you have difficulty with this, contact the instructor PRIOR to the assignment due date. Informing of your intention to be absent does not waive your obligation to submit assigned work. Late work is accepted but with a one-letter grade penalty each day that it is late (i.e. A to B).

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/).
COURSE CALENDAR

January 12  
Course Overview  
Learning Objectives  
Syllabus
  1. Class Participation (17%)  
     In-class Participation Online  
     Discussion Classes Congressional Testimony Participation  
  2. Measuring Democracy Assignment (10%)  
  3. Group Project (10%)  
  4. Two Case Analyses (40%, 20% Each)  
  5. Final Exam (23%):

January 14  
The Collapse: Why States Fail  
Readings:  

January 16  
Principles, Measures and Indicators of Democracy  
Reading:  

January 19  
No Class  
Martin Luther King Day holiday

January 21  
Forms of Aid and Assistance  
Reading:  
January 23  Online Lecture and Forum Discussion  
**No In-Class Attendance:**  
Online readings focused on Technical Report Writing in the Policy Process and on Presenting Analysis  
Reading:  

January 26  Measuring Democracy Assignment Discussions  
**MEASURING DEMOCRACY ASSIGNMENT DUE BY 9:10am**

January 28  Scenario #1: Peaceful Regime Transition I  
Reading:  

January 30  Online Discussion  
**No In-Class Attendance:**  
Reading:  
TBD

February 2  Scenario #1: Peaceful Regime Transition II  
Reading:  

February 4  Scenario #1: Forceful Regime Transition  
Reading:  

February 6  Online Discussion  
**No In-Class Attendance:**  
Reading:  
TBD
February 9   Ingredients: Political Institutions
Reading:

February 11   Ingredients: Economics
Reading:

February 13   Case #1: Ukraine
Discussion of Ukraine case
Reading:
- USAID. Ukraine: 2013 Congressional Budget Justification

CASE ANALYSIS #1 DUE BY 9:05am

February 16   Online Discussion
No In-Class Attendance:
Reading:
TBD

February 18   Scenario #2: Implosion
Readings and video:

- Samantha Power. “Never Again: the World’s Most Unfulfilled Promise.”

**February 20**  
**Online Chat Forum of Ghosts of Rwanda**  
No In-Class Attendance  
Movie: Ghosts of Rwanda  
[http://www.youtube.com/watch?v=zeCIZJ-yRaA](http://www.youtube.com/watch?v=zeCIZJ-yRaA)

**February 23**  
**Ingredients: Nationalism, Ethnicity and Religion I**  
Reading:  

**February 25**  
**Ingredients: Nationalism, Ethnicity and Religion II**  
Reading:  

**February 27**  
**Online Discussion**  
No In-Class Attendance:  
Reading:  

**March 2**  
**Ingredients: Civil Society and Social Capital**  
Reading:  

**March 4**  
**Case #2: Rwanda**  
Discussion of Rwanda case  
Reading:  
- USAID. *Rwanda: 2013 Congressional Budget Justification*

**CASE ANALYSIS #2 DUE BY 9:05am**

**March 6**  
**Scenario #3 – External Military Intervention I**  
Reading:

March 9  Scenario #3 – External Military Intervention II
Reading:

March 11  Scenario #3 – External Military Intervention III
Reading:

March 13  Online Discussion on The Lost Year in Iraq
No In-Class Attendance:

March 16-20  Spring Break!

March 23  Online Discussion
No In-Class Attendance:
Reading:
• TBD

March 25  Ingredients: The Rule of Law I
Reading:

March 27  Ingredients: The Rule of Law II
Reading:
• TBD

GUEST SPEAKER from Moritz Law School
March 30  Ingredients:  Security, Order, Infrastructure, Basic Services and the Administrative State  
Reading:  

April 1  Case #3:  Iraq  
Discussion of Iraq case  
Reading:  
• USAID. *Iraq: 2014 Congressional Budget Justification*  

Case Analysis #1 Due by 9:05am  

April 3  Congressional Testimonies:  

April 6  In-class Congressional Testimony Exercise  
Congressional Testimony link:  
http://www.foreign.senate.gov/hearings/the-transition-in-afghanistan  

April 8  Traditional Military Operations: Intervention  
Reading:  

April 10  Non-Traditional Military Operations: Nation-Building I  
GUEST SPEAKER, Ohio National Guard  

April 13  Non-Traditional Military Operations: Nation-Building II  
Reading:  
• The State Partnership Program (http://www.nationalguard.mil/features/spp/default.aspx)  

April 15  Online Discussion
No In-Class Attendance:
Reading:
• TBD

April 17  Is Failure an Option?
Reading:

April 20  Case Studies in Sovereignty, Reconstruction and Stabilization, and Failed and Weak States
Reading:

April 22  Group Presentation – Filmed Debate at the ‘International Court of Justice

April 24  Course Summary and Closure; Course Evaluations
Reading:

April 27  Last Day of Class: In-Class Final Exam Review

April 29- May 5  To be determined: In-Class Final Exam