



2018–2019 Academic Year
Summer 2018



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 402 L01 ADVANCED TOPICS IN POLITICS

Sovereignty, Security, & Development –

The political economy of state-building from ‘underdeveloped regions’ to ‘fragile states’

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OFFICE HOURS: Tuesday & Thursday 1300-1400 or by appointment

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COURSE D2L: <https://d2l.ucalgary.ca>

COURSE DAY/TIME: Tuesday & Thursday 1600-1845

COURSE LOCATION: SA 121

COURSE PRE-REQUISITES: 3 units in Political Science at the senior level.

COURSE DESCRIPTION:

It is an oft repeated truism that states or societies can't have security without development, but can't have development without security. This course is designed for upper-level students interested in investigating the connections between international relations, domestic politics and state-building, (human) security, and economic development (generally called the security-development nexus). It provides students an opportunity to review and assess disparate literatures and practices that have shaped international interventions in development and security in the Global South since the Second World War, with an emphasis on contemporary debates around “fixing” or “stabilizing” fragile, conflict-affected, or post-conflict states. Students will develop deep knowledge about a selected case study and have an opportunity to share their findings and insights with the class.

Readings and investigations range from the theoretical to the practical, addressing a variety of pertinent questions in global politics and development today: how do states, international organizations, INGOs, etc., conceptualize, frame, and engage with fragile and conflict-affected states? How do changing terminology and measurement indicators affect or reflect changing concerns and practices over time? Why is state-building and peacebuilding so hard, and what is “peace” anyway? What comes first: security or development? How have trade-offs between “guns and butter” (i.e., defence versus social spending) affected security, governance, and development outcomes in the Global South. How does the tension between state sovereignty and human rights influence security and development thinking and practices? How has humanitarian intervention evolved (or not) as an enduring practice of international society in response to intra-state breakdown (famine, displacement, war)? Is the

sovereign nation-state the solution to development and security, a cause of underdevelopment and insecurity, or perhaps both?

COURSE OBJECTIVES & LEARNING OUTCOMES:

Course Objectives:

- To introduce students to the shifting literature and concepts about external interventions into the security-development trajectories of sovereign nation-states in the Global South.
- To understand the contemporary frameworks, actors, motivations, strategies, outcomes, implications, and limitations around attempts to “fix” or “stabilize” fragile, conflict-affected, or post-conflict states, across selected case studies and regions.

Learning Outcomes: Students will develop the knowledge and/or skills to ...

- identify, understand, distinguish, apply, and critique different key concepts, theoretical perspectives, and practices shaping global interventions in insecure states and regions.
- delineate different sets of fundamental assumptions underpinning alternative approaches to state-building, peacebuilding, and the security-development nexus in general.
- develop appropriate research skills to locate and interpret different sources (scholarly, policy, practice, evaluation) of analysis about the security-development nexus and related interventions.
- cultivate a high level of expertise about a contemporary case or theme that forms the foundation for a class presentation and research paper.

REQUIRED TEXTBOOK:

There is no required textbook for this course but it is a heavy reading course. All readings (see “Course Schedule & Topics” below) will be posted on D2L or otherwise available via UCalgary Library (ejournal articles, online chapters, etc.) or available from various organizations online (international organizations, NGOs, etc.).

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Class Participation (including TopHat)	20%	Throughout – Active in-class participation is expected
One Short Article Review Essay (3-4 pp)	20%	Various deadlines; hard/paper copy in class
Mid-Term (90 minutes)	25%	Tuesday, July 31st
Research Paper – Case Study (including roundtable presentation/discussion)	35%	Upload to D2L Dropbox: Noon, Sunday, August 19th
Total	100%	

CLASS PARTICIPATION INCLUDING TOPHAT (20%)

There will be regular opportunities to earn class participation points via in-class discussions and responses to presentations. There will also be some use of TopHat as well as in-class exercises. Regular participation, based on assigned readings and research related to your particular case, is required. In addition, you will be expected to participate in at least one of the two symposium

classes at the end of term, in addition to the one where you present your work.

ONE SHORT ARTICLE REVIEW (20%)

One short article review essay of approx three pages will be required during the course. A number of articles or book chapters will be available for most weeks, and will be assigned in the first week of class. You will have to hand in your review essay in hard copy at the beginning of the class where the article is on the recommended reading list. You'll be expected to contribute some of the key themes and evidence of the article to the class discussion.

MID-TERM EXAMINATION (25%)

There will be one mid-term (90 minutes) on Tuesday, July 31st (Class 9). This will comprise a mix of multiple choice and short answers/definitions/exercises.

Note: This will be a closed book exam. No notes, laptops, phones, etc., will be allowed.

RESEARCH PAPER – CASE STUDY (35%)

Within guidelines provided in class, students will select a thematic or regional case study as their case study research paper (approx 10-12 pages, double-spaced). Prior to final submission at noon on Sunday, August 19th (via D2L Dropbox), students will participate in a roundtable on a related theme with other students, present some of their findings, and contribute to substantive debates. That presentation will be worth 5%, with the final paper worth 30%.

Note: Formal written assignments are often required in Political Science courses, including this one (i.e., article review essay and research paper), and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

GRADE SCALE:

The following grading scale will be used:

A+ (95+)	B+ (80-84)	C+ (66-69)	D+ (54-57)
A (90-94)	B (75-79)	C (62-65)	D (50-53)
A- (85-89)	B- (70-74)	C- (58-61)	F (0-49)

Note: Students need to take the mid-term, do the short article review essay, and submit the case study research paper in order to pass.

LATE PENALTIES:

You are required to submit one formal written assignment (Short Article Review) as well as a Research Paper. The Article Review will be due in hard copy of the beginning of the class for which that article is assigned. Late Article Reviews will be assessed a ten percent (10%) per every day late penalty including weekends. The Research Paper is due on D2L Dropbox on

Sunday, August 19th. Late papers will also incur a ten percent (10%) per every day late penalty including weekends. Missed mid-terms cannot be re-taken unless specific requirements below are met (see page 7).

COURSE SCHEDULE & TOPICS: The schedule is tentative and may change as the need arises.

COURSE SCHEDULE (Subject to change)		
DATE	TOPICS & THEMES	REQUIRED READINGS BEFORE CLASS
Class 1 July 3rd	<p>Course Introduction Syllabus & Assignments D2L & TopHat usage Class interests survey (themes/regions)</p> <p>Sovereignty-Security-Development in the evolution of the ‘modern’ nation-state What is the security-development nexus? Is there a security-development nexus?</p>	<p>1) Ken Booth (1991), “Security & Emancipation,” <i>Review of International Studies</i> (17, 4): 313-326.</p> <p>2) Joanna Spear and Paul D. Williams (2012), “Conceptualizing the Security-Development Relationship: An Overview of the Debate,” Chapter 1 in Spear and Williams, eds., <i>Security and Development in Global Politics: A Critical Comparison</i> (Washington: Georgetown University Press): 7-33.</p>
Class 2 July 5th	<p>Terminological Drift: From under-developed regions and LDC/LLDCs to quasi-, fragile, and failed states</p>	<p>1) Christopher Clapham (1998), “Degrees of Statehood,” <i>Review of International Studies</i> (25, 2): 143-157.</p> <p>2) Mohammed Nuruzzaman (2009), “Revisiting the Category of Fragile and Failed States in International Relations,” <i>International Studies</i> (46, 3): 271-294. [Primarily pp. 271-283]</p> <p>3) Tom Keating (2016), “Responding to Failed and Fragile States: The Evolution of Canadian Policy, Chapter 1 in Michael K. Carroll and Greg Donaghy, eds., <i>From Kinshasa to Kandahar: Canada and Fragile States in Historical Perspective</i> (Calgary: University of Calgary Press): 9-31: https://prism.ucalgary.ca/bitstream/handle/1880/51199/From_Kinshasa_to_Kandahar_2016_chapter01.pdf</p>
Class 3 July 10th	<p>The evolution of (economic) development interventions in theory and practice</p>	<p>1) Sebastian Edwards (2014), “The War of ideas and Foreign Aid,” Chapter 3 in <i>Toxic Aid: Economic Collapse and Recovery in Tanzania</i> (New York: Oxford University Press): 21-45.</p> <p>2) Rhoda Howard [-Hassmann] (1983), “The Full-Belly Thesis: Should Economic Rights Take Priority Over Civil and Political Rights? Evidence from Sub-Saharan Africa,” <i>Human Rights Quarterly</i> (5): 467-90.</p> <p>3) OECD (2016), “History of the 0.7% ODA Target,”:</p>

		https://www.oecd.org/dac/stats/ODA-history-of-the-0-7-target.pdf and http://www.oecd.org/dac/stats/the07odagnitarget-ahistory.htm
Class 4 July 12th	Putting the <i>human</i> at the centre of security and development	<ol style="list-style-type: none"> 1) Caroline Thomas (2001), "Global governance, development and human security: exploring the links," <i>Third World Quarterly</i> (22, 2): 159-175. 2) Roland Paris (2001), "Human security: Paradigm shift or hot air?", <i>International Security</i> (26, 2): 87-102. 3) Gregory Collins (2011), "All Tarded with the same Brush: The Convergence of Security and Development in Human Security," <i>Journal of Human Security</i> (7,3): 60-76.
Class 5 July 17th	Challenges along the Development - Humanitarian Intervention Spectrum	<ol style="list-style-type: none"> 1) Andrew Natsios (1995), "NGOs and the UN system in complex humanitarian emergencies: conflict or cooperation?", <i>Third World Quarterly</i> (16,3): 405-419. 2) Michael Barnett (2009), "Evolution without progress? Humanitarianism in a world of hurt," <i>International Organization</i> (63,4): 621-663. 3) Haley Swedlund (2017), "Can Foreign Aid Donors Credibly Threaten to Suspend Aid? Evidence from a Cross-National Survey of Donor Officials," <i>Review of International Political Economy</i> 24:454-96.
Class 6 July 19th	Indicators & Vulnerabilities: When is a state considered fragile or failed? What makes a state fragile versus resilient? Who decides?	<p>We'll systematically examine a range of indicators and reports including the "Fragile States Index" (Fund for Peace), the "Country Indicators for Foreign Policy" (NPSIA/Ottawa), the "Harmonized List of Fragile Situations" (World Bank), and "States of Fragility Reports" (OECD).</p> <ol style="list-style-type: none"> 1) Jorg Faust et al (2013), "Foreign Aid and the Fragile Consensus on State Fragility," German Development Institute Discussion Paper 8/2013: https://www.die-gdi.de/uploads/media/DP_8.2013.pdf
Class 7 July 24th	"Fragile & Conflict Affected States" (FCAS) & multi-dimensional security in practice	<ol style="list-style-type: none"> 1) Walter Dorn and Michael Varey (2009), "The Rise and Demise of the 'Three Block War'," <i>Canadian Military Journal</i> (10,1): 38-45. 2) 2) Sebastian AJ Taylor (2014), "FCAS: Exploring the Relationship Between Governance, Instability and Violence," <i>Stability</i> (3,1): 1-11. 3) Naazeen H. Barma, Naomi Levy, and Jessica Piombo (2017), "Disentangling aid dynamics in statebuilding and peacebuilding: a causal framework," <i>International Peacekeeping</i> (27,2): 187-211.

<p>Class 8 July 26th</p>	<p>Aidland, Peaceland, & “Unending War”: Alternative and critical approaches to security-development interventions</p>	<p>1) Severine Autesserre (2017), “International Peacebuilding and Local Success: Assumptions and Effectiveness,” <i>International Studies Review</i> (19,1): 114-132. 2) Christopher Coyne and Rachel Mathers (2010), “The Fatal Conceit of Foreign Intervention,” <i>Advances in Austrian Economics</i> (14): 225-250. 3) Mark Duffield (2005), “Getting Savages to Fight Barbarians: Development, Security and the Colonial Present,” <i>Conflict, Security, and Development</i> (5,2): 141-59.</p>
<p>Class 9 July 31st</p>	<p>Mid-Term (90 minutes Break</p> <p>Briefing for next class: assessing World Bank & INGO analysis of the security-development nexus and implications for policy</p>	<p>George Ingram and Jonathan Papoulidis (2017), “State Fragility is key to reaching the last mile in ending poverty,” Brookings: https://www.brookings.edu/blog/future-development/2017/11/21/state-fragility-is-key-to-reaching-the-last-mile-in-ending-poverty.</p>
<p>Class 10 Aug 2nd</p>	<p>Multilateral Institutions , INGOS, & the Security-Development Nexus: Comparing the World Bank’s “WDR: Conflict, Security, and Development” (2011) Report with its “Pathways for Peace” Report (2018), and “Escaping the Fragility Trap” (2018) Report from the Commission on State Fragility, Growth and Development (IGC).</p>	<p>1) Ivica Petrikova and Melita Lazell (2017), “Multilateral donors and the security-development nexus: discourse and practice in conflict-affected states,” <i>Conflict, Security & Development</i> (17,6): 483-516. 2) Reports from World Bank (2011 and 2018) plus ICG (2018)</p>
<p>Class 11 August 7th</p>	<p>Symposium Day 1 - Themes/Regions TBA</p>	<p>A series of thematic roundtables will allow students to present their research in progress, engage in substantive debates, and receive feedback.</p>
<p>Class 12 August 9th</p>	<p>Symposium Day 2 - Themes/Regions TBA</p>	<p>A series of thematic roundtables will allow students to present their research in progress, engage in substantive debates, and receive feedback.</p>
<p>Class 13 Aug 14th</p>	<p>Symposium Day 3 - Themes/Regions TBA</p>	<p>A series of thematic roundtables will allow students to present their research in progress, engage in substantive debates, and receive feedback.</p>
<p>Case Study Research Paper: Sunday, August 19th</p>		<p>Upload to D2L Dropbox by Noon (PDF or MS-WORD formats only)</p>

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make it to office hours, please request a one-on-one meeting outside of these hours. It is imperative that students regularly check their UofC email accounts and D2L for course related information and announcements. If you have sent the instructor an email but have not received a reply within 24 hours, please resend.

Students may use laptops and other electronic note-taking devices in this course, though there will be times when you'll be asked to turn the technology off. No recording of lectures (audio and/or video) is permitted without prior approval of the instructor, with exceptions of course made in the case of approved accommodations. Please be considerate of others and switch off all phones when you enter the classroom. Sending/receiving texts and browsing social media is extremely disruptive to others, and your own performance will also suffer.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca