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SENATE COUNCIL

1. General Information

1a. Submitted by the College of: GRADUATE SCHOOL

Date Submitted: 4/1/2013

1b. Department/Division: Patterson School Of Diplomacy

1c. Contact Person

Name: Christine Wolcott

Email: cawolc2@uky.edu

Phone: 257-4666

Responsible Faculty ID (if different from Contact)

Name: Stacy Closson

Email: stacy.closson@uky.edu

Phone: 257-5201

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: DIP 712

2c. Full Title: Weak States and International Security

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3.0

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course reviews how the policy community has measured the weak state, revealing discrepancies in the quantifiable parameters, definitions, and categorizations, and analyze the efforts taken to address state weakness, particularly foreign economic and security assistance. It will review the five theoretical approaches to the weak state in the literature, which are informed by the international community's concerns with state weakness: development, intervention, post-colonialism, globalization and terrorism. The theory will be applied to specific cases of weak states in several regions (e.g., Africa, Asia, the Balkans, Latin America, the Middle East, and the Former Soviet States) and analyzes the threats they pose to international security.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: This is currently a DIP 600 course and it's being assigned to permanent DIP number.

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain: This is currently a DIP 600 course and it's being assigned to permanent DIP number.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE[CCAVA2|Carey E Cavanaugh|Dept approval for ZCOURSE_NEW DIP 712|20130131

SIGNATURE[JACKSON|Brian A Jackson|College approval for ZCOURSE_NEW DIP 712|20130131

SIGNATURE[ZNNIKOO|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW DIP 712|20130201

SIGNATURE|JBLACK|J L Blackwell|Approval resent to college for ZCOURSE_NEW DIP 712|20130305

SIGNATURE|ZNNIKOO|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW DIP 712|20130319

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

ID	Attachment
Delete 1574	DIP 712 Weak State & Intl Security.pdf

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: GRADUATE SCHOOL Today's Date: 4/1/2013
- b. * Department/Division: Patterson School Of Diplomacy
- c.
 - * Contact Person Name: Christine Wolcott Email: cawolc2@uky.edu Phone: 257-4666
 - * Responsible Faculty ID (if different from Contact): Stacy Closson Email: stacy.closson@uky.edu Phone: 257-5201
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Inquiry - Humanities
- Inquiry - Nat/Math/Phys Sci
- Inquiry - Social Sciences
- Composition & Communications - I
- Composition & Communications - II
- Quantitative Foundations
- Statistical Inferential Reasoning
- U.S. Citizenship, Community, Diversity
- Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ¹ No
- b. * Prefix and Number: DIP 712
- c. * Full Title: Weak States and International Security
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input checked="" type="checkbox"/> 3.0 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: _____		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours: _____
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course reviews how the policy community has measured the weak state, revealing discrepancies in the quantifiable parameters, definitions, and categorizations, and analyze the efforts taken to address state weakness, particularly foreign economic and security assistance. It will review the five theoretical approaches to the weak state in the literature, which are informed by the international community's concerns with state weakness: development, intervention, post-colonialism, globalization and terrorism. The theory will be applied to specific cases of weak states in several regions (e.g., Africa, Asia, the Balkans, Latin America, the Middle East, and the Former Soviet States) and analyzes the threats they pose to international security.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

This is currently a DIP 600 course and it's being assigned to permanent DIP number.

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ² for ANY program? Yes No

If YES ², list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- The chair of the cross-listing department must sign off on the Signature Routing Log
- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#) [Delete Form Data and Attachments](#)

Patterson School
The Weak State in International Security - DIP 712-001

Dr. Stacy R. Closson
Patterson Tower 439
Email: stacy.closson@uky.edu
Office Telephone: 859-257-5201

Meeting Time: Wednesdays 1000-1230
Office Hours: Wednesdays 1230-1330

COURSE DESCRIPTION

The American and European Union national security strategies name weak states as the number one threat to security. Weak states have also been the subject of research in several academic spheres, including post-Soviet transition, African studies, development studies, security studies, political science, and historical sociology. Despite, or perhaps because of, the numerous approaches to statehood in general, and the weak state in particular, there does not appear to be an agreed upon definition of the weak state nor a concise policy to deal with such states.

This course will begin with a review of how the policy community has measured the weak state, revealing discrepancies in the quantifiable parameters, definitions, and categorizations, and analyze the efforts taken to address state weakness, particularly foreign economic and security assistance. Following this, we will review the five theoretical approaches to the weak state in the literature, which are informed by the international community's concerns with state weakness: development, intervention, post-colonialism, globalization and terrorism. The theory will be applied to specific cases of weak states in several regions (e.g., Africa, Asia, the Balkans, Latin America, the Middle East, and the Former Soviet States) and we will analyze the threats they pose to international security.

PREREQUISITES

There are no prerequisites for the course.

STUDENT LEARNING OUTCOMES

By the end of the course, you will be able to identify the challenges in defining, assessing, and addressing weak states in various regions of the world. You will be better prepared to take a timed multi-question exam, as well as to give professional presentations and handle questions. Finally, you will be able to write a comprehensive country study with policy prescriptions.

REQUIRED MATERIALS

All reading materials aside from one book will be provided by instructor at the beginning of the semester in drop box format.

Required purchase:

Stewart Patrick, *Weak Links: Fragile States, Global Threats, and International Security*, Oxford University Press, 2011.

In addition, you will refer to the following material throughout the course.

Basic Guide to Literature on Weak States:

Claire McLoughlin, "Topic Guide on Fragile States," Governance and Social Development Resource Centre, DFID, November 2011, <http://www.gsdr.org/index.cfm?objectid=4D340CFC-14C2-620A-27176CB3C957CE79>

Conceptualizations of the Weak State:

- United Nations University in 1996 sponsored a research project on states and sovereignty, which included a section on failed states.
- United Nations *Agenda for Peace* and establishment of peace building mission.
- Purdue University, sponsored in part by the US Army War College, held three conferences between 1998 and 2001 which discussed the nexus of failed states and international security, failed states and globalisation, and the causes of state failure.
- Political Instability Task Force, The Central Intelligence Agency sponsored two major studies in the 1990s initiated by Vice President Gore's *US Task Force on State Failure*. <http://globalpolicy.gmu.edu/pitf/>
- Asian Development Bank, "Approach to Weakly Performing Member Countries: A Discussion Paper," February 2002, and "Achieving Development Effectiveness in Weakly Performing Countries," November 2006. <http://www.adb.org>
- The US Center for Global Government, 'Commission on Weak States and U.S. National Security' created a bi-partisan panel of thirty former government officials, senior business leaders, academics, and NGO representatives to issue a report. Weinstein, Jeremy, Stuart E. Eizenstat and John Edward Porter. *On the Brink: Weak States and US National Security*. 2004. Available from http://www.cgdev.org/doc/books/weakstates/Full_Report.pdf
- Magui Moreno Torres and Michael Anderson, "Fragile States: Defining Difficult Environments for Poverty Reduction," PRDE Working Paper 1, August 2004 http://siteresources.worldbank.org/INTLICUS/64137341-1094571451760/20357055/PRDE_WP_1%20Defining%20Fragile%20States.pdf
- Department for International Development. *Why We Need to Work More Effectively in Fragile States*. Government of the United Kingdom, January, 2005. <http://inec.usip.org/resource/why-we-need-work-more-effectively-fragile-states>
- Office of Economic and Development Cooperation, *Principles for Fragile States and Situations*, 2007. http://www.oecd.org/site/0,3407,en_21571361_42277499_1_1_1_1_1,00.html
- The World Bank's Fragile and Conflict-Affected Countries Group. <http://go.worldbank.org/JHPKRCXS40>

- Ashraf Ghani, Clare Lockhart, and Michael Carnahan, “Closing the Sovereignty Gap, An Approach to Statebuilding” June 2005, Overseas Development Institute.
<http://www.odi.org.uk/resources/docs/2482.pdf>

Ranking Weak States:

- The Fund for Peace, in cooperation with *Foreign Policy*, ‘Failed States Index’
http://www.foreignpolicy.com/articles/2011/06/17/2011_failed_states_index_interactive_map_and_rankings
- Brookings Institution Index of State Weakness in the Developing World, 2008.
http://www.brookings.edu/~media/Files/rc/reports/2008/02_weak_states_index/02_weak_states_index.pdf
- USAID “Fragile States Strategy,”2006
http://www.usaid.gov/policy/2005_fragile_states_strategy.pdf
- George Mason University, Polity IV Project, “Global Report 2009” and “State Fragility Matrix 2009” by Monty G. Marshall and Benjamin R. Cole.
<http://www.systemicpeace.org/polity/polity4.htm>
- Canadian International Development Agency, ‘The 2006 Country Indicators for Foreign Policy Project, *Canadian Foreign Policy Journal* 13, no. 1, 2006.
<http://indicatorsinfo.pbworks.com/f/Carment+et+al+Canada+Indicators+2006.pdf>
- Mo Ibrahim Foundation’s Index of African Governance, 2007, produced by Harvard’s Robert I. Rotberg and Rachel Gisselquist.
<http://www.moibrahimfoundation.org/en/section/the-ibrahim-index>
- University of Maryland, Center for International Development and Conflict Management, “Peace and Conflict Instability Ledger” by J. Joseph Hewitt, Jonathon Wilkenfled, and Ted Robert Gurr, ch. 2 (Hewitt)
http://www.cidcm.umd.edu/pc/executive_summary/exec_sum_2010.pdf
- US Millennium Challenge Corporation, <http://www.mcc.gov/pages/selection>
- World Bank. *World Bank Group Work in Low-Income Countries Under Stress: A Task Force Report*. September, 2002,
http://siteresources.worldbank.org/INTLICUS/Resources/388758-1094226297907/Task_Force_Report.pdf
- Department for International Development. *United Kingdom Government's Contribution to Millennium Development Goals*. 2002, <http://www.dfid.gov.uk/pubs/files/uk-cont-mdg-report.pdf>.
- National Intelligence Council ‘Global Trends’,
http://www.dni.gov/nic/NIC_2025_project.html

Indicators of Political and Governance Change:

- World Bank, Country Policy and International Assessment
- World Bank, World Governance Indicators
- Freedom House Index
- Human Rights Report

- IMF economic data
- Major Episodes of Political Violence (MEPV), 1946-2006
- Transparency International
- UNDP Human Development Index
- International Crisis Group country reports
- The Economist 'Unrest in the Arab World' <http://www.economist.com/node/21016164>
- Reuters, Chrystia Freeland, 'Uprising Index', <http://blogs.reuters.com/chrystia-freeland/tag/uprising-index/>

COURSE FORMAT

Each class will be comprised of both a lecture and class discussion. The instructor will provide the lecture for the first two parts of the course. For the third part on case studies, assigned students will provide the lectures. The rest of the class will take on several roles during the case study presentations, including serving as the lead discussant, posing questions, and grading the lecturer. In addition to the two assigned by the professor, 1-2 additional readings for the case studies will be agreed upon between the instructor and assigned students at least one week prior to the class.

DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS

Course Assignments and Grading

- Class participation - 20% (including presentation of a case study)
- Response Essay – 20%
- Mid-term – 30%
- An in-depth 15-20 page case study of a weak state - 30%

Summary Description of Course Assignments

- **Class participation** grade will be based on mandatory attendance (see below), and active (speaking) participation in the class. Professor will provide guidelines in the first class.
 - Students will do the mandatory readings, and stay abreast of energy security current events in the local papers and/or in the national news.
 - If a student is not participating actively in class discussions, instructor will send an email to the student to encourage participation. A second email will result in a letter drop in the participation grade.
 - Laptops are permissible as long as they are used strictly for class note taking, though the instructor reserves the right to change this policy during the semester.
- In addition, to get a maximum participation grade:
 - A well rehearsed and presented power point presentation of your case study (20 minutes maximum).
- **Response Essay** of 6-7 pages at 1.5 spacing is a critical analysis paper that responds to the assigned readings for one sub-topic in either parts I or II of the class. Your task in this

paper is to critically assess a theme or particular debate within the sub-topic by articulating your position and defending it with evidence presented in the readings, class lectures, and some additional research. You must address the debate or theme from both a theoretical perspective and with a single chosen case study, and can use up to a maximum of 3 scholarly research sources in addition to the assigned readings. More details will be provided at the beginning of the term.

- **The mid-term** will be given in-class and be comprised of 2 sets of questions, of which you choose 2, to be answered in 2.5 hours. This will replicate the comprehensive exams. Mid-term grades will be posted by myUK by the deadline appointed by the university.
- Over the course of the semester, you will be drafting a **15-20 page research paper** on a weak state. Ideally, you will write about the same weak state that you presented on in class. You will discuss why the state is weak and choose an approach (or a combination of approaches, if appropriate) to analyze the state's weakness, including state-societal relations, colonial legacies, violence, and regime type. You will also assess the threats that the state may pose both to the citizens and to the global community. Finally, you will suggest policy options for mitigating the state's weakness. The paper should have 1.5 spacing with normal margins. Use the Harvard citation system and include a list of references. **Assignment is due in electrons (by email) and paper (in box) on Monday, April 30, 2012 at 5PM.** Assignment will drop a letter grade for each day it is late.

ATTENDANCE POLICY:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

ACADEMIC INTEGRITY:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all

courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

ACCOMODATIONS DUE TO DISABILITY:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource

Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

COURSE OVERVIEW

Part I: Defining and Assessing Weak States

1. **Defining Weak States [January 11, 2012]**
2. **The Discourse on Weak States [January 18, 2012]**

Part II: Causes of Weakness

3. **Strong Societies, Weak States [January 25, 2012]**
4. **Post-Colonial Weak States [February 1, 2012]**
5. **State Weakness and Corruption [February 8, 2012]**
6. **State Weakness and Violence [February 15, 2012]**

Part III: Engaging and Containing Weak States

7. **Reward and Rebuild [February 22, 2012]**
8. **Punish and Isolate [February 29, 2012]**

Mid-term [March 7, 2012]

NB: March 12-16 Spring Break

Part IV: Case Studies of Weak States

9. **Case study 1: Russia, Venezuela and energy insecurity [March 21, 2012]**
10. **Case study 2: Pakistan, Somalia and transnational terrorism [Monday, March 26, 2012]**
11. **NO CLASS: Professor at International Studies Association [April 4, 2012]**
12. **Case study 3: Kosovo, Lebanon and human trafficking [Monday, April 9, 2012]**
12. **Case study 4: Indonesia, Zimbabwe and infectious disease [April 11, 2012]**
13. **Case study 5: Bangladesh, Haiti and poverty [April 18, 2012]**
14. **Case study 6: Columbia, Mexico, Iraq and transnational crime [April 25, 2012]**
15. **Final Research Paper Due by email [WEDNESDAY 5PM, May 2, 2012]**

COURSE SCHEDULE

Part I: Defining and Assessing Weak States

Week 1: Defining Weak States [January 11, 2011]

- How do definitions and rankings of weak states vary across several international studies?
- What threats are posed by weak states? What are the differences between 'hard' and 'soft' security threats?
- Whom do weak states threaten?

Readings:

Department for International Development. *Why We Need to Work More Effectively in Fragile States*. Government of the United Kingdom, January, 2005, pp. 1-27.

<http://inec.usip.org/resource/why-we-need-work-more-effectively-fragile-states>

Robert I. Rotberg, *When States Fail*, Princeton University Press, 2004, chp. 1, pp. 1-50

Newman, Edward. "Failed States and International Order: Constructing a Post-Westphalian World" in *Contemporary Security Policy* Vol 30 No 3 (Dec 2009): p1-23.

<http://www.contemporarysecuritypolicy.org/assets/CSP-30-3-Newman.pdf>

Stewart Patrick, *Weak Links: Fragile States, Global Threats, and International Security*, Oxford University Press, 2011, Chapter 1

References:

The Fund for Peace, in cooperation with *Foreign Policy*, 'Failed States Index'

http://www.foreignpolicy.com/articles/2011/06/17/2011_failed_states_index_interactive_map_and_rankings

The National Security Strategy of the United States, September 2002.

<http://www.globalsecurity.org/military/library/policy/national/nss-020920.pdf>

European Union. *European Union Security Strategy: A Secure Europe in a Better World*, 2003.

<http://ue.eu.int/uedocs/cmsUpload/78367.pdf>.

Week 2: The Discourse of Failure [January 18, 2012]

- Weak states are held up to the standard theory of strong states, particularly the European state building process. Is this fair?
- What problems are posed when a state that lacks sovereign authority internally is granted juridical sovereignty by the international community?
- What alternative conceptualizations of the failed state are viable?

Readings:

Charles T. Call, "Beyond the 'failed state': Toward conceptual alternatives" in *European Journal of International Relations* Vol. 17, No. 2, 2010, pp. 303-326.

Volker Boege, Anne Brown, Kevin Clements and Anna Nolan. "On Hybrid Political Orders and Emerging States: What is Failing – States in the Global South or Research and Politics in the West?" in *Building Peace in the Absence of States: Challenging the Discourse on State Failure*. Berghof Handbook Dialogue Series, 2009, pp. 15-31. http://www.berghof-handbook.net/documents/publications/dialogue8_failingstates_complete.pdf

Stephen D. Krasner, "Sharing Sovereignty: New Institutions for Collapsed and Failing States." *International Security*, Fall 2004, vol. 29, No. 2, pp. 85-120.

Robert Jackson and Carl Rosberg, "Why Africa's Weak States Persist: The Empirical and the Juridical in Statehood." *World Politics* October 1982, pp. 1-24.

Charles Tilly, "Reflections on the History of European State-Making" (chapter 1). In Charles Tilly, ed., *The Formation of National States in Western Europe*, Princeton University Press, 1975.

References:

Ashraf Ghani and Clare Lockhart, *Fixing Failed States: A Framework for Rebuilding a Fractured World*, Chapter 7, "The Framework: The Ten Functions of the State."

Michael Mann, "The Autonomous Power of the State: Its Origins, Mechanisms and Results." In *States in History*, edited by John A. Hall, 109-136. Oxford: Basil Blackwell, 1986.

Max Weber, *Economy and Society*, Guenther Roth and Claus Wittich eds. Bedminster Press, 1968. Pp. 50-58; "The Types of Legitimate Domination", pp. 212-261; pp. 901-905 (Definition of the State); Selections on "Patrimonialism" pp. 1006-1042.

Part II: Statehood and Causes of Weakness

Week 3: Strong Societies, Weak States [January 25, 2012]

- The weak state lacks physical administrative capabilities, including the capability to distribute resources. How does this impede state institutions' ability to influence societal groups?
- How do weak state governments become a predator instead of protector of society?
- Do you agree that the break-down of state-societal relations is an international security threat?

Joel Migdal, *Strong Societies and Weak States*, Princeton University Press, 1988, Chapter 1.

Barry Buzan, *People, States and Fear: An Agenda for International Security Studies in the Post-Cold War Era*. 2nd ed. Boulder, CO: Lynne Rienner, 1991, Chapter 2.

Kalevi J. Holsti, *The State, War, and the State of War*. Cambridge: Cambridge University Press, 1996, Chapter 6.

Minxin Pei, "Transforming the State: from Developmental to Predatory," in *China's Trapped Transition: The Limits of Developmental Autocracy*, Harvard University Press, 2006, chapter 4.

Sean Yom, "Authoritarian State Building in the Middle East: From Durability to Revolution," CDDRL Working Papers, No. 121, February 2011, [http://iis-db.stanford.edu/pubs/23105/No.121- Authoritarian State.pdf](http://iis-db.stanford.edu/pubs/23105/No.121-Authoritarian_State.pdf)

Reference:

Kristian Coates Ulrichsen, "The Durability of Weak States in the Middle East," in Denisa Kostovicova Vesna Bojicic-Dzelilovic, eds. *Persistent State Weakness in the Global Age*, pp. 83-96

Barry Buzan, *People, States and Fear: An Agenda for International Security Studies in the Post-Cold War Era*. 2nd ed. Boulder, CO: Lynne Rienner, 1991, Chapter 1.

Joel Migdal, *Strong Societies and Weak States*, Princeton University Press, 1988, Chapter 6.

Week 4: The Legacy of Colonialism and Weak States [February 1, 2012]

- Do you agree that state weakness, particularly in Africa, is linked to legacies of colonialism?
- According to the post-colonial literature, how has the legacy of colonialism influenced the development of informal political and economic systems that challenge and sometimes usurp the state?
- How as colonialism in Asia varied and how would you compare it to the African and Latin American experience?

Richard Gott, 'Latin America as a White Settler Society,' *Bulletin of Latin American Research*, Vol. 25, Issue, 2, April 2007, pp. 269-289.

Mamdani, Mahmood. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton, NJ: Princeton University Press, 1996, chps. 2 and 3, pp. 37-108.

Oscar Orias, "Culture Matters: The Real Obstacles to Latin American Development," *Foreign Affairs*, January/February 2011.

Kim Wonik, 'Rethinking Colonialism and the Origins of the Developmental State in East Asia,' *Journal of Contemporary Asia*, Vol. 39 Issue 3, August 2009, pp. 382-399.

Week 5: State Weakness and Semi-Formal Economies [February 8, 2012]

- Is a weak state necessarily governed by a weak regime?
- How do the state and semi-formal economic actors interact and what is the result?
- How do you think semi-formal economic structures contributed to the Arab Spring?

Stacy Closson, "State Weakness in Perspective: Strong Politico-Economic Networks in Georgia's Energy Sector," *Europe-Asia Studies*; July 2009, Vol. 61 Issue 5, pp. 759-778.

Kathleen Collins, 'Clans, Pacts, and Politics in Central Asia', *Journal of Democracy*, 13(3), 2002, pp. 137-152.

Michael Johnston, "Oligarchs and Clans: we are family – you're not," in *Syndromes of Corruption: Wealth, Power, and Democracy*, Cambridge University Press, 2005, Chapter 6.

Robert Legvold, "Corruption, the Criminalized State and Post-Soviet Transitions," In Robert I. Rotberg, *Corruption, Global Security, and World Order*, Brookings Institution Press, 2009, Chapter 8.

Mehran Kamrava, "The Politics of Weak Control: State Capacity and Economic Semi-Formality in the Middle East," *Comparative Studies of South Asia, Africa and the Middle East*, Vol. XXII, Nos. 1&2, 2002.

References:

Henry Hale, "Regime Cycles: Democracy, Autocracy, and Revolution in Post-Soviet Eurasia," *World Politics*, Volume 58, Number 1, October 2005, pp. 133-165.

Week 6: State Weakness and Violence [February 15, 2012]

- What do certain groups gain from the prolongation of conflict and instability?
- Who is to blame for persistent insurgencies?
- Are post-Cold War civil wars in weak states somehow different from earlier civil wars?

Boaz Atzili, "State Weakness and Vacuum of Power in Lebanon," *Studies in Conflict & Terrorism*, Volume 33, Issue 8 August 2010, pp. 757 - 782

Lothar Brock, Hans-Henrik Holm, George Sorensen and Michael Stohl, "Fragile States: War and Conflict in a Modern World," *Polity*, 2012, chapter 3.

Michael T. Klare, "The Deadly Connection: Paramilitary Bands, Small Arms Diffusion, and State Failure, In Robert I. Rotberg, *When States Fail*, Princeton University Press, 2004, chp. 5 pp. 94-115.

Stathis Kalyvas, "'New' and 'Old' Civil Wars: A Valid Distinction?" in *World Politics* Vol. 54 No. 1, 2001, pp. 9-118. <http://www.kent.ac.uk/politics/carc/reading%20group/Kalyvas.pdf>

Reno, William. "Persistent Insurgencies and Warlords: Who is Nasty, Who is Nice, and Why?" in *Ungoverned Spaces: Alternatives to State Authority in an Era of Softened Sovereignty*. Anne L. Clunan and Harold A. Trinkunas. Palo Alto: Stanford University Press, 2010, pp. 57-73.

Reference:

Stearns, Jason K. *Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa*. New York: Public Affairs, 2011.

Ann Hironaka, *Neverending Wars: the International Community, Weak States, and the Perpetuation of Civil War*, Harvard University Press, 2005, chps. 4-5.

Part III: Engaging and Containing Weak States

Week 7: Reward and Rebuild [February 22, 2012]

- What have been the general approaches to rebuilding weak states?
- What have been the criticisms of these approaches?

Readings:

Ashraf Ghani and Clare Lockhart, *Fixing Failed States: A Framework for Rebuilding a Fractured World*, Chapter 5.

Stephen Browne, "Aid to Fragile States, Do Donors Help or Hinder?" United Nations University Discussion Paper No. 2007/01, http://www.wider.unu.edu/publications/working-papers/discussion-papers/2007/en_GB/dp2007-01/

Christopher Coyne, "Reconstructing Weak and Failed States: Foreign Intervention and the Nirvana Fallacy," *Foreign Policy Analysis*, vol. 2, no. 4, pp. 343-360, October 2006.

Schmeidl, Susanne "'Pret-a-Porter States': How the McDonaldization of State-Building Misses the Mark in Afghanistan" in *Building Peace in the Absence of States: Challenging the Discourse on State Failure*. Berghof Handbook Dialogue Series, 2009, pp. 67-76. http://www.berghof-handbook.net/documents/publications/dialogue8_failingstates_complete.pdf

Pierre Englebert and Denis M. Tull, "Postconflict Reconstruction in Africa," *International Security*, Vol. 32, No. 4, Spring 2008, pp. 106-139.

Marie-Joëlle Zahar, "Foreign Intervention and State Reconstruction: Bosnian Fragility in Comparative Perspective," in Denisa Kostovicova Vesna Bojicic-Dzelilovic, eds *Persistent State Weakness in the Global Age*, pp. 115-128

References:

Asian Development Bank "Achieving Development Effectiveness in Weakly Performing Member Countries," April 2007, <http://www.adb.org/Documents/Policies/Achieving-Development-Effectiveness/SecM30-07.pdf>

DFID, "Building Peaceful States and Societies," 2010. <http://www.dfid.gov.uk/Documents/publications1/governance/Building-peaceful-states-and-societies.pdf>

James Dobbins, et al. America's Role in Nation-Building From Germany to Iraq. RAND Corporation, Available at: http://www.rand.org/pubs/monograph_reports/MR1753 (Read executive summary, skim rest as inclined)

Recall Robert I. Rotberg, *When States Fail*, Princeton University Press, 2004, chapter 1, pp. 30-50 (policy to revive weak states)

Liana Sun Wyler, "Weak and Failing States: Evolving Security Threats and U.S. Policy", Congressional Research Service, 2008, <http://www.fas.org/sgp/crs/row/RL34253.pdf>

"DAC Guidelines on Conflict, Peace and Development Cooperation," Development Advisory Committee, OECD, 1997, pp. 37-52, <http://www.fas.org/asmp/campaigns/smallarms/eguide.pdf>

Week 8: Punish and Isolate [February 29, 2012]

Alex J Bellamy, "Responsibility to Protect or Trojan Horse? The Crisis in Darfur and Humanitarian Intervention after Iraq" in *Ethics and International Affairs*, Vol. 19 No. 2, 2005, pp. 31-54.

Simon Chesterman and Béatrice Pouligny, "Are Sanctions Meant to Work? The politics of creating and implementing sanctions through the United Nations" in *Global Governance* Vol. 9, Issue 4, Oct-Dec 2003, pp. 503-518.7

Max Du Plessis, "The Creation of the ICC: Implications for Africa's Despots, Crackpots, and Hotspots." *African Security Review* 12.4, 2003, pp. 5-15.

Kaye, David. "Who's Afraid of the International Criminal Court?" *Foreign Affairs* 90.3, 2011, pp. 118-29.

Mid-term [March 7, 2012]
NB: March 12-16 Spring Break

Part IV: Case Studies: Define and Assess the Threats and Identify Policy Challenges

Week 9: Russia, Venezuela and energy security [March 21, 2012]

Stewart Patrick, *Weak Links: Fragile States, Global Threats, and International Security*, Oxford University Press, 2011, Chapter 5

Stacy Closson, "A Comparative Analysis of Subsidies in Soviet and Russian Policy," *Communist and Post Communist Studies*, 2011, Volume 44, Issue 4, pp. 343-356

Corrales and Penfold, *Dragon in the Tropics*, Brookings 2011, Chapter 4

Week 10: Pakistan, Somalia and transnational terrorism [March 26, 2012]

Stewart Patrick, *Weak Links: Fragile States, Global Threats, and International Security*, Oxford University Press, 2011, Chapter 2

Ahmed Rashid, "The Anarchic Republic of Pakistan" in *The National Interest*. Sept/Oct 2010.
<http://www.ahmedrashid.com/wp-content/archives/pakistan/articles/pdf/TheAnarchicRepublicOfPakistan.pdf>

David Shinn, "Al Shabaab's Foreign Threat to Somalia" in *Orbis* Vol 55, No 2, 2011, pp. 203-215

Edward Newman, "Weak States, State Failure, and Terrorism" in *Terrorism and Political Violence*, Vol. 19, No. 4, 2007, pp. 463-488.

References:

Piazza, James A. "Incubators of Terror: Do Failed and Failing States Promotes Transnational Terrorism?" in *International Studies Quarterly* Vol 52 (2008): 469-488.

Stephen Philip Cohen, "The Jihadist Threat to Pakistan" in *The Washington Quarterly* Vol 26 No 3 (Summer 2003): p7-24. http://www.twq.com/03summer/docs/03summer_cohen.pdf

William McCants, "Al-Qaeda's Challenge: The Jihadists' War with Islamist Democrats" in *Foreign Affairs* Sept/Oct 2011.

Menkaus, Ken. "Somalia's Starvation: How to End the Famine and Weaken the Insurgents" in *Foreign Affairs* Aug 22, 2011: <http://www.foreignaffairs.com/print/67969>

Week 11: No class (Professor at International Studies Association) [April 4, 2012]

Week 12: Kosovo, Lebanon and human trafficking [Monday, April 9, 2012]

Week 12: Indonesia, Zimbabwe and infectious diseases [April 11, 2012]

Stewart Patrick, *Weak Links: Fragile States, Global Threats, and International Security*, Oxford University Press, 2011, Chapter 6

Frederick M. Burkle, Jr., "Pandemics: State Fragility's Most Telling Gap?" in *Global Strategic Assessment*, edited by Patrick Cronin, Washington, D.C., National Defense University, 2009, pp. 105-107, http://www.ndu.edu/inss/docuploaded/09-GSA2009_Chpt%205.pdf

Richard Coker, Benjamin Hunter, James Rudge, Marco Liverani, and Piya Hanvoravongchai, "Emerging Infectious Diseases in Southeast Asia: Regional Challenges to Control," *The Lancet*, Volume 377, Issue 9765, 12–18 February 2011, Pages 599–609, http://mail.elsevier-alerts.com/AEM/Clients/ELA001/Articles/ph_emerging.pdf

Laurie Garret, The Challenge of Global Health, *Foreign Affairs*, January/February 2007

References:

Jones et al., "Emerging Trends in Infectious Diseases," *Nature* 451, 21, February 2009, pp. 990-994

National Intelligence Council, "The Global Infectious Disease Threat and its Implication for the United States," January 2000, http://www.dni.gov/nic/special_globalinfectious.html

Robin A. Weiss and Anthony J. McMichael, "Social and Environmental Risk Factors in the Emergencies of Infectious Diseases," *Nature Medicine Supplement 10/12*, December 2004.

Week 13: Bangladesh, Haiti, and poverty [April 18, 2012]

Devon Hagerty, "Bangladesh in 2007: Democracy Interrupted, Political and Environmental Challenges Ahead," *Asian Survey*, Vol. 48, No. 1, January/February 2008, pp. 177-183.

Francois Pierre Louis, "Earthquakes, Non-governmental Organizations, and Governance in Haiti," *Journal of Black Studies*, 42, 2001, pp. 186-202.

Susan E Rice, "The National Security Implications of Global Poverty" in *Confronting Poverty: Weak States and U.S. National Security*. Rice Susan E, Corinne Graff and Carlos Pascual (eds). Washington DC: Brookings Institution Press, 2010, pp. 1-12.

http://www.brookings.edu/~media/Files/Press/Books/2010/confrontingpoverty/confrontingpoverty_chapter.pdf

Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What can be Done About It*, Oxford University Press, 2007.

References:

Terry F. Buss, *Haiti in the Balance*, Brookings 2008.

Marlye Gélín-Adams and David A. Malone. "Haiti: A Case of Endemic Weakness" in *State Failure and State Weakness in a Time of Terror*, Robert I. Rotberg (ed). Washington DC: Brookings Institution Press, 2003: p287-304.

Habib Zafarullah and Redwanur Rahman, "The Impaired State: Assessing State Capacity and Governance in Bangladesh," *International Journal of Public Sector Management*, Vol. 21, No. 7, 2008, pp. 739-752.

Week 14: Columbia, Mexico, Iraq and transnational crime [April 25, 2012]

Stewart Patrick, *Weak Links: Fragile States, Global Threats, and International Security*, Oxford University Press, 2011, Chapter 2

David Rieff, "The Struggle for Mexico," *New Republic*, March 17, 2011

Phil Williams, "Illicit markets, weak states and violence: Iraq and Mexico," *Crime, Law and Social Change*, Volume 52, Number 3, pp. 323-336, September 2009.

References:

Max G. Manwaring, "A Contemporary Challenge to State Sovereignty: Gangs and Other Illicit Transnational Criminal Organizations in Central America, El Salvador, Mexico, Jamaica and Brazil," Strategic Studies Institute, December 2007.
<http://www.strategicstudiesinstitute.army.mil/pdf/files/PUB837.pdf>

Week 15: Final Research Paper Due by email and paper copy in mail box [WEDNESDAY 5PM, May 2, 2012]