**Syllabus**

**August 29, 2016**

**Conflict and Development**

**SIS 619-001-2016F**

Dr. José M. Garzón

for

American University

School of International Service

Fall 2016

**CONFLICT AND DEVELOPMENT**

**SIS-619-001-2016F**

**Instructor: Dr. Jose Garzon**

**Course Description:** This course examines the factors leading to violent conflict, and proposed strategies for preventing violence and building effective and legitimate states.

**Class Meeting Time: Mondays 5:30 – 8:00 PM. Hurst Hall 205.**

**Office Hours and Contact Information:** By appointment, 3:30 – 5:00.

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**Course Objective:** This course will provide students grounding in the nature of state fragility and conflict in the developing world, and the range of roles development actors play in addressing fragility and conflict. The work will be approached by gaining insight from three specific perspectives: scholarly literature on state and society, policy views of international donors and organizations, and the views of practitioners in development and peacebuilding. Students will explore how these varying but related perspectives can inform approaches to addressing the problems of conflict at the national, sub-national and local levels.

Emphasis will be placed on critical thinking skills, the ability to defend and critique an argument, orally and in writing. By the end of the course, students should be familiar with the latest academic, policy and practitioner approaches to conflict as it impacts the development discipline.

**Learning Outcomes:** By the end of the course, students should be able to:

* Understand the concepts and theories of today’s conflicts and state fragility;
* Use analytic tools to understand conflict drivers, mitigators, and post-conflict development patterns;
* Identify key policy challenges facing the donor community and generate recommendations on how they might be addressed.
* Generate practical programming interventions for peacebuilding and statebuilding, identifying a particular “theory of change” and ways to monitor and evaluate project impact;

A final assignment will ask students to focus their attention in one of these areas and generate a policy analysis.

**Learning Strategy:** The class should be understood as a “learning platform” created by the students and guided by the professor. This platform will include a number of techniques including lectures and presentations, some guest lectures, classroom exercises, readings, case studies and discussions. Readings will range from scholarly literature on state and society relations, to practical field guidance used by development and peace practitioners to the latest policy documents issued by major donors and international organizations. Class discussions will draw heavily on the experience of the students and their full participation is expected.

**Course Requirements:** Students will be required to read the assignments and participate actively in class discussions and exercises. Students will submit one group and two individual assignments: 1) an in-depth conflict analysis of that country or region (group presentation); 2) a project design aimed at identifying approaches to conflict mitigation and management objectives based on a rapid assessment of a conflict situation (5 pages); 3) and a final assignment where you will apply the knowledge and skills you have gained in a policy or academic setting (12-15 pages).

**Grading Policy:**

Active Class Participation in Discussions and Class Exercises 10%

Conflict Assessment Group Presentations 20%

Project Design (maximum of 5 pages) 30%

Final Paper (Student selection from one of two categories) 40%

**Standards of Performance Evaluation:** A successful presentation and paper demonstrates understanding of the material, logical and coherent arguments, fresh and critical thinking, and professional presentation quality. Class participation is graded according to attendance and active participation while in class. Students who miss more than two classes will be penalized. Late assignments will be penalized with 2 points off per day late.

**Readings:** All reading is listed below and is required. Most readings are accessible online.

**COURSE OUTLINE**

**PART I: THE STATE, CONFLICT AND FRAGILITY**

After introductions and setting class expectations, we will consider trends in conflict and why the study of conflict matters.

**Week 1: August 29** – **Introductions, expectations for the class, objectives and concepts**

Readings:

Backer, Wilkenfeld, and Huth, Peace and Conflict 2016, Chapter 3-8.

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Human Security Research Group, Human Security Report, 2013. Pages 1 – 63.

<http://www.hsrgroup.org/docs/Publications/HSR2013/HSRP_Report_2013_140226_Web.pdf>

Tani Adams, Chronic Violence and Non-Conventional Armed Actors Sept. 2014.

<http://www.clingendael.nl/sites/default/files/Adams_NOREF_Chronic%20Violence_SEPT_NY%20FINAL.pdf>

**Week 2: September 5 – Labor Day, no class**

**Week 3: September 12 -- Statebuilding, Fragility, Instability, and Violent Conflict**

Backer, Wilkenfeld, and Huth, Peace and Conflict 2016, Chapter 10-13.

OECD: Concepts and Dilemmas of Statebuilding in Fragile Situations: From Fragility to Resilience (2008)

<http://www.oecd.org/dac/governance-peace/conflictandfragility/docs/41100930.pdf>

USAID: Measuring Fragility: Indicators and Methods for Rating State Performance (June 2005). <http://pdf.usaid.gov/pdf_docs/PNADD462.pdf>

Audrey Kurth Cronin: “ISIS is Not a Terrorist Group” in Foreign Affairs (March/April 2015) <https://www.foreignaffairs.com/articles/middle-east/2015-02-16/isis-not-terrorist-group>

Skim:

Fund for Peace, Fragile States Index 2016

http://library.fundforpeace.org/library/fragilestatesindex-2016.pdf

Institute for Economics and Peace, Global Peace Index 2016 http://reliefweb.int/sites/reliefweb.int/files/resources/GPI%202016%20Report\_2.pdf

**Part II: ANALYTIC TOOLS**

**Week 4: September 19 -- Analytic Frameworks**

Readings:U.S. Agency for International Development, Conducting a Conflict Assessment: A Framework for Strategy and Development.

<http://www.usaid.gov/what-we-do/working-crises-and-conflict/conflict-mitigation-and-prevention>

Saferworld, Conflict Sensitive Approaches to Development, Humanitarian Assistance, and Peacebuilding, Chapter 2 Conflict Analysis <http://www.saferworld.org.uk/resources/view-resource/148-conflict-sensitive-approaches-to-development-humanitarian-assistance-and-peacebuilding>

Department of the Army, Insurgencies and Countering Insurgencies, Chapters 4-5 (May 2014)

<https://fas.org/irp/doddir/army/fm3-24.pdf>

***Group Exercise and Oral Presentation due Week 8 (October 17)****.* *Working in assigned groups, you will be responsible for presenting a conflict assessment on a fragile state. (For a list of fragile states, see OECD’s States of Fragility 2015, online). You can draw the basic factual material from any source you like (using no less than four). Economist Intelligence Unit, U.S. State Department Country Reports on Human Rights, International Crisis Group reports are good places to start. You will use one of the frameworks presented in class. Presentations should be no more than 15 minutes. You will be graded on content, organization and delivery.*

*Key questions:*

*Why is this state fragile?*

*Is it instable? Why or why not?*

*What are the drivers of conflict?*

*What are the mitigators or sources of resilience?*

*What development strategy do you recommend?*

**Week 5: September 26 – People to People (P2P) Peacebuilding**

Readings: John Paul Lederach, Building Peace: Sustainable Reconciliation in Divided Societies (1997) Chapters 1-6.

Asia Foundation: Gender and Conflict in Mindanao (2011)

<http://asiafoundation.org/resources/pdfs/GenderConflictinMindanao.pdf>

USAID, People to People Peacebuilding: A Program Guide (2011)

http://www.usaid.gov/sites/default/files/documents/1866/CMMP2PGuidelines2010-01-19.pdf

**Week 6: October 3 -- Theories of Change and Do No Harm**

Readings:

USAID, Theories and Indicators of Change (THINC) (2013).

http://pdf.usaid.gov/pdf\_docs/PNAED180.pdf

John Paul Lederach, Reina Neufeldt, and Hal Culbertson, Reflective Peacebuilding: A Planning, *Monitoring and Learning Toolkit, (2007) pp. 17-36.*

<http://www.crs.org/our-work-overseas/research-publications/reflective-peacebuilding>

Marshall Wallace, From Principle to Practice: A Users Guide to Do No Harm (2016)

<http://brevity.consulting/wp-content/uploads/2016/06/From-Principle-to-Practice-A-Users-Guide-to-Do-No-Harm.pdf>

**Week 7: October 10 -- Group meetings online with instructor to recap material covered to date and prepare presentation**

**Week 8: October 17 -- Conflict Assessment Presentations followed by Q&As.**

**Part III. FRAGILITY AND DEVELOPMENT POLICY**

**Week 9: October 24 – Development Policy and Prescriptions** **Pt. I: The New Deal**

OECD, The New Deal for Engagement in Fragile States

<http://www.pbsbdialogue.org/documentupload/49151944.pdf>

German Development Institute, Foreign Aid and the Fragile Consensus on State Fragility (May 2013)

<https://www.die-gdi.de/uploads/media/DP_8.2013.pdf>

United Nations, The Millennium Development Goals Report (2014)

<http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>

United Nations, Open Working Group for Sustainable Development Goals (2014)

<https://sustainabledevelopment.un.org/content/documents/1579SDGs%20Proposal.pdf>

**Week 10: October 31 -- Development Policy and Prescriptions P. II: A political economy approach**

Readings: Collier, Paul, The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It, Parts I and II.

Collier, “Doing Well out of War” in Berdal and Malone, Greed and Grievance (2000). <http://198.62.158.214/en/ev-124434-201-1-DO_TOPIC.html>

**Week 11: November 7 -- Development Policy and Prescriptions Pt III: Security**

Readings: World Bank, World Development Report 2011 Overview: Conflict, Security and Development.

<http://siteresources.worldbank.org/INTWDRS/Resources/WDR2011_Overview.pdf>

Erik Olson ed. Crime and Violence in Central America’s Northern Triangle (2015) <http://www.wilsoncenter.org/sites/default/files/FINAL%20PDF_CARSI%20REPORT_0.pdf>

Rachel Locke, Organized Crime and Fragility: A New Approach (July 2012) <http://www.globalinitiative.net/download/Govdev/global/IPI%20-%20Organized%20Crime,%20Conflict,%20and%20Fragility%20a%20new%20approach%20-%20July%202012.pdf>

***Individual Assignment 1 – Program Design (due Week 13, Nov 21):*** *Identify an example of a conflict management or mitigation program, from your own experience or from any source. This should be a program where conflict or fragility is the primary focus. Provide a brief background and basic conflict analysis, describe the overall strategy, program objective, theory of change, project activities and indicator(s) used. Discuss whether or not the program was consistent with the policy proposals of OECD, Paul Collier, the World Bank, or other authors we have read. You may choose one or more of these authors or frameworks, but you need not choose all. Maximum 5 pages.*

**Part IV: PROGRAMMATIC INTERVENTION**

**Week 12: November 14-- Office Hours by Appointment to Discuss Program Design Paper and ideas for Final Paper**

**Week 13: November 21 -- Program Design**: Students will present their program design paper, describe the theory of change, Do No Harm concerns, policy and programmatic approach. Class will critique.

**Week 14: November 28 -- The Craft of Development in Situations of Conflict and Fragility**

Readings: John Paul Lederach: The Moral Imagination: The Art and Soul of Building Peace (2005)

Chapters 1-7

United Nations: Civil Affairs Handbook Part II

<http://www.un.org/en/peacekeeping/documents/civilhandbook/Civil_Affairs_Handbook.pdf>

***Individual Assignment 2 (Due December12)****:**Write a 12-15 page paper choosing one of the following topics:*

1. *A thematic paper covering a particular conflict mitigation and management challenge, or*
2. *A policy memo, directed to any senior government or international official, identifying, analyzing and recommending approaches to a particular issue identified in class.*

# Week 15: December 5 -- Putting it together and in perspective

Readings: Lederach: The Moral Imagination Chapters 8-15

# We will summarize key points from the course, and identify issues that remain unresolved. If possible, we will have a panel of visiting practitioners who can discuss current issues and their own career path in the conflict field.

# *FINAL PAPER DUE: December 12.*

# *ACADEMIC INTEGRITY*

# *Standards of academic conduct are set forth in the University’s Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.*

# *EMERGENCY PREPAREDNESS FOR DISRUPTION OF CLASSES*

# *In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (www. prepared. american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/ college-specific information.*