

## Political Science 430 Nation-Building and War

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**Course Info**  
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Distance Learning (Online)

### Course Description

This course provides a broad exploration of the field of nation-building and war. This course will examine the processes that produce new states or reconstruct existing ones under the auspices of the international community in regions as different as Africa, Asia, and Europe. The course is organized around three modules and seeks to address several major questions: (1) **Stimuli** (Causes) – What leads nations to engage in nation-building abroad? Why spend money, blood, prestige? (2) **Action** - What do Western countries do to promote nation-building? Military intervention? State-Building? Political processes? and (3) **Consequences** - What does success look like? A new country that is a democracy? Economically wealthy? Peaceful but under authoritarian rule? Every stage of nation-building involves humanitarian, security, economic and ethical dilemmas. We will identify, analyze, and discuss such dilemmas with respect to what they mean for the country that is being built, and what it implies for the nation-builders.

### Course Caveat

As this is an online class (3.0 credit hours), but only lasts 4 weeks, **it's absolutely necessary for you to hold yourself accountable on a daily basis** with respect to the readings, participation and assignments. We have to cover the same material as in a regular semester class. You will not be able to do a good job with daily discussions and may not be able to submit the assignments in on time if you do not keep up with the readings on daily basis.

I will do my best to stick with the plan below, but the schedule, assignments, and exam format in this course are subject to change in the event of unforeseen circumstances (Blackboard down; significant # of students adding/dropping the class; prolonged power outage, etc.).

### Class Structure

Each course “day” will consist of student discussion in response to the day’s readings or related topics, with significant input expected from the students about their thoughts and questions about the readings. I will provide guiding thematic questions to guide the daily discussion of the reading. Because this course is online it is normal for some daily discussions to overlap. *It is expected that every student contributes something substantive to each daily discussion.* This means that our course will generate a series of ongoing discussions each based around the daily readings and to participate you will sometimes *need to hop from discussion-to-discussion to be sure you are contributing to our course.* Beyond posing the guiding questions, I will offer some guidance as I see the discussions develop. It is normal for an instructor to allow student discussion to wander prior to weighing in, so I will try to not “micro-manage” the discussions, but rather will try to gather themes and common issues brought up that I can help to illuminate at the end of each discussion day.

### **Textbook and Readings**

Selected readings from the following books, and other assigned readings. All readings for each learning module will be posted on Blackboard.

1. *The UN's Role in Nation-Building: From the Congo to Iraq*. RAND. Free online.  
<https://www.rand.org/pubs/monographs/MG304.html>
2. *Europe's Role in Nation-Building: From the Balkans to the Congo*. RAND. Free online.  
<https://www.rand.org/pubs/monographs/MG722.html>
4. *America's Role in Nation-Building: From Germany to Iraq*. RAND. Free online.  
[https://www.rand.org/pubs/monograph\\_reports/MR1753.html](https://www.rand.org/pubs/monograph_reports/MR1753.html)

### **Course Objectives**

1. Students completing this class should have an understanding of the some of the key debates around nation-building at both the theoretical and practical level.
2. Students will gain experience writing and presenting on issues related to military operations and nation-building.
3. Students should develop skills for doing research, analyzing, and writing about nation/state building and war issues.

### **Learning Outcomes Used for Assessment**

1. Students will read critically the assigned materials, and demonstrate (in exams, discussions, and memo) that they understand the causes, actions and consequences of nation-building and war.
2. Students will express themselves clearly and persuasively in written exposition and argument in discussions.
3. Students will carry out research for the purpose of supplying evidence and support for claims made in policy memo.

### **Doing Well in Class**

*Reading course material*, whether you immediately understand every part of it or not, is the most important way to be successful in this course. *Class discussions* are there to both expand on, and clarify, course readings. *Regularly and substantively participate*. *Dutifully* working on your research topic and preparing carefully and critically for our exam will aid in the composition of a high-quality exam and a desirable grade. Read and follow the assignment guidelines and complete them on time. For any questions and clarifications regarding material and assignments, contact me as soon as possible so that I can provide timely feedback.

**All students are responsible for visiting the course website (Blackboard) regularly to check for the most current schedule, readings, assignment prompts, and course policies. Any changes will be communicated to you via Blackboard.**

### **Course Grading**

No grades will be discussed via e-mail per University policy. If you have a grade-related question, or if you receive a grade on an assignment that you believe does not accurately reflect the quality of your work, you may discuss the grade with me during a scheduled appointment. If you are outside the country/Purdue local area, we may have to discuss the grades via a Skype call. Grades will be discussed only within 5 days of being posted. After 5 business days of grade posting, no

grade re-evaluation will take place. The instructor reserves the right to change or not change a grade, but you will not be penalized for appealing the grade.

There are four bases for evaluation of your performance in this the course.

- Policy Brief
- Final Exam
- Regular Class Discussions
- Discussion Leading

Assessments equal a total of 300 points.

Final Exam (100 points): this is a comprehensive exam based on the materials we have covered in the class. It will involve some short answers and short essays. Some of the questions may come from the daily discussions. Also, each student will have the opportunity to submit one exam question in advance that I will share with everyone before the exam. You will have 48 hours to complete the exam.

Policy Brief (100 points): a 2-page policy brief on a country that is potentially a candidate for military intervention and nation-building (e.g. Syria, Yemen, Libya, etc.). **This could be a team assignment (recommended), or individual (if you prefer)**. The requirements are the same. This project is in lieu of a research paper. The memo must be well researched using materials from class. It will contain 4 parts: 1. Why should we (e.g. UN, US, EU, NATO intervene in it? 2. Proposal #1 to achieving success; 3. Proposal #2 to achieving success; Proposal #3 to achieving success. Check Blackboard for details on the assignment.

Regular Participation (75 points): each discussion is worth 5 points maximum. A grade for regular participation *begins* at a B level (4 points) for simply providing *two thorough substantive contribution to each discussion*. Your contribution must reflect that you have read and understood the assigned material. Grades below a B are possible for cursory or missing participation for each “day” of discussion. Higher grades are possible for more than two thorough and substantive contribution to the discussion for each “day.” Out of 18 assigned reading days, you must participate in 15 discussion days.

Discussion Leading (25 points): students will select *one* “day” or topic/reading on the syllabus for which they would like to take a leading role in guiding discussion. For that day students will be *expected to submit to me in advance 5 questions (by 10PM the night before), build on the discussion questions for that day and offer further critical thoughts on other student contributions*. Expect that on these days you will need to make at least 4-5 contributions to the discussion. When you are a discussion leader that participation takes the place of “regular” participation. Each student will sign up to lead a discussion, starting with Reading #3 (May 16). If for some reason you are not able to lead the discussion that day, you have two options. 1) you may trade with a peer (if they are willing) or; 2) let me know 24 hrs in advance so that I may make the proper arrangement. If you fail to abide by the 2 conditions you will receive a score of zero points.

### **Grading Scale**

In this class, I do not award grades. ALL GRADES ARE EARNED by the student. Hence, everyone can theoretically earn an A or an F. The final grade is an accumulation of all points earned throughout the Maymester. The final grade is not curved up (e.g. if you got 278 points, you

will get an A-, not an A).

A 279 - 300	C+ 231 – 239	D- 180 – 188
A- 270 – 278	C 219– 230	F 0 – 179
B+ 261 – 269	C- 210 – 218	
B 249 – 260	D+ 201 – 209	
B- 240 – 248	D 189 – 200	

### **Course Policies**

Late Assignments: All assignments must be turned in on time and through Blackboard. If an assignment is submitted within 24 hours of the due date it will receive a 10% penalty. NO ASSIGNMENTS ARE ACCEPTED AFTER 24 HRS - you will receive a score of zero for the assignment. Only students with legitimate and documented excuses (bereavement, illness, university sponsored activity) are exempt from the late penalties. Documentation must be provided no later than a day after the document is obtained (i.e. date on the documentation).

Grief Absence Policy for Students: Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students. Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments in the event of the death of a member of the student’s family. Please call the Office of the Dean of Students (765-494-1747) to speak with a Student Support Specialist in cases of bereavement.

Student Disability: If you need course adaptations or accommodations because of a disability, please register with the Disability Resource Center in the Office of the Dean of Students (<http://www.purdue.edu/drc>). It is the student’s responsibility to notify the Disability Resource Center of an impairment or condition that may require classroom modifications. The registration must be made prior to any accommodations can be made in the class. The sooner you register and provide a “Letter of Accommodation” the more likely are you to benefit from this class. Please make an appointment to discuss the accommodations needed as soon as possible, so that I can make the proper arrangements.

### **Academic Integrity**

Definition of Academic Dishonesty: Purdue prohibits dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty (Section B.2.a, Code of Student Conduct). Furthermore, the University Senate has stipulated that the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest. (University Senate Document 72-18, December 15, 1972)

Plagiarism is a special kind of academic dishonesty in which one person steals another persons’ ideas or words and falsely presents them as the plagiarists own product.

Academic integrity is one of the highest values that Purdue University holds. Individuals are

encouraged to alert university officials to potential breaches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

**Purdue Honors Pledge.** “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.” You may use this link to a web page for [Purdue’s Honor Pledge](#).

**Commercial Websites. Commercial note taking is prohibited in this class.** Among the materials that may be protected by copyright law are the lectures, notes, exams, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise.

Notes taken in class are, however, considered to be ‘derivative works’ of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials. As such, they cannot be sold or bartered either to other students or to any commercial concern without my express written permission. See the policy with regard to commercial note taking in classes ([see part J of the Purdue student misc. conduct regulations](#)).

Any violation of course policies as it relates to academic integrity will result minimally in a zero grade for that particular assignment, and at the instructor’s discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to the Office of Dean of Students, where university penalties, including removal from the university, may be considered.

### **College of Liberal Arts Classroom Civility Statement**

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue’s nondiscrimination policy can be found at: [http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html).

### **Campus Safety**

In the event of a major campus emergency, course schedules and materials are subject to change. Emergency notification procedures are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

### **Questions, Office Hours, and Outside Help**

Please ask questions at any time (**via Blackboard discussion boards**) regarding material you find unclear, interesting, or requiring more explanation. Studying a new field may often times be challenging, and chances are others will be wondering about the same things. I encourage you to view it as an opportunity to engage in the material by discussing it with the instructor and with

other classmates.

If you have any questions regarding the course, please feel free to make an appointment to meet me in person (Beering Hall 2216H) or contact me via Skype or email. Please note that any emails sent out after 5PM may not receive a response until the next morning, and any emails sent out during the weekend may not receive a response until Monday morning.

### **Our Contract**

By enrolling in this course, you and I are entering into a contract with each other. I will work hard to be prepared, enthusiastic, fair, and respectful of every student and their opinions. I will be accessible and try my best to return graded materials after no more than two weeks. By enrolling in the class, you have agreed to (1) attend class, (2) participate by asking questions and joining in class discussions, (3) read the assigned material and complete assignments on time, (4) comply with class policies established in this syllabus, and (5) **uphold the Purdue University Code of Honor and the College of Liberal Arts**

**Civility Statement.** Lastly, you agree to communicate any concerns or issues that arise for you in the context of this course *early* so that I can work with you to resolve these.

## Schedule of Readings

\*Each reading day represents a business day with Day 1 (Module 1) being May 15, and Day 5 (Module 3) being June 7.

### Module 1: The Causes: Leading to Intervention and Nation-building

- Day 1: The Beginner's Guide to Nation-Building: Summary, by Dobbins et al. RAND.
- Day 2: Things Fall Apart: State Failure and the Politics of Intervention by Tonya Langford.
- Day 3: The Case for Nation-building: Why and How to Fix Failed States by Paul D. Miller
- Day 4: Common considerations: what factors preceded the interventions? by Karin Hippel
- Day 5: Introduction: Communal Conflict and Third-Party Intervention in a "Responsibility to Protect" World by Joseph R. Rudolph, Jr.
- Day 6: Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya, by Jon Western and Joshua S. Goldstein

### Module 2: The Actions: Case Studies in Nation-Building and War

- Day 1: Europe's Role in Nation-Building. Chapter 3. Sierra Leone
- Day 2: Europe's Role in Nation-Building. Chapter 6. Democratic Republic of the Congo
- Day 3: The UN's Role in Nation-Building. Chapter 4. El Salvador
- Day 4: The UN's Role in Nation-Building. Chapter 5. Cambodia
- Day 5: America's Role in Nation-Building. Chapter 2. Germany
- Day 6: America's Role in Nation-Building. Chapter 7. Kosovo
- Day 7: The Lessons of Nation-Building in Afghanistan, by Larry P. Goodson

### Module 3: The Consequences: of Nation-building and War

- Day 1: Whither Sovereignty? The Limits of Building States through International Administrations, by Mateja Peter
- Day 2: The Limits of Intervention—Humanitarian or Otherwise, by J. Peter Pham
- Day 3: Lessons learned and applied, by Karin Von Hippel
- Day 4: Neotrusteeship and the Problem of Weak States, by James Fearon and David Laitin
- Day 5: Guidelines for Future Nation-Builders, by Francis Fukuyama

## Due Dates of Assignments

1. Final Exam due **no later than Friday, June 8 @ 11:59PM**
2. Policy Memo due **no later than Friday, June 1 @ 11:59PM**
3. Regular Participation, **daily starting May 15 through June 7 for a total of 15 readings.**
4. Discussion Leading, **on the date for which you have signed up.**