

**THE UNIVERSITY OF BRITISH COLUMBIA**

**POLITICAL SCIENCE 328F 001**

**POLITICAL VIOLENCE, STATE FRAGILITY, AND STATE-BUILDING**

**WINTER 2023**

**Course Times and Location**

Wed-Fri 9:30 AM – 11 AM, BUCH D222

**Instructor**

Name: Dr. Sally Sharif

Office: BUCH C304A

Office hours: Wed 8:30-9:30 am

E-mail: [sshari06@mail.ubc.ca](mailto:sshari06@mail.ubc.ca)

**Teaching Assistant**

Name: Haley Magrill

E-mail: [haley.magrill@ubc.ca](mailto:haley.magrill@ubc.ca)

Office hours: Wed 12-1 pm

Office: <https://ubc.zoom.us/j/66117976144?pwd=c1NaQktXbHl5cCtmc2JsVzRCM1V4Zz09>

Meeting ID: 661 1797 6144

Passcode: 602523

**Course Description**

This course examines the causes of state fragility, specifically in cases where political violence erodes the capacity and legitimacy of state institutions. Focusing on cases from various regions, we will explore the security dimensions of state fragility and the role of third-party interventions in (re-)building democratic state institutions. We will conclude class by exploring state-building as a strategy for reducing political violence.

**Course Details**

This course focuses on the topics of state fragility and reconstruction. We will analyze international interventions in fragile or “failing” states, as well as domestic initiatives for state reconstruction or development. Over the course of the semester, we will explore the following questions:

- 1) What are the defining characteristics of the state and its key functions?
- 2) What is state “failure” and how is it different from state “fragility?”
- 3) Why do states “fail?” What are the consequences of such failure domestically and internationally?
- 4) Can external actors be effective in promoting reconstruction?
- 5) What can be done to promote social reconciliation after civil conflict and to create enduring peace?

**Course-Level Educational Goals:**

This course has three main pedagogical objectives:

- 1) To become acquainted with the key concepts, problems, and debates in the literature on state fragility and development.

- 2) To practice and improve the ability to think critically and rigorously, and express that thinking in oral and written form.
- 3) To practice and improve the ability to apply theoretical knowledge to concrete, real-world problems and issues, whether you will be doing so as a political science student or in any other capacity.

### **Course Format**

The format of the course will be two class sessions a week.

### **Required Texts**

All required material for this class will be provided on Canvas.

### **Grading**

Active participation (10%)

Class tests (30%)

Midterm exam (30%)

Final Paper (30%)

### **Requirements**

Active participation is important for this class. Absence in three classes automatically qualifies the student for a failing grade. 10% of your grade is determined by the balance of quality and frequency of your overall contributions to class discussions, including paired and small group activities, which are designed to help quieter students develop confidence and discussion skills. Your contribution will be assessed according to the standard UBC grading scheme: excellent contributions will merit 80% and above (90%+ for outstanding) and good to very good will be in the B range (68-79%).

This course tests knowledge of the readings and attention to the lecture through ten multiple-choice questions during the lecture via Canvas. Students should have access to a computer or phone during class and leave the Canvas page open during the lecture.

The midterm exam is a closed-book exam based on class lectures, readings, and the audio-visual material on the syllabus. Students will be provided with sample questions a week ahead of the exam.

The final paper is a review essay of 6 journal articles or book chapters, one of which is one of the works on the syllabus. The paper should be 10-12 double-spaced pages. The paper will be graded based on submission of the outline (13 October), first 5-7 pages (22 November), and presentation in class (29 November – 1 December). Students are allowed to use ChatGPT for proofreading their papers.

### **Late Submission Policy**

Late assignments will be penalized 3% per 24-hour period beginning with the start of class on the due date. To be considered for extensions for papers, make-up exams, and/or being excused for an absence (and thus missing iClicker responses), Arts Students must contact [Arts Advising](#) (Buchanan D111) as soon as you are aware you may need an [in-term concession](#). Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

### **Regrading Policy**

Regrading of marked work by the teaching assistant will only take place if accompanied by a one-page memo indicating in detail the grounds for regrading; students should note that a regrading of a paper or exam may result in the lowering of grade upon further review. If this procedure does not resolve the

matter, it may be appealed to the professor, who, again, may raise or lower the grade upon further review.



## REQUIRED READINGS AND AUDIO-VISUAL MATERIAL

### Week 1 - Introduction

6 September



- Review of the syllabus

8 September



-  O'Neil, Patrick. 2018. *Essentials of Comparative Politics*. Norton and Company. [pages 34-40, 46-55]
-  Watch "Divided Island: How Haiti and the DR Became Two Worlds."  
<https://www.youtube.com/watch?v=4WvKeYuwifc>. (15 mins)

### Week 2 - Political Violence

13 September

-  O'Neil, Patrick. 2018. *Essentials of Comparative Politics*. Norton and Company. [pages 205-221, 227-231]
-  Watch "Why Colombia's Peace Deal is Failing."  
[https://www.youtube.com/watch?v=V34r\\_ITZNjg](https://www.youtube.com/watch?v=V34r_ITZNjg). (10 mins)

15 September

-  Harff, Barbara. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955." *American Political Science Review* 97(1): 57-73.
-  Watch "Inside the Forgotten War in Darfur, Where the Killing Never Stopped."  
<https://www.youtube.com/watch?v=NIgaXrMTc4>. (14 mins)

### Week 3 - Violence by the State

20 September



- Attend Witnessing Auschwitz Conference (9:25 to 9:50 and 10:00 to 10:50 panels) in the Dodson Room in IKB

22 September

-  Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (New York: Cambridge University Press, 2005) [pages 1-34]
-  Watch "Canada's Dark Secret." [https://www.youtube.com/watch?v=peLd\\_jtMdrC](https://www.youtube.com/watch?v=peLd_jtMdrC). (47 mins)

### Week 4 – State Fragility

27 September

-  Ferreira, Ines A. 2017. "Measuring State Fragility: A Review of the Theoretical Groundings of Existing Approaches." *Third World Quarterly* 38(6): 1291-1309.
-  Mazarr, Michael J. 2014. "The Rise and Fall of the Failed State Paradigm." *Foreign Affairs* (January/February): 113-121.

29 September

-  Carter, Jeff, and Douglas Lemke. 2022. "Birth Legacies and State Failure." *Journal of Conflict Resolution* 62 (4): 819-847.

- 🌐 Watch “Leaks from Eritrea, Africa's North Korea.”  
<https://www.youtube.com/watch?v=XBacsi5eX0A>. (17 min)

### **Week 5 - State Fragility and Conflict**

4 October

- 📖 Ying, Luwei. 2021. “How State Presence Leads to Civil Conflict.” *Journal of Conflict Resolution* 65(2-3): 506-533.
- 🌐 Listen to “Terrence Lyons, The Puzzle of Ethiopian Politics” in the New Books for Political Science Podcast (15 August 2023).

6 October

- 📖 Arjona, Ana. 2015. “Civilian Resistance to Rebel Governance.” In *Rebel Governance in Civil War*, eds. Ana Arjona, Nelson Kasfir, and Zachariah Mampilly. Cambridge: Cambridge University Press, 180–202.
- 🌐 Watch “Inside ISIS’s Former Capital: The Forgotten People of Raqqa.”  
[https://www.youtube.com/watch?v=00\\_pMI9SSs0](https://www.youtube.com/watch?v=00_pMI9SSs0). (5 mins)
- Discussion of research question

### **Week 6 – Emerging from Conflict**

11 October

- 📖 Schwartz, Rachel A. 2023. “Theorizing Wartime Institutional Change and Survival.” In *Undermining the State from Within: The Institutional Legacies of Civil War in Central America*. Cambridge, UK: Cambridge University Press.
- 🌐 Listen to “Francy Carranza-Franco, Demobilisation and Reintegration in Colombia” in the New Books for Political Science Podcast (24 April 2023).

13 October

- 📖 Ibáñez, Ana. M., Ana Arjona, Julián Arteaga, Juan C. Cárdenas, and Patricia Justino. 2023. “The Long-Term Economic Legacies of Rebel Rule in Civil War: Micro Evidence from Colombia.” *Journal of Conflict Resolution* (April).
- Research question (in one paragraph) and annotated bibliography (2 lines for each work) due at midnight before class.

### **Week 7 – Making Peace**

18 October

- 📖 Greig, J. Michael, and Paul F. Diehl. 2005. “The Peacekeeping-Peacemaking Dilemma.” *International Studies Quarterly* 49(4): 621-646.
- Discussion of research questions

20 October – No class in person – watch video lecture

- How to write a review essay
- How to find works to review

### **Week 8 – Midterm Exam**

25 October



- No class – reading day

27 October



- Midterm exam

## Week 9 – Building Peace

1 November



-  Karim, Sabrina. 2020. “Relational State Building in Areas of Limited Statehood: Experimental Evidence on the Attitudes of the Police,” *American Political Science Review* 114(2): 536–551.
-  Watch “France’s War on Terror in Mali. [https://www.youtube.com/watch?v=hz\\_9KhUku2M](https://www.youtube.com/watch?v=hz_9KhUku2M). (15 mins)

3 November

-  Barma, Naazneen H. 2016. “Rethinking the Peacebuilding Puzzle.” In *The Peacebuilding Puzzle Political Order in Post-Conflict States*. Cambridge, UK: Cambridge University Press.
-  Mitchell, Nancy. 2017. “How the U.S. Aided Robert Mugabe’s Rise.” *The Washington Post* (26 November). <https://www.washingtonpost.com/news/made-by-history/wp/2017/11/26/how-the-u-s-aided-robert-mugabes-rise/>.

## Week 10 – Flawed Ideas about Peace

8 November

-  Englebert, H Pierre, and Denis M. Tull. 2008. “Postconflict Reconstruction in Africa – Flawed Ideas about Failed States.” *International Security* 32(4): 106-139.
-  Watch “Why are there Protests against UN Peacekeepers in DR Congo?” <https://www.youtube.com/watch?v=hP-U3sKyfBs>. (24 mins)

10 November

-  Liu, Shelley. “From Rebel Governance to Authoritarian Control” (forthcoming in the *Journal of Politics*).

## Week 11 – Midterm Break

13 November


- No class – midterm break

17 November


- No class – midterm break

## Week 12 – Sustainable Peace?

22 November

-  Englebert Li, Quan. 2005. “Does Democracy Promote or Reduce Transnational Terrorist Incidents?” *Journal of Conflict Resolution* 49(2): 278-297.
- First 5-7 pages of review essay due at midnight before class.

24 November

-  Sharif, Sally, and Madhav Joshi. 2023. “Territorial Consolidation after Rebel Victory: When does Civil War Recur?” *Territory, Politics, Governance* (August).

## Week 13 – Student Presentations

29 November

- Student presentations, starting at 8:30 am

1 December

- No class – We are making up for this class on 29 November by starting an hour early.

## Week 14 – Wrap Up

5 December

- I will be available on Zoom during class time if you have any questions about the review essay.

15 December

- Submit paper by midnight to TurnItIn and on Canvas

### TurnItIn

In addition to uploading copies of your Analytical and Research papers and Final exam responses to the Canvas site, students are required to submit an electronic copy of each to TurnItIn. This is an internet-based service to which UBC subscribes that checks textual material for originality, and it is Political Science Department policy to utilize it for essays. For more information about the policy and TurnItIn go [here](#). Students who fail to submit their own original Analytical and Research (if applicable) papers and final exam for this class to TurnItIn will not receive credit for that requirement. To turn in your paper at TurnItIn, log onto the site at [TurnItIn.com](http://TurnItIn.com). To enroll, you will be asked to enter your e-mail address and create your own password if you do not already have one. You will then need to enroll in a new class. To add this class, click on "Enroll in a class." You will need the "Class ID" and "enrollment key."

If you are uncertain about what constitutes plagiarism, visit:

<http://www.indiana.edu/%7Ewts/pamphlets/plagiarism.shtml> and/or:

<http://sja.ucdavis.edu/files/plagiarism.pdf>

TurnItIn servers are located outside of Canada. As such, to be compliant with BC's Freedom of Information and Protection of Privacy, students are permitted to submit work that is anonymous. The easiest way to do this if you want to (you do not have to) is to use an alias when using TurnItIn and then share the alias with the Professor so you can be matched to the submitted work.

### Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

### General Academic Policies

Regular attendance in lectures and tutorials and participation (in tutorials) is expected. All assignments must be completed and handed in. Students who do not attend regularly or fail to hand in an assignment may be disallowed from writing the final exam.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA or course instructor. If the student remains unsatisfied with this process, he/she may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays – UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an [Centre for Accessibility](#) advisor to determine what accommodations/services you are eligible for.

### **University Values and Priorities**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available at <https://senate.ubc.ca/policies-resources-support-student-success>.

### **Academic Accommodations and Concessions**

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession. For more information on concessions, please see Arts Advising: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

If you miss marked coursework (assignment, quiz) and you are an Arts student, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

### **Academic Accommodation for Students with Disabilities**

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

### Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students' observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

### **Academic Integrity and Responsibility**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

### **Illness and Absence**

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent



for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

### **Reach out and ask for help if you need it**

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

### **Respectful University Environment**

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

### **Equity and Harassment**

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: “unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents.” Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism,

anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life. Resources are available at:

Sexual Assault Support Centre, (SASC)

249M, Student Union Building, UBC

604-827-5180

[sasc@ams.ubc.ca](mailto:sasc@ams.ubc.ca)

<http://amssasc.ca>

Equity and Inclusion Office

2306 – 1874 East Mall (Brock Hall)

604.822.6353

[equity@equity.ubc.ca](mailto:equity@equity.ubc.ca)

<http://equity.ubc.ca>