**PATHOLOGIES OF WEAK STATES:**

**INSURGENCY, TERRORISM, CRIME**

**POLS 5810**

Spring 2017

Time: TH 2:00-3:20

Classroom: Marriot Library 1725

Professor Sam Handlin (samhandlin@gmail.com or sam.handlin@utah.edu)

Office: Building 73, Office 210

Office Hours: Thursday, 3:30-5:00 and by appointment

**COURSE OVERVIEW**

Humanity has divided the territorial land mass of the planet into political units known as states, which claim ultimate sovereignty over particular parts of the earth. In many parts of the world, however, states are weak (and therefore have difficulty accomplishing basic goals and restraining groups within society) or failed (leaving “ungoverned spaces” in which insurgencies, terrorist groups, or criminal organizations may flourish). This course will introduce students to the political science research process through examining weak and failed states in the developing world and several “pathologies” with which they are often associated. To better study these questions, students will learn about various aspects of the political science research process and how it enables us to approach these issues in a systematic and rigorous way. Each student will be expected to complete an original research project on a topic of their choice related to the pathologies of weak states.

**TEACHING METHODS AND LEARNING OBJECTIVES**

The course will utilize a combination of lecture and discussion to explore the pathologies of weak and failed states during the bulk of the semester. The last three weeks of the course will have no readings, allowing students to focus on independent research papers that will also be presented to the class in the form of conference-like presentations. The main learning objectives of the course are:

* To deepen student interest and knowledge of topics such as insurgency, terrorism, crime, and corruption and their relationship (or not) to state weakness in developing regions.
* To increase student familiarity with political science research methods.
* To improve written and oral communication skills.
* To provide experience in carrying out an independent research project.

**COURSE READINGS AND MATERIALS**

There are no required books to purchase for this course. All course readings will be accessible on Canvas under the “Files” section.

**COURSE GRADING AND ASSIGNMENTS**

**Attendance and Participation (10%)**

Students are expected to attend class. While you may understandably miss 1-2 classes over the semester, missing a significant number of classes will open you up to losing points in this category.

**Short Response Papers (30%)**

One five occasions, students will be responsible for writing a short one page paper responding to a question posed about the week’s readings. The topic for the response paper will generally be posted the weekend before the relevant week and the response papers themselves will be due on the Thursday of that week. Each response paper is worth 6% of your final grade, for a total of 30%.

**Research project (60%)**

A primary goal of the course is for students to research and write a substantial research paper, which constitutes 60% of the final grade. While the whole project is 60% of the grade, this is broken into components: An initial paper topic idea (5%), a research design (10%), and the final paper (45%).

Initial Topic Idea (5%)

On February 12th, students will be expected to hand in (via Canvas) a one-page (doublespaced) document summarizing some initial thoughts on a topic for your research paper. One or two paragraphs will be sufficient. While this may seem early, it is highly advantageous to start thinking about topics as early as possible. You can subsequently change your ropic, but you will need to hand in another one-page topic idea paper.

Research Design (10%)

On March 28th, students are expected to hand in (via Canvas) a two page (single spaced) research design. This research design should: (1) Summarize the topic to be studied (2) Clearly state the research question to be explored (3) Break down in detail the research design to be utilized to answer this question. We will talk extensively about what that entails. (4) Produce a preliminary list of 10 sources that might help in writing the paper.

Research Paper (35%)

The final research paper is due May 10th. It should be at least 15 pages double-spaced, written according to the following specifications: Times New Roman font, 12 point, 1 inch margins on each side. No line breaks between paragraphs, with a cover page that gives the title of the paper and which does not count toward the 15 page requirement.

Students have the option of turning in a rough draft to me by April 25th. For those of do so, I will return some comments and feedback by May 1.

Research Presentation (10%)

During the last two class periods, students will each give a 10 minute presentation on their research project, using Powerpoint or a similar tool. These presentations should summarize the major topic being addressed by the paper, the hypothesis that the paper develops regarding that topic, the research design and methodology utilized to address the topic, and the key findings of the paper.

Note: That the presentations occur on these days means that you will need to be far enough advanced in your paper to cogently present the argument and findings.

**MISCELLANEA**

**Academic Misconduct**

All written assignments will be checked for plagiarism using TurnItIn.com and other measures, including comparing your answers to those of your classmates in order to assess the possibility that illegal collaboration occurred. All quotations in written assignments must include a clear citation to the work from which they are taken. Otherwise they will be treated as plagiarism. **Any form of academic dishonesty will result in a failing grade for the course and other disciplinary action, up to expulsion from the university.**

**Late Assignments**

Late written assignments will lose one third of a grade (ie, from A to A-) for every day they are late. Extensions are only available on rare circumstances, in the case of documented emergencies and medical conditions, and **must be discussed with me prior to the deadline for that assignment.**

**Cell Phones and Laptops in Class**

Cell phones must be turned off in class and kept out of sight. I don’t want to ever see the phone in your hand or on your desk.

Laptops must be kept closed unless specifically authorized by the instructor.

**Wellness**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](https://www.umail.utah.edu/owa/redir.aspx?C=Ymwy-SOKuE6GY48_wj6EqSLsK2zAUc8IDJsotYSsy8asD2rKSYVrD9MEPeQ0puY8N0Q3xhhKSK4.&URL=http%3a%2f%2fwww.wellness.utah.edu); 801-581-7776.

**ADA Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.” (www.hr.utah.edu/oeo/ada/guide/faculty/)

**COURSE SCHEDULE**

**Jan 10, Jan 12 – Course Introduction (Online)**

**Jan 17, Jan 19, Jan 24 – States and State Building in Europe**

Max Weber, “Politics as a Vocation.” (for 1/17)

Charles Tilly. 1992. *Coercion, Capital, and European States*. Oxford: Blackwell Publishing. Chapters 1 and 3. (1/19)

James Scott. 1999. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press. Chapters 1 and 2. (1/24)

**Jan 26, Jan 31, Feb 2 – Weak States in the Developing World**

Centeno, Miguel. 2002. *Blood and Debt: War and the Nation-State in Latin America*. State College: Pennsylvania State University Press. Chapters 1, 3 (1/26)

Jeffrey Herbst. *States and Power in Africa: Comparative Lessons in Authority and Control*. Cambridge, UK: Cambridge University Press. Chapters 1 and 4. (1/31)

Cullen Hendrix. 2010. “Measuring State Capacity: Theoretical and Empirical Implications for the Study of Civil Conflict.” *Journal of Peace Research*, 47:3. (2/2)

Daniel Kaufman et al. 2009. “Governance Matters VIII: Aggregate and Individual Governance Indicators.” *Policy Research Working Paper 4978*, The World Bank, Washington DC. (Skim for 2/2)

Response Paper Due 2/2

**Feb 7, Feb 9 – Ungoverned Spaces and Failed States**

Robert Rotberg. 2004. “The Failure and Collapse of Nation-States: Breakdown, Prevention, and Repair.” In *When States Fail: Causes and Consequences*, Robert Rotberg (ed). Princeton, NJ: Princeton University Press. (2/7)

James Fearon and David Laitin. 2004. “Neotrusteeship and the Problem of Weak States.” *International Security*, 28:4, 5-43. (2/7)

Michael Mazaar. 2014. “The Rise and Fall of the Failed-State Paradigm.” *Foreign Affairs*, 93, 113-121. (2/9)

Melissa Lee and Nan Zhang. 2013. “The Art of Counting the Governed: Census Accuracy, Civil War, and State Presence.” *CDDRL Working Paper*, 146, Stanford University. (2/9)

Response Paper Due 2/9

**Feb 14, Feb 16 – Case Studies in State Failure**

Rubin, Barnett. 2002. *The Fragmentation of Afghanistan: Fragmentation and Collapse in the*

*International System*. London: Yale University Press. Chapters 8,9,10,11. (2/14)

William Reno. 1999. *Warlord Politics and African States*. Boulder, CO: Lynn Rienner. Chapters 1 and 3. (2/16)

Response Paper Due 2/16

**Feb 21, 23 – Weak States, Ethnic Divides, and Civil War**

Fearon, James and David Laitin. 2003. Ethnicity, Insurgency, and Civil War*.* *American Political Science Review*. 97:1, 75-90. (2/21)

David Cunningham, Kristian Skrede Gleditsch, and Idean Salehyan. 2009. “It Takes Two: A Dyadic Analysis of Civil War Duration and Outcome.” *Journal of Conflict Resolution*, 53:4. (2/21)

Andreas Wimmer, Lars-Erik Cedarman, and Brian Min. 2009. Ethnic Politics and Armed Conflict: A Configurational Analysis of a New Global Data Set. *American Sociological Review*. 74:2. 316-337. (2/23)

Roessler, Philip. 2011. “The Enemy Within: Personal Rule, Coups, and Civil War in Africa.” *World Politics*, (2/23)

Response Paper Due 2/23

**Feb 28, March 2 – International Terrorism and Failed States**

James Piaza. 2008. “Incubators of Terror: Do Failed and Failing States Promote Transnational Terrorism?” *International Studies Quarterly*, 52:3, 469-488. (2/28)

Edward Newman. 2007. “Weak States, State Failure, and Terrorism.” *Terrorism and Political Violence*, 4, 463-488. 3/2)

Charles Carys and Samuel Reynolds. 2014. “ISIS Governance in Syria.” *Middle East Security Report 22*, Institute for the Study of War, Washington, DC. (3/2)

Audrey Kurth Cronin. 2015. “ISIS is Not a Terrorist Group.” *Foreign Affairs* 87. (3/2)

Response Paper Due 3/2

**March 7, March 9, March 21 – Methodology Primer and Paper Workshops**

During these three class days we will workshop your ideas for your paper’s topic, thesis, and research design.

On March 7, you must come to class with a one-page (single spaced) description of the topic of your research paper and the specific hypothesis/argument you intend to advance and test.

On March 9, I will give a lecture on research methodology in the social sciences and talk about a few possible common research designs that are often used to answer questions.

On March 21, you must come to class with a two-page paper with two to three possible research designs you could implement to test your argument and answer your research question.

**March 14, March 16 – SPRING BREAK**

**March 23, March 28, March 30 - Crime and Policing in Weak States**

Volkov, Vadim. 2002. *Violent Entrepreneurs: The Use of Force in the Making of Russian Capitalism*. Ithaca, NY: Cornell University Press. Chapters 1,2,5. (for 3/23)

Enrique Desmond Arias and Daniel Goldstein (eds). 2010. *Violent Democracies in Latin America*. Chapel Hill: Duke University Press. Chapter 2 (by Diane Davis) and Chapter 7 (by Lilian Bobea) (3/28) *Available online through Marriot Library*

Benjamin Lessing. 2015. “Logics of Violence in Criminal War.” *Journal of Conflict Resolution*, 1-31. (3/30)

**April 4, April 6, April 11, April 13, April 18 – Independent Research Period**

During this period we will not hold class and you will not have readings. You are expected to be working intensively on your research paper during this time.

**April 20, April 25 – Student Powerpoint Presentations**