

## **CONFLICT IN DEVELOPMENT**

**CONF 732**

**Spring 2014**

Wednesdays, 4:30-7:10pm

Founders Hall, room 210

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Office Hours: Wednesdays 2:30pm-3:30 pm or by appointment

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Welcome to the course. Since the end of World War II and the fall of colonial empires that soon followed, issues of development and reconstruction have moved firmly onto the international agenda. There exists a broad agreement among scholars and practitioners that poverty, inequality and lack of development contribute to conflict, including violent conflict. However, how to reduce poverty and ensure a more sustainable and just development remains deeply contested. At the heart of these debates are profoundly different understandings of the relationship between development and conflict as well as the role of the state and the international community in promoting development. Some view development as the most effective means of ensuring that over the long-term the severity of social conflicts declines and more effective mechanisms for managing conflicts peacefully are created. For others, the process of development itself is inherently conflictual.

These controversies revolve around fundamental nature of development; the international relations of power and exploitation; the relationship between the state and society; and between society and economy. In this course we will explore many of these controversies. Some of the issues we will examine include the relationship between processes of political and economic change and conflict; the relationship between structural adjustment policies and conflict; the role of the international community in development and humanitarian assistance; and finally the challenges of post-conflict reconstruction.

### **REQUIREMENTS**

**Participation: 20%**

**Discussion Lead: 10%**

**Short Papers: 40%**

**Final Exam (MS Students)/Research Paper (PhD Students): 30%**

#### ***Participation***

The emphasis in this class will be on an intellectual give and take between all of us. This means that our meetings will be in the form of a seminar rather than a lecture.

This of course places much responsibility on your shoulders and requires you to be responsible for doing all the readings prior to class and actively participating in class discussions. The success of the course thus depends on you coming to the seminar prepared. Discussion participation will be worth 20% of your final grade.

Participation grades will be based on frequency and quality of your involvement each week. You do not need to have something to say on every topic that comes up in discussion but rather should participate in a way that promotes and deepens the discussion. In evaluating participation, I will look for evidence that you have done the readings with sufficient attention and care and have thought about them. I therefore expect from you more than a summary of what you have read. I expect that you will be able to offer opinions on an author's argument. You should come to our meetings ready to answer such questions as: Do you find the authors' arguments convincing? If so, why? If not, why not? Are they clearly presented? Do you find the use of evidence satisfying? Do you think the arguments work best for some cases but are less convincing for other cases?

If you can demonstrate that you know what you have read, have thought about it, and can articulate an opinion on it, you have nothing to worry about.

### ***Discussion Lead***

In addition to active participation in class discussions you will be required to lead a discussion of an assigned reading twice during the semester. You will be expected to present for about 10 minutes. In your presentation you should succinctly summarize the key arguments of the reading and raise a number of questions regarding these arguments that will serve as a lead-off for our group discussion. The list of the readings for this assignment is available on our Blackboard site and you should sign up as soon as possible for your discussion weeks. Each discussion lead will be worth 5% of your final grade for a total of 10% of your final grade.

### ***Short Papers***

You will be required to write 4 three-page papers. These papers should be a critical assessment of a particular week's assigned readings and not just summaries. While you have a choice of which weeks you want to write your papers, two of the papers are due prior to the spring break and two after the spring break. In these papers you should address such issues as what are the main arguments; are they convincing and why or why not; the limits of the arguments made; the causal logic/assumptions of the arguments, etc. The short papers will be due on the day when the readings will be discussed and should be submitted electronically. Late papers will not be accepted. Each of these papers will be worth 10% of your final grade for a total of 40% of your final grade. Your short papers cannot be written for the weeks when you are a discussion lead.

### ***Requirement for MS Students: Final Exam***

There will also be a take-home final exam. It will consist of three questions based on the readings and class discussions. The final exam will be 10 pages in length. The questions will be handed out during our final class meetings. The exam will be due on **May 7<sup>th</sup>** and should be submitted electronically. The final exam will be worth 30% of your final grade. Late exams will not be accepted.

### ***Requirement for PhD Students: Research Paper***

There will also be a 20-25-page research paper due on the class exam date. The research paper will explore the relationship between development and conflict through case study analysis. In consultation with me, you will choose your own topic. In your paper, you will draw on the theories we read and discuss in class as well as on other relevant sources. You should start thinking about your topic as soon as possible. On **February 26<sup>th</sup>** a one-page proposal for your research paper is due. As with all other written work, you should send this proposal to me electronically. I will return it to you with my comments/suggestions and I will schedule a meeting with you to further discuss your paper ideas. The paper will be due on **May 7<sup>th</sup>**. The paper will worth 30% of your grade. Late papers will not be accepted.

### **Writing Guidelines:**

Your written assignments for this class will be graded according to the criteria stated below. The relative weight given to each of these categories will vary depending on the nature of the assignment.

1. Clear and sound content, including a well-stated thesis, related points to support that thesis, and applicable, logically presented, and specific evidence; clarity of argument.
2. Depth of engagement with ideas; originality; seriousness of thought; conceptual complexity.
3. Well-organized structure; text ‘flows’ with coherent and effective transitions between and among ideas; appropriate voice, tone, and style for audience and purpose (e.g. no slang or contractions); accurate word choice.
4. Sufficient and consistent citations and documentation according to the Chicago Manual of Style (see below); adequate references; appropriate type of sources.
5. Correct mechanics including grammar, syntax, spelling and punctuation.

All papers should be thoroughly proofread before being handed in and will be marked down for excessive typographical errors. Quality of writing is critical because if the writing is poor, then you are unlikely to be able to clearly communicate an argument.

Late assignments or “incomplete” grades will be given only in exceptional cases of personal or immediate family crisis. You **MUST** discuss the possibility of such an arrangement beforehand rather than waiting until an assignment is due. Failure to

complete an assignment on time without prior discussion with me will result in a failing grade for that assignment. Remember that even if you will be absent from class you should e-mail me your short papers and the final paper proposal. If you must miss a class, please let me know beforehand by e-mail.

### **References and Citation System:**

As noted above, it is essential that your written work make proper use of references and citations. Your ability to learn from, integrate, and synthesize other sources in the context of your own argument is a large part of how your writing will be assessed. In particular, any time you use the words and ideas of another author, you must provide a reference. Whenever another author's exact words are used, they must be set apart from your text "in quotes," with a proper citation included.

Learning to make proper use of referencing and citation systems is part of your overall graduate education. For this class, you will be **required** to use the **Chicago Manual of Style** citations system, with in-text citations and accompanying list of references at the end of your paper. A quick guide to this system is available at: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### **Honor Code and Plagiarism:**

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at [academicintegrity.gmu.edu](http://academicintegrity.gmu.edu). All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

### **English Language Institute:**

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by members of the GMU faculty or staff. For more information contact 703-993-3642 or [malle2@gmu.edu](mailto:malle2@gmu.edu)

## **The Writing Center:**

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments please contact 703-993-4491 or [wcenter@gmu.edu](mailto:wcenter@gmu.edu).

## **READINGS**

The books assigned for this class are available for purchase at the GMU Arlington Bookstore. You can also find many of them at the Burton Library, the GMU library or at other libraries that are part of the university consortium. Other readings are available on our Blackboard site.

The following books are available for purchase:

Michael L. Ross. *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*. Princeton: Princeton University Press, 2013

Christopher Zucher, Carrie Manning, Kristie Evenson, Rachel Hayman, Sarah Riese, Nora Rochner. *Costly Democracy: Peacebuilding and Democratization After War*. Palo Alto: Stanford University Press, 2013

Emma Mawdsley. *From Recipients to Donors: Emerging Powers and the Changing Development Landscape*. London: Zed Books, 2012

Roger MacGinty and Andrew Williams. *Development and Conflict*. London: Routledge, 2009

Mark Duffield. *Development, Security and Unending War: Governing the World of Peoples*. Cambridge: Polity, 2007

William Easterly. *The White Man's Burden: Why the West's Efforts to Aid the Rest have Done so Much Ill and So Little Good*. London: Penguin Books, 2006

Fiona Terry. *Condemned to Repeat: the Paradox of Humanitarian Action*. Ithaca: Cornell University Press, 2002

James C. Scott. *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1999

## **SCHEDULE OF MEETINGS**

### **Week One, January 22: Introduction**

## **Week Two, January 29: Challenges of Successful Development**

James C. Scott. *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1999, especially Introduction; chapters 1-4; 6-8; and 10.

## **Week Three, February 5: Natural Resources – a Benefit or a Curse?**

Michael L. Ross. *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*. Princeton: Princeton University Press, 2013

## **Week Four, February 12: Development and Conflict**

Roger MacGinty and Andrew Williams. *Development and Conflict*. London: Routledge, 2009

## **Week Five, February 19: Aid Policies**

William Easterly. *The White Man's Burden: Why the West's Efforts to Aid the Rest have Done so Much Ill and So Little Good*. London: Penguin Books, 2006

## **Week Six, February 26: Economic Crisis and Reform – the Rise of Neoliberalism**

John Williamson, "What Washington Means by Policy Reform," Chapter 2 in *Latin American Adjustment: How Much Has Happened?* John Williamson (ed.), 1990, Washington: Institute for International Economics (on Blackboard)

Kurt Weyland, "Swallowing the Bitter Pill: Sources of Popular Support for Neoliberal Reform in Latin America," *Comparative Political Studies* 31:5 (October 1998), pp. 539-568 (on Blackboard)

Barbara Geddes, "Challenging the Conventional Wisdom," *Journal of Democracy*, 5, no. 4, 1994 (on Blackboard)

Indra de Soysa and Krishna Chaitanya Vadlammanati, "Do Pro-Market Economic Reforms Drive Human Rights Violations? An Empirical Assessment, 1981-2006," *Public Choice*, 155, 2013 (On Blackboard).

## **Week Seven, March 5: The Political Economy of Revolt**

Patricia Justino, "On the Links Between Violent Conflict and Household Poverty: How Much Do We Really Know? Micro Level Analysis of Violent Conflict, MICROCON, Research Working Paper 1, September 2007 (on Blackboard) (JPR)

Peter Alexander, "Rebellion of the poor: South Africa's service delivery protests – a

preliminary analysis," *Review of African Political Economy*, April 2010. (on Blackboard)

John Walton and David Seddon, "Introduction," *Free Markets and Food Riots: The Politics of Global Adjustment*. Wiley-Blackwell, 1994 (on Blackboard)

Melani Cammett and Ishac Diwan, "Conclusion: The Political Economy of the Arab Uprisings," in Alan Richard and John Waterbury, editors. *A Political Economy of the Middle East, Third Edition*. Westview Press, 2013 (on Blackboard)

Recommended: M. Rodwan Abdouharb and David L. Cingranelli, "The Human Rights Effects of World Bank Structural Adjustment, 1981-2000," *International Studies Quarterly*, 2006, 50, 233-262

### **Week Eight, March 12: No Class, Spring Break**

### **Week Nine, March 19: Development and Security for Whom?**

Mark Duffield. *Development, Security and Unending War: Governing the World of Peoples*. Cambridge: Polity, 2007

### **Week Ten, March 26: Making of a Revolution**

Film: *Goodbye Mubarak*

### **Week Eleven, April 2: Post-Conflict Peacebuilding**

Christopher Zucher, Carrie Manning, Kristie Evenson, Rachel Hayman, Sarah Riese, Nora Rochner. *Costly Democracy: Peacebuilding and Democratization After War*. Palo Alto: Stanford University Press, 2013

### **Week Twelve, April 9: Economic Reconstruction after Conflict**

Christopher Blattman and Jeannie Annan, "Reintegrating and Employing High Risk Youth in Liberia: Lessons From a Randomized Evaluation of a Landmine Action Agricultural Training Program for Ex-Combatants," Evidence from Randomized Evaluations of Peacebuilding in Liberia: Policy Report 2011.1. Yale University and Innovation for Poverty Action. (on Blackboard)

Graciana del Castillo, "Rebuilding War-Torn States: Tomorrow's Challenges for Post-Conflict Reconstruction," ACMC, paper 4/2012 (on Blackboard)

Paul Collier, "Post Conflict Recovery: How Should Strategies Be Distinctive?" *Journal of African Economies*, Volume 18, AERC Supplement 1, 2009 (on Blackboard)

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Roland Paris and Timothy D. Sisk, "Managing Contradictions: the Inherent Dilemmas of Postwar Statebuilding," International Peace Academy, November 2007 (on Blackboard)

**Week Thirteen, April 16: Humanitarian Intervention**

Fiona Terry. *Condemned to Repeat: the Paradox of Humanitarian Action*. Ithaca: Cornell University Press, 2002

**Week Fourteen, April 23: Changing Landscape of Development Assistance**

Emma Mawdsley. *From Recipients to Donors: Emerging Powers and the Changing Development Landscape*. London: Zed Books, 2012

**Week Fifteen, April 30: Summing up**

**Final Exam/Research Paper Due: May 7<sup>th</sup>**