

CONFLICT IN DEVELOPMENT

CONF 732

Spring 2016

Wednesdays, 4:30-7:10pm

Founders Hall, room 322

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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%

Midterm Exam: 30%

Book Review: 10%

Final Exam: 40%

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.

As part of your participation, pairs of students will lead a 45-minute discussion of a reading once during the term.

Book Review

You will be required to write a four-page book review. This review should be a critical assessment of the book and not just a summary. In this review 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. You can pick any of the books we are reading during the semester. However, the review will be due on the day when the book will be discussed and should be submitted electronically. Late reviews will not be accepted. The review will be worth 10% of your final grade. Your book review cannot be written for the week when you are co-leading the discussion.

Midterm Exam

There will be a take-home midterm exam. It will consist of two questions based on the readings and class discussions. The midterm exam will be 7 pages in length. The questions will be handed out on **March 2nd** and will be due on **March 16th** and should be submitted electronically. The mid-term exam will be worth 30% of your final grade. Late exams will not be accepted.

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 4th** and should be submitted electronically. The final exam will be worth 40% of your final grade. Late exams 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. You can pick any citation style that you feel comfortable with.

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. 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

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.

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:

Lorenzo Cotula. *The Great African Land Grab? Agricultural Investments and the Global Food System*. London: Zed Books, 2013

Eleanor O'Gorman. *Conflict and Development*. London: Zed Books, 2013

Emma Mawdsley. *From Recipients to Donors: Emerging Powers and the Changing*

Development Landscape. London: Zed Books, 2012

Arturo Escobar. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, 2011

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 20: Introduction

Week Two, January 27: Development and Conflict

Julie Litchfield, "Poverty, Livelihoods, and Violent Conflict," in Patricia Justino, Tilman Bruck, and Philip Verwimp, editors. *A Micro-Level Perspective on the Dynamics of Conflict, Violence, and Development*. Oxford University Press, 2013, 147-64 (on Blackboard)

Frances Stewart, "Horizontal Inequalities and Conflict: An Introduction and some Hypotheses," in Frances Stewart, editor. *Horizontal Inequalities and Conflict: Understanding Group Violence in Multiethnic Societies*. Palgrave Macmillan 2008, 3-24 (on Blackboard)

Raj Patel and Phillip McMichael, "The Political Economy of the Food Riot," *Review*, 2009 (on Blackboard)

Maria Stern and Joakim Ojendal, "Mapping the Security-Development Nexus: Conflict, Complexity, Cacophony, Convergence?" *Security Dialogue*, vol. 41 (1), 2010, 5-30 (on Blackboard)

Week Three, February 3: Land and Conflict

Lorenzo Cotula. *The Great African Land Grab? Agricultural Investments and the Global Food System*. London: Zed Books, 2013.

Week Four, February 10: 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 Five, February 17: 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 24: Development and Security for Whom?

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

Week Seven, March 2: Development and Post-Development

Arturo Escobar. *Encountering Development: The Making and Unmaking of the Third World*

Week Eight, March 9: No Class, Spring Break

Week Nine, March 16: Making of a Revolution

Film: *Goodbye Mubarak*

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)

Week Ten, March 23: Security, Development and Conflict

World Bank. *Development Report 2011: Security, Development and Conflict*.
http://siteresources.worldbank.org/INTWDRS/Resources/WDR2011_Full_Text.pdf

Week Eleven, March 30: Post-Conflict Reconstruction

Eleanor O'Gorman. *Development and Conflict*. London: Zed Books, 2013

Week Twelve, April 6: Humanitarian Intervention

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

Week Thirteen, April 13: Fragility and Resilience

OECD. *States of Fragility 2015: Meeting Post-2015 Ambitions*

<http://www.oecd.org/dac/governance-peace/publications/documentuploads/SOF2015.pdf>

Institute for Economics and Peace. *Positive Peace Report 2015*

<http://economicsandpeace.org/wp-content/uploads/2015/10/Positive-Peace-Report-2015.pdf>

Week Fourteen, April 20: 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 27: Summing up

Final Exam Due: May 4