INTERNATIONAL INTERVENTION AND STATEBUILDING (MA, 4 CREDITS)

AY 2016/17
FALL TERM
M/W 11-12.40
COURSE INSTRUCTOR: XYMENA KUROWSKA
KurowskaX@ceu.edu

COURSE DESCRIPTION
The course surveys scholarly and policy debates on contemporary international intervention and statebuilding, including humanitarian intervention, Responsibility to Protect, development and humanitarian aid. It critically examines both the liberal peace perspective, focusing on institution/capacity building and good governance, and the critical debates which expose the neo-colonial discourses of international interveners. Against these divisions, the course aims to look closer at the intersection between the local, transnational, and global politics to examine the relations among different actors involved in the statebuilding project. It seeks in particular to familiarise students with theoretical, analytical and policy means to understand the practices of contemporary statebuilding.

EVALUATION

1. Seminar preparation and participation in class discussion 10%
While preparing for the class please make sure that you consider the following cluster of questions:
   - What is the argument/claim of each piece?
   - Why is it a solid/weak argument?
   - How do the pieces link/what do they have in common/how do they differ?
   - How each of them helps me understand/occludes some aspect of current events in international politics in the region I’m interested in? Does it provide me with an illuminating perspective?

2. Leading seminar introduction (presentation of required reading) 25%
   Up to 30 minutes
   IF DELIVERED BY TWO PEOPLE, IT SHOULD INCLUDE ONE MORE PIECE FROM THE ADDITIONAL READING AND TAKE UP TO 40 MINUTES
   Please cover the following:
   - What is the author’s purpose in writing this piece? E.g. what debates s/he engages, is the purpose to critique existing arguments, extend them, refine them, reject them, or to build on them to propose a new one, etc.
   - What are the author’s guiding questions?
   - What concepts does the author emphasise? How are these concepts defined? How are they related to each other?
   - What is the author’s overall argument? Does it seem sustainable given the evidence provided? Would you draw different conclusions based on the discussion and evidence offered? Is there any obvious error in the logic of the presented argument?
   - What questions remain ignored or unanswered although the author promises to deal with them? (Please specify at least one for each piece for class discussion.)
   - How would you re-frame the argument?

3. Resume 10%
   Please choose any seminar with substantive readings, but different from the one you lead or draft your review essay on, and write a resume of up to 500 words according to the template provided in (2). The resume should be sent by email to the instructor before the seminar it concerns.
4. Review essay (seminars 3-10) 30 % 2,000 words DEADLINE: 2 November
Choose one theme from seminars 3-10, analyse 3 pieces which can be drawn from additional readings and other literature, but not from the required reading. Rubric: clear presentation and contextualisation of the theme within the field, clear and plausible interpretation of the argument of each piece and its strength/weakness, clear and plausible interpretation of how the pieces speak to each other/differ, clear identification of how the pieces contribute (not) to the understanding of the theme, clear and logical structure, appropriate referencing, articulacy.

5. Exam (seminars 12-20) 25%
3 questions out of 5, each in up to 500 words
Each question evaluated on the scale 0-6.
Rubric: relevance of the answer to the question, clear articulation of the argument, substance of the argument, clear and logical structure, appropriate referencing, articulacy

ALL READING ASSIGNMENTS SHOULD STICK TO THE INDICATED WORDCOUNT +/- 10% AND STATE THE NUMBER OF WORDS AT THE OUTSET. DEVIATION IN WORD NUMBER WILL BE DOWNGRADED. EXCEPT FOR THE RESUME, THEY SHOULD ALL BE SUBMITTED VIA MOODLE/TURN-IT-IN

LEARNING OUTCOMES
By the end of the course, the students will have:
- Acquired a grasp of the major debates in the field of international intervention and statebuilding, from both the liberal and critical perspective;
- Become able to recognise the assumptions organising these debates and what kind of discourses they both represent and produce;
- Approached the field from a variety of levels of analysis and actors involved in the international intervention and statebuilding, including practitioners on the ground and local stakeholders;
- Practiced focused writing;
- Exercised different formats of presentation and argumentation.

SEMINAR BREAKDOWN

1. Introduction 19.09.

2. Reading seminar – no class 21.09.

3. Liberal interventionism 26.09.

Required:
- Walt, S (2013) Top 10 warning signs of ‘imperial liberalism’, Foreign Policy, May 2013

Additional:

Required:

Additional:

5. Just War 03.10.

Additional:

6. Humanitarianism 05.10.
Required:

**Additional:**

- Waltzer, M (2011) ‘On Humanitarianism: Is Helping Others Charity, or Duty, or Both’, *Foreign Affairs* 90

### 7. Humanitarian intervention 10.10.

**Required:**


**Additional:**


### 12 OCTOBER – NO CLASS

### 8. Responsibility to Protect – Introduction 17.10.

**Required:**

- ‘Not In Our Name: Why Médecins Sans Frontières does not support the “Responsibility to Protect”'
Additional:

- Tourinho, M, O Stuenkel and S Brockmeier (2015) "Responsibility while Protecting": Reforming R2P Implementation', Global Society


Required:


Additional:

- Glanville, L (2016) 'Does R2P matter? Interpreting the impact of a norm', Cooperation and Conflict 51(2) 184–199
- Burai, E (2015) 'Parody as Norm Contestation: Russian Normative Justifications in Georgia and Ukraine and Their Implications for Global Norms', Global Society


**Required:**

**Additional:**


31 OCTOBER – CEU SPECIAL DAY – NO CLASS

12. The statebuilding agenda – introduction 02.11.

**Required:**

**Additional:**


13. Liberal peace 07.11.

**Required:**

**Additional:**

14. Political economy of international statebuilding 09.11.

**Required:**

**Additional:**
15. Frames and legitimacy in international statebuilding 14.11.

Required:


Additional:


16. Aid industry 16.11.

Required:


Additional:


17. Local/ownership 21.11.

Required:


**Additional:**


• Randazzo, E (2016) ‘The paradoxes of the ‘everyday’: scrutinising the local turn in peace building’, *Third World Quarterly*


• Kurowska, X (2014) ‘Practicality by judgement: Transnational interpreters of local ownership in the Polish-Ukrainian border reform encounter’, *Journal of International Relations and Development*


18. Hybridity and resistance 23.11.

**Required:**


**Additional:**


19. Gender in statebuilding 28.11.

**Required:**


**Additional:**


20. EU’s statebuilding practice 30.11.

Required:


Additional:


21. Reflection session 05.12.

22-24. Wrap-up and Home-take exam