INTERNATIONAL INTERVENTION AND STATEBUILDING (MA, 4 CREDITS)

AY 2019/20
FALL TERM
COURSE INSTRUCTOR: XYMENA KUROWSKA
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SHORT COURSE DESCRIPTION
The course surveys scholarly and policy debates on contemporary international intervention and statebuilding. It builds around three major blocks: liberalism, international norms, and decolonisation which serve as frames for discussion of more specific themes and cases, including humanitarian intervention, Responsibility to Protect, liberal peace as well as illiberal intervention and authoritarian peace. The course critically examines both the liberal peace perspective, focusing on institution/capacity building and good governance, and a variety of 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 intervention and statebuilding project. It seeks to familiarise students with theoretical, analytical and policy understanding of the contemporary practices of statebuilding and, for this purpose, integrates a variety of corresponding assignments.

MAIN OBJECTIVES
- Review the academic field of international intervention and statebuilding
- Analyse questions of intervention and statebuilding from the position of different actors
- Analyse questions of intervention from the perspective of the liberal and post-liberal world order
- Enhance critical analytical skills
- Practice focused writing in different genres (e.g. policy brief, academic book review)
- Exercise different formats of presentation and argumentation

LEARNING OUTCOMES
By the end of the course, the students will have:
- Acquired familiarity with 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
- Enhanced their articulation skills in policy and scholarly genres

ASSESSMENT
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 you understand/occludes some aspect of current events in international politics? Does it provide an illuminating perspective?

2. Seminar presentation 20%
   Up to 30 minutes
If delivered by two people, the presentation should include a third piece from Additional reading marked ADD and take up to 40 minutes.

Please cover the following (rubric):

• 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?
• 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. Policy brief 20%
Policy brief should be related to the theme of your seminar presentation, written in around 1,200 words and submitted a week after your presentation.
Rubric: It will be assessed according to the instruction and criteria introduced in the readings for session 2.

4. Book review 25%
The review should be written in 1,100 -1,200 words, with at least 500 on the general assessment of the book and at least 500 words on a detailed analysis of one chosen chapter.
Rubric: clear presentation and contextualisation of the book within the field, clear and plausible interpretation of the argument of the book and its strengths/weakness, clear and critical analysis of one of the chapters, clear and logical structure, appropriate referencing, articulacy.

5. Take home exam 25%
There will be two questions supplied 24 hours before the deadline.
Please answer in around 750 each and provide the wordcount.
Each question will be 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

SEMINAR BREAKDOWN

1. Introduction

2. Writing policy brief – introduction and class exercise

• Examples of policy briefs to discuss:
  - Seven Priorities for the African Union in 2018, ICG: https://www.crisisgroup.org/africa/b135-seven-priorities-african-union-2018
  - Conflict prevention in Mozambique, EUISS: https://www.iss.europa.eu/content/conflict-prevention-mozambique
  - Pathways to Change: Resilience, Rights and Rules in Cyberspace, https://eucyberdirect.eu/content_research/pathways-to-change/
• Instructions on writing policy brief:
  http://toolkit.northernbridge.ac.uk/essentialskills/communicatingforpolicyaudiences/writingapolicybrief/
  https://www.parliament.uk/mps-lords-and-offices/offices/bicameral/post/about-post/writing-a-policy-brief/

• Structure for in-class writing exercise: 1. Context, 2. Key takeaways (3-5), 3. EU policy implications

3. **What is liberalism**

**Additional:**

4. **Liberal world order – revisiting the narrative**

**Additional:**

5. **Legacy of liberal empire**

**Additional:**

6. **Liberal interventionism**

**Additional:**

7. **Legacy of liberal intervention in Central Eastern Europe**

**Additional:**
8. **Legality and legitimacy of intervention**

**Additional:**

9. **Liberalism and humanitarianism**

**Additional:**

10. **Humanitarian intervention**

**Additional:**
11. Responsibility to protect – introduction


Additional:

12. Responsibility to protect – normative idea and the role of norms


Additional:

13. Responsibility to protect – cases class discussion

- Fung, C (2019) ‘Rhetorical adaptation, normative resistance and international order-making: China’s advancement of the responsibility to protect’, Cooperation and Conflict, first view

14. Regime change


Additional:


15. Non-liberal intervention


Additional:


16. The paradoxes of liberal peace


Additional:


Richmond, O and R Mac Ginty (2015) ‘Where now for the critique of the liberal peace?’, Cooperation and Conflict 50(2) 171–189


17. The local turn


Ledet, R & P Turner (2019) ‘“Boots on the ground” state-building: Using Action Research to improve local governance in Afghanistan,’ Action Research, first view

Additional:

Julian, R, B Bliesemann de Guevara & R Redhead (2019) ‘From expert to experiential knowledge: exploring the inclusion of local experiences in understanding violence in conflict’, Peacebuilding 7(2) ADD


18. Dilemmas of reform assistance


Additional:

19. Civil society


Additional:

20. New old concepts of liberal peace: hybridity, resistance and resilience


Additional:

21. Book discussion session
22. Authoritarian/illiberal peace?


Additional:


23. Reflection session: liberal, post-liberal, illiberal, authoritarian peace

24. Take home exam