

SIS 495D

Task Force on Nation Building

WINTER 2005
Professor: Joel Migdal
Office: 407 Thomson
Office Phone: 543-6406
Fax: 685-0668
Email: migdal@u.washington.edu
Office Hours: Mondays, Wednesdays 2:00-3:00 p.m.
Class Schedule: Mondays, Wednesdays 3:30-5:20 p.m.

Course website:

<http://faculty.washington.edu/migdal/>

The Course's Theme

Nation building first became a major policy issue during the 2000 presidential campaign, when candidate George W. Bush criticized Democratic opponent Al Gore and the Clinton administration generally for engaging in the fruitless, futile, and self-destructive foreign policy of attempting to create viable states and societies in far-flung corners of the world. The criticism came out of the Clinton administration's policies in Somalia, Haiti, and the states coming out of the former Yugoslavia. The notion of nation building again came to the fore in public debates after the United States' attack and occupation of Afghanistan and Iraq, when, ironically enough, the Bush administration engaged in the very foreign policy that candidate Bush had so roundly criticized.

No agreed-upon definition of nation building exists, but several dimensions are commonly found in discussions of U.S. foreign policy:

1. **State building**, including construction and training of a state bureaucracy, army, police forces, legislature, and judiciary; the writing of a constitution; the organization and monitoring of elections; the improvement of governance; (indeed, the terms state building and nation building are often used interchangeably);
2. **Building a Civil Society, or Nation**, including humanitarian intervention; the promotion and construction of NGOs, voluntary associations, schools, and other civic organizations; liberation of women;
3. **Creating Well-being**, including building infrastructure; achieving security, including the elimination of groups threatening the integrity of the state and nation; rebuilding the economy.

The Question

In the post-Cold War world, it is inevitable that the United States, as the sole superpower, will be involved heavily across the globe and will engage in some of the dimensions of nation building noted above. At the moment, however, the United States has no set of guidelines or an overall prescriptive policy or set of policies in this area. As the party out of power, it is incumbent upon the Democratic Party to use this period as the opposition to take stock of the changed world and offer the American people a viable, coherent path into the future. As such, the chairman of the Democratic Party has created this task force, made up of noted foreign-policy specialists from a variety of government departments and agencies, to answer the following question:

Where and to what extent should the United States be engaged in nation building abroad?

At the moment, it is impossible to dissociate this question entirely from events in Afghanistan and Iraq, and there is every expectation that the task force should address issues involving those two countries. But the task force is encouraged to take a broader and more long-term view of the question, suggesting more general criteria for committing future U.S. resources for nation-building efforts. The Democratic Party is interested less in what should be the policy in the near future than in what it should offer to the American people in the next Congressional and Presidential elections, two years and four years from now.

The task force is encouraged to address the extent to which the government should act on its own and to which it should involve partners (thus inevitably relinquishing some control), including international organizations, other countries, U.S. businesses, and NGOs.

The Answer

The party's goal is to create an alternative foreign policy that is fresh, viable, and potentially appealing to the American people. It wants to avoid "me-tooism" with the Bush administration policy; at the same time, it wants a policy that addresses the central challenges of the United States in today's uncertain world. The answer to the question should come in a task force report that includes:

- Specific and pointed policy recommendations for the party
- An executive summary of the entire report, including an answer to the question as a whole
- Extensive analyses of the most important dimensions of nation building, laying out a) the nature and context of each dimension, b) the policy options available to the United States involving each dimension, and the reasoning for the recommended policy concerning the specific dimension.

The Organization

In order for this Task Force to succeed, you will have to keep abreast of current events. At a minimum, you will read the *New York Times* every day and follow one or more news websites, such as that of the BBC World News (<http://www.bbc.co.uk/worldservice/index.shtml>). The coordinators will monitor additional websites and will direct you to sources and sites that will be of interest to your subgroup and for you in your individual paper.

Our Task Force will have two coordinators. The coordinators will not be part of a subgroup. In addition to circulating among the subgroups, they will perform the following tasks:

- edit each individual paper
- edit the entire Task Force report
- write the executive summary of the Task Force Report
- write the policy recommendation sections of the Task force report
- write any introductions necessary to the report as a whole, to sections of the report, or to individual papers that will help unify the report
- manage written communications among Task Force members during the course, including email lists and the posting of drafts on the course website
- manage the course website
- monitor news and informational websites, provide summaries of important news items and related information to the class
- collect references to new sources (books, documents, websites, etc.) from the Task Force members, assemble them into a bibliography, post this on the web, and include it as part of the final report.
- create a cover for the final Task Force Report
- work with individual authors to create graphics
- oversee the assembling, printing, and binding of the final report to be sent off to the outside evaluator, and for the presentation of the final report and the Task Force dinner

We will meet regularly on Mondays and Wednesdays during the scheduled class time. During the first several weeks, I will lecture and lead discussion part of the time and bring in one or more expert witnesses, going over some of the basic aspects of the topic. We will use the rest of the class time to exchange information, give and receive feedback, present progress reports, and work on individual and group reports.

CLASS SCHEDULE:

WEEK 1:

- WRITTEN ASSIGNMENT 1 **due in class, Monday, Jan. 3.**
- Introductions
- Discussion of Fukuyama's *Nation-Building*.
- Discuss Coordinator Position. Anyone interested in serving as a coordinator should write an essay that explains her/his qualifications, her/his vision for the task force report, and how s/he will manage the logistics of the task force. Essay should be sent to professor by Wednesday, January 5, 11 a.m.

WRITTEN ASSIGNMENT 2: (Short paper answering this question based on your reading of Fukuyama's *Nation-Building*: How do the assumptions and Biases of the book's authors compare to those of the Democratic Party? 1 page maximum, double spaced). **Due in class, Monday, Jan 10.**

WEEK 2:

- WRITTEN ASSIGNMENT 2 **due in class Monday, Jan 10.**
- Parceling out assignments on historical attempts at nation building: Iraq under the British, the US occupation of Japan, the occupation of Germany
- Discussion on Wednesday of the lessons, positive and negative, from British Iraq and post-War Germany and Japan
- Brainstorming Session on outline for project; initial division of labor

WEEK 3:

Discuss and finalize outline for project; finalize division of labor. All of the following logistical issues must be resolved. The coordinators should take notes and circulate via email "minutes" laying out all logistical decisions:

- How will you circulate information to each other? How will the course webpage be used? Will you distribute a list of email addresses, phone numbers, individual schedules, etc.?
- Do you want to designate someone to begin building a reserve library collection of materials on nation building?
- What kind of citations will the report use? Footnotes? Endnotes? Parenthetical References with a List of References? And what style will they be written in? (Suggestion: Kate Turabian, *A MANUAL FOR WRITERS OF TERM PAPERS, THESES AND DISSERTATIONS*, which lays out the Chicago Manual of Style in a format most appropriate for this kind of report.) How will internet citations be written?
- What software format will the papers be delivered in? What version of that software? What font? What font size? What margins for the pages?
- Who can help the coordinators with standardizing graphics (diagrams, charts, maps, tables) throughout the report?
- Who can help the coordinators design the cover?

Task force members should leave these class meetings with clear assignments as to what their contribution to the overall report will be. Over the next week, members will complete WRITTEN ASSIGNMENT 3: Provide preliminary thesis statement for individual paper and initial outline for individual paper. Due by Monday, Jan. 24, in class.

WEEK 4:

- WRITTEN ASSIGNMENT 3 due at outset of class, Monday, Jan. 24.

Progress report to each other; discussion of problems and questions.

- Final version of overall report outline to be discussed and completed in class.

WEEK 5:

- By Monday, Task Force members should begin wrapping up their research, and drafting their chapters of the reports.
- Progress report to each other; discussion of problems and questions
- **FIRST DRAFT OF INDIVIDUAL PAPERS DUE on Thursday, Feb.3, 5:00 p.m.:** A hard copy should be in my box and a copy should be posted on the website.
- **Students must read and comment online on the papers of others in their group by Sunday, Feb 6.** They are also encouraged to read other Task Force members' papers.
- **Coordinators should read all papers and begin culling policy implications, preparing a document for all students to discuss in Week 6.**
- In class, we will read each other's papers and provide comments and feedback.

****By the end of this week, task force coordinator should reserve any audiovisual or computer equipment the group plans to use in its evaluation session.

WEEK 6:

- Professor will return first drafts and discuss any issues that come up.

Thursday, Feb. 10: SECOND DRAFTS OF INDIVIDUAL PAPERS are **due by 5 p.m.**

- Read and comment on papers by the beginning of class, Monday, Feb. 14. This is crucial to the success of the task force. If everyone does not read everyone else's papers, the task force will have a very difficult time producing a coherent report.
- Begin discussion of how the entire report will be organized.
- Coordinators draft preliminary policy recommendations and executive summary and post for all members to read

WEEK 7:

- Discussion of coordinators' papers and determination of final answer to central question. Finalize list of policy recommendations.

WEEK 8:

Wednesday, Feb. 23: FINAL INDIVIDUAL PAPERS ARE **DUE IN CLASS!!!!** INTRODUCTION, CONCLUSION, ABSTRACT AND EXECUTIVE SUMMARY ARE ALSO **DUE IN CLASS!!!!!!**

- Progress report to each other; discussion of problems and questions.
- Coordinator will organize editing and compilation of papers.
- Division of assignments for production.

WEEK 9:

- Plan presentation for oral evaluation and defense.
- Division of assignments for presentation.

Friday, March 4: Bound copy of Task Force Report is **due by 1 p.m.** in Thomson 418. CHECK???

WEEK 10:

- Dress rehearsal for oral evaluation and defense.
- Evaluation.
- Task Force dinner.

JACKSON SCHOOL OF INTERNATIONAL STUDIES

INFORMATION FOR STUDENTS*

COURSES, GRADING, ACADEMIC CONDUCT

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Plagiarizing is presenting someone else's work as one's own original work or thought. This constitutes plagiarism whether it is intentional or unintentional. The University of Washington takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved.

(Sources: UW Graduate School Style Manual; UW Bothell Catalog; UW Student Conduct Code)

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. *(Source: UW General Catalog 2002-2004, p. 26.)*

Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the director of the Jackson School with a copy of the appeal also sent to the instructor. The director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the director believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Jackson School to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. *(Source: UW General Catalog 2002-2004, p. 27.)*

Concerns About a Course, an Instructor, or a Teaching Assistant

If you have any concerns about a Jackson School course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111).

If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111), or the Graduate School at G-1 Communications Building (543-5900).

* *Adapted from material prepared by the UW Department of History and used with permission.*

For your reference, these procedures are posted on a Jackson School bulletin board in the Student Services Office, Room 111 Thomson Hall.

POLICIES, RULES, RESOURCES

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

Disability Accommodation

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disabled Students Services (Seattle campus) at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379/Fax, or e-mail at uwdss@u.washington.edu; Bothell Student Affairs at (425) 352-5000/V; (425) 352-5303/TTY, (425) 352-5335/Fax, or e-mail at uwbothel@u.washington.edu; Tacoma Student Services at (253) 552-4000/V, (253) 552-4413/TTY, (253) 552-4414/Fax.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you believe that you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, the director of student services (111 Thomson), or the director of the Jackson School (406 Thomson). In addition, you should be aware that the University has designated special people to help you. They are: University Ombudsman and Ombudsman for Sexual Harassment (for complaints involving faculty members and teaching assistants) Lois Price Spratlen, 301 Student Union, 543-6028; and the University Complaint Investigation and Resolution Office, 616-2028. (*Sources: UW Graduate School, CIDR, Office of the President*)

Office of Scholarly Integrity

The Office of Scholarly Integrity is housed in the Graduate School under the Vice-Provost and Dean of the Graduate School. The Office of Scholarly Integrity assumes responsibility for investigating and resolving allegations of scientific and scholarly misconduct by faculty, students, and staff of the University of Washington. The Office of Scholarly Integrity coordinates, in consultation and cooperation with the Schools and Colleges, inquiries and investigations into allegations of scientific and scholarly misconduct. The Office of Scholarly Integrity is responsible for compliance with reporting requirements established by various Federal and other funding agencies in matters of scientific or scholarly misconduct. The Office of Scholarly Integrity maintains all records resulting from inquiries and investigations of such allegations. University rules (Handbook, Vol. II, Section 25-51, Executive Order #61) define scientific and scholarly misconduct to include the following forms of inappropriate activities: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research. Students can report cases of scientific or scholarly misconduct either to the Office of Scholarly Integrity, to their faculty adviser, or the department chair. The student should report such problems to whomever he or she feels most comfortable. (*Sources: UW web page*)

(<http://www.grad.washington.edu/OSI/osi.htm>); minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98)