

From Fragility to Resilience: New Approaches to Global Development

Fall 2020 – Wednesdays @ 6:00pm to 8:40pm (virtual)

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Office Hours: By appointment

Course Description:

While some countries move up the development ladder on the way to greater economic growth and stability, others struggle with chronic fragility and the negative repercussions that come with it. The path from fragility to resilience is rarely linear, requiring a mix of security, conflict prevention, stabilization, humanitarian aid, and development assistance. This course will look at causes of fragility and examine the non-kinetic tools deployed in fragile states, especially their utility and effectiveness in specific country and regional cases. Primarily discussion-based, the course will also include regular guest speakers who are regional experts and/or practitioners.

Course Goals and Learning Objectives:

After taking this course, students will build their knowledge and professional capabilities in at least three ways. First, students will learn how to assess the complexities of fragility and how non-kinetic tools could be deployed in various fragile contexts. Second, students will learn how to distill complex, often dense information into short written and verbal presentations, simulating real world policy environments where the presenter must decide how to prioritize, and highlighting the most important points for policymakers to receive. Third, students will have the ability to map who is active in fragile contexts – multilateral development banks, the UN, bilateral aid agencies, local and international NGOs, and key local actors and influencers, etc. – and what it means to work in those environments deploying non-kinetic tools.

Course Structure and Class Design:

The course will look to understand what fragility is and seek to unpack the elements that make a state fragile. It will present tools policymakers and practitioners use to address stressors to enable states to be resilient. The course is more applied than theoretical, though at times students will learn the underlying theory behind fragility – and what to do about it.

Classes are seminar-style, driven by discussion and analysis of assigned readings, which are often short policy memos or reports. The goal of the assignments and readings is to prepare students for future professional activities, growing skills week-to-week that can be immediately applied outside the classroom. Some classes will feature guest speakers, followed by discussion of the presentation and assigned readings. Some classes will focus on fragility, some on resilience, and some on both. The success of each class and the course overall is highly dependent on the willingness of students to engage with the material and with one another. Expect that discussions will become richer more vigorous, and consequently more rewarding, as the semester progresses.

Course Requirements and Expectations:

Students are expected to attend (and be on time to) every class and to have completed the assigned readings and deliverables in advance of meetings, unless otherwise noted on the schedule below. In the rare cases this is not possible, students must be formally excused ahead of time and are expected to make up the work. Under extenuating circumstances, a student may ask the professors for extended time to complete an assignment, though it is the professors' choice to grant an extension or not. Late assignments may be assigned lower grades or may not be accepted without advance permission.

Though active participation in virtual class discussions will be challenging, it is nonetheless expected. Professors expect that non-discussion-related distractions be kept to a minimum whenever possible,

though are understanding of familial responsibilities and other class-from-home-related challenges. Regularly scheduled “Zoom breaks” will be taken to facilitate close attention during class time.

Every student will be responsible for presenting in front of the class at least one time with a fellow classmate for the Final Essay Presentation. Students will be assigned partners at the beginning of the semester and will be responsible for pitching a topic to the professors for the Final Essay and following the topic throughout the course of the semester. Both Policy Memos and the Final Essay should cover issues from different perspectives, on different topics, and/or targeted at different audiences.

Grading will break down into the following component parts:

- 10 percent of the grade will be for punctual attendance, constructive participation, and an ongoing assessment of a student’s preparedness for each class
- 40 percent of the grade will be for 2 policy memos, Policy Memo A and Policy Memo B (20 percent each)
- 30 percent of the grade will be for the Final Essay (authored in pairs)
- 20 percent of the grade will be for your Final Essay Presentation (presented in pairs)

Syracuse University Policies:

Syracuse University has a variety of other policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students. Some of the most important concern:

- **Diversity and Disability** (ensuring that students are aware of their rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community) can be found at: <https://www.syracuse.edu/life/accessibilitydiversity/>.
- **Religious Observances Notification and Policy** (steps to follow to request accommodations for the observance of religious holidays) can be found at: http://supolicies.syr.edu/studs/religious_observance.htm
- **Orange SUccess** (tools to access a variety of SU resources, including ways to communicate with advisors and faculty members) can be found at: <http://orangesuccess.syr.edu/getting-started-2/>

Syracuse University’s Stay Safe Pledge:

Syracuse University’s Stay Safe Pledge reflects the high value that we, as a university community, place on the well-being of our community members. This pledge defines norms for behavior that will promote community health and wellbeing. Classroom expectations include the following: wearing a mask that covers the nose and mouth at all times, maintaining a distance of six feet from others, and staying away from class if you feel unwell. Students who do not follow these norms will not be allowed to continue in face-to-face classes; repeated violations will be treated as violations of the Code of Student Conduct and may result in disciplinary action.

Disability-Related Accommodations:

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Office of Disability Services (ODS) in this process. If you would like to discuss disability-accommodations or register with ODS, please visit their website at <http://disabilityservices.syr.edu>. Please call (315) 443-4498 or email disabilityservices@syr.edu for more detailed information. ODS is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible to begin this process.

Academic Integrity Policy:

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits

students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

Outline of Class Sessions (schedule subject to change before start of course):

Note that readings below are a guide—additional or alternative readings may be assigned as needed

1. August 26: Introduction to the Course: Defining Fragility and Resilience

2. September 2: Stakeholder Mapping of Humanitarian, Development, and Multilateral Partners

- Fragile States Index 2019 (<https://fundforpeace.org/2019/04/10/fragile-states-index-2019/>)
- Development for Peace: The World Bank Group's Work to Tackle Fragility, Conflict and Violence (<http://pubdocs.worldbank.org/en/154641492470432833/FCV-Main-04-041717.pdf>)
- The Humanitarian-Development-Peace Initiative (<https://www.worldbank.org/en/topic/fragilityconflictviolence/brief/the-humanitarian-development-peace-initiative>)
- Optional: Freedom in the World 2019 (<https://freedomhouse.org/report/freedom-world/freedom-world-2019>)

3. September 9: Exploring the Root Causes of Fragility

Introduction to the policy memo (options memo, policy brief, principal vs organization, etc.)

- States of Fragility 2018 (<http://www.oecd.org/dac/conflict-fragility-resilience/listofstateoffragilityreports.htm>)
- Escaping the Fragility Trap (<https://www.theigc.org/wp-content/uploads/2018/04/Escaping-the-fragility-trap.pdf>)
- World Bank Group Strategy for Fragility, Conflict and Violence (read Executive Summary) (<http://documents1.worldbank.org/curated/en/844591582815510521/pdf/World-Bank-Group-Strategy-for-Fragility-Conflict-and-Violence-2020-2025.pdf>)
- Rethinking how to reduce state fragility (<https://www.brookings.edu/blog/up-front/2017/03/29/rethinking-how-to-reduce-state-fragility/>)

September 10: Students inform professors of top 3 Policy Memo A preferred topics, selected from class topics 4 thru 11. Policy Memo A will be then due on the date of the class session on that topic.

4. September 16: Conflict and Violence

Final Essay groupings announced.

- United Nations: New Area of Conflict and Violence (https://www.un.org/sites/un2.un.org/files/un75_conflict_violence.pdf)

- Organized Crime, Conflict and Fragility: A New Approach (https://www.dmeforpeace.org/peaceexchange/wp-content/uploads/2019/03/Organized-Crime-Conflict-and-Fragility_IPI-1.pdf)
- Disordered in Latin America: 10 Crises in 2019 (https://acleddata.com/acleddatanew/wp-content/uploads/2020/03/ACLEDDisorderinLatinAmerica_2020_Web.pdf)

5. September 23: The Link Between Climate Change and Fragility

- Managing climate and disaster risk in fragile states (<https://www.undp.org/content/undp/en/home/blog/2019/managing-climate-and-disaster-risk-in-fragile-states.html>)
- The Intersection of Global Fragility and Climate Risks (https://pdf.usaid.gov/pdf_docs/PA00TBFH.pdf)
- Climate change, conflict and fragility (https://www.odi.org/sites/odi.org.uk/files/resource-documents/odi_climate_change_conflict_and_fragility.pdf)

6. September 30: Forced Migration and Displacement

- Confronting the Global Forced Migration Crisis (<https://www.csis.org/analysis/confronting-global-forced-migration-crisis>)
- UNHCR Global Trends 2019 (<https://www.unhcr.org/en-us/statistics/unhcrstats/5ee200e37/unhcr-global-trends-2019.html>)
- Protection in Crisis: Forced Migration and Protection in a Global Era (<https://www.migrationpolicy.org/research/protection-crisis-forced-migration-and-protection-global-era> pages 1-7)
- Can I Stay or Can I Go Now? Longer-term Impacts of Covid-19 on Global Migration (<https://www.csis.org/analysis/can-i-stay-or-can-i-go-now-longer-term-impacts-covid-19-global-migration>)

7. October 7: Great Power and Gray Zone Competition

Policy Memo B due and Final Essay pitches (short email to professors) due.

- The New Concept Everyone in Washington Is Talking about (<https://www.theatlantic.com/politics/archive/2019/08/what-genesis-great-power-competition/595405/>)
- What Works: Countering Gray Zone Coercion (<https://www.csis.org/analysis/what-works-countering-gray-zone-coercion>)
- By Other Means – Part 1: Campaigning in the Gray Zone (<https://www.csis.org/analysis/other-means-part-i-campaigning-gray-zone>) and Part 2: U.S. Priorities in the Gray Zone (<https://www.csis.org/analysis/other-means-part-ii-us-priorities-gray-zone> - at least the Executive Summary and various fact sheets)

8. October 14: Prevention, Stabilization and Countering Violent Extremism

- Stabilization Assistance Review (<https://www.state.gov/wp-content/uploads/2018/11/283589.pdf>)
- Pursuing Effective and Conflict-Aware Stabilization: Partnering for Success (<https://www.csis.org/analysis/pursuing-effective-and-conflict-aware-stabilization-partnering-success>)
- COVID-19 is Stabilization in Reverse: Applying the Principles of the Global Fragility Act to Pandemic Response (<https://medium.com/@AfPeacebuilding/covid-19-is-stabilization-in-reverse-applying-the-principles-of-the-global-fragility-act-to-6bd3baba4878>)
- Sharpening Our Efforts: The Role of International Development in Countering Violent Extremism (<https://www.csis.org/analysis/sharpening-our-efforts-role-international-development-countering-violent-extremism>)
- Countering Far-Right Extremism (<https://cgpolicy.org/articles/countering-far-right-extremism/>)

- Journey to Extremism in Africa (<http://journey-to-extremism.undp.org/> – read full report Executive Summary and pages 82-93)

9. October 21: Humanitarian Access and Engaging Local Actors

- Programming in Fragile and Conflict-affected Countries: A learning companion (<https://policy-practice.oxfam.org.uk/publications/programming-in-fragile-and-conflict-affected-countries-a-learning-companion-139074>)
- Change in Challenging Contexts: How does it happen? (<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9829.pdf>)
- Denial, Delay, Diversion: Tackling Access Challenges in an Evolving Humanitarian Landscape (<https://www.csis.org/analysis/denial-delay-diversion-tackling-access-challenges-evolving-humanitarian-landscape>)

10. October 28: Governance and Economic Development

- Governance, Fragility and Conflict (<http://documents.worldbank.org/curated/en/923711468331836671/pdf/639160WP0Gover00Box0361531B0PUBLIC0.pdf>)
- Corruption: The Unrecognized Threat to International Security (<https://carnegieendowment.org/2014/06/06/corruption-unrecognized-threat-to-international-security/hcts>)
- Human Rights and State Fragility: Conceptual Foundations and Strategic Directions for State-Building (<https://academic.oup.com/jhrp/article/1/2/181/2188655>)
- Economic development in fragile contexts: Learning from success and failure (https://set.odi.org/wp-content/uploads/2018/05/SET-Fragile-contexts-briefing_Final.pdf)
- The Private Sector in Fragile and Conflict-Affected States (https://ieg.worldbankgroup.org/sites/default/files/Data/reports/ieginights_psd.pdf)

11. November 4: Resilience and Food Security

Last possible day for Policy Memo A submission (for those writing on this topic only – everyone else should have submitted Policy Memo A earlier in the semester)

- Recurring Storms: Food Insecurity, Political Instability, and Conflict (<https://www.csis.org/analysis/recurring-storms-food-insecurity-political-instability-and-conflict>)
- Resilience Evidence Forum Report (https://www.usaid.gov/sites/default/files/documents/1867/0717118_Resilience.pdf)
- Food security and violent conflict: Introduction to the special issue (<https://www.sciencedirect.com/science/article/pii/S0305750X19300130/pdf?md5=b9dae4e6d2b41d2b589e2dd6795628c9&pid=1-s2.0-S0305750X19300130-main.pdf>)
- The State of Food Security and Nutrition in the World (<https://docs.wfp.org/api/documents/WFP-0000022480/download/> - pages 26-29)

12. November 11: – Communication, Coordination, and Collaboration: Breaking Down the Silos

First group of Final Essay Presentations

- Toward Resilience: Advancing Collective Impact in Protracted Crises (https://www.mercycorps.org/sites/default/files/2020-06/Towards_Resilience_Full_Report.pdf)

13. November 18: Final Presentations

Second group of Final Essay Presentations

November 25th: Final Essay Due

14. December 2: Working in Fragile States: Perceptions vs Reality