

San Jose State University
Political Science 150
War and Peace
(47750 and 47751)

Fall 2011
DMH 166 (01) and 208 (02)
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This course examines the causes of war and means to secure peace. We investigate many interesting issues. Does human nature make war inevitable? Are wars more likely to result from ethnic or religious differences, territorial acquisition, psychological factors or something else? Can some wars be “just?” The scope of investigation in the course moves from the environment, nation-states, to individuals. The course includes writings and case studies from several cultural traditions/experiences—past and contemporary. We study theoretical writings in international relations, military strategy and peace studies, and search for answers from the writings of major philosophers, political leaders, and religious figures. This course integrates many disciplines including security studies, political economy, cultural studies, feminism, politics, and sociology.

General Education Guidelines:

- A. In accordance with university upper division GE specifications, this course incorporates material from several disciplines and perspectives.
- B. This course satisfies area V (Culture, Civilization, and Global Understanding) of SJSU Studies. Note the requirements for all Culture, Civilization, and Global Understanding courses: (1) Upper division standing (60 units) (2) Core G.E. courses completed (3) “WST” passed and (4) 100W as prerequisite or co-requisite.
- C. About SJSU Studies: “Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic units.”
- D. The following information is derived from San José State University – General Education Guidelines, Fall 2005. For the complete document go to: (<http://www.sjsu.edu/ugs/ge/>). SJSU Studies: Culture, Civilization, and Global Understanding (v)

1. Goals: “Courses in Culture, Civilization and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. These courses should also increase students’ understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.”

2. Student Learning: “Students shall be able to: 1) compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments,

and/or attitudes of people from more than one culture outside the U.S.; 2) identify the historical context of ideas and cultural traditions outside the U.S and how they have influenced American culture; and 3) explain how a culture outside the U.S. has changed in response to internal and external pressures.”

3. Content: Writing – “Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. **A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.” One typewritten double-spaced page is approximately 250 words.**

E. In accordance with these guidelines, Political Science 150 aims to meet these objectives:

1. Student Learning Objectives (hereafter referred to as SLO): Students shall be able to: 1) By reading authors such as Thucydides, Machiavelli, V. I. Lenin, Stanley Milgram, and Margaret Mead, students will be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S.; 2) By reading conflicts on the Middle East, Europe, and Asia, students will be able to identify the historical context of ideas and cultural traditions outside the U.S and how they have influenced American culture; and 3) By studying conflicts in such places as former Yugoslavia, the Sudan, and South Asia, students will be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

2. Student Writing objectives (hereafter referred to as SWO): Students will: (1) Write both in and out of class; (2) Write on exams; (3) Compose essays that show reflection and reaction based on analyses of readings; (4) Use reliable source material and learn to avoid plagiarism (5) Cite academic references correctly; (6) Employ a variety of research tools; (7) Summarize research for oral presentation; (8) Write a term paper with appropriate documentation and editing. Students have the opportunity to revise as needed.

F. The following information covers how students will meet the GE Area learning objectives and student learning objectives specific to this course; course activities/experiences: (GE SLO and SWOs listed by # below).

1) Approach: The course shall apply the following approaches lecture, class discussion, oral & written reports, essay/short-answer exams, reading from primary and secondary texts, use of film, and Media Center tools.

2) Course Requirements:

- a) Participate in discussions;
- b) Complete all assigned readings prior to class (SLO# 1, 2, and 3);
- c) Take two examinations, a mid-term and a final (SWO# 1, 2, and 3);

- d) Turn in three written reports (two [2] reviews (SLO# 1 and 2 and SWO #1, 3, and 5) and one [1] term paper (SWO# 1, 4, 5, 6, and 8); and
- e) Present discussion questions on a term paper before the class (SWO #7).

3) Examinations and written assignments:

- a) Both the midterm and the final examinations will consist of short answer and essay questions (SLO# 1, 2, and 3, and SWO # 1, 2, and 3). Essays on the midterm and final requires 150-250 words (minimum of 300 words total).
- b) The final exam covers the material from the second half of the course.
- c) All written assignments will be graded for both content and editing.

4) Papers (written assignments): Due dates are indicated on the schedule of assignments.

- a) Two (2) graded essays (600 words/two [2] pages) with feedback/rewrite (SWO# 1 and 3).
- b) One (1) term paper of 2,000-2,500 words. (SWO #1, 2, and 3)
- c) The term paper is developed in four (4) stages.
 - i) Select a conflict, either historical or contemporary, outside of the US context.
 - ii) Turn in a **diagram** of the conflict that includes the outcome. This submission must be done using computer program; handwritten diagrams will **NOT** be accepted.
 - iii) Present a poster on your conflict on the date assigned.
 - iv) Turn in the paper when you present your poster.

G) Writing and editing: Papers should be written and edited in accord with the precepts established by the Modern Language Association (See *MLA Handbook* 6th edition) or Turabian's *A Manual for Writers*, 6th edition) or an equivalent style manual for papers, monographs, and theses.

Plagiarism: When you use the words of another person you must enclose the words in quotation marks. When you take ideas from another person you must give credit by citing the source. A failure to do so is plagiarism. Take extra care when using the Internet and print and attach to your work any Internet source material. If you have questions on what constitutes plagiarism, please either see me or consult this web site:
<http://owl.english.purdue.edu/handouts/research/r_plagiar.html>

Academic integrity statement (from Office of Student Conduct and Ethical Development): "Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at: <http://www2.sjsu.edu/senate/S05-14.htm>

Required Readings:

Betts, Richard K., 2008. *Conflict After the Cold War: Arguments on Causes of War and Peace*, 3rd (Boston, MA: Allyn and Bacon/Longman)

Articles marked by an asterisk (*) can be accessed through the SJSU/MLK Electronic Journal search engine or the Desire2Learn (hereafter referred to as D2L).

Grade Distribution: Following is the grade breakdown distribution.

Midterm Examination	20%
Final Examination	20%
Paper and Presentation	25%
Poster Reviews	10%
Contribution to Class Discussion	10%
Two critical review essays	10%
Discussion Questions	05%

Exams: The Course includes one mid-term and one final examination. The mid-term and the final examination format is essay.

Final Examination: *For the MW 1:30-2:45 (section 1) class, the final is scheduled for 12:15 p.m.—2:30 p.m. Tuesday December 13. For the MW 10:30-11:45 class (section 2) class, the final is scheduled for 9:45 a.m.—12:00 p.m. Monday December 12.*

Research Paper: Each member of the class will be required to write and present before the class a research paper, 10 to 12 pages in length, on a war or conflict. The paper length **EXCEEDS** G.E. Guidelines. Students will be required to address a focused question on the origins of war/conflict or peace/cooperation **outside of the US context**. The term paper is divided into two segments. The first segment is a theoretical chart of the causal variables of your conflict (5%). You want to examine the conflict using a theory/framework (realism, liberalism, constructivism, or structuralism). The second combines the use of history and the theory(ies)/analytical frameworks derived from the course (valued at 20%). The first segment is due Wednesday March 23, and the final paper is due toward the end of the term when students present their poster board before the class. Students will sign up for a slotted time and their papers are due on the date of their poster presentation. As students must post their papers, they may want to present some pictures, charts, graphs, etc. of their topic.

Students must turn in two copies of each segment. One is an electronic version to be submitted on Desire2Learn, and the other is a hard copy submitted in class. Students must also review the poster works of their colleagues.

The paper must be divided into five clearly marked sections. Notice the bolded and underlined segments of the following points. The first section is the **introduction**. In this section, students want clearly to lay out the thesis sentence. **This sentence must be underlined by the word program**. Students that forget to underline the thesis or use a pen/pencil will lose 5 points. This requirement has a simple logic—if the students cannot find their thesis sentence, then how can I? I expect the thesis sentence to reflect the main theme of the paper. In this section, the student must also lay out the research question, which must be in the form of a “how or why.” Students that neglect to include a research question will automatically lose 5 points. In the second section, students will draw out their **theory/framework** for the analysis. This section must include a discussion of a theory or framework (realism/liberalism/structuralism/constructivism). This discussion should lay out the causal variable, other key variables that the theory examines, and the mechanisms that the theory uses. In the third section, students will integrate the **theory with the empirical evidence**. The theory is used to look for evidence, not the other way around. In the fourth section, students will provide **creative insight** into their topic. This criterion is the most

“fuzziest” of the criteria. Does the paper stimulate thought, generate insight, show a creative approach—does the reader want to say “ah hah!” when the essay makes a point? Or does the paper merely “plod?” Students may have an essay that is a masterpiece of structure and organization, but it may still be doomed they make only trivial or unimaginative points. I frequently find that papers that limit their scale and pick apart a microcosm of the overall topic have a better opportunity to be creative, to take an original approach, or to produce intriguing insight. Writers, however, develops their own way of accomplishing this insight. Finally, students want to have a **conclusion** section.

The papers should be well written, free of grammatical, punctuation, and stylistic errors.

Papers should have page numbers and be attached by either a staple or a binder clip. Please do not dog-ear your pages together.

A minimum of three (3) scholarly works is required. These works have references and/or are peer reviewed publications.

Students shall present their papers to the class in a poster-board session held toward the end of the term. Students will sign up for a slotted time and their papers are due on the date of their poster presentation. As students must post their papers, they may want to present some pictures, charts, graphs, etc. of their topic. While students present their papers, their colleagues will critique their works for argument, causality, etc. The poster session is scheduled for the last week of the term. Students will be placed in a time slot and must deliver their papers during this slot. If students need to make a change to their time slot, they must TRADE slots with others from the class. The instructor must approve the trade.

Late papers will be docked a **full-letter** grade per day.

SJSU Desire2Learn: The course will make use of the SJSU/D2L system. You can log on to the system at <http://www.sjsu.edu/ecampus/>. Go to the courses link and look under the “Fall 2011 Web-Supplemented and Mixed Mode Course List.” Look for this course under Political Science 150. Log on to your section. The 10:30 class is section 2, course code 47751. The 1:30 class is section 1, course code 47750. Please log on at the beginning of the week, every Sunday evening/Monday morning to get a copy of the abridged outline notes. You want to download these notes, print them, and bring a copy of them with you to class. These outlines help you to follow along with the lectures and are NOT intended to replace class attendance—which is very critical to your learning.

Finally, there is also a message section in Desire2Learn that I can use to send messages to the class. So please log on periodically.

Participation: Participation is broken down into two categories, contribution to class discussion and student presentations.

Contribution to class discussion: Contribution to class discussion is strongly encouraged. Students should read the assigned materials before the class sessions and be prepared to ask questions, offer comments, and engage in discussions—this enhances the learning for students. Students will find it unlikely, but not improbable, to receive an “A” in the course without some significant measure of class discussion contribution. As mentioned in the previous section, students who also participate in the on-

line portion of the discussion can make up for lack of class participation. After reading each lesson's assignment, you are required to submit your comments to the discussion board. If you choose to go the on-line route, you want to support your comments with the reading materials. You must include **references from the material in the readings, including page references**. In short, you want to support your discussion with evidence. You also want to comment on the discussion of your colleagues.

Student presentations: From the readings during the week, students are required to provide discussion questions for the rest of the class. Typically, students will be grouped and assigned readings to present a discussion a week before the readings are due. This assignment usually falls on the previous Wednesday. They will then present **three (3)** discussion questions before the class. The audience is required to participate in these discussions.

Critical review essays: —Students will also submit two (2) critical reviews over the course of the term. The student must take one of the readings listed in the syllabus during the particular window we are in and submit a **one (1)**-page double-spaced typed essay. In this review, you want to address these points. What does the author conclude? How does he/she draw this conclusion? How would you assess argument? Students should back up their responses with **references from the materials in the readings, include page numbers**. The submission process is based on rolling due dates. You cannot submit a review on an essay **AFTER** we have covered it class. Also, there are due dates on when students must submit their reviews. See the schedule for these dates. Absolutely **NO** late reviews will be accepted. The review essay process is an opportunity for students to receive feedback on their writing.

You must also submit an electronic copy of your critical review essays on D2L. This submission must be done on the date you turn in your hard copy. If you turn in the electronic copy even one day after you submit the hard copy, I cannot accept the review.

A special drop box will be available.

Grading Policy: “A” level work represents a solid grasp of the tools (realism, liberalism, Marxism, constructivism, etc.) presented throughout the course and a significant effort to provide critical insights into the topic of discussion. The “A” student demonstrates a mastery of the concepts introduced in class and the ability to apply the tools learned to the study of War and Peace. The “A” level student's work is at a consistently high intellectual level. A “B” effort represents a basic understanding of the concepts employed in class. The “B” student also demonstrates an awareness of how to use the strategies of studying politics introduced in class, although the application to War and Peace events will not be used as effectively as the “A” student, and lacks an awareness of key concepts of War and Peace, the presence of key actors, and/or the appropriate model for studying conflict and conflict resolution. A “C” student demonstrates an awareness of key concepts of War and Peace, but is uncomfortable applying them to contemporary or historical episodes of conflict. The “C” student is able to identify at least one of the major theories of War and Peace, but lacks the ability to provide a critique of the theory. The “C” student understands the basic mechanisms of the theories, but is not able to provide a discussion of simulation that can inform on the study of conflict/conflict resolution. The “D” student has a basic understanding of one or two key principles of conflict/conflict resolution, but is unable to understand them effectively within the context of principles of conflict/conflict-resolution. The “D” student participates in the discussion, but is unable to make the leap from the theory to “real life” and hence cannot use the theory or principle to help understand War and Peace.

Contacting Dr. Faulve-Montojo: My office hours are listed above. If you need to contact me outside of office hours, the best way to do so would be to contact me via email at Kenneth.Faulve-Montojo@sjsu.edu.

Current Events: In addition, an effort will be made to integrate current events into the content of the course by beginning each session with a discussion of any new or developing issues in War and Peace. Students are encouraged to keep abreast of relevant developments by reading some major newspaper on a regular basis and/or by watching or listening to network news broadcasts on television or radio.

Americans with Disabilities Act Statement: Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.”

Classroom behavior: As a courtesy to other students and the instructor, students should engage in the highest standard of behavior during class sessions. Proper classroom etiquette includes arriving on time and staying for the full lecture, refraining from distracting other students during lecture, listening attentively until the professor dismisses the class, and treating the opinions of other students with respect. Also, students should turn off all mobile phones, refrain from text messaging, do not read newspapers or magazines during class time, and avoid excessive talking within a group. The professor reserves the right to either **deduct** from the overall grade for particularly egregious examples of poor classroom etiquette or **expel** students for one class session. Students expelled for the session must submit a written request to return to class. The professor reserves the right to reward students for outstanding displays of collegiality.

Finally, absolutely **NO** computers are allowed in class.

Week 1: Introduction (8/24)

*Henry Nau, "How to Think about International Relations" in D2L.

Study Guide to Nau <<http://nau.cqpress.com/chap1/study.asp>>

Week 2: How To Think About International Relations—Realism (8/29-31)

Thucydides, “The Melian Dialogue”

Thomas Hobbes, “The State of Nature and the State of War”

Niccolo Machiavelli, “Doing Evil in Order to do Good”

North Korea: <<http://www.nytimes.com/info/north-korea/>>

Week 3: Liberal arguments on conflicts (9/5-7)

No class on 9/5

Michael W. Doyle “Liberalism and World Politics”

Norman Angell, “The Great Illusion”

Week 4: *Identity and structural arguments on conflicts (9/12-14)*

V. I. Lenin, "Imperialism, the Highest Stage of Capitalism"
John Mueller, "The Obsolescence of Major War"
Margaret Mead, "Warfare is Only an Invention-Not a Biological Necessity"
*Saba Gul Khattak, "The U.S. Bombing of Afghanistan: A Women-Centered Perspective"
Stanley Milgram "How Good People Do Bad Things."

Week 5: Wars (9/19-21)

*Raed Abusahila, "A Nonviolent Approach to the Intifada"
Arab-Israeli Conflict <http://en.wikipedia.org/wiki/Arab-Israeli_conflict>

Due Date for 1st Critical Review Paper—9/21

Week 6: Iran (9/26-28)

Iran: <<http://www.nytimes.com/info/iran-nuclear-program/>>
Kenneth N. Waltz, "The Spread of Nuclear Weapons: More May Be Better"

Week 7: China (10/3-5)

Midterm: 10/5

Richard K. Betts and Thomas J. Christensen, "China: Can the Next Superpower Rise Without War?"

Week 8: A New World? (10/10-12)

Samuel P. Huntington, "The Clash of Civilizations?"
Francis Fukuyama, "The End of History"

Week 9: A New World? (Continued) (10/24-26)

Term Paper Casual Diagram--Due Wednesday 10/26.

Week 10: (10/31-11/3) Terrorism and the World After 9/11

*Noam Chomsky, "The New War Against Terror"
*Fareed Zakaria, "The Politics of Rage: Why Do They Hate Us?"

Week 11: Terrorism and the World After 9/11 (11/7-9)

*Jerry Muller, "Us and Them." *Foreign Affairs*, March/April 2008
Chaim Kaufman, "Possible and Impossible Solutions to Ethnic Civil Wars"

Week 12: Terrorism and the World After 9/11 (11/14-16)

Martha Crenshaw, “The Strategic Logic of Terrorism”
Mark Juergensmeyer, “Religious Radicalism and Political Warfare”

Due Date for 2nd Critical Review Paper—11/16

Week 13: Poster Presentations (11/21-23)

Week 14: Poster Presentations (11/28-30)

Week 15: Poster Presentations (12/5-7)

Final Examination: For the MW 1:30-2:45 (section 1) class, the final is scheduled for 12:15 p.m.—2:30 p.m. Tuesday December 13. For the MW 10:30-11:45 class (section 2) class, the final is scheduled for 9:45 a.m.—12:00 p.m. Monday December 12.