

**San José State University**  
**Political Science Department**  
**POLS 150, War and Peace, Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Karthika Sasikumar
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<b>Office Hours:</b>	Monday 2-5 pm; Tuesday 12:30-1:30 pm; Thursday 9-10 am & 12:30-1:30 pm
<b>Class Days/Time:</b>	Monday and Wednesday 12:00-1:15 pm
<b>Classroom:</b>	Clark 303
<b>GE/SJSU Studies category:</b>	V

**Course Description**

This course examines the causes of war and efforts to secure peace. We begin by asking how war is defined. We consider three approaches to the causes of war (psychological, domestic politics and structural explanations). The course also examines the conduct of small wars or insurgencies. The second half of the course addresses how human beings have attempted to control conflict through the use of institutions and norms.

**Course Goals**

The Political Science Program Learning Outcomes are

- **Breadth**  
Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- **Application**  
Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.
- **Disciplinary methods**  
Student should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.

- **Communication Skills**

Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.

- **Citizenship**

Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

## **GE Learning Outcomes**

This is an upper-division (SJSU Studies) General Education course in Area V (Culture, Civilization and Global Understanding). Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department.

The minimum writing requirement is 3000 words in a language and style appropriate to the discipline.

Upon successful completion of this program, students will be able to:

GELO 1: Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from different societies

GELO 2: Identify the historical context of ideas and cultural practices and their dynamic relations to other historical contexts

GELO 3: Explain how a culture changes in response to internal and external pressures

GELO 4: Students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

In accordance with these objectives, students will

1. Compare definitions of war from a state-centric versus human-centric perspective
2. Consider laws and organizations that control armed conflict in the context of the religious and political context of their constitution
3. Discuss the links between conflict and the capitalist- democratic regime type of dominant states

The writing requirement will be satisfied by the term paper (including two drafts).

## **Course Learning Outcomes (CLO)**

CLO1. Conduct original research

CLO2. Critique and summarize key texts

CLO3. Debate major social issues in a civil and collaborative manner

CLO4. Reflect on current events, apply theories of war and peace to them, and evaluate such theories

## **Required Texts/Readings**

There are no required texts. All readings will be available on the course website on Canvas.

## Course Requirements and Assignments

### Grading Information

#### Final Examination

The final evaluation will be a closed-book in-class exam. The major assignment in this class is the term paper. The term paper (3000 words) can be on a topic of your choosing. You will submit two drafts weeks in advance, so that I can give you feedback which you must incorporate into the final submission.

There will also be a midterm exam. The midterm and final will have a mix of short essays (approximately 500 words) and one-sentence answers. Class participation will be assessed on a continuous basis. Please note that there will be 12-15 in-class writing assignments which will be graded on a Pass/Fail basis. Missing two or three of these will not affect your grade as I will choose the best ten scores.

All grades, including extra credit points, will be available on Canvas. Each assignment, including class participation, will have a specific rubric indicating the criteria that will be used in grading. Please make sure to read this before submitting your assignment. As per the Family Educational Rights and Privacy Act, I cannot discuss your grades via email. You must visit me during office hours, or make an appointment to discuss grades.

#### Determination of Grades

- Extra credit options will be announced throughout the semester via Canvas Announcements. Extra credit points are added to your total score and have the same weight as other scores. There is no limit on how many extra credit points you can earn in this course.
- If you miss the deadline for submission for an assignment, you will lose 5 percent of the total points for that assignment per 5 hours of lateness (pro-rated). For example, if you submit the review 6 hours after the deadline, you will be graded on 8.5 instead of 10 points. Most assignments require submission on Canvas. If you wish to request an extension on your submission, be prepared to provide a reason and documentation.

CLO	Assignment	Number	Points each	Weight	Due date
2	In-class writing assignments	10	1	10	Various
3	Class participation	5		5	Various
3	Review of documentary	1	10	10	Feb 22
2	Review of scholarly article	1	10	10	March 20
2	Midterm exam	1	20	20	March 22
1	Abstract for term paper	1	5	5	April 3
1,4	First draft of term paper	1	10	10	April 24
1,4	Second draft of term paper	1	5	5	May 8
2	Final exam	1	15	15	May 19
1,4	Term paper	1	10	10	May 24

Final letter grades are based on this scale

A only	95-100
A minus	90-94

B plus	85-89
B only	80-84
B minus	75-79
C plus	70-74
C only	65-69
C minus	60-64
D plus	55-59
F	<55

## **Classroom Protocol**

This is an upper-level course, therefore, I expect students to take responsibility for their educational experience. While attendance is not mandatory, a substantial percentage of your grade depends on your participation in class. You do not need to inform me about absences in class, unless you will be missing a graded activity and wish to re-take it. In those cases, you will need to provide a valid reason and be prepared to back it up with documents.

While in class, I expect you to have all electronic devices powered off. The use of cellphones, laptops, or tablets is not required or allowed in class. The only exception to this is in the case of student disability or dire emergency (please consult with me).

Expect to be called on, by name, in every class. Research has shown that active participation in class is more effective than passive listening for mastering the material. In addition, debating social issues in a civil manner is one of the learning outcomes for this course. To this end, please engage with the instructor and classmates in a manner that shows you are prepared to defend your viewpoint politely and reasonably; and that you are prepared to listen to others' viewpoints.

Please note that since this is a class about politics, there will (hopefully) be heated discussions. During these discussions, I may pose questions or make arguments that reflect various opinions. These questions or arguments need not be based on my personal convictions. My goal is to keep my own opinions out of the picture and create a positive learning experience for all. If you are concerned about the tone or content of class discussion, please contact me outside class.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Political Science Department Writing Policy

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks. Ideas from others must also be referenced. Failure to cite your sources constitutes academic misconduct, which carries with it serious sanctions. A [tutorial](#) on citations is available at <http://libguides.sjsu.edu/writeandcite>. Arguably the best way to improve your own writing is to read quality material on a regular basis. To that end, students are encouraged to read articles from scholarly sources and quality newspapers such as *The Wall Street Journal*, *The Financial Times*, and *The New York Times*. These publications also contain articles of direct relevance to our class. I also recommend listening to National Public Radio (KQED 88.5 FM).

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the [Writing Center](#) visit <http://www.sjsu.edu/writingcenter/>.

### Full citations in alphabetical order

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Glover, J. (1999). *Humanity: a moral history of the twentieth century*. London: J. Cape.

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Kennedy, P. M. (2006). *The parliament of man: the past, present, and future of the United Nations*. New York: Random House.

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Long, J. M. (2006). *Strategic Culture, Al-Qaida, and Weapons of Mass Destruction*. Washington DC: Defense Threat Reduction Agency.

Mearsheimer, J. J. (2014). *The tragedy of great power politics*. New York: W.W. Norton.

Roscoe, P. (2007). Intelligence, coalitional killing and the antecedents of war. *American Anthropologist*, 109(3), 485-495.

Snyder, T. (2012). War no more? Why the world has become more peaceful. *Foreign Affairs*.

Thucydides, Strassler, R. B., & Crawley, R. (1996). *The landmark Thucydides: a comprehensive guide to the Peloponnesian War*. New York: Free Press.

United States Army and United States Marine Corps. (2006). *Paradoxes of Counterinsurgency Operations*. Chicago: University of Chicago Press.

Volkan, V. (2013). Large-Group-Psychology in Its Own Right: Large-Group Identity and Peace-making. *International Journal of Applied Psychoanalytic Studies*, 10(3), 210-246.

Walzer, M. (1977). *Just and unjust wars: a moral argument with historical illustrations*. New York: Basic Books.

Welsh, J. M. (2008). The Security Council and Humanitarian Intervention. In V. Lowe, A. Roberts, J. M. Welsh, & D. Zaum (Eds.), *The United Nations Security Council and War: The Evolution of Thought and Practice since 1945* (pp. 535-562). Oxford: Oxford University Press.

## POLS 150 / War and Peace Spring 2017 Course Schedule

*The schedule is subject to change with fair notice (Canvas announcements and emails to addresses listed in my.sjsu.edu)*

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignment/Events</b>	<b>Key concepts</b>
Jan 30	Introduction			
Feb 1	What is war?	Dinstein 3-14; Ghaddar		Legal versus practical definitions
Feb 6	Trends in war	Human Security Report 2013 Overview		Decline in violence?; causes for decline
Feb 8	Trends in war	Snyder; <i>Pinker TED talk (video)</i>		Decline in violence?; causes for decline
Feb 13	War crimes and intelligence	Opening statement at Nuremberg War Crimes Tribunal	Guest lecture by Mr. Bruce Mackay, National Intelligence University	Can intelligence operations help prosecute war crimes?
Feb 15	Causes of war—psychological	Roscoe 485-93; Glover 47-67		Is killing natural?
Feb 20	Causes of war—psychological	Goldstein 304-31		War as a gendered activity
Feb 22	Causes of war—institutions	Doyle 1151-69; Hanson 3-33		Liberal democracies
Feb 27	Causes of war—system	Thucydides 351-56; Mearsheimer 334-59; <i>Melian dialogue video</i>		Anarchy as a permissive cause
Mar 1	Case study: WW I	Lieber 155-91		
Mar 6	Causes of war—institutions	Klare 1-24	Guest lecture by Prof. Emily Meierding, Naval War College	Do nations go to war for oil?
Mar 8	Current affairs	Council on Foreign Relations phone conference	Documentary review due online	

Date	Topics	Readings	Assignment/Events	Key concepts
Mar 13	Weapons of war	Ellis 47-78		Technology and society
Mar 15	Weapons of war	Chivers pages 340-44, 354-68, 372-79	Scholarly article review due online	Technology and society
Mar 20	TBA	TBA		
Mar 22			Midterm exam	Minute Thesis in-class activity
Apr 3	Conduct of war	US Army COIN Doctrine 47-51	Abstract for term paper due online	
Apr 5	Justice (laws of war)	Walzer 3-33		When is it right to go to war?
Apr 10	Justice (laws of war)	Driver 71-87; Long 1-27		When is it right to go to war?
Apr 13	Justice (implementation)	Borger xi-44		Who is in charge of punishing war crimes?
Apr 17	Justice (rape)	Davis 1223-48; Cohen, Green and Wood 1-16		When is wartime rape likelier? How to punish it?
Apr 19	Making peace (system level)	Kennedy 56-76; Luttwak 36-44		Can the United Nations prevent war?
Apr 24	Making peace (system level)	Welsh 535-62		First draft of term paper due online
Apr 26	Making peace (regime type)	Jarstad 17-36		Does democratization lead to peace and vice versa?
May 1	Making peace (regime type)	<i>Give War a Chance (video)</i>		When should the US intervene?
May 3	Making peace (individual level)	Bruneau 143-55		Can we change psychology?
May 8	Making peace (individual level)	Volkan 210-46	Second draft of term paper due online	Can we change psychology?
May 10	Case study: Uganda	<i>Dilemma of the White Ant (video)</i> ; news article about Dominic Ongwen		Are (child) soldiers culpable?
May 15	Reserve day/review for final			

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignment/Events</b>	<b>Key concepts</b>
May 19	9:45 AM		Final exam in class	