

**San José State University**  
**Political Science Department**  
**POLS 150, War and Peace, Spring 2018**

**Course and Contact Information**

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<b>Office Hours:</b>	Mondays 9:30-1:30 PM, Thursdays and Fridays 12:15-1:30 PM
<b>Class Days/Time:</b>	Tuesdays and Thursdays 10:30 AM to 11:45 AM
<b>Classroom:</b>	DMH 149A
<b>GE Area:</b>	V

**Course Format**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. are available on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking messages on Canvas to learn of any updates.

**Course Description**

Course Catalog Description: Fundamental human questions about causes of war, definitions of peace and approaches toward achieving peace from perspectives of historical and contemporary thinkers, including philosophers, political leaders, military strategists and diplomats. Prerequisite: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended. Not counted as a core course in the international relations subfield.

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 take home exams.

## 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

CLO5. Define key terms relating to war and peace that are used in popular and scholarly discussion

## Required Texts/Readings

There is no textbook for the course. All readings, and other required resources such as videos, will be available on Canvas under Modules. If you are unable to access them, it is your responsibility to inform me at the earliest. The full citations for the readings are provided in a document on Canvas.

## Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Examination or Evaluation

The final examination is a closed book in-class exam, held on May 22. It will consist of twenty questions to be answered in one-three sentences, and one short essay. The questions will be drawn from a study guide that will be made available one week before the exam.

## Grading Information

### Determination of Grades

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. The rubric will be linked to the assignment on Canvas. Please make sure, before submitting your assignment, that it meets all the criteria. 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 opportunities 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 your score for that assignment per 5 hours of lateness (pro-rated). For example, if you submit the term paper 6 hours after the deadline, and your score would have been 15 points, you will lose one point. 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	Points	Due date
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4	In-class writing assignments	10	Various
3	Class participation	5	Various
1	Short essay 1 (1000 words)	10	March 22
2	Review of documentary	10	March 6
4 & 5	Prelim 1	15	March 13
1	Short essay 2 draft (500 words)	5	April 3
4 & 5	Prelim 2	15	April 12
1	Short essay 2 final (2000 words)	15	May 1
4 & 5	Final exam	15	May 22

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.

As per University Policy F15-12, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student.

### 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/>"

## POLS 150 / War and Peace Spring 2018, Course Schedule

The schedule is subject to change with fair notice through Announcements on Canvas. Please do the readings BEFORE class, videos will be shown in class.

### Course Schedule

Date	Topics	Reading	In class	Concepts
January 25	Introduction			
January 30	What is war?	Dinstein 3-14; Ghaddar		Legal versus practical definitions
February 1	Trends in war	RAND, <i>Understanding Conflict Trends</i>	<i>Pinker TED talk</i>	Decline in violence?; Causes for decline
February 6	Trends in war	Rid 2013; Linnell 2014; Rid 2014		Cyberwar
February 8	Causes of war—psychology	Roscoe 485-93; Glover 47-67		Is killing natural?
February 13	Causes of war—psychology	Goldstein 304-31		War as a gendered activity
February 15	Causes of war—domestic politics	Doyle 1151-69		Liberal democracies avoid war
February	Causes of war—	Hanson 3-33	<i>Why we</i>	Military-industrial

<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>In class</b>	<b>Concepts</b>
20	domestic politics		<i>Fight</i>	complex
February 22	Causes of war—power differentials	Thucydides 351-56; Mearsheimer 334-59;	<i>Melian dialogue</i>	Anarchy as a permissive cause
February 27	Case study: Iraq	Hinnebusch		
March 1	Case study: Iraq	Hinnebusch	<i>Bush at War</i>	
March 6	Weapons of war	Ellis 47-78		Technology and society
March 8	Weapons of war	Chivers pages 340-44, 354-68, 372-79		Technology and society
March 13	PRELIM ONE			Minute thesis activity in class
March 15	Conduct of war	US Army COIN doctrine 47-51		<i>Guest lecture by Professor (former Colonel) Len Lira</i>
March 20	Conduct of war	Hazelton		Does COIN work?
March 22	Justice (laws of war)	Just War theory entry in Stanford Encyl. of Phil;	<i>Geneva Conventions</i>	Who regulates war?
April 3	Justice (laws of war)	Driver 71-87; Long 1-27		Who regulates war?
April 5	Justice (implementation)	<i>Guest Lecture by Rebecca Wall</i>		TBA
April 10	Justice (rape)	Davis 1223-48; Cohen, Green and Wood 1-16		When is wartime rape likelier? How to punish it?
April 12	PRELIM TWO			
April 17	Making peace	Kennedy 56-76; Luttwak		Can the United Nations prevent

<b>Date</b>	<b>Topics</b>	<b>Reading</b>	<b>In class</b>	<b>Concepts</b>
	(system level)	36-44		war?
April 19	Making peace (system level)	Welsh 535-62		Can intervention prevent humanitarian catastrophe?
April 24	Making peace (regime type)	Jarstad 17-36		Do democracy and peace go together?
April 26	Making peace (regime type)	Haar	<i>Give War a Chance</i>	When should the US intervene?
May 1	Making peace (individual level)	Staub		Can we change psychology?
May 3	Making peace (individual level)	Maoz	Second draft of term paper due online	Can we change psychology?
May 8	Case study: Uganda	Herbert	<i>Dilemma of the White Ant</i>	Are (child) soldiers culpable?
May 10	Review for final exam			
May 22		Final exam 9:45 AM- 11 AM		