

**San José State University  
Department of Political Science  
Pols 150-01: War and Peace**

**Fall 2020(Online)**

**Course and Contact Information**

**Instructor:** Halil Yenigun, Ph.D. (he/his/ you can call me Hal)

**Email:** [halil.yenigun@sjsu.edu](mailto:halil.yenigun@sjsu.edu)

**Zoom Office Hours (OH):** Thursdays 3 :00-4:00 pm; additional hours by appointment

**OH Personal Zoom Meeting ID:** 507-083-7903 **Join URL:** <https://sjsu.zoom.us/j/5070837903>  
Password: lovepols

**Synchronous Class Days/Time:** Tuesdays and Thursdays 10:30AM - 11:45AM  
Zoom Meeting ID: 938 9331 9503

**Join URL:**  
<https://sjsu.zoom.us/j/93893319503?pwd=Z21KQ2hMMHRpdDVvcWtpZE9VUDFMQT09> Password: lovepeace

**Canvas Course Link:** <https://sjsu.instructure.com/courses/1371306/>

**Prerequisites:** 100W

**GE/SJSU Studies Category:** GE: V

**Course Format**

This course was traditionally designed as a lecture type course that included in-class discussions and viewing of visual materials, enhanced by Canvas Learning Management System (<http://sjsu.instructure.com>) for additional readings, uploading assignments, and possibly for other functions that could enhance learning in this course.

As of this semester, this course will be conducted as a fully online class with regular synchronous meetings to cover the course materials. Although this is a direct outcome of the crisis days and shelter-in-place we are going through, it is not simply going to be moving the in-class activities to remote format as much as the current technology allows. Instead, it is designed to be an online course in its own right with unique characteristics and extra opportunities online learning technologies can contribute to our learning experience.

We will essentially rely on two online platforms for this course: i) Zoom ii) Canvas.

Although some online courses have no synchronous online sessions and they are based on only the instructor's video recordings and other online videos, I believe we can develop a more meaningful

interaction through synchronous sessions where I can clarify any points right on point and you can participate in the discussions with your classmates. Thus we will hold 2 online sessions per week, at the original time slots that were assigned to this course. We will hold a total of 29 zoom meetings in this manner.

You should be able to have access to a computer or a smart phone capable of accessing our course page on Canvas. You will need to use your student ID information to log in to our course. For help with using Canvas, see Canvas Student Resources page ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)).

For possible collaborative work on Canvas, you may need to access SJSU provided Google Drive. For this purpose, you will need to use your sjsu.edu email address instead of your personal account in order to protect the privacy of the shared material.

If there are any circumstances that pose a serious impediment for your equal access to this course, please feel free to reach out to me and we will discuss about accommodation options.

If you have not already done so, please set your notifications on Canvas and Canvas mobile app to receive all the updates on time, as you may miss critical information conveyed through Canvas announcements. As of this semester, You should be able to have access to a computer or a smart phone capable of accessing this page at <https://sjsu.instructure.com/courses/1371306/>. You will need to use your student ID information to log in to our course's Canvas page.

You are also responsible for regularly checking with the announcements on Canvas and messaging system through MySJSU on [Spartan App Portal http://one.sjsu.edu](http://one.sjsu.edu) .Please set your notifications on Canvas accordingly as you may miss critical information conveyed through Canvas announcements.

### **Course Description (from the [university catalog](#))**

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. GE Area: V

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.

### **Detailed Course Description**

This course is designed as an interdisciplinary study of war and peace, bringing together both normative and empirical approaches from a number of different scientific and philosophical fields. In the first part of the course we will study what selected philosophers have had to say on war and peace. This will be complemented by more recent International Relations debates on the subject. We will then move on to discuss the anthropological and historical discussions on violence and human history. Subsequently, we will cover major concepts and issues of the fields of Peace Studies and Conflict Resolution. In the last part of the course, we will cover some historical and recent cases of wartime peace activism

## Department of Political Science Learning Outcomes

The Political Science Department has the following objectives for its students:

- **Breadth**

Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.

- **Application and Disciplinary Methods**

Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.

- **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 (GELO)

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. The writing requirement will be satisfied by the course journal, end-of-module short answers, as well as the essay questions on the midterm and the final paper. Upon successful completion of this GE Course,

GE Student Learning Objective	When will this GELO be assessed?
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GELO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.	Both midterm exam and final paper will assess this learning objective.
GELO 2: Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.	Both midterm exam and final paper will assess this learning objective.
GELO 3: Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.	In particular, the final paper will focus on assessing this learning objective.

### Course Learning Outcomes (CLO)

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

CLO1: Debate major social issues in a civil and collaborative manner

CLO2: Comprehend and debate major philosophical positions on war and peace in European and non-European canon, develop and defend their own normative positions on war and peace.

CLO3: Apply theories of war and peace to current events, evaluate the current peace-building theories.

CLO4: Correctly define key terms relating to war and peace that are used in popular and scholarly discussions.

### Required Texts/Readings

#### Textbooks

There is no single textbook for the course. All readings, and other required resources such as videos, will be available on Canvas, except one book that is available for purchase at the campus bookstore:

Fisk, Larry J., and J. L. Schellenberg. *Patterns of Conflict, Paths to Peace*. Toronto, Ontario: University of Toronto Press, 2008. ISBN: 978-1442600225 (Please search through ISBN should you decide to purchase it online so that you will get this particular edition).

Please let me know as soon as possible if you are unable to access course materials through 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 three hours per unit per week) for instruction, preparation/studying, or other course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. More information on student workload can be found at <http://www.sjsu.edu/senate/docs/S16-9A.pdf>.

As this course fulfills V requirements, you will have written at least 3000 words in both out-of-class assignments and in-class-exams. There will be a course journal, end-of-module short questions, essay questions in your midterm exam and a final normative/theoretical/research/policy paper to fulfill the writing requirements of this course. Your writing in this course will be assessed in terms of both form and content. You will be given detailed guidelines about standards and expectations on writing assignments for this course on a separate writing guidelines paper.

Your course performance will be evaluated through the following assignments:

**1. Course Journal (25 points):** Each one of you will keep a course journal for this class. This will be an e-journal that you will keep on Google drive and share with me at dates. Ideally after each Zoom session and at the very least after each Module you will complete journal entries, including the date, keywords, and your preferred title. I will check your journals four times throughout the semester.

The entries will be at least 125 words each and each entry will also include 3-5 keywords. This assignment is to encourage you to reflect on what and how you are learning and to encourage retention and synthesis of the course material. It will contain your observations and comments on the readings, topics we discuss in class, and how you relate them with the broader issues in our lives and our world. You can develop your narrative around the discussion questions I will send before most Zoom sessions (more on that below).

More information on this assignment will be provided both during the sessions and on a guidelines sheet.

**2. End-of-Module short prompt responses (2.5 points each, 20 points total):** Prior to most Zoom sessions, I will send you discussion question(s). After our sessions, you will be given until the end of the day to turn in your short responses to those questions. You can integrate your responses into your journal. You can choose to turn them in for a minimum of 8 and a maximum of 12 times. The highest 8 be counted towards your final grade.

**3. Midterm Exam (25 points):** It will be an essay type exam with a set of possible questions provided in advance. It will be given after Module 6 on **October 13 to 14 (you will have 48 hours to take the exam).**

**4. Final Examination or Evaluation (30 points; 2000-3000 words)**

Instead of a final exam, you will write a final paper. It could be a research or policy paper on an empirical/historical issue or a policy problem. Alternatively, you can write a theoretical, normative paper that will make an argument about war and peace theories.

More information on this assignment will be provided both in class and through the paper guidelines sheet.

You will submit your final papers online through Canvas. Email submissions will not be accepted. You will upload your assignments to the Canvas page under "Assignments." Otherwise your paper assignment will not be considered as completed. Uploads will be due by 11:59 p.m. on **Tuesday, December 15, 2020.**

You will submit a paper idea (1 point) and a paper proposal early on during the semester to get feedback from me before submitting the final version of your paper (5 points). I am not able to read rough drafts or edit your paper but we will have ample time to discuss your paper through these early stages.

The final paper will constitute your "final exam" per university policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>).

Students who may require accommodations for make-up exams must contact the [Accessible Education Center](#) in advance to make appropriate arrangements. Make-ups are given only for emergencies and will be held after the scheduled exam time. For more information on the university's final examination policy and the circumstances in which you may request the rescheduling of the final exam, please visit <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-20736.20749.html>.

## Grading Information

### Grading Information for upper division GE courses (R, S, V)

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students." See [University Policy S14-5](#) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

### Determination of Grades

This course will evaluate your performance based on the following criteria:

- Course Journal (25 points or 25%)
- End-of-module Response Papers (2.5 points each, 20 points total or 20% total)
- Mid-term Exam (25 points or 25%)
- Final Paper 30 points or 30%

Total: 100 points or 100% of the final score

Grading Scale will be as follows:

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>99 to 100%</i>
<i>A</i>	<i>93 to 98%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

### Extra Credits

You will have extra credit options during the semester for participation in certain activities, attending certain Zoom lectures I will announce in class, or participating in Canvas discussions. Any extra

credit opportunities must be extended to all students in the class. In other words, you may not request individual extra assignments for additional credit.

### **Late Paper Policy**

You will be graded down by one letter grade (e.g. from A minus to B plus) for each day your final paper is overdue. Per Academic Senate policy (<http://www.sjsu.edu/senate/docs/S09-7.pdf>), any extra credit opportunities must be extended to all students in the class. In other words, you may not request individual extra assignments for additional credit.

### **Zoom and Online Discussion Protocol**

Apart from the netiquette shared in the Orientation module, **I will ask you to keep your videos on while holding Zoom sessions for a more interactive class.** If you cannot keep it on, please email me to explain the circumstances that do not allow it, unless it is private information that you cannot share.

Recordings of lectures will be made available for those who have schedule conflict. You must send an email in advance to inform me about your schedule conflicts.

### **University Policies**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is 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 150-01: War and Peace

## Course Schedule

Module	Zoom Session	Date	Topics, Assignments, Deadlines for the Early Semester
	1	08/25 T	Course Introduction
1	2-3	08/27-09/01	<p><b>Classical and Canonical Approaches I: THUCYDIDES</b>            Thucydides. <i>History of the Peloponnesian War</i>. Translated by Rex Warner. New York, NY: Penguin Books, 1972. Please read the following sections:            The Cause of War, Book I, 23            “The Debate at Sparta and Declaration of War,” Book I, 66-88            “The Spartan Ultimatum and Pericles’ Reply,” Book I, 139-146            “Pericles’ Funeral Oration,” Book II, 34-46            “The Mytilenian Debate,” Book III, 36-50            “The Melian Dialogue,” Book V, 84-116            “Launching of the Sicilian Expedition,” Book VI, 8-26            (You can also read it online here: <a href="https://www.gutenberg.org/ebooks/7142">https://www.gutenberg.org/ebooks/7142</a> )</p> <p>Strongly suggested supplemental activity: Watch <i>The War That Never Ends</i> (1991): <a href="https://www.youtube.com/watch?v=SNcJ79qPlg8">https://www.youtube.com/watch?v=SNcJ79qPlg8</a>. At the very least, watch the Melian Dialogue part: <a href="https://www.youtube.com/watch?v=PNzHOqjMHwY">https://www.youtube.com/watch?v=PNzHOqjMHwY</a></p>
2	4-6	09/03-10 R	<p><b>Early Modern Liberal and Realist Debates:</b>            Kant, Immanuel. “Toward Perpetual Peace: A Philosophical Sketch.” In <i>Toward Perpetual Peace and Other Writings on Politics, Peace, and History</i>, edited by Pauline Kleingeld, translated by David L. Colclasure, 67–109. New Haven, CT: Yale University Press, 2006. (including Appendix 1 and 2)            (Also available online: <a href="https://www.gutenberg.org/ebooks/50922">https://www.gutenberg.org/ebooks/50922</a> )            Clausewitz, <i>On War</i>, Book I, Chapters 1 and 2.</p>
3	7	09/15 T	<p><b>Civil Disobedience I: Thoreau</b>            Thoreau, Henry David. “Civil Disobedience.” In <i>Selections from The Writings of Henry David Thoreau</i>, Boston, MA, New York, NY: Houghton Mifflin, 1906.            Available online at: <a href="http://xroads.virginia.edu/~hyper2/thoreau/civil.html">http://xroads.virginia.edu/~hyper2/thoreau/civil.html</a></p>
4	8-9	09/17-22	<p><b>MARXIST VIEWS ON WAR AND PEACE: Lenin and Luxemburg:</b>            Lenin, V. I. “Imperialism, the highest stage of capitalism.” In <i>Lenin’s Selected Works</i>. Moscow, USSR: Progress Publishers, 1963, Volume 1, Marxists Internet Archive, <a href="https://www.marxists.org/archive/lenin/works/1916/imp-hsc/">https://www.marxists.org/archive/lenin/works/1916/imp-hsc/</a>.</p> <p><b>Read: “Preface to the French and German Editions,” and Chapters VI, VII, IX, X.</b>            Luxemburg, Rosa “The War and the Workers” (“Junius Pamphlet”) [“Die Krise der Sozialdemokratie (Junius-Broschüre),”] in Rosa Luxemburg, <i>Politische Schriften</i>. Leipzig, Germany, 1970, WWI Document Archive, <a href="https://wwi.lib.byu.edu/index.php/The_War_and_the_Workers_(%22Junius_Pamphlet%22)">https://wwi.lib.byu.edu/index.php/The_War_and_the_Workers_(%22Junius_Pamphlet%22)</a></p> <p><b>Extra Credit:</b></p>



Module	Zoom Session	Date	Topics, Assignments, Deadlines for the Early Semester
			<i>Documentary: Faces of the Enemy</i> Keem, San. <i>Faces of the Enemy: The Movie</i> . Directed by Bill Jersey and Jeffrey Friedman. Berkeley, CA: Quest Productions, 2005.
5	10-12	09/24-10/01	<p><b>PATTERNS OF DECOLONIZATION: Gandhi and Fanon</b></p> <p>“The Gospel Of Non-violence” <a href="https://www.mkgandhi.org/momgandhi/chap21.htm">https://www.mkgandhi.org/momgandhi/chap21.htm</a>  “The Power of Non-violence” <a href="https://www.mkgandhi.org/momgandhi/chap22.htm">https://www.mkgandhi.org/momgandhi/chap22.htm</a>  “Non-violence and World Crisis” <a href="https://www.mkgandhi.org/articles/nonvio_wrd.htm">https://www.mkgandhi.org/articles/nonvio_wrd.htm</a>  “Application Of Non-violence”  <a href="https://www.mkgandhi.org/articles/nonviolence%20apply.htm">https://www.mkgandhi.org/articles/nonviolence%20apply.htm</a>  “The Non-violent Society” <a href="https://www.mkgandhi.org/momgandhi/chap25.htm">https://www.mkgandhi.org/momgandhi/chap25.htm</a>  “The Non-violent State” <a href="https://www.mkgandhi.org/momgandhi/chap26.htm">https://www.mkgandhi.org/momgandhi/chap26.htm</a>  “Resistance To Aggression” <a href="https://www.mkgandhi.org/momgandhi/chap29.htm">https://www.mkgandhi.org/momgandhi/chap29.htm</a>  “The Choice Before India” <a href="https://www.mkgandhi.org/momgandhi/chap30.htm">https://www.mkgandhi.org/momgandhi/chap30.htm</a>  “India And The Non-violent Way” <a href="https://www.mkgandhi.org/momgandhi/chap31.htm">https://www.mkgandhi.org/momgandhi/chap31.htm</a>  “India And The Violent Way” <a href="https://www.mkgandhi.org/momgandhi/chap32.htm">https://www.mkgandhi.org/momgandhi/chap32.htm</a>  “Violence And Terrorism” <a href="https://www.mkgandhi.org/momgandhi/chap27.htm">https://www.mkgandhi.org/momgandhi/chap27.htm</a></p> <p>Source: Gandhi, Mahatma. <i>Mind of Mahatma Gandhi: Encyclopedia of Gandhi's Thoughts</i>, compiled &amp; edited by R. K. Prabhu &amp; U. R. Rao. Ahmedabad, India: Navajivan Trust, 1960, <a href="https://www.mkgandhi.org/momgandhi/main.htm">https://www.mkgandhi.org/momgandhi/main.htm</a></p> <ul style="list-style-type: none"> <li>• <b>Extra Credit:</b> Watch and write a response paper on <i>Gandhi (1982)</i> for extra credit. Kingsley, Ben. <i>Gandhi: The Movie</i>. Directed by Richard Attenborough, 1982 <a href="https://www.imdb.com/title/tt0083987">https://www.imdb.com/title/tt0083987</a></li> </ul> <p><b>Fanon, Frantz.</b> “On Violence” and “On Violence in the International Context.” In <i>The Wretched of the Earth</i>, 1-60. New York, NY: Grove Press, 2004.</p>
6	13-14	10/6-8	<p><b>AN ISLAMIST VIEW OF PEACE: Sayyid Qutb</b></p> <p>Qutb, Sayyid. <i>Islam and Universal Peace</i>. Plainfield, IN: American Trust Publications, 1993. (Selections)</p> <p>Idris, Murad. “Policing Humanity: Immanuel Kant, Sayyid Qutb, and Shades of Empire.” In <i>War for Peace: Genealogies of a Violent Ideal in Western and Islamic Thought</i>, 260-313. New York, NY: Oxford University Press, 2018. (Selected pages).</p>
	15	10/13 T	<p><b>MIDTERM REVIEW AND MIDTERM</b></p> <p>“</p>
7	16-17	10/15-20	<p><b>M7: CONTEMPORARY LIBERAL AND REALIST DEBATES</b></p> <p>Walzer, Michael. <i>Just and Unjust Wars: A Moral Argument with Historical Illustrations</i>.</p>

Module	Zoom Session	Date	Topics, Assignments, Deadlines for the Early Semester
			<p>New York, NY: Basic Books, 2015. (Selections).</p> <p>Doyle, Michael W. "Kant, Liberal Legacies, and Foreign Affairs." <i>Philosophy &amp; Public Affairs</i> 12, no. 3 (1983): 205-35.  <a href="http://www.jstor.org.libaccess.sjlibrary.org/stable/2265298">http://www.jstor.org.libaccess.sjlibrary.org/stable/2265298</a>.</p> <p><b>Optional:</b> Doyle, Michael W. "Kant, Liberal Legacies, and Foreign Affairs, Part 2." <i>Philosophy &amp; Public Affairs</i> 12, no. 4 (1983): 323-53.  <a href="http://www.jstor.org.libaccess.sjlibrary.org/stable/2265377">http://www.jstor.org.libaccess.sjlibrary.org/stable/2265377</a></p>
8	18-19	10/22 R 10/27 T	<p><b>SAPIENS AND VIOLENCE</b></p> <p>Howard, Michael. "The Causes of War." <i>The Wilson Quarterly</i> 8, no. 3 (1984): 90-103.  <a href="http://archive.wilsonquarterly.com/sites/default/files/articles/WQ_VOL8_SU_1984_Article_02.pdf">http://archive.wilsonquarterly.com/sites/default/files/articles/WQ_VOL8_SU_1984_Article_02.pdf</a></p> <p>Johnson, Dominic and Bradley A. Thayer. "What Our Primate Relatives Say About War." <i>National Interest</i>, January 29, 2013.  <a href="http://nationalinterest.org/commentary/what-our-primate-relatives-say-about-war-7996/">http://nationalinterest.org/commentary/what-our-primate-relatives-say-about-war-7996/</a>.</p> <p>Curry, Andrew. "Slaughter at the Bridge: Uncovering a Colossal Bronze Age Battle." <i>Science</i>, March 24, 2016. <a href="http://www.sciencemag.org/news/2016/03/slaughter-bridge-uncovering-colossal-bronze-age-battle/">http://www.sciencemag.org/news/2016/03/slaughter-bridge-uncovering-colossal-bronze-age-battle/</a>.</p> <p>Gorman, James. "Prehistoric Massacre Hints at War Among Hunter-Gatherers." <i>New York Times</i>, January 21, 2016.  <a href="http://www.nytimes.com/2016/01/21/science/prehistoric-massacre-ancient-humans-lake-turkana-kenya.html/">http://www.nytimes.com/2016/01/21/science/prehistoric-massacre-ancient-humans-lake-turkana-kenya.html/</a>.</p> <p>"A Worldwide Decline in Violence?" In Human Security Report Project. <i>Human Security Report 2013: The Decline in Global Violence: Evidence, Explanation, and Contestation</i>, 17-63. Vancouver, Canada: Human Security Press, 2013,  <a href="https://reliefweb.int/sites/reliefweb.int/files/resources/HSRP_Report_2013_140226_Web.pdf">https://reliefweb.int/sites/reliefweb.int/files/resources/HSRP_Report_2013_140226_Web.pdf</a></p> <p>Also watch: Pinker, S. "The surprising decline in violence." <i>YouTube</i>. 2007.  <a href="https://youtu.be/ramBFrt1Uzk">https://youtu.be/ramBFrt1Uzk</a></p>
9	20-22	10/29 R- 11/05 T	<p><b>PEACE STUDIES &amp; PEACE MOVEMENTS</b></p> <p>Brunk, Conrad G. "Shaping a Vision: The Nature of Peace Studies." In <i>Patterns of Conflict, Paths to Peace</i>, edited by Larry J. Fisk, and J. L. Schellenberg, 11-34. Peterborough, CA: Broadview Press, 2000.</p> <p>Cortright, David. "What Is Peace?" In <i>Peace: A History of Movements and Ideas</i>, 1-22. Cambridge, UK: Cambridge University Press, 2008.  doi:10.1017/CBO9780511812675.001</p> <p>Vellacott, Jo. "Nonviolence: A Road Less Travelled" In Fisk and Schellenberg, <i>Patterns of Conflict</i>, 103-142.</p> <p>Young, Nigel. "From Protest to Cultural Creativity: Peace Movements Identified and Revisited." In Fisk and Schellenberg, <i>Patterns of Conflict</i>, 143-158.</p>

Module	Zoom Session	Date	Topics, Assignments, Deadlines for the Early Semester
10	23-24	11/10T-11/12R	<p><b>PEACE-BUILDERS AND POLICY-MAKERS</b></p> <p>Stedman, Stephen J. "Implementing Peace Agreements in Civil Wars: Lessons and Recommendations for Policymakers." New York, NY: International Peace Academy and Center for International Security and Cooperation at Stanford University, 2001. <a href="https://peacemaker.un.org/sites/peacemaker.un.org/files/ImplementingPeaceAgreementsinCivilWars_IPI2001.pdf">https://peacemaker.un.org/sites/peacemaker.un.org/files/ImplementingPeaceAgreementsinCivilWars_IPI2001.pdf</a></p> <p><b>Women as Peace-Makers:</b> Coomaraswamy, Radhika. "The Normative Framework for Women, Peace and Security" and "Women's Participation and a Better Understanding of the Political." In <i>Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study on the Implementation of United Nations Security Council Resolution 1325</i>, 26-62. New York: UN Women. <a href="https://www.peacewomen.org/sites/default/files/UNW-GLOBAL-STUDY-1325-2015%20(1).pdf">https://www.peacewomen.org/sites/default/files/UNW-GLOBAL-STUDY-1325-2015%20(1).pdf</a></p> <p>Aall, Pamela. "What do NGOs bring to peacemaking?" In <i>Turbulent Peace: The Challenges of Managing International Conflict</i>, edited by Crocker, Chester A., Fen Osler Hampson, and Pamela R. Aall, 365-383. Washington, DC: United States Institute of Peace Press, 2001.</p>
11	25-26	11/17-19	<p><b>ANTI-WAR AND PEACE MOVEMENTS I: Vietnam</b></p> <p>Zinn, Howard. "The Impossible Victory: Vietnam" in <i>A People's History of the United States</i>. History is a Weapon. <a href="http://www.historyisaweapon.com/defcon1/zinnimvivi18.html">http://www.historyisaweapon.com/defcon1/zinnimvivi18.html</a></p> <p>King, Martin Luther, Jr. "Beyond Vietnam: A Time to Break Silence: Declaration of Independence from the War in Vietnam" <i>Common Dreams</i>. January 15, 2004. <a href="https://www.commondreams.org/views04/0115-13.html/">https://www.commondreams.org/views04/0115-13.html/</a>.</p> <p>You can watch the whole lecture on <i>Youtube</i> at: <a href="https://www.youtube.com/watch?v=OC1Ru2p8OfU">https://www.youtube.com/watch?v=OC1Ru2p8OfU</a>.</p> <p>National Student Association. "A Joint Treaty of Peace between the People of The United States, South Vietnam &amp; North Vietnam: People's Peace Treaty." <i>The New York Review of Books</i>. March 25, 1971. <a href="https://www.nybooks.com/articles/1971/03/25/peoples-peace-treaty/">https://www.nybooks.com/articles/1971/03/25/peoples-peace-treaty/</a></p> <ul style="list-style-type: none"> <li>• <i>Extra Credit Option: Watch any of these three movies and write a response paper.</i></li> </ul> <p>* Zeiger, David. <i>Sir! No sir!</i> New York, NY: Docurama Films, 2005. <a href="https://www.imdb.com/title/tt0469589/">https://www.imdb.com/title/tt0469589/</a></p> <p>*Griffin, Susan. <i>Berkeley in the Sixties</i>. Directed by Mark Kitchell. Kitchell Films, 1990. <a href="https://www.imdb.com/title/tt0099121">https://www.imdb.com/title/tt0099121</a></p> <p>* Webb, Paul. <i>Selma</i>. Directed by Ava DuVernay, 2014.</p>

Module	Zoom Session	Date	Topics, Assignments, Deadlines for the Early Semester
			<a href="https://www.imdb.com/title/tt1020072/">https://www.imdb.com/title/tt1020072/</a>
12	27	11/24 T	<p><b>ANTI-WAR AND PEACE MOVEMENTS II: Algeria</b></p> <p>Schalk, David L. <i>War and the Ivory tower: Algeria and Vietnam</i>. Lincoln, NE: University of Nebraska Press, 2007. (Selections).</p> <p>Fanon, Frantz. "French Intellectuals and Democrats and the Algerian Revolution." In <i>Toward the African Revolution</i>, 76-90. New York, NY: Grove Press, 1988.</p> <p>"The Manifesto of the 121: Declaration on the Right to Insubordination in the War in Algeria," translated by Mitch Abidor. <a href="https://www.marxists.org/history/france/algerian-war/1960/manifesto-121.htm/">https://www.marxists.org/history/france/algerian-war/1960/manifesto-121.htm/</a>.</p> <p><b>Suggested:</b> Le Sueur, James D. <i>Uncivil War: Intellectuals and Identity Politics during the Decolonization of Algeria</i>. Lincoln, NE: University of Nebraska Press, 2006.</p> <p>For further information on the anti-war activism during the Algerian Independence War, see also <a href="https://www.marxists.org/history/algeria/index.htm">https://www.marxists.org/history/algeria/index.htm</a></p> <ul style="list-style-type: none"> <li>• <i>Extra Credit Options: Watch any of these three movies and write a response paper.</i></li> </ul> <p>Solinas, Franco. <i>The Battle of Algiers</i>. Directed by Gillo Pontecorvo, 1966. <a href="https://www.imdb.com/title/tt0058946/">https://www.imdb.com/title/tt0058946/</a>.</p> <p>Frantz Fanon: <i>Black Skin White Mask</i>. Directed by Isaac Julien, 1995. <a href="https://www.imdb.com/title/tt0116357/">https://www.imdb.com/title/tt0116357/</a>.</p>
13	28	12/1 T	<p><b>ANTI-WAR AND PEACE MOVEMENTS: THE IRAQ WAR</b></p> <p>Simonson, Karin. "The Anti-War Movement: Waging Peace on the Brink of War." Geneva, Switzerland: Centre for Applied Studies in International Negotiations (CASIN), 2003. <a href="https://www.files.ethz.ch/isn/20302/03.2003.pdf">https://www.files.ethz.ch/isn/20302/03.2003.pdf</a></p> <p>Smucker, Matthew. "What Is to Be Done? Assessing the Antiwar Movement." <i>Common Dreams</i>. June 26, 2008. <a href="https://www.commondreams.org/views/2008/06/26/what-be-done-assessing-antiwar-movement/">https://www.commondreams.org/views/2008/06/26/what-be-done-assessing-antiwar-movement/</a>.</p> <p><b>Suggested:</b> Flibbert, A. "Ideas and Entrepreneurs: A Constructivist Explanation of the Iraq War." In <i>Why did the United States invade Iraq?</i>, edited by J. Cramer and A. T. Thrall, 73-100. London: Routledge, 2012.</p> <p>Houghton, D. P. "Invading and Occupying Iraq: Some Insights From Political Psychology." <i>Peace and Conflict: Journal of Peace Psychology</i> 14, no. 2 (2008): 169-192.</p> <ul style="list-style-type: none"> <li>• <b>Watch for Extra Credit:</b></li> </ul> <p>Kirk, M. <i>Bush's War</i>, 2008. <a href="http://www.pbs.org/wgbh/frontline/film/bushswar/">www.pbs.org/wgbh/frontline/film/bushswar/</a></p> <p>Amirani, A. <i>We Are Many</i>, 2014. <a href="http://www.imdb.com/title/tt1929449/">www.imdb.com/title/tt1929449/</a></p> <p>Foulkrod, P. <i>The Ground Truth: After the Killing Ends</i>, 2006. <a href="https://www.imdb.com/title/tt0446345/">https://www.imdb.com/title/tt0446345/</a></p>

Module	Zoom Session	Date	Topics, Assignments, Deadlines for the Early Semester
14	29	12/3 R	<p><b>ANTI-WAR AND PEACE MOVEMENTS 4: Kurds, Syria, ISIS, and Turkey</b></p> <p>Hakyemez, Serra. "Turkey's Failed Peace Process with the Kurds: A Different Explanation." <i>Middle East Brief</i> 111 (2017): 1-10.  <a href="https://www.brandeis.edu/crown/publications/meb/MEB111.pdf">https://www.brandeis.edu/crown/publications/meb/MEB111.pdf</a></p> <p>Tekdemir, Omer, Mari Toivanen, and Bahar Baser. "Peace Profile: Academics for Peace in Turkey." <i>Peace Review</i> 30, no. 1 (2018): 103–11.  doi:10.1080/10402659.2017.1419968.</p> <p>Okcuoglu, Dilan. "The Elusive Quest for Peace between the Turks and the Kurds." <i>The Conversation</i>. January 2, 2019. <a href="https://theconversation.com/the-elusive-quest-for-peace-between-the-turks-and-the-kurds-107646">https://theconversation.com/the-elusive-quest-for-peace-between-the-turks-and-the-kurds-107646</a></p>
	Final Papers	12/15 T	<p><b>SCHEDULED FINAL EVALUATION (PAPER DEADLINE):</b> Uploads will be due by 11:59 p.m. on <b>Tuesday, December 15, 2020.</b></p>