

-
0864: WAR AND PEACE

ASYNCHRONOUS ONLINE

FALL 2023

Dr. Jay Lockenour

Section 701

Online

Office: 952 Gladfelter Hall

Office Hours Aug 28 – Dec 6: T 11-11:50am and

W 3-4:50pm or by appt.

Tel: (215) 204-7437

Email: jay.lockenour@temple.edu

Web: www.cla.temple.edu/history/faculty/jay-lockenour/

Course Description

This course examines the practice of war and the making of peace, and how these are linked to the societies involved. How, who, when, where, and why wars are fought are related to our culture, values, political forms, and other social-biological characteristics. Wars and the making of peace are often related to international and global developments. The course uses theoretical approaches and historical case studies from local, national, and global contexts to explore how links between wars, peace, and society have developed over time. Students engage elements of social science methodologies, and explore war and peace from multiple disciplinary perspectives, including History, Political Science, Sociology, and Anthropology.

Course Modules

This course is part of the General Education (GenEd) program and meets the World Society Area requirement. It has six discrete modules:

1. Studying War and Peace
2. Conventional War and Peace
3. Unconventional War and Weapons Bans
4. Genocide, Ethnic Conflict, and Justice
5. Memory of War and Peace
6. Conclusion

Goals

The course help students develop abilities to think, problem-solve and communicate effectively. It encourages students to become active in the process of learning, not only absorbing facts, but finding, evaluating and using information to create new knowledge. More specifically, the course promotes six GenEd learning competencies:

- Critical thinking
- Contextualized Learning
- Interdisciplinary Thinking
- Communication
- Information Literacy
- Lifelong Learning

In addition, the course meets five goals of the World Society Area requirement. These are:

- Understand the influences (e.g., political, social, historical, cultural, artistic, literary, geographic, economic) on world societies or processes (e.g., globalization) that link them;
- Access and analyze materials related to world societies and cultures, including war and peace as products and local, national, and global processes
- Develop observations and conclusions about selected themes in world societies and cultures, especially with respect to the influence of war and peace on lived lives
- Construct interpretations using evidence and critical analysis; and
- Communicate and defend multiple interpretations of war and peace

Readings

The study of war and peace may be the largest and most interdisciplinary areas of study. It covers virtually all of time and all societies. The ramifications of war are very significant, as are those of enduring peace. The selections in this course are but a brief sample of texts devoted to the study of war and peace. They are of a diverse nature, with an emphasis on the history, politics, and lived experiences of war and peace.

Additional parameters have guided the choice of readings include:

- No more than five readings per week, averaging about forty pages
- Readings from more than one disciplinary perspective
- A mixture of primary (first-hand) and secondary (scholarly) accounts
- A blend of numerical, narrative, and artistic representations of war and peace

Reading assignments are specified below. Most items are linked directly in Canvas, though some assignments will require students to access other materials using the resources at Charles Library or its website. The estimated cost to acquire these readings is: \$0.

Assignments

This course uses the following assignments to assess student progress toward distinct course outcomes and goals:

- Assignment 1: Engagement/Disc. Boards : 20%
 - Assignment 2: Research Assignments (3) : 30%
 - Assignment 3: Response Papers (2) : 20%
 - Assignment 4: Final Paper : 30%
- Total : 100%

Grade Scale

- A 100-93
- A- 92-90
- B+ 89-87
- B 86-83
- B- 82-80
- C+ 79-77
- C 76-73
- C- 72-70
- D+ 69-67
- D 66-63
- D- 62-60
- F 59-0

Course Credit

D- is a passing grade, but a minimum grade of C- is required to receive General Education credit. For more information, please see [Temple University's Academic Policies on Grades and Grading](#). If a student wishes to withdraw from a course, it is the student's responsibility to meet the deadline for the last day to withdraw from the current semester. See [Temple University's Academic Calendar](#) for withdrawing deadlines and consult the [University policy on withdrawals](#) (Policy # 02.10.14).

Assignments:

Course Engagement and Discussion Boards

I've stopped using "class participation" as a grading category because I feel "engagement" better describes what I am looking for in successful students. Students often confuse "participation" with "talking," which is any case impractical in an asynchronous course. Instead, we have a virtual classroom (using Canvas' Discussion area), in which you can comment on readings and other issues related to the course. In a short video, I might present some ideas and ask you to respond to them in the discussion board. Please respond by Friday at midnight to the readings for that week/topic.

A student who is "engaged" consistently discusses the readings, and turns in all assignments and complete and by the due date (when required). An "engaged" student provides leadership in any small group activities, and responds appropriately and intelligently to discussion posts by other students, providing insightful comments that spark further discussion. "Engaged" students draw connections among classes they have taken or ideas they have encountered outside of the classroom in books, newspapers, movies, or elsewhere. Though it is not a requirement to attend office hours, especially in an asynchronous course, "engaged" students usually seek out the professor to clarify the terms of assignments, to refine paper topics, to go over study questions, and even to discuss grades. A large factor in your engagement grade will be your contributions to class discussion boards on Canvas.

Research Assignments:

There will be three research assignments during the semester, which will not only help to satisfy GenEd's Information Literacy requirement, but will help you prepare for the final paper.

Response Papers:

There will be two 500 word response papers scheduled in relation to the research assignments above and other course activities.

Final Paper:

Instead of a traditional final exam, this course concludes with a final paper assignment that will ask you demonstrate the research skills you have built, grapple with the course readings, and

build an argument about the course themes. A more complete prompt and rubric will be available separately.

Statement on recording and distribution of recordings of class sessions

Check with your instructor about recording any element of the course. Any recordings provided by the instructor are for the student's personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA as well as copyright laws. Any recordings made by the instructor or university of this course are property of Temple University.

Academic Conduct

Temple University has adopted standards on academic conduct, and all students are expected to comply fully with those standards, including with reference to the important issue of plagiarism. All students should, in all assignments, fully and unambiguously cite sources from which they are drawing important ideas and/or sizable quotations (for example, more than eight consecutive words or more than 50% of a given sentence or paragraph). Failure to do so constitutes plagiarism, which is a serious act of academic misconduct and will result in a failing grade for the course and notification of the infraction to the Dean of Students. Similarly, cheating during exams, copying written assignments from other students, or providing answers to others during exams are considered acts of academic misconduct. If you are unfamiliar with policies about plagiarism or other types of academic misconduct, you may wish to consult the on-line guide to "Quoting, Paraphrasing, and Acknowledging Sources," available at the Temple Writing Center or if you still have remaining doubts or specific questions, raise them directly with me.

Academic Honesty

Plagiarism or other acts of academic dishonesty will be treated very seriously. All ideas, language or other elements drawn from the work of other scholars must be properly cited according to the formats spelled out in the History Department Handbook:

(<http://www.temple.edu/history/uhandbook.html>). As defined by the Undergraduate Bulletin:

"Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism."

(http://www.temple.edu/bulletin/ugradbulletin/policies_part2.htm#pac)

See the above-listed websites or ask Dr. Lockenour for more information. It is very important to avoid even the suspicion of academic dishonesty, so if you are unsure about how to use any source you find, ask. Students found guilty of academic dishonesty will fail the course and be referred to the University Disciplinary Committee for further action. Also see the guidelines above referring to the use of electronic devices during exams and quizzes. Improper use of such devices or the internet will be considered academic dishonesty.

If you are unfamiliar with policies about plagiarism or other types of academic misconduct, you may wish to consult the on-line guide to “Quoting, Paraphrasing, and Acknowledging Sources,” available at the Temple Writing Center or if you still have remaining doubts or specific questions, raise them directly with me.

Use of AI Tools

The use of generative AI tools is not permitted in this course. This prohibition includes (but is not limited to) the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

Any assignment that is found to have used generative AI tools in unauthorized ways will receive a failing grade and may be considered a violation of academic honesty policies as well. When in doubt about permitted usage, please ask for clarification.

Academic Freedom

“Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:

[http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)”

I encourage students to think broadly about all of their subjects and will try to create a classroom environment open to such discussions. I will not shy away from controversial subjects that are related, even in the broadest sense, to the study of history or my teaching philosophy. Students with questions or concerns that they feel cannot be addressed in class should seek me out during office hours.

Students with Disabilities

“This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability

Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.”

Student Support Services

Temple University offers several academic support services, including:

- Student Success Center
- University Libraries
- Career Center
- Tuttleman Counseling Services
- Disability Resources and Services

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry and the Temple University Emergency Student Aid Program are in operation; please reach out to the Division of Student Affairs.

OVERVIEW

This course is asynchronous and online only. If you notice relics of the in-person class, just email me for clarification.

- MODULE 1: Studying War and Peace**
Week 1: What is War? What is Peace?
Week 2: War and Peace, from Above and Below
- MODULE 2: Conventional War and Peace**
Week 3: War, the State, and Society
Week 4: World Wars
Week 5: World Peace
- MODULE 3: Unconventional War and Peace**
Week 6: Civil and Guerilla Wars
Week 7: Terrorism and Transnational Crime
Week 8: Nuclear Terror and Weapons Bans
- MODULE 4: Political Violence and Peacemaking**
Week 9: Genocide and Ethnic Conflict
Week 10: Humanitarianism and Intervention
Week 11: Justice and Peacebuilding
- MODULE 5: Memory of War and Peace**
Week 12: Representing War
Week 13: Representing Peace
- MODULE 6: Conclusion**
Week 14: The Future of War and Peace

READING ASSIGNMENTS

Module 1: Studying War and Peace

Topic 1: What is war? What is peace?

- Margaret Mead. 1940. *War Is Only an Invention, Not a Biological Necessity, Asia* (XL): 402-405.
- Albert Einstein. 1933. *Why War?* A Letter from Albert Einstein to Sigmund Freud. Paris, France: International Institute of Intellectual Cooperation. [2p]
- Martin Luther King Jr. 1964. *The Quest for Peace and Justice*. The Nobel Peace Prize (December 11).

Topic 2: War and Peace, from Above and Below

- Steven Pinker. 2011. *Taming the Devil within Us*. *Nature* 478, no. 7369: 309-11.
- Tanisha M. Fazal and Paul Post. 2019. *War is Not Over: What the Optimists Get Wrong about Conflict*. *Foreign Affairs* 98 (6): 74-83.
- R. Mac Ginty and P. Firchow. 2016. *Top-Down and Bottom-Up Narratives of Peace and Conflict*. *Politics*, 36(3), 308–323

Module 2: Conventional War and Peace

Topic 3: War, the State, and Society

- Carl von Clausewitz (1832/1984) *What is War?* In *On War*, edited by Michael Howard and Peter Paret. Princeton, New Jersey: Princeton University Press, 75-89.
- Sun Tzu. 5th Century BC (1910). *Attack by Strategem*. In *The Art of War*, translated by L. Giles. Kessinger Publishing.
- Michael Roberts. *The Military Revolution, 1560-1600.*” In *The Military Revolution Debate: Readings on the Military Transformation of Early Modern Europe*, edited by Clifford J. Rogers, 13-36.
- J.C. Sharman (2018). *Myths of Military Revolution: European Expansion and Eurocentrism*. *European Journal of International Relations* 24(3): 491-513.

Topic 4: World Wars

- Roger Chickering (2000). *World War I and the Theory of Total War*. In *Great War, Total War: Combat and Mobilization on the Western Front, 1914-1918*, 35-53.
- Ernst Jünger (1929). *Guillemot* in *Storm of Steel*, London: Chatto and Windus.
- John T. Kuehn and David W. Holden (2020). *Battle of the Somme*. In *The 100 Worst Military Disasters in History*, edited by John T. Kuehn and David W. Holden. Santa Barbara, CA: ABC-CLIO, LLC, 231-36.
- Alastair Laurence (2016). *The Somme 1916: From Both Sides of the Wire-First Day - Erster Tag*. BBC Worldwide Video (Charles Library Online) (63mins). We will watch most of it in class.

Topic 5: World Peace

- Woodrow Wilson (1918). *Fourteen Points*. US Congressional Address, January 8, 1918. Washington, DC.
- Ho Chi Minh (1919). *For the Group of Annamite (Vietnamese) Patriots*, Declaration Submitted to the Paris Peace Conference
- United Nations General Assembly (1948). *Universal Declaration of Human Rights*, 10 December 1946, 217 A (III).
- Mark Bradley (2012). *Approaching the International Declaration of Human Rights*. In *The Human Rights Revolution: An International History*, by Akira Iriye, Petra Goedde, and William Hitchcock, 327-43. Oxford: New York.

Module 3: Unconventional War and Peace

Topic 6: Civil and Guerilla Wars

- Ernesto (Che) Guevara (1961). *Guerilla Warfare*, Chapter 1.
- Amelia Hoover Green (2018). *The Commander's Dilemma: Violence and Restraint in War*. Ithaca: Cornell University Press. Read pgs. 25-58.
- Patrick Radden Keefe (2018). *Say Nothing: A True Story of Murder and Memory in Northern Ireland*, New York: Doubleday. Read Ch. 11: "Close England!" [11 p].

Topic 7: Terrorism and Transnational Crime

- Bruce Hoffman (2006) *Inside Terrorism*, New York: Columbia University Press, 164-173.
- Eqbal Ahmad (2001) *Terrorism: Theirs and Ours*, New York: Seven Stories Press. Read pages 1-12.
- Mark S. Steinitz (2002) *The Terrorism and Drug Connection in Latin America's Andean Region*, In *The Center for Strategic and International Studies Policy Papers on the Americas*, Volume XIII, Study 5, pg. 1-16.
- Wolfram Larcher (2013) **Challenging the Myth of the Drug-Terror Nexus in the Sahel,** in *West African Commission on Drugs Background Paper* (Issue 4). *Kofi Annan Foundation*, pg. 1-15.

Topic 8: Nuclear Terror and Weapons Bans

- Bernard Brodie. 1946. *War in the Atomic Age*. In *The Absolute Weapon: Atomic Power and World Order*, ed by Bernard Brodie, Arnold Wolfers, Percy E. Corbett, and William T. R. Fox. Yale Institute of International Studies; 21-34.
- Lynn Eden. 2020. **City on Fire**. *Bulletin of the Atomic Scientists* (December 7).
- Rebecca Davis Gibbons. 2018. **The Humanitarian Turn in Nuclear Disarmament and the Treaty on the Prohibition of Nuclear Weapons**. *The Nonproliferation Review* 25 (1-2): 11-36.

Module 4: Political Violence and Peacemaking

Topic 9: Genocide and Ethnic Conflict

- Götz Aly and Susanne Heim (1997) **Forced Emigration, War, Deportation and Holocaust.** In *The Fate of the European Jews, 1939-1945: Continuity or Contingency?* edited by Jonathan Frankel. New York: Oxford University Press, 56-73.
- Michael Marrus (1997) “**Auschwitz: New Perspectives on the Final Solution,**” In *The Fate of the European Jews, 1939-1945: Continuity or Contingency?*, edited by Jonathan Frankel. Studies in Contemporary Jewry. New York: Oxford University Press, pgs. 74-83.
- Jean Hatzfeld (2005) *Machete Season: The Killers in Rwanda Speak.* New York: Farrar, Straus and Giroux, 1-16, 41-51, 195-207.

Topic 10: Humanitarianism and Intervention

- William Schabas, Carsten Stahn, Joseph Powderly, Dan Plesch, and Shanti Sattler (2014) **The United Nations War Crimes Commission and the Origins of International Criminal Justice.** In *Criminal Law Forum*, 25: 1-7.
- International Commission on Intervention and State Sovereignty (2001). *The Responsibility to Protect* (International Development Research Center, Canada): 1-18.
- Jennifer Welsh (2012) **The Responsibility to Protect: Dilemmas of a New Norm,** *Current History*, 111 (748): 291-298.
- Mary B. Anderson (1999) *Do No Harm: How Aid Can Support Peace---or War.* Boulder, CO: Lynne Rienner: 55-66.

Topic 11: Justice and Peacebuilding

- Elisabeth King (2018) **What Kenyan Youth Want and Why it Matters for Peace,** *African Studies Review*, 61 (1), pg 134-57.
- Leymah Gbowee (2011) *Mighty Be Our Powers: How Sisterhood, Prayer, and Sex Changed a Nation at War: A Memoir.* London: Beast: 133-151.
- Autesserre, Severine (2017). **International Peacebuilding and Local Success: Assumptions and Effectiveness,** *International Studies Review*, 19: 114-132.

Module 5: Memory of War and Peace

Topic 12: Representing War

- Aleida Assmann and Sebastian Conrad (2010) **Introduction.** In *Memory in a Global Age: Discourses, Practices and Trajectories* (Palgrave Macmillan), 1-16.
- Denise J. Youngblood (2001). *A War Remembered: Soviet Films of the Great Patriotic War,* *The American Historical Review* 106 (3): 839-56.

- Svetlana Aleksievich (2019). *Last Witnesses: An Oral History of the Children of World War II*. Translated by Richard Pevear and Larissa Volokhonsky. First ed. New York: Random House: xiii-29.
- Andrei Tarkavsky (1962). *Ivan's Childhood*, Soviet Union: Mosfilm (134 mins). We will watch excerpts in class.

Topic 13: Representing Peace

- David B. Morris (1995). **Bitburg Revisited: Germany's Search for Normalcy.**" *German Politics & Society* 13 (4): 92-109.
- Richard von Weizsäcker (1985). *Speech: Ceremony Commemorating the 40th Anniversary of the End of War in Europe and of National-Socialist Tyranny* (May 8, 1985), Bundestag, Bonn.
- Ilya Levkov (1987). *Bitburg and Beyond: Encounters in American, German, and Jewish History*. New York: Shapolsky Publishers: 21-45.

November 21-25 No Class, Fall Break

Module 6: Conclusion

Topic 14: The Future of War and Peace

- Gary Milante, Hannes Mueller, and Robert Muggah (2020) **Estimating Future Conflict Risks and Conflict Prevention Implications by 2030**, *United Nations Peacekeeping*, pgs. 1-12.
- Katherine J. Mach et al. 2019. **Climate as a Risk Factor for Armed Conflict.** *Nature* 571: 193-197.