

0864: WAR AND PEACE

GEN ED GLOBAL/WORLD SOCIETIES

SPRING 2024

CLASS TIME: TR 11:00AM-12:20PM

GRADFELTER 458

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Office Hours: TR 12:30 – 2:00pm by appointment (In-person or by Zoom)

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 four discrete modules:

1. Studying War and Peace
2. Conventional War and Peace
3. Unconventional War and Weapons Bans
4. Genocide, Ethnic Conflict, and Justice

Course Learning Objectives

This 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 5 readings per week, averaging about 40 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. Information about the availability of each reading can be found in Canvas. 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 in class (10%)
You should not only attend ALL the classes but also participate permanently. Those people who show they are doing the readings will have special consideration. Engagement will be graded at the end of every session.
- Assignment 2: Canvas weekly posts (10%)
Every Tuesday morning, a battery of questions related to the weekly readings will be posted on canvas. **You should provide an answer in at least six of the 11 weeks that this activity will be available. You decide the weeks you want to contribute.** Those who answer less than six times will get a C.
- Assignment 3: Case presentation (25%)
Every Thursday, two students will elaborate a presentation (10 - 15 min), bringing a real-life case related to the week's topic. **All students should present at least twice in the semester.**

- Assignment 4: Monitoring Tests MTs (30%)
The course is composed of four modules. After the end of each module, there will be a test to see the student's progress. **From the four tests, the lowest grade will be eliminated.**
- Assignment 5: Midterm and Final Exams (25%)
The course will have a midterm and a final exam. Each one will be 20% of the final grade. **None of these grades will be eliminated.**

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).

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.

Disability Policy

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 or 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

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.

Temple University policy on the freedom to teach and learn

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.

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.

COURSE OVERVIEW

- 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: Mid-Term Review/Exam/Break

Week 8: Terrorism and Transnational Crime
Week 9: Nuclear Terror and Weapons Bans
- MODULE 4: Political Violence and Peacemaking**
Week 10: Genocide and Ethnic Conflict
Week 11: Humanitarianism and Intervention
Week 12: Justice and Peacebuilding
Week 13: Memory of War and Peace

Conclusion and Final Exam Review
Week 14: The Future of War and Peace

CLASS STRUCTURE

- Tuesdays:
 - Theoretical background (and Monitoring Tests when they are scheduled)
 - Conversations to link them with key concepts.
- Thursdays:
 - (Quick) theoretical review
 - Case presentations
 - Group dynamics to reinforce concepts.

READING ASSIGNMENTS

Module 1: Studying of War and Peace

Week 1: What is war? What is peace? (January 15-19)

- 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).

Week 2: War and Peace, from Above and Below (January 22-26)

- 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
- Meredith Reid Sarkees. 2010. *The COW Typology of War: Defining and Categorizing Wars*. [32p]

Module 2: Conventional War and Peace

Week 3: War, the state, and society (January 29 – February 2)

- 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.
- Thomas Schelling (1966). *The Diplomacy of Violence*, in *Arms and Influence*. New Haven: Yale University Press, 1-34.
- 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.

Week 4: World wars (February 5-9)

- 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).

Week 5: World peace (February 12-16)

- 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).
- Akira Iriye and Petra Goedde. (2012). **Human Rights as History**. In *The Human Rights Revolution: An International History*, by Akira Iriye, Petra Goedde, and William Hitchcock. Oxford: New York, 3-24.
- 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

Week 6: Civil and guerilla wars (February 19 - 23)

- 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.
- Monica Duffy Toft (2010). **Ending Civil Wars: A Case for Rebel Victory?** *International Security*, 34 (4), pp.7-36.
- Stephen Biddle (2018). **The Determinants of Nonstate Military Methods**, *The Pacific Review*, 31:6, 714-739

Week 7: Mid-Term Review and Exam (February 26 – March 1)

Spring Break (March 4-8): NO CLASSES HELD

Week 8: Terrorism and transnational crime (March 11-15)

- 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.
- Audrey Kurth Cronin (2009) **How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns**, Princeton: Princeton University Press. Read pp. 1-13 & 193-206.

- 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.

Week 9: Nuclear terror and weapons bans (March 18-21)

- 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; 57-89.
- Michael Quinlan. 2009. *The Nuclear Revolution*. In *Thinking About Nuclear Weapons: Principles, Problems, Prospects* (Oxford University Press), Chapter 1.
- 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

Week 10: Genocide and ethnic conflict (March 25-29)

- 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.
- Christopher Browning (1992) *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York: Harper Collins: prologue + 1-25.
- Roméo Dallaire (2003) *Shake Hands with the Devil: The Failure of Humanity in Rwanda*, Canada: Random House Canada: Introduction & Conclusion, 1-7 + 510-522.
- Jean Hatzfeld (2005) *Machete Season: The Killers in Rwanda Speak*. New York: Farrar, Straus and Giroux, 1-16, 41-51, 195-207.

Week 11: Humanitarianism and intervention (April 1-5)

- 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.

Week 12: Justice and peacebuilding (April 8-12)

- Paul Collier (2009) **Post-Conflict Recovery: How Should Policies be Distinctive?** In *Journal of African Economies*, 18:Supplement 1, pp. i99-i131.
- Elisabeth King (2018) **What Kenyan Youth Want and Why it Matters for Peace**, *African Studies Review*, 61 (1), pg 134-57.
- Dana Burde (2017) *Schools for Conflict or Peace in Afghanistan*. New York: Columbia University Press. Read: “**Jihad Literature**”; “**Education as Hope**” [51 p].
- 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.

Week 13: Memory of War and Peace (April 15-19)

- Aleida Assmann and Sebastian Conrad (2010) **Introduction**. In *Memory in a Global Age: Discourses, Practices and Trajectories* (Palgrave Macmillan), 1-16.
- Winter, J. M. (2006) **War, Memory, Remembrance**, In *Remembering War: The Great War between Memory and History in the Twentieth Century*. New Haven: Yale University Press, 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).

The End

Week 14: The future of war and peace (April 22-26)

- Gary Milante, Hannes Mueller, and Robert Muggah (2020) **Estimating Future Conflict Risks and Conflict Prevention Implications by 2030**, *United Nations Peacekeeping*, pgs. 1-12.
- Naomi Miyashita (2020) **Reflections on the Future of Peacekeeping Operations**, *International Peacekeeping Institute Global Observatory*, <https://theglobalobservatory.org/2020/10/reflections-on-the-future-of-peacekeeping-operations/>.

- Katherine J. Mach et al. 2019. **Climate as a Risk Factor for Armed Conflict.** *Nature* 571: 193-197.

CLASS ASSIGNMENTS PER WEEK

Week	Topic	Readings	Assignments per week
Week 1 (January 16-19)	<i>What is War? What is Peace?</i>	Mead, Einstein, LK	None
Week 2 (January 22-26)	<i>War and Peace, from Above and Below</i>	Pinker, Fazal, Mac Ginty, Reid	<ul style="list-style-type: none"> • Canvas post (due on 01/26 at 11:59pm) • Case presentation (01/25 at 11:00am) *
Week 3 (January 29 – February 2 ¹)	War, the State, and Society	Clausewitz, Tzu, Schelling, Roberts, Sharman	<ul style="list-style-type: none"> • Module 1 MT (01/30 in-person) • Canvas post (due on 02/02 at 11:59pm) • Case presentation (02/01 at 11:00am) *
Week 4 (February 5-9)	<i>World Wars</i>	Chickering, Jünger, Kuehn and Holden, Laurence	<ul style="list-style-type: none"> • Canvas post (due on 02/09 at 11:59pm) • Case presentation (02/08 at 11:00am) *
Week 5 (February 12-16)	<i>World Peace</i>	Wilson, Minh, UN General Assembly, Irive and Goedde, Bradley	<ul style="list-style-type: none"> • Canvas post (due on 02/16 at 11:59pm) • Case presentation (02/15 at 11:00am) *
Week 6 (February 19-23)	<i>Civil and Guerilla Wars</i>	Guevara, Hoover, Toft, Briddle	<ul style="list-style-type: none"> • Module 2 MT (02/20 in-person) • Canvas post (due on 02/23 at 11:59pm) • Case presentation (02/22 at 11:00am) *
Week 7 (February 26 – March 1)	<i>Mid-Term Review and Exam</i>	None	<ul style="list-style-type: none"> • Midterm Exam (02/29 in-person)
SRPING BREAK: No classes held (March 4-8)			
Week 8 (March 11-15)	<i>Terrorism and Transnational Crime</i>	Hoffman, Ahmad, Cronin, Steinitz, and Larcher	<ul style="list-style-type: none"> • Canvas post (due on 03/15 at 11:59pm) • Case presentation (03/14 at 11:00am) *
Week 9 (March 18-22)	<i>Nuclear Terror and Weapons Bans</i>	Brodie, Quinlan, Eden, Gibbons	<ul style="list-style-type: none"> • Canvas post (due on 03/22 at 11:59pm) • Case presentation (03/21 at 11:00am) *
Week 10 (March 25-29)	<i>Genocide and Ethnic Conflict</i>	Aly and Heim, Marrus, Browning, Dallaire, Hatzfeld	<ul style="list-style-type: none"> • Module 3 MT (03/26 in-person) • Canvas post (due on 03/29 at 11:59pm)

			<ul style="list-style-type: none"> • Case presentation (03/28 at 11:00am) *
Week 11 (April 1-5)	<i>Humanitarianism and Intervention</i>	Schabas et.al, International Commission on Intervention, Welsh, Anderson	<ul style="list-style-type: none"> • Canvas post (due on 04/05 at 11:59pm) • Case presentation (04/04 at 11:00am) *
Week 12 (April 8-12)	<i>Justice and Peacebuilding</i>	Collier, king, Burde, Gbowee, Autesserre	<ul style="list-style-type: none"> • Canvas post (due on 04/12 at 11:59pm) • Case presentation (04/11 at 11:00am) *
Week 13 (April 15-19)	<i>Memory of War and Peace</i>	Assmann and Conrad, Winter, Youngblood, Aleksievich, Tarkavsky	<ul style="list-style-type: none"> • Canvas post (due on 04/19 at 11:59pm) • Case presentation (04/18 at 11:00am) *
Week 14 (April 22-April 26)	<i>The Future of War and Peace</i>	Milante, Mueller, and Muggah; Miyashita; Mach et.al	<ul style="list-style-type: none"> • Canvas post (due on 04/26 at 11:59pm) • Module 4 MT (04/23 in-person)
Final Exam (05/02 in-person)			

*Only for people who will be selected to make the presentation on that specific session

CASE PRESENTATION ACTIVITY

Basic instructions

- You should pick up a case related to one week's topic and **describe it in-depth.**
- **Each presentation should not take more than 15 minutes.**
 - Before your presentation (Thursdays at 11:00am), please attach it on canvas.
- You can use the format you feel more comfortable with and feel free to add pics and audiovisual material if needed.
- About sources:
 - Please **rely on more than one source to get the information about your case (more than three sources are required)**
 - Not Wikipedia
 - Not encyclopedias
 - **Use reliable sources to build your case.** If you will base on media outlets, check those that try to present all sides and address topics professionally, such as NYT, WP, DW, BBC World, PBS, Al Jazeera. If you have other options in mind, ask Prof F about that.
 - You are also allowed to use other sources such as books, academic articles, or documentaries (but, again, remember that they should be reliable).
 - **In the last slide of your presentation, detail the sources you use to get the info** (Name of the source and link; or name of the source and title of the article/book)

About the content

In the following lines, I will provide you with a list of topics and questions you can address in your presentations.

Week	Suggested cases to work (Pick 1)	Questions to address
Week 2: War and peace, from above and below (Jan 25)	Latent conflicts in the world <ul style="list-style-type: none"> • Kashmir conflict (Pakistan v India) • Taiwan-China conflict • NATO-Russia conflict • Serbia-Kosovo conflict 	<ul style="list-style-type: none"> • When did these conflictual relationships start? Why did they start? • Who are the actors involved in each? What are their main interests? • How have these conflicts been developing since they started? • Why do the problems between these countries/blocks persist? • Which are their current military capabilities? • What are the war scenarios between these two actors? Who are their main partners in the international arena? Any agreements that force collaboration in a potential war?

Week 3: War, the state, and society (Feb 1)	<p>Conflict management between two enemy countries/blocks</p> <ul style="list-style-type: none"> • Russia and US relations • China and Japan relations • China and India relations • Saudi Arabia and Qatar relations 	<ul style="list-style-type: none"> • Why do these countries have conflicts? • What are their main interests and claims? • Historically, which has been their military capabilities? How many resources have been spent each since they are in conflict? • How have they tried to manage their conflicts in the diplomatic arena? What have been their diplomatic strategies? Do they have any agreements or treaties? What was the story behind them? Or what was the story behind their inability to arrive at basic agreements in the diplomatic arena?
Week 4: World wars (Feb 8)	<p>War that involves two countries or more</p> <ul style="list-style-type: none"> • Falklands war (1982) • Nagorno-Karabakh war (1988) • Eritrea-Ethiopia war (1998) • Iran-Iraq war (1980) 	<ul style="list-style-type: none"> • What were the countries involved in this war? What were their main interests? • Why did these countries go to war? • What were their military capabilities? Manpower? • How did they organize during wartime to get food and military supplies? • Were their armed forces powerful or weak? How did they organize to make decisions during wartime? Who were the key decisionmakers in each country?
Week 5: World peace (Feb 15)	<p>Peace agreements after inter-state wars</p> <ul style="list-style-type: none"> • Camp David accords (1978) • Oslo Accords (1993, 1995) • Eritrea-Ethiopia peace agreement (2018) • Ecuador-Peru peace agreement (1998) 	<ul style="list-style-type: none"> • Why did the countries involved in the agreements have conflicts? • How long their conflict lasted? How many casualties does it leave? Human rights violations? • What were the most important initiatives the worked accord included? • Did it address the following topics: self-determination, democracy, diplomacy, international law, human rights, and free trade? How did it do it?

		<ul style="list-style-type: none"> • What was the role of global powers in their negotiation and prevalence on time? • How are the relationships between these two countries currently? Would they continue having disputes? Did their trade dynamics change since the signing of the accord?
Week 6: Civil and guerrilla wars (Feb 22)	Civil wars <ul style="list-style-type: none"> • Civil war in El Salvador (1979) • Civil war in Angola (1975) • Civil war in Sri Lanka (1983) • Civil war in Libya (2011) 	<ul style="list-style-type: none"> • Who were the non-state actors involved? What were their main characteristics? Military capacity of each actor? • What were the main causes of the conflict? Was it a separatist or revolutionary conflict? • What were the strategies they adopted to overcome the government? Had a military wing solely? • How much violence do they use? Did they attack civilians? • Who won the war? Or who leads the conflict right now? How was the conflict resolution achieved?
Week 8: Terrorism and transnational crime (Mar 14)	Terrorist groups <ul style="list-style-type: none"> • ETA (1959) • FARC (1964) • Boko Haram (2002) • Abu Sayyaf (1999) 	<ul style="list-style-type: none"> • When these groups appeared? Why? What were their main demands? • How did their radicalization process take place? • Which methods did they use to achieve their goals? Who were their main targets? • How much violence they used? Number of casualties attributed. • What were their most remembered actions? • Did they have any linkages with any other criminal groups or networks? What kind of criminal groups? What is the purpose of these linkages?
Week 9: Nuclear terror and weapons bans (Mar 21)	Nuclear programs <ul style="list-style-type: none"> • North Korea nuclear program • Iran nuclear program • Pakistan nuclear program 	<ul style="list-style-type: none"> • Describe the political regime of the nuclear developer (country-level) • When did the nuclear program start? • Why was it developed? (geopolitical interests)

	<ul style="list-style-type: none"> • India nuclear program 	<ul style="list-style-type: none"> • What were its sources of funding and technology? • What were the principal achievements of the program during its development? • How did the international community react to the project? Was it an object of any sanction? When? Why? Who applied for it? Who supported the program?
Week 10: Genocide and ethnic conflict (Mar 28)	<p>Genocides</p> <ul style="list-style-type: none"> • Rohingya genocide (2017) • Darfur genocide (2003) • Bosnian genocide (1992) • Armenian genocide (1915) 	<ul style="list-style-type: none"> • What was the conflict that led to the genocide? Who were the main actors into it (victims and perpetrators)? • Number of casualties? • Who were the victims? What were their characteristics (ethnic, social, political)? • When and why the genocide took place? What was the justification? • In which ways the targets were victimized? Who victimized them? Explain how the hate about the victims was fueled. • What did the victims do to avoid violence?
Week 11: Humanitarianism and intervention (Apr 4)	<p>Humanitarian interventions</p> <ul style="list-style-type: none"> • Unified Task Force in Somalia (1992) • UNTAET in East Timor (1999) • UNAMIR in Rwanda (1994) • Operation Allied Force in Yugoslavia (1999) 	<ul style="list-style-type: none"> • What was the conflict that led to the humanitarian intervention? Who were the main actors in it? • What were the goals of the intervention? • What was the process for authorizing the intervention? Did it pass through any authorization process from the international community? • Who sponsored the intervention? Was it an initiative of the international community or a bunch of countries? Which countries were its main sponsors? How much time did it last? • What actions did it take to achieve its goals? (Describe)

		<ul style="list-style-type: none"> Was the intervention helpful in protecting lives and providing peace?
Week 12: Justice and peacebuilding (Apr 11)	<p>Peacekeeping policies where significant HR violations took place</p> <ul style="list-style-type: none"> Peacebuilding in Colombia (2016) Peacebuilding in El Salvador (1990) Peacebuilding in Rwanda (1995) Peacebuilding in Angola (2003) 	<ul style="list-style-type: none"> What was the conflict that led to the peacebuilding process? Who were the main actors in it? How the war ended up? What were the policies to promote peace? Educational reforms? Economic compensations? Infrastructure investments? Were any trials against the war offenders? What is their current situation? Did any international institution or country support these efforts? How? How effective have these policies been in achieving peace? Has the conflict erupted in the last years? How? Why? Are people really reconciled with offenders?
Week 13: Memory of war and peace (Apr 18)	<p>Way to remind war in societies that faced large conflicts</p> <ul style="list-style-type: none"> The memory of holocaust in Germany The memory of Korean war in South Korea The memory of the civil war in Peru The memory of the war in Sierra Leone 	<ul style="list-style-type: none"> What was the conflict that led to the peacebuilding process? Who were the main actors in it? How the war ended up? Was the conflict represented after wartime in popular culture? Movies? TV series? Books? Art? How was it represented? Who funds them? Have been public initiatives (from the governments) to remember the past? Or not? Why? Citizens want to remind what happened in the past or not? Any data/evidence/study about that? Are there any spaces (museums, for instance) to remember the conflict? Is there a consensus about representing war, or are the views totally opposed?