

Introduction to Peace and Conflict Studies

IR 310, Fall Semester 2010, University of Southern California

Professor Manning

This seminar will meet every Monday (except Labor Day) and Wednesday from 5 to 6:20pm in Room 114 within the Taper Hall of Humanities. My office is in Room 303 of the VonKleinSmid Center. I will hold office hours by appointment between 3:30 and 4:30pm every Monday and Wednesday unless otherwise noted ahead of time. *If these office hours conflict with your athletic practice, work schedule or other courses, let me know and a mutually convenient meeting time will be arranged.* I can be reached reliably via email at profmanning@yahoo.com. My office phone number is 213 740 9743.

They shall beat their swords into plowshares and their spears into pruning hooks. One nation shall not raise the sword against another, nor shall they train for war again. Isaiah 2:4

This prophecy of Isaiah has clearly not been realized. In the great span of recorded human history, peace, not war, has clearly been the exception, not the rule. Standing armies perpetually training for war is the norm. Looking only at the United States, this nation has been on a wartime footing since 8 December 1941, a day after Pearl Harbor. At this point, do we really even know what peace is or what it would look and feel like or is peace merely an academic concept ruminated about only by scholars, their students and politicians on the campaign trail?

Perhaps reflecting upon these contemporary and historical realities or inspired by the words of Isaiah, Dr. Martin Luther King argued: *A nation that continues year after year to spend more money on military defense than on programs of social uplift is approaching spiritual death.* His next reflection sadly could be spoken as truthfully now as it was forty years ago: *When we look at modern man, we have to face the fact that modern man suffers from a kind of poverty of the spirit which stands in glaring contrast to its scientific and technological abundance. We've learned to fly the Allied birds, we learned to swim the seas like fish and yet we haven't learned to walk the earth as brothers and sisters.*

The admittedly idealistic notion that peace can be realized here on earth, however, has not died. In his inaugural address on 21 January 1961, President Kennedy promoted such an ideal even at the acme of the Cold War: *And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.*

Many of my colleagues repeat the refrain of Clausewitz so often it may appear to them and others inside the Academy and outside in the 'real world' as *the* Law of International Relations rather than a philosophical uttering of an early 19th Century Prussian soldier. War, he suggested, is the continuation of politics by violent means. Perhaps. My sense, though, is that war is not simply a political struggle fought on the battlefield. *War is the failure of politics.*

Who am I? Who are we? Who is he/she? Who are “they”? These questions seem so innocuous and commonplace but the answers to these questions and the emotions they provoke are at the heart of nearly every conflict and act of aggression. Identity is not the sole cause of war – there is no singular cause of such a complex phenomenon – but looking around the world today one cannot help but see the divisive side of this innocuous term. There is, however, a silver lining in this dark cloud – transformation of identity-based conflicts among the warring parties can be the wellspring of enduring peace. The Troubles in Northern Ireland, the ageless conflicts in the Balkans, the seemingly perpetual violence in the Holy Lands, the ongoing struggle against jihadist terrorism and the gang violence just south and east of where you sit today can all be better understood when we reflect upon the central idea of Identity.

This semester we will explore the nature of conflict and the idea of peace largely through the conceptual lens of Identity. On this journey I will be your sherpa, one who has travelled this road before with learned scholars. I invite you along for this trip to a familiar and yet endlessly fascinating destination. As with anything worth doing in this life, the journey you are about to embark upon with me as your guide will not be easy. You will be challenged, at times seemingly beyond your will, capacity or energy. The road ahead is strewn with many obstacles – heavy reading loads, difficult examinations, demanding research and writing assignments and a professor who refuses to lower his high expectations. I cannot promise that this journey will be fun and endlessly entertaining. All that I can promise you is that if you join me with engaging enthusiasm and a tireless work ethic, the view of Peace and Conflict Studies at the end of this semester will be worth the effort you put in to this endeavor.

Components of Your Final Grade

10	Active Presence <i>and</i> Informed Participation	90-92	A-	77-79	C+	63-66	D
10	Writing Assignments (5 points each)	87-89	B+	73-76	C	60-62	D-
20	Midterm Examination	83-86	B	70-72	C-	00-59	F
30	Final Examination	80-82	B-	67-69	D+		
30	Research Paper						

A Note on Grading, Scholarships, Athletic Eligibility and Graduate School

If you need at least a specific letter grade in this course to keep your scholarship, be eligible for athletic or fraternity/sorority activities or to remain competitive in the eyes of your dream law or graduate school, you must achieve that level of distinction on average throughout the semester. It would be wise for you to re-read the last sentence.

Required Texts (Available at the USC Bookstore. The latter two are also available on Kindle.)

In the Name of Identity: Violence and the Need to Belong by Amin Maalouf.

Mass Hate: The Global Rise of Genocide and Terror by Neil Kressel.

War is a Force That Gives Us Meaning by Chris Hedges.

Attendance, Effort and Participation

Come prepared to contribute thoughtfully to our seminars, drawing upon your interpretations of the assigned readings. When soliciting your thoughts and inviting a discussion, I will call upon those raising their hands AND “cold-calling” students. Admitting ignorance in the latter case is not a sign of weakness or ineptitude unless a pattern emerges. This seminar welcomes students from all disciplines and invites everyone to draw upon their own strengths, experiences and perspectives on the readings for the enlightenment of us all.

A sign-in sheet will be distributed at the beginning of every seminar. It is your responsibility to arrive on time to our seminar and sign your name (not initialize) when the sheet reaches your desk. If you find this common practice unbecoming of an elite university, holding that belief is your right. At the same time, my colleagues and I have found an impressively high correlation between active, informed participation in the twice weekly seminars and grades in the A/B range. As with most things in life, you have a choice.

Honor Code and Seminar Etiquette

Turn your phone to silent mode. Any conversations, even whispered, are very disrespectful to your colleagues and me. If you feel compelled to send text messages or use the internet, you will undoubtedly find it more enjoyable to do so in the comfort of your apartment or dorm room.

Lounging on your comfortable sofa in your air-conditioned abode, dressed in your favorite Hannah Montana pajamas with Megadeath blaring on the stereo while you text your BFFs, practice Guitar Hero and enjoy a cool non-alcoholic beverage may sound like a wonderful way to spend your undergraduate years but if you came to this university to learn, lend me a mere eighty minutes of your time twice a week and save the aforementioned activities for afterwards.

There is absolutely no tolerance for plagiarism. In accordance with USC policy, anyone committing plagiarism or engaging in academic misconduct will receive an F in the course and will risk further consequences before the appropriate University committee.

Midterm and Final Examinations

There will be a midterm and a cumulative final examination. Both will cover lectures *and* the assigned readings. **You will need to bring LARGE blue books and use blue or black pens.** Exams submitted on small blue books or in pencil will not be graded.

If you believe a portion or all of the writing assignment, midterm examination or research paper was graded incorrectly, you have *one week* to return it to me along with a brief written explanation of the portion in question. Assignments, examinations and papers will not be reconsidered, grade-wise, after this week deadline.

**** Read this section on “Midterm and Final Examinations” *very carefully*. ****

Pre-Seminar Assigned Readings

As long as reading is for us the instigator whose magic keys have opened the door to those dwelling-places deep within us that we would not have known how to enter, its role in our lives is salutary. It becomes dangerous, on the other hand, when, instead of awakening us to the personal life of the mind, reading tends to take its place.

Marcel Proust, quoted in Alain De Botton. 1997. *How Proust Can Change Your Life*. London: Picador. Page 197.

Twice a week we will meet in our seminar room, you, me and fifty-nine other students. Much learning and growth will take place within these walls. In the quiet solitude of your room or the manufactured solitude of a library cubicle, however, you have the precious opportunity to explore, challenge, develop and create new ideas by using the assigned readings and your seminar notes as nourishment, guides and targets of your questioning mind in ways we simply cannot replicate in a seminar of this size. If you choose to go through your years at this esteemed University without giving yourself the opportunity to experience this extraordinary process, there is little I or any professor can do. You very well may be able to pass this course with an acceptable grade without having done anything more than the barest of reading. You perhaps will be able to accomplish this in all of your courses over these four years. You may congratulate yourself and smirk at that poor soul in Leavey Library in the wee hours of the morning deeply engrossed in Chris Hedges' or Amin Maalouf's book. Sadly you will find my lectures and the discussions in our seminar will not survive if they are planted in barren soil. The negative incentive is this: Doing enough just to get by will eventually catch up to you. The positive incentive is: The young woman "deeply engrossed" in her readings in the wee hours has not guaranteed herself an A in this class. She has guaranteed herself something far more valuable... but you can only find out if you follow her lead.

Special Accommodations

Students requesting accommodations based on a documented disability are required to register with Disability Services and Programs each semester. The DSP letter must be delivered to me. It is the responsibility of the student to make any required special examination accommodations with the DSP office no later than two weeks prior to the midterm examination and three weeks prior to the final examination. The DSP office is located in STU 301 and open every weekday from 8:30am to 5pm. The DSP office phone number is: 213-740-0776.

Graduate Assistant and Sections

Discussion sections will not be a part of this course. Nicolas De Zamaroczy will serve as my graduate assistant with his primary responsibility being grading assistance. Nicolas will attend our seminars as well. He will be available to discuss course content and assist you in the developmental stages of your research paper. His office hours will be as follows: 3:30-4:30pm on Mondays and 11-12noon on Thursdays at LiteraTea Courtyard behind Doheny Library. He can be reached at dezamaro@usc.edu.

Getting to Know Your Professor and Vice Versa

Before you know it I will be distributing the final examination on 8 December. In a class of sixty students there are few opportunities for you to really get to know me beyond “Prof Manning” or “that 310 prof” or “that incredibly brilliant and amazingly stylish professor” and me to get to know you beyond “that bright young scholar, Patricia, I think, or maybe it is Norah, who usually sits in the second row by the window”. This semester I will have approximately 30 scheduled office hours (MW 3:30-4:30pm). I strongly encourage each and every one of you to plan on scheduling a 10-15 minute private meeting with me at some point this semester. We can discuss whatever you want – grievances, thoughts, questions, current events, historical events, graduate school, your midterm examination, your research paper, your group project, concerns, hopes for the future, career ambitions, whatever is on your mind.

Personal Issues and the Professor-Student Relationship

Although I am trained as a political psychologist, I am not a shrink. My colleagues and I do care deeply and sincerely about your well-being but there are many highly-trained individuals here on campus who are better situated and skilled at addressing personal matters. Should something personal be adversely affecting your education, do not hesitate to let me, any staff or faculty member in the School of International Relations know. We will honor the appropriate confidentiality norm and will assist you in locating the resources you need here on campus.

With respect to the professor-student relationship, I am your professor, not your friend. While I certainly prefer an amicable relationship with each of my students, my principal if not sole objective is to do whatever it takes to guide the development of your analytical capabilities and understanding of the course material. If achieving this objective means that I sacrifice points on the student evaluations or earning the reputation of a “cool professor”, I am more than happy to accept that trade-off.

Writing Assignments: Independent and Group Reflections on the Nature of War and Identity

On Wednesday, 1 September, each student will be given one of ten possible selections from *War Is A Force That Gives Us Meaning*. The same exercise format, with different group memberships, will center on *In the Name of Identity* several weeks later. If you have enrolled in this course after the exercise centering on the book by Chris Hedges has commenced, you are still required to complete the writing assignment and read the entire book.

Over the first weekend (2-7 September for Hedges, 23-26 September for Maalouf):

I will divide up the class into 10 groups of 6 students, each group with a different selection. Each student will ruminate *independently* on their assigned selection and write a brief essay (1-2 pages) in which he/she provides his/her thoughts on what that selection means to him/her.

On Wednesday, 8 September (Hedges) and 27 September (Maalouf):

You will bring in two separate copies of your brief essay and hand in one copy to me at the beginning of the seminar. Then, as one assembly, we will discuss one or two selections from Chris Hedges' book as a model for the next step in this exercise.

Around 5:30 you will bring the other copy of your essay to wherever your group is meeting. Five of the groups will meet outside. The other five groups will have the option of remaining in our seminar room or finding an exclusive area outside. Each group must be spaced far enough apart to allow discussions to take place without disrupting the work of nearby groups.

At the Group Meeting:

Each member will introduce him/herself and share his/her thoughts on the selection. Discussion will ensue with a group leader ensuring that each member is given an opportunity to contribute and that a group perspective forms. By "group perspective" I do not mean that dissonance is dismissed or ignored. Even if there are incompatible views it is the responsibility of the entire group to form a unifying presentation. One method would be to designate one member as representative of the first view, designate another to represent the alternative idea and conclude the presentation by identifying any unifying points.

On 13/15 September (Hedges) and 29 September/4 October (Maalouf):

Each group will have 10-12 minutes to present their selection and group perspectives. The goal of Group A, for instance, will be to have the other fifty-four members of this seminar leave the room ruminating about Group A's selection and developing their own perspective on it. In order for each group to have sufficient time to present, **we must commence promptly at 5pm.**

During the group presentations, it is the responsibility of the group leader or his/her designee to *keep a close eye on the clock and not allow the group to exceed the time limit*. Each group should strategize their time management and practice their presentation beforehand.

Research Paper Requirements (See last six pages of this syllabus for further information)

You will have fairly wide latitude in selecting the topic and theoretical approach for your research paper but it will need to be approved by me – you must submit a one-paragraph proposal no later than our thirteenth seminar on Wednesday, 6 October. Do not email this proposal. Print it out and hand it in to me.

If you are unsure of what issue, event, decision or trend you wish to explore in your research paper, make arrangements to meet with me well before this deadline. Give yourself enough time to ruminate upon our discussion and conduct enough preliminary research to formulate a strong research proposal.

Failure to abide by all formatting, spelling and grammatical rules enlisted in this syllabus will adversely affect your grade.

You need to conduct independent and substantial *library* research, going beyond assigned books.

Internet sources, even those from “reputable” sites, must be kept to a *bare minimum*.

This is not a literature review nor should it be purely descriptive. You are expected to formulate a clear research question and hypothesis. The argumentative structure and your interpretation of the reliable and valid evidence you marshal should either confirm or disconfirm your hypothesis.

The paper is due at 5pm on Monday, 22 November.

Late papers will be penalized 5 points per 24 hours, beginning with the first penalty at 12:01am Tuesday, 23 November and including Saturdays, Sundays and holidays. Since you have almost three months to organize your thoughts, conduct the research and write the paper, **NO EXTENSIONS WILL BE GRANTED** – even if (1) your computer crashed, (2) the printer at Leavey broke down, (3) you have three papers due at the same time, (4) you ran out of gas on the freeway, (5) your third cousin twice removed came down with a rare tropical disease, (6) you came down with the rare tropical disease after you had to care for him or (7) you had an epiphany on your research and “started over” at 1am on the 22nd of November. Once again, no extensions will be granted.

Emailing your paper to me will stop the penalty clock but you will need to turn a hardcopy in to my VKC 330 mailbox or hand it to me at the first opportunity. The hardcopy version you submit on 22 November or the emailed version you submit to stop the penalty clock is final.

Bibliographies, tables, charts any appendices or revisions will not be accepted without penalties accruing for lateness.

SECTION ONE: The Nature of Peace and Conflict from Antiquity to the Modern Age

The first step one must take when commencing a new intellectual journey is to define and illuminate essential concepts. How do you define “peace” and “conflict”? Is peace merely the “absence of war”? Would your definitions hold true for the teenage Palestinian in the West Bank, the Catholic woman in the Falls Road area of West Belfast? Across time, space and ethnicities, would your conceptualizations remain applicable and valid? The first section of this course addresses not the nature of peace but rather the nature of war. This choice was made with one principal belief in mind: *If you want to know peace, you must first come to terms with war.*

23 August: Introduction to International Relations 310

This evening I will distribute the syllabus for IR 310 and explain the rules, expectations and structure of this course. Before our seminar on Wednesday, 25 August, be sure to complete the assigned reading. Throughout the semester, keep in mind that the chapter(s) or article(s) listed under, for instance, 25 August, must be read *before* coming to seminar on 25 August.

25 August Conflict Experienced, Dramatized and Considered From Two Perspectives

This evening the class will be divided into two equal pre-assigned groups. One group will stay in our seminar room, the other group in an adjacent room. One group will watch a movie which captures gang violence in Los Angeles and the other group will watch a documentary that captures the West Bank/Gaza Strip conflict like no other I have seen. I could very well have selected a traditional war documentary/video familiar to all IR majors and others as well, but I purposefully did not do so... Whichever group you are in, I want you to watch the video carefully, taking note of the causes and key attributes of the represented conflict and asking yourself questions such as: Who were the parties involved? What provoked the conflict? What were the key issues or interests in conflict? How preventable or inevitable was the conflict? What was the nature of the violence/conflict – how was it “fought”? What was the end game of this conflict – was the causal trigger suppressed or resolved by a decisive victory for one side, a stable ceasefire or indecisive stalemate?

Group/Film 1:	<i>Colors</i>	120 minutes	Location Pending
Group/Film 2:	<i>Death in Gaza</i>	80 minutes	Taper Hall 114

Regardless of your group/film designation, everyone must complete the following reading.

Albert Einstein and Sigmund Freud. [1932]. Exchange of Correspondence on War. Reprinted in William Evan, ed. *War and Peace in an Age of Terrorism*. Boston: Pearson. Reading 37. Pages 208-215.

This evening we will commence our seminar with a discussion of our individual/group experiences and reflections from last Wednesday's videos. Are there core similarities between the three varieties of conflict/violence in the modern world? Are the "solutions" transferrable from one conflict scenario to another at a different level? After this discussion, we will reflect collectively on the equally important question – What is peace? What is the difference between positive and negative peace? Is one more realistic/achievable than the other? Are the pathways similar? In light of last Wednesday's videos and our earlier discussion this evening, is peace in these different circumstances similar, equally achievable via the same or different avenues? What lessons can we learn from other primates with whom we share close to 98% of our DNA?

Robert Sapolsky. 2006. A Natural History of Peace. *Foreign Affairs* 85(1):104-120.

Fourteenth Dalai Lama of Tibet. 10 December 1989. Nobel Peace Prize Acceptance Speech. Oslo, Norway.

Dr. Martin Luther King Jr. 10 December 1964. Nobel Peace Prize Acceptance Speech. Oslo, Norway.

John Fitzgerald Kennedy, President of the United States of America. 10 June 1963. Commencement Address. American University. Washington, D.C.

This evening we will conclude our initial exploration of war and peace by discussing different ways to conceptualize these complex phenomena. Through our two prior seminars and this evening's discussion it is my intention to dispel you of the black/white notion of war and peace – these are complicated phenomena existing in shades of grey, along a continuum.

Johan van der Dennen. 1981. On War: Concepts, Definitions, Research Data – A Short Literature Review. In *UNESCO Yearbook on Peace and Conflict Studies 1980*. Westport, CT: Greenwood Press. Selected pages.

Chris Hedges. *War is a Force That Gives Us Meaning*. **

** - On purpose, I did not designate a specific page range. Plan your reading schedule accordingly so that you can complete this work by 15 September. You will get the most out of this book by really immersing yourself in his stories rather than being able to check off "Read Hedges Chapter 2" on your list of things to do on a given day. Some passages will likely force you to stop reading, put the book down and just engage in prolonged solitary ruminations. Do not resist this desire!! Other times you will be able to read much longer passages without similar desires. Get into the habit of carrying this book around. You never know when you might have 15-30 minutes to spare.

6 September Labor Day

There will not be a seminar this evening. You should make full use of this long weekend by completing as much of Chris Hedges' book as possible and working on the writing assignment that is due at the beginning of class on Wednesday, 8 September.

Chris Hedges. 2002. *War is a Force That Gives Us Meaning*.

8 September The Honor, Horror and Regularity of War 1

This evening, after an initial, collective consideration of 1 or 2 selections from Chris Hedges' book, you will meet with your pre-designated group as described earlier in this syllabus.

Your individual writing assignment for the Hedges book is due at the beginning of class.

Chris Hedges. *War is a Force That Gives Us Meaning*.

13 September The Honor, Horror and Regularity of War 2

This evening the first five groups will present the thoughts and interpretations they developed through deep collective and individual ruminations of their assigned passages from Hedges' book. I will distribute a handout of all ten passages but you are strongly advised to take notes so that you can reflect upon their interpretations in light of your own reading of Hedges' book.

Chris Hedges. *War is a Force That Gives Us Meaning*.

15 September Conclusion of our Initial Consideration of War

This evening the second five groups will present their thoughts and interpretations. By this evening every student should have completed Chris Hedges' book. Through email or during office hours every student is more than welcome to discuss their own interpretations of a different group's passage or, for that matter, their own group's interpretation if it differs from their own. You are also strongly encouraged to discuss your thoughts with members from another group. This would be a brilliant and perfectly ethical/acceptable ploy to get to know someone in the class who has caught your eye – offer to buy them coffee and “discuss Hedges”.

Chris Hedges. 2002. *War is a Force That Gives Us Meaning*.

Section II: Introduction to Identity and Its Centrality in Matters of War and Peace

In the assigned readings and in our upcoming seminars you will be introduced to the psychology of social identity. Even for the veteran IR students, this will be unfamiliar territory. Trust me when I say it will open your eyes to a new and productive way of looking at peace and conflict, in historical and contemporary perspective and both theoretically and practically. Through the literature and our discussion you will begin to appreciate the centrality of identity in our troubled times and in tormented times past. When they are infused with passion, manipulated and galvanized identity conceptions – answers to the questions of Who am I and Who are “they” – serve as the psychic foundation of both good and evil, cooperation and conflict, war and peace.

20 September *The Relevance and Psychology of Who You Are and Who “They” Are*

For this evening the theoretical scholarship of Marilynn Brewer and Leonie Huddy will provide us all with insights into the social psychology of identity. Give both of these readings their due consideration as they will serve as the theoretical foundation for our enlightenment and discussions for much of the remainder of this semester. This evening will be more theoretical than empirical but if you find room in our discussion to bring in Hedges’ book or cases from other courses or historical/current conflicts, do not hesitate to do so.

Marilynn Brewer. 2001. The Many Faces of Social Identity: Implications for Political Psychology. *Political Psychology* 22(1): 115-125.

Leonie Huddy. 2001. From Social to Political Identity: A Critical Examination of Social Identity Theory. *Political Psychology* 22(1): 127-156.

22 September *Unconditional Love and Unspeakable Horror: All in the Name of Identity, I*

The writings of Amin Maalouf are not those of a seasoned professor of peace and conflict studies safe in the Ivory Tower of academia nor are they the musings of a man content with the state of humankind. There are, however, timeless truths and penetrating insights available to us in this book. Earlier I said if you want to know peace, you must first know war. I also need you to see that few things in life are wholly good or evil. It is not the physical object or psychic concept itself that makes something a source of violence or a weapon of war, it is how and for what reason that entity is manipulated and employed by a conscious individual, group or nation. In some crucial respects it is much like the “guns don’t kill people” debate. Identity is much like a gun – lying unprovoked it is rather harmless but manipulated, threatened or unstable it can indeed be a dangerous thing.

Amin Maalouf. 2000. *In the Name of Identity: Violence and the Need to Belong*.

27 September Unconditional Love and Unspeakable Horror: All in the Name of Identity, II

We will do the same exercise with Amin Maalouf's book as we did with Chris Hedges' book, but with reformulated groups and new group leaders. This evening around 5:30 you will separate into your assigned group and share your own individual thoughts and interpretations of the assigned selection from Maalouf's book. As we did on 8 September, my assistants and I will circulate around offering guidance, facilitating discussion when and where necessary.

Your individual writing assignment for the Maalouf book is due at the beginning of class.

Amin Maalouf. 2000. *In the Name of Identity: Violence and the Need to Belong*.

29 September Unconditional Love and Unspeakable Horror: All in the Name of Identity, III

This evening the first five groups will commence with their presentations, following the same format and expectations as during the Maalouf section. As a reminder to all, you are strongly advised to take good notes and question the differences, if any, between your and their interpretation of a given passage.

Amin Maalouf. 2000. *In the Name of Identity: Violence and the Need to Belong*.

4 October Unconditional Love and Unspeakable Horror: All in the Name of Identity, IV

This evening the second five groups will provide their interpretations of their assigned passages. As with the Maalouf presentations, each group will have precious little time to address a rather complex idea. If there are significant differences between your interpretation of the assigned passage and theirs, you are strongly encouraged to take it up with them and/or send me an email, engaging me in discussion. It is unlikely that I will ever say "You are right" or "You are wrong" because I am far more interested in how you think than what you think. Keep this in mind as your research paper begins to take shape.

Amin Maalouf. 2000. *In the Name of Identity: Violence and the Need to Belong*.

6 October Midterm Preparation

This evening we will take stock of the progress we have made thus far this semester. We will address any uncertainties and discuss the format of and preparation for this examination. Each student is expected to assess his/her own level of comprehension and come to this seminar ready to ask specific questions and assist their colleagues in our collective preparation.

11 October Midterm Examination

In order to assess your progress in the study of peace and conflict, we will take a midterm examination this evening. Remember to purchase, and bring to our seminar room, a large blue book and a couple of blue or black pens. This will be a closed-book examination.

Section III: The Individual and Collective Psychopathology of Genocide and Hate

In the next few sessions, we will be peering inside the darkest recesses of the human psyche in an attempt to understand why some members of the human race seemingly lose their humanity and are so driven by hate that they convert the “need to belong” into the “need to exclude/kill the others.” I must warn you in advance that this material is not pleasant, but this look at the perversion of identity might help you develop solutions, become more politically aware, and enhance all of our chances of living in a more just and peaceful world.

13 October The Psychopathology of Ethnic Cleansing, Genocide and Hate, I

Earlier this semester Hedges and Maalouf provided us with numerous ruminations on the horrors of Bosnia and the nature of that “ethnic cleansing” so some of the empirical matter for this evening will be familiar to you. What I would like you to focus on is Kressel’s identity-based approach and in particular the critical process of dehumanization that takes place in wartime. When families who have been neighbors for generations, their kids playing together and going to school together, all of a sudden become engaged in unspeakable, barbaric atrocities against each other, something is going on that demands our attention as peace scholars.

Neil Kressel. 2002. Ethnic Cleansing in Bosnia. *Mass Hate: The Global Rise of Genocide and Terror*. Boulder, CO: Westview. Pages 11-40.

18 October The Psychopathology of Ethnic Cleansing, Genocide and Hate, II

The horror continues this evening with a consideration of the Rwandan Genocide. As you reflect upon the reading prior to this seminar I want you to consider not just how identity factored into this evil but also why the advanced industrial nations allowed this horror to unfold despite their “Never Again” pledges after the Holocaust. Untold billions of dollars and thousands of lives have been ‘spent’ on the wars in Iraq and Afghanistan and the global community, led by the United States, has acted upon the outrage or sympathy we all felt when wars broke out or when natural disasters struck elsewhere. Why not Rwanda? Equally important, why did this unbelievable violence break out between the Hutus and Tutsis (and moderate Hutus)?

Neil Kressel. 2002. Rwanda – The Legacy of Inequality. *Mass Hate: The Global Rise of Genocide and Terror*. Boulder, CO: Westview. Pages 73-100.

As we observed in our seminar on 25 August and discussed on 30 August, peace and conflict exist on many different levels, from the global arena to the streets of South Central Los Angeles. Even on the microlevel of gang violence identity plays a central role in both the escalatory and resolution phases of conflict. We see the formation of non-nuclear “familia”, the desecration and promotion of identity (e.g., graffiti, tattoos, certain colors). This evening we will invite Detective Jorge Martinez, a highly regarded member of the Los Angeles Police Department’s elite gang unit to discuss how peace, conflict and identity play out just minutes from our campus. The assigned reading by Horowitz and Schwartz is notably dated and depicts a level of violence that sadly has been far outpaced. Do not focus on the differences. Focus instead on the core message the authors are sending, in particular about the role of personal/group identity.

Ruth Horowitz and Gary Schwartz. 1974. Honor, Normative Ambiguity and Gang Violence. *American Sociological Review* 39(2):238-251.

Additional readings may be suggested by LAPD Detective Jorge Martinez.

When we read about the atrocities committed in NAZI Germany or any number of such dark moments in history, we often comfort ourselves consciously or otherwise by thinking that such horror could never happen here in civilized, liberal democratic America. We reside in a nation based on the rule of law and respect for the basic human rights of everyone. This evening we will challenge this complacency with the help of researcher Philip Zimbardo. We will watch a 50 minute documentary on his infamous Stanford Prison Experiment and then discuss its relevance to troubling, even atrocious, developments such as Abu Ghraib and Guantanamo Bay. As with previous seminars, during the documentary and as you prepare for this seminar with Kressel’s reading, key in on the role that identity, and its manipulation, plays. Stanley Milgram’s experiment on obedience pairs brilliantly with Philip Zimbardo’s experiment so do be sure to give the assigned readings their due regard *prior to our seminar*.

Neil Kressel. 2002. The Power of the Situation. *Mass Hate: The Global Rise of Genocide and Terror*. Boulder, CO: Westview. Pages 145-180.

Charles Helm and Mario Morelli. 1979. Stanley Milgram and the Obedience Experiment: Authority, Legitimacy and Human Action. *Political Theory* 7(3):321-345.

27 October Evil on the scale of Bosnia, Rwanda or Auschwitz could not happen here..., II

After dealing extensively with the dark side of human nature and behavior, we will turn this evening to a possible antidote – altruism. Through Kristen Monroe's study we see that altruists are not defined by their specific religion, nationality, socio-economic status or gender. Why did they behave differently than those individuals and groups we learned about in previous cases? Were they driven by the profit-motive, fear of future retribution if they did not help now or was it something more basic and humane than these common motivators? Again, key in on the role that identity and identity-perceptions play in such circumstances.

Kristen Monroe. 1996. *The Heart of Altruism: Perceptions of a Common Humanity*. Princeton, NJ: Princeton University Press. Pages ix-xv, 197-232.

1 November Introduction to the Role Religion Plays in Matters of War and Peace

The vast majority of believers from the major religious traditions assert that their faith is one of peace and they disavow, with varying degrees of intensity, the extremists within their traditions who preach and practice violence and intolerance. Why, then, does religion appear to be the most prominent fault-line in our world today? Readings from earlier in the semester, including Hedges, Brewer, Maalouf and Kressel, provided us with some answers to this pressing question.

Jeffrey Seul. 1999. 'Ours is the Way of God': Religion, Identity and Intergroup Conflict. *Journal of Peace Research* 36(5): 553-569.

Orla Muldoon, Karen Trew, Jennifer Todd, Nathalie Rougier and Katrina McLaughlin. 2007. Religious and National Identity after the Belfast Good Friday Agreement. *Political Psychology* 28(1):89-103.

3 November The Catholic Perspective on Peace and Conflict in the World

This evening we will meet for the first of three seminars during which a representative from one of the three major religious traditions will offer their perspectives on peace and conflict in our troubled times and in times past. It goes without saying that conversion is by no means their intention. Rather, they and I seek only to provide you with an opportunity to learn about their perspectives on peace and conflict through the assigned readings, their presentations and a Q & A session following each presentation. You are expected to provide a welcoming environment for our honored guests but also come prepared to be engaged during the Q & A period. The readings, presentations and discussions will be a part of the final examination.

Father Jim Heft will suggest appropriate readings in advance of this evening.

8 November Northern Ireland

Within the field of Peace and Conflict Studies, Northern Ireland lays claim to being one of the most heavily researched cases, perhaps *the most* studied. While it is quite impossible to capture the rich history of this conflict in all of its complexity over the course of only two seminars, I will provide you with an overview of this eight hundred year conflict with particular emphasis this evening on the recent period known as ‘The Troubles’. Above all, I ask that you not fall prey to those who try to cast this conflict in black/white terms – oftentimes describing it as a battle between the Catholics and the Protestants. Yes, there is a religious component, but only when you view this conflict through the lens of identity can you begin to see the conflict and the participants for what and whom they really are as well as how an enduring peace (not just a temporary political settlement or a ceasefire) may emerge.

Lee Dutter. 1985. Perceptions of Group Identity and Recent Political Behavior in Northern Ireland. *Political Psychology* 6(1):47-60.

Berkley Center for Religion, Peace and World Affairs. 2009. Northern Ireland: Religion in War and Peace. Case Study Series. Washington, D.C.: Georgetown University.

10 November Northern Ireland

This evening we will focus our attention on how this complex, tragic and intellectually fascinating region has achieved some degree of tranquility. How has this been achieved? How likely is this current ‘peace’ to last? Can we extrapolate lessons from this conflict to other troubled regions in the world today or in tumultuous times past?

Orla Muldoon, Karen Trew, Jennifer Todd, Nathalie Rougier and Katrina McLaughlin. 2007. Religious and National Identity after the Belfast Good Friday Agreement. *Political Psychology* 28(1):89-103.

Kristen Williams and Neal Jesse. 2001. Resolving Nationalist Conflicts: Promoting Overlapping Identities and Pooling Sovereignty – The 1998 Northern Irish Peace Agreement. *Political Psychology* 22(3): 571-596.

15 November The Jewish Perspective on Peace and Conflict in the World

This evening we welcome a learned guest to discuss matters of peace and conflict in our troubles times and in times past from the Jewish perspective. As the Israeli-Palestinian conflict is reported upon frequently and in great depth, many if not all of you will come to this seminar with some degree of preconceived ideas. Leave them at the door or, if you cannot, at least open your mind enough to challenge and question your beliefs.

Readings to be assigned upon the recommendation of our guest.

17 November The Islamic Perspective on Peace and Conflict in the World

This evening we welcome Jihad Turk, a highly regarded scholar and religious director here at USC. He is also an imam at the Islamic Center of Southern California. Here is a link to a *Los Angeles Times* article about him: <http://articles.latimes.com/2009/nov/29/local/la-me-jihad29-2009nov29>. I have asked this deeply knowledgeable man to provide us with insight into the historical/contemporary perspectives of the Islam as they pertain to our troubled world. On Monday we will explore the troubled Holy Land so listen to this generous man and respectfully take full advantage of this opportunity to prepare yourself for our seminar on Monday.

Readings to be assigned upon the recommendation of our guest.

22 November Palestine

Last week we had the wonderful opportunity to learn from two honored guests their perspectives on one of the most intractable and tragic conflicts in the world today. As with the conflict in Northern Ireland, the history of this conflict in the Holy Lands is far too complicated to capture fully in the course of one or two seminars. We do not seek to accomplish that feat this evening. Instead, I expect you to come to this seminar having reflected deeply upon the insights of our guests from last week and informed by the assigned readings. We will focus primarily on the role of identity in the violence as well as the attempted and proposed pathways to peace.

Your research paper is due at the beginning of our seminar, at 5pm...

Scott Atran. 1990. Stones Against the Iron Fist, Terror within the Nation: Alternating Structures of Violence and Cultural Identity in the Israeli-Palestinian Conflict. *Politics and Society* 18(4):481-526.

Herbert Kelman. 1987. The Political Psychology of the Israeli-Palestinian Conflict: How Can We Overcome the Barriers to a Negotiated Settlement? *Political Psychology* 8(3):347-363.

24 November Palestine

As this seminar meets in the evening and many of you may be departing before 5pm to celebrate Thanksgiving with your family, special arrangements, such as having a review session prior to the final examination in lieu of this evening's seminar, may be considered. Regardless of what steps, if any, we take, you are expected to have completed Scott Atran's and Herbert Kelman's articles from 22 November.

29 November Caught in the Crossfire: Children in Conflict, Children as Our Future...

Years before their minds are able to wrap themselves around the concepts of ethno-political war and many of the theoretical concepts we discussed this semester children in conflict zones speak and act out the images and identity politics of war. These young boys and girls are the future not only of the community but of the world as well. This evening we will consider the matters of war and peace from the perspectives of children caught in the crossfire of identity conflicts.

Salman Elbedour, David Bastien and Bruce Center. 1997. Identity Formation in the Shadow of Conflict: Projective Drawings by Palestinian and Israeli Arab Children from the West Bank and Gaza. *Journal of Peace Research* 34(2): 217-231.

Orla Muldoon. 2004. Children of the Troubles: The Impact of Political Violence in Northern Ireland. *Journal of Social Issues* 60(3):453-468.

1 December Can We Educate Peace Into Our World?

In this final seminar of the semester we will explore a question broader than this single introductory course – does peace education make a difference? Can we educate war out of the international or local community (negative peace education) or can we educate peace into the world or local arena (positive peace education)? We will critically address these questions from several perspectives - theoretical, practical and empirical.

Ifat Maoz. 2000. An Experiment in Peace: Reconciliation-Aimed Workshops of Jewish-Israeli and Palestinian Youth. *Journal of Peace Research* 37(6):721-736.

Gavriel Salomon. 2004. Does Peace Education Make a Difference? *Peace and Conflict: Journal of Peace Psychology* 10(3): 257-274.

Yifat Biton and Gavriel Salomon. 2006. Peace in the Eyes of Israeli and Palestinian Youths: Effects of Collective Narratives and Peace Education Program. *Journal of Peace Research* 43(2): 167-180.

8 December Final Examination

The final examination will be held from 4:30 to 6:30pm in our regular seminar room. Please arrive several minutes early and be prepared to take this closed-book written examination promptly at 4:30pm. If you have more than two final examinations on the same day, it is your responsibility to notify the three professors and make the necessary arrangements to reschedule one of the exams. No other rescheduling of final examinations can take place.

Policy on Letters of Recommendation

Suggestions

- 1) Academia at all levels tends to be a very political entity. Who is writing for you matters a great deal. As a rule, tenured full professors—Professors Lamy or Brand—carry more weight than an assistant professor like me or an associate professor like some of your other professors.
- 2) With the first suggestion in mind, it is much better to have a really strong letter from an assistant or associate professor than a mediocre letter from a prominent professor for whom you did not do your best work.
- 3) Keep in mind that no professor is required to write a letter of recommendation for any one. We do not get paid for it and we do not earn any brownie points for doing so.
- 4) Plan ahead. Many students wait until just before the application deadlines to ask their professors. This creates a huge rush on the professor's time and if he/she agrees to write one letter for you and twenty other students, the quality of the letter may suffer and the deadlines may not be met (see rules below).
- 5) If I or any professor declines your request for a letter of recommendation, do not take it personally. Our reputations are on the line when we write/sign this letter. Even if you have a great connection with a professor he/she may still decline your request because honesty and accuracy is of paramount importance. If Harvard University gets a dozen letters from me touting the brilliance of my students but they find most of them to be ill-suited for graduate school, any letters in the future will carry no weight and may actually hurt the applicants, even if they truly are well-suited for graduate school.
- 6) If you are applying for graduate school in my fields – international security, foreign policy analysis and political psychology – be sure to ask for advice first. Many schools are good for undergraduate study but only mediocre for graduate school. Also, if you want to study Chinese foreign policy, they will also wonder why you do not have a letter from Professor Lynch, for example.
- 7) The notes above and rules below tend to be standard across the University.

Rules for Letter Requests

- 1) Make your request via email (Subject line: Letter of Recommendation Request) two weeks in advance of the deadline.
- 2) I cannot write a letter of recommendation for graduate or law school until you have completed a course with me.
- 3) Students earning an A, A- or B+ are most eligible, B- or below are not.

What to include in your request

- 1) Explain why you chose this graduate program (ideally also which faculty you would like to study under).
- 2) Note your ultimate career goals.
- 3) A copy of your unofficial USC transcript is very useful. If you did poorly one semester because of familial difficulties or a heavy schedule at your job, let me know.
- 4) Candid explanation of your strengths and weaknesses.
- 5) Extracurricular activities.
- 6) Special skills and experiences such as language proficiency and study abroad.
- 7) Percentile rankings on your GRE or LSAT.
- 8) *Date when the recommendations are due!*

NOTE: There is no need for a self-addressed, stamped envelope. Recipients of these letters of recommendation tend to prefer official USC envelopes. I will mail the letter through the University mail office.

Research Paper Guidelines and Advice

As a student at this prestigious research university, you are expected to meet and seek to exceed the high expectations of your professors. Since I know that you are all capable of producing first-rate scholarship, here are my standards.

- A** outstanding overall, proper attendance to the guidelines provided herein, eloquent and elegant prose, deliberative and focused analysis with no or very few theoretical, grammatical, structural or empirical flaws.
- B** Reasonably strong paper with some flaws or a somewhat weak analytical and logical structure.
- C** Significant flaws that should have been fixed before submission. Usually a paper without evident and serious deliberation.
- D** Likely written the night before, not at all consistent with University standards.

The following several pages must be attended to early in the research process and most certainly when you are preparing the penultimate copy of your research paper. If you have any questions, please do not hesitate to ask. Do not wait until a day before the deadline – that will suggest to me that you are just beginning something you should have begun months prior.

The order of your paper should proceed as follows. The first page is your title page – see example at the end of this section of the syllabus. The second page must be blank. I will use this blank page when grading your research paper. The third page is where the text of your research commences. You should begin the page numeration at this point with 1. There should be no numbers on the title page or the blank page. The final page(s) are for your full bibliography.

The research paper should be no less than ten (10) full pages of text – i.e., this does not include your title page, the blank page, the bibliography or any appendices you may include. The research paper must be double-spaced, with the exception of the bibliography, block quotes and footnotes (the latter three entities must be single spaced). There is an example of a proper bibliography and proper footnotes later on in this section of the syllabus. The text of the research paper must be in 12 point font, preferably using Arial or Times New Roman font style. The margins on all four sides must be 1 inch. The default margins on many software programs are 1.25 inches. You are responsible for making the necessary adjustments.

One single staple on the top left corner is all that is necessary. Do not use a paper clip in lieu of this staple. Do not purchase a cover or one of those fancy plastic folders at the bookstore. If your personal stapler is not powerful enough to staple cleanly, stop by the local copy store or visit the International Relations main office (VKC 330) to request the use of their stapler.

Appearances matter. When you graduate from the University and begin your first professional job, you do not want to submit a report to your boss that has a multitude of partial staples and indications of numerous failed stapling attempts. Do not submit a paper within

which the print is faded, smeared or not black in color. Oftentimes when you cut and paste from the Internet, the type comes out a medium gray. Take the time to manually insert (type) the text.

This course is not an English course nor am I an English professor. I realize that prior professors and your Writing 140 instructor may have taught you a standard format. That is fine, but in this course my formatting rules and stylistic norms must be followed. To the extent that it is necessary, elaboration will be provided after each of the following rules and norms. Should you have any questions or request exceptions, please approach me early on in the semester.

- (1) Spell out acronyms the first time you refer to the organization, as in the following example.

The United Nations (UN) operation in the Balkans was a failure for several reasons. Kenneth Waltz suggests that the principal reason was “the lack of adequate UN funding and personnel”.¹ Other factors contributing to the failure of the operation include: ...

After this first usage, you may simply use UN. Be consistent. Do not switch back and forth between using the acronym and spelling it out. If you are quoting someone, do not use the acronym unless they do so. If he/she uses an acronym, you should spell out the acronym in your introduction to the quotation, as in the example above.

- (2) Be sure that you have carefully checked your spelling and grammar before submission.

Do not rely solely on the spellcheck function that your software provides. The best advice I can give you is to close the door to your room and read out loud the entire length of your penultimate copy. If the text sounds odd to your ear, take the time to rephrase that sentence or paragraph or find a better word for that odd-sounding word you typed.

After spending many weeks on your paper, the text will flow directly from your visual cortex to your long-term memory, bypassing the spelling and grammatical checker in your brain. Forcing yourself to listen to the words you have written will ensure that the text does not bypass the spelling and grammatical checker.

- (3) Attend to the admittedly idiosyncratic stylistic norms I expect you to follow.

Do not use “don’t” or “wasn’t”.

Avoid contractions, i.e., write “do not” or “was not”. The only exception here is if an author or public official you are quoting used a contraction. You must do so as well in the quotation.

Continued on Next Page

Do not use “etc.” or “and so on”.

If the list of entities is quite long, you may write something like the following:

The two historical analogies President Kennedy considered most seriously in his deliberations were Prime Minister Chamberlain’s appeasement of Hitler at Munich in 1938 and the North Korean invasion of South Korea in June 1950.

If you find evidence that President Kennedy considered other historical analogies while he deliberated during the Cuban missile crisis and believe it necessary to include, use a footnote (see below).¹

Do not begin a sentence with a number or any of the following words: And, But, Or, So.

Do not use it’s when you mean its.

You should not use it’s in any case as it is a contraction. Remember that it’s means “it is”. The possessive form is its, with no apostrophe.

Do not use informal language or abbreviations (e.g., JFK instead of Kennedy).

Use the articles found in reputable journals like the *Journal of Conflict Resolution* or *International Security* as models of appropriate academic writing.

Do not quote dictionaries as in, “According to the Oxford English Dictionary, ...”.

Do not capitalize RANDOM words. To emphasize something, use *italics*.

(4) Attend to the following guidelines for general scholarship concerns.

Do not, under any circumstances whatsoever, even think about using Wikipedia.

You can never be sure that the Wikipedia entry for your topic was written by a reputable or recognized scholar. The twenty-seven year old author of this entry, living in San Diego may have an interest in “The Troubles” in Northern Ireland but the closest he has ever gotten to Belfast is his local Irish pub and knows only what his favorite bartender has told him about “The Troubles”.

Continued on Next Page

¹ There is evidence from numerous oral history interviews, most notably with Dean Rusk, Robert McNamara, Robert Kennedy and Walter Rostow, that President Kennedy also considered the July 1914 crisis and the Berlin Airlift crisis of 1948. These historical analogies did not appear to be consequential in shaping his decisions. They may well have only played a confirming role in his policy selection.

I like but most certainly do not require the use of *italicized subtitles*.

As you will see in many, if not all, of the assigned journal articles and those drawn upon in your research use subtitles to provide structure and separate sections within the text. They help to keep the paper focused and prevent unnecessary digressions. Use the assigned academic journal articles as models.

Include a “roadmap paragraph” – a brief paragraph within the introductory section of your paper (usually not in the first paragraph) that sets out the parameters, intentions and structure of the paper. Below is a brief example of a roadmap paragraph but you will find great examples in many, if not all, of the journal articles you read in this discipline. The example below is in italics only to distinguish it. Your paragraph should use normal font.

Drawing upon recent declassified documents and employing a revised version of Richard Lazarus’s appraisal theory of emotions, this paper analyzes the decisionmaking behavior of President Kennedy during the Berlin crisis of 1961. In the first section, the revised appraisal theory will be outlined and significant proffered improvements highlighted. In the second section, a detailed narrative of Kennedy’s decisionmaking behavior during this crisis will be provided. Next, specific research hypotheses derived from the revised appraisal theory will be outlined and tested against the historical narrative. This paper concludes with...

Show command of the relevant literature, not just what is consistent with your argument.

At the same time, I do not need a literature review of what Gaddis, then Waltz and finally O’Gorman think about a given problem. What you are trying to do is fill a niche within the scholarly literature. Whatever your unique contribution is, even if it is to test the validity of an existing piece of published research, show where it fits in the broader relevant literature within which you are working.

(5) Attend to the following guidelines for quotations, proper citation and bibliographic concerns.

Use block quotes for exceptionally long quotes – usually four or more lines of text.

They should be single-spaced and indented once only on the left side along the same column used when commencing a new paragraph. There should be no more than one line separating the block quote from the text above and below it.

Excessive or excessively long quotes should be avoided.

The excessive use of quotations or the use of excessively long quotes suggests to the reader that you are relying upon another scholar to do the heavy intellectual lifting, almost as though you were only the master of ceremonies doing nothing more than introducing the musicians who will be performing.

Continued on Next Page

Do not use endnotes.

I much prefer properly formatted footnotes but I know that some students feel more comfortable using in-text citations. That is fine but the format of the in-text citations must be as follows.

Kennedy rejected the advice proffered by the Joint Chiefs of Staff and Dean Acheson because he was convinced that such a course of action would inevitably lead to war (Manning, 2010: 42).

Use the format (Author's Last Name, Year of Publication: Page #).

The first footnote should be the full citation with the appropriate page number.²

All subsequent footnote citations from the same source should be abbreviated.³

Each footnote entry should be single-spaced, as in the example below.

Make sure that your bibliography is properly formatted. See illustration below.

Do not number your entries.

Government sources should have a separated section entitled "Government Sources" within the bibliography (usually the first section of the bibliography).

The bibliography must be in alphabetical order by the authors' last names.

Each entry should be single-spaced with a space separating each entry.

Do not include the page number. There is a big difference between a footnote and a bibliography. The footnote is a citation for a specific portion of the given source. The bibliography is a listing of those sources that shaped your thinking on the subject matter and that you drew upon for empirical evidence.

The only exception to this sub-rule is the provision of the page range for an academic journal article (refer to the bibliography example below).

On the next page is a brief example of a proper bibliography. Keep in mind that the title of an article is not underlined or put in italics – only the name of the journal. The title of a book is italicized, not underlined. In this example, the forth and fifth entries are from academic journals. The first three are from books.

² Manning, Andrew. 2010. *President Kennedy at the Nuclear Abyss: Deceit, Deception and Deterrence in the Caribbean*. Cambridge, MA: Harvard University Press. Page 7.

³ Manning, A. 2010. *President Kennedy at the Nuclear Abyss*. Page 13.

Bibliography

- Gaddis, John Lewis. 1982. *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War*. New York: Oxford University Press.
- Kotkin, Stephen. 2001. *Armageddon Averted: The Soviet Collapse, 1970-2000*. New York: Oxford University Press.
- O’Gorman, Patrick. 2011. President Kennedy and the Berlin Crisis. In Klaus Scherer, Angela Schorr and Tom Johnstone, eds. *Appraisal Processes in Emotion: Theory, Methods, Research*. Second Edition. New York: Oxford University Press.
- Waltz, Kenneth. 2011. Professor Manning is a Genius. *International Security* 32(3): 1-40.
- Wohlstetter, Albert. 1974. Is There a Strategic Arms Race? *Foreign Policy* 15(1):3-20.

Here is a scaled down version of what the title page should look like.

<p>The Title of This Research Paper:</p> <p>With An Optional Sub-Title to Provide Brief Elaboration</p> <p>Patrick Seamus O’Gorman</p> <p>Course Title</p> <p>Date of Submission</p>
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CRITERIA	<i>Excellent (A, A-, B+)</i>	<i>Average (C+, C, C-)</i>
Content (quality of information, ideas and the sources/details used to support them)	Very well-conceived; insightful, original and thought-provoking; high quality extensive research	Lacks depth of content, depends on generalities, lacks original thought, generally acceptable sources
Structure (logical order or sequence of the writing assignment)	Coherent; logically developed argument; very effective and smooth transitions	Generally coherent but not logically or fully developed argument, some awkward or non-existent transitions
Style (appropriate attention to audience; effective word choice, sentence variety; appropriate level of familiarity for academic writing – as opposed to txts)	Concise, eloquent and rhetorically effective; attention to appearance of the finished product	Long-winded, rambling prose, frequent use of jargon and clichés, too familiar language, ineffective word choice
Conventions (adherence to grammar rules, usage and mechanics)	Well-constructed sentences and paragraphs; virtually error-free in grammar and spelling	Several grammatical or spelling errors that distract the reader
Source Integrity (appropriate citing of sources used in research)	Proper, full citations for all sources; credible paraphrases (cited correctly); full bibliography properly formatted	Citations for all sources; mostly credible and usually adequately-cited paraphrases; bibliography is not complete and properly formatted
<i>How much weight is assigned to each is at the professor's discretion.</i>	“A” grades are, properly, rather rare.	

“A, A- and B+” grades are earned only by those who have submitted truly exceptional work in comparison to the normal range of *USC* undergraduates (i.e., this is not Westwood High, a.k.a. ucla). Creative original thinking, rigorous analysis, flawlessly organized and eloquently written work are minimum expectations for this distinction. Usually about 10-15% of the grades.

“B and B-” grades are earned by those whose work has a generally strong argument, is well-organized, mostly well-written and with relatively few and minor flaws. Potential for an “A” is readily apparent though not achieved on this assignment. Usually about 35-40% of the grades.

“C+, C and C-” grades are, by definition, average or slightly below average. Work is generally fine but contains several flaws in the above criteria. Usually about 25-30% of the grades.

“D” grades suggest numerous and prominent flaws. Typically the result of procrastination, shoddy organization and awkward writing. The work is not beyond redemption but the student is strongly encouraged to meet with me immediately. Usually above 10-15% of the grades.

“F” grades are “awarded” only to those who submit clearly unacceptable or incomplete work. Immediate meeting with me is mandatory.

A note of caution: Those who commit the sin of plagiarism do not simply receive an “F” for that assignment. They do not earn any points at all. Even those who “submit clearly unacceptable or incomplete work” – i.e., earn an “F” – receive some points, as long as they did not plagiarize.

In accordance with University standards and by definition, most students in this course will fall within the B, B-, C+ range. Every student is capable of earning an A, A- or B+ but to do so he/she will need to distinguish him/herself by truly exceptional work.

No student should earn a C- or below, but for those who do, it will be because they essentially chose to do so.

For those taking this course “Pass/Fail”, you must earn the equivalent of *at least* a C- in order to pass this course.

In accordance with the University rules, *Incompletes* will not be granted except in cases of “documented illness or some other emergency occurring after the twelfth week of the semester.”