REFUGEE, MIGRANT, TERRORIST?

War and peace studies have a long tradition, tracing back to classical times. This course examines war and peace by entering into the ambit of 21st century global studies of communication. The goals of the course are three: (1) each seminar will include a lecture that identifies relevant material on the way issues of war and peace are understood, debated, put into practice, and criticized, (2) the seminar will involve focused discussion by informed students who work from a division of labor, (3) the seminar will also feature collaborative work on research projects on a topic, developed early, that should acquaint the participant with a particular topic, loci, practice or event related to war and peace, particularly through the issues related to the hazards and opportunities of global peoples in circulation, displaced at home or in flight.

Course Requirements. (1) The Gibney & Hansen readings are considered a commons. They are short, information rich, and constitute a basis for the lecture topic and discussion. Attendance is expected. (2) Student precise. Each student will prepare for class a half-page review of a reading for the seminar. The division of labor will be set up in advance. The student is asked to be ready to speak on notes and identify the main points, a related example not covered in the class, the kind of position assumed by the student, and any limits. The precise will be submitted at the end of the quarter for review. (3) Research project. After the third session, students will be asked to sketch a research topic with a central question for investigation and a plan for writing it up. I will hold meetings with students over the course of the semester on paper development. The aim of the paper is to assess, extend, revise or critique advocacy work in the area of peace studies, refugee policies, or special problems such as deportation, human trafficking, or transition and asylum efforts. (4) Think tank exercise—class will put together a resource list that connects topics & loci relevant to common research, employment, and loci interests to form an epistemic community over the semester.
OFFICE HOURS: The office hours are Wednesday 10-11. I am suite 206. My office phone is 213-821-5384. I am available by appointment, too.

READINGS: Three books should be purchased for the course: Michael Walzer, *Arguing about War*; John Kelsay, *Arguing the Just War in Islam*, and Michael Hardt and Antonio Negri, *The Multitude: War & Democracy in an Age of Empire*. Selected readings from Mathew J. Gibney and Randall Hansen, *Immigration and Asylum: From 1900 to the Present* will be posted. A few book chapters will be entered on blackboard, but students are expected to obtain sources online from USC Library. I subscribe to student policies in the USC student undergraduate handbook.

SKILL SETS: The course is constructed with a post-modern ambit of study in mind, blending what are ordinarily two distinct lines of inquiry: war & peace studies with inquiry into populations in circulation. Globalization has created distinctive forms of narrative, representations of people, issues of sovereignty and odd alignments and pressures for policy. The course then works through a range of skills, aiming to improve knowledgeable writing, analysis, and reading of policy debates, media framing, cultural performances, and sites of violence. Diplomatic regimes have followed war and peace over the centuries in fairly consistent ways. The total wars of the 20th century cast a long shadow over the fears, conflicts, and violence of the 21st. The course should enable students to think for themselves by reading studies of war and peace discourse and events against the emerging contexts of conflict around the globe.

READINGS COMMONS

1. A VIEW FROM THE WEST


2. GLOBAL WAR AND PEACE

4. Sep 13  INSTITUTIONS, EPISTEMIC COMMUNITIES & RELIGION MUSLIM MIGRATION Gibney & Hansen 434-439; ETHNIC CLEANSING, MUSLIM POPULATIONS Gibney & Hansen 190-204

5. Sep 20  ASYMMETRICAL WARFARE ETHNIC CLEANSING, EASTERN EUROPE Gibney & Hansen 204-209; U.N HIGH COMMISSION, RELIEF & PALESTINE Gibney & Hansen 620-628


3. THE WAR ON TERROR


4. REFUGEE CRISISSES


11. Nov 01  EUROPE & THE REFUGEE CRISISSES ASYLUM Gibney & Hansen, 23-34; RACISM Gibney & Hansen, 491-495; COLONIAL IMMIGRATION Gibney & Hansen

12. Nov 08  THE OBAMA PRESIDENCY DEVELOPMENT-INDUCED DISPLACEMENT Gibney & Hansen, 130-134; CLANDESTINE MIGRATION Gibney & Hansen 91-97

5. ALTERNATIVE FUTURES


PRECISE REQUIREMENT. Reading assignments will be divided up so that each student has one essay or chapter to precise for class—no longer than half a page. A precise must quote the key sentence or concept, explain the importance of the subject, identify the perspective or method used (what question the author asks and why she thinks her work addresses it). A strong report will place the precise in context of other reports given in previous classes or articles for the class offered. A very strong report will add commentary—extending context, finding a new example, or criticizing the effort. Reports potlatch—in stone soup fashion—your talent into paths of common interest discovered as we go. Not infrequently, you may find a topic covered in a seminar either with or a week or two ahead of the times.

SAMPLE RESEARCH PAPERS. Here are a few sample rubrics. I am most interested in assisting the student to write up a meaningful project. The paper should be convention-length, doable in a semester, but study a topic, site, institution, personality, practice or act that engages in advocacy and provokes controversy or concern.

1. What is the State Department’s policy toward social media and terrorism?
2. What are the legacies of immigration debate in the United States?
3. How do the immigration crises differ among nations in Western Europe?
4. What are the different roles churches play in the asylum movement?
5. How does cosmopolitan intervention frame its arguments for intervention over culture specific matters?
6. What are the socio-cultural consequences of drone warfare, preemptive warfare, and torture?
7. How does ‘preemptive’ thinking change the discourse of war and peace?
8. Pick a celebrity advocate attached to an NGO. A peace campaign?
9. What roles do feminisms play in the contemporary diplomatic scene? Are these roles similar or different than those in the Cold War or earlier?
10. What is the relation of development to War and Peace in Africa?
11. What is the relation of old to new media in reporting on violence events?
12. Analyze a Government Hearing or Report on a key locus of dispute, such as closing Guantanamo.
13. What is the relation of LGBT diplomacy to issues of violence and displacement?
COURSE SYLLABUS

1. INTRODUCTION: GLOBALIZATION, WAR & PEACE


2. THE INFORMATION AGE & PUBLIC DIPLOMACY


3. THE WESTERN VIEW: JUST WAR DOCTRINE


4. INSTITUTIONS, EPISTEMIC COMMUNITIES & RELIGION


5. ASYMMETRICAL WARFARE

6. EMPIRES & THE MULTITUDES


7. BUSH, 9/11 AND THE GULF WARS


8. MEDIA NAMING & THE WAR ON TERROR


9. WAR TIME CULTURES


10. STATE & REFUGEE POLICIES

11. EUROPE & THE REFUGEE CRISIS


12. THE OBAMA PRESIDENCY


13. DISPLACED PERSONS & DIASPORAS


14. MIGRATION, DISASTERS & CLIMATE SECURITY


15. THE AMERICAS & REFUGEE ISSUES


Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute
http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.