

Introduction to International Studies

Loyola University Chicago
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I. Description

This course has two dimensions. First, it offers a basic introduction to the international order and its historical origins. Second, it focuses on the concept and practice of violence that has been central to human experience in the 20th century, which has been arguably the most brutal and destructive era of humankind. Political conflicts have often created spirals of brutality and destruction going beyond the original intentions of the disputants. To put it boldly, our predecessors have experienced and seen more than they would have preferred to. It invites students to critically think about the human propensity for violence and the fragility of the human decency. While we have analytical tools to explore the 'dark side of humanity,' we also need to passionately engage with the idea of how ordinary people can be transformed into willing murderers given the fact our century has inherited some of the worst pathologies of the 20th century (i.e., genocide).

The course adopts an interdisciplinary approach that combines insights from criminal justice, history, international law, political science, psychology, and sociology. It serves to three major purposes. First, it offers students with a conceptual framework to make sense of the essential characteristics of the international order. Next, it describes how violence has most unexpectedly engulfed lives of millions throughout the 20th century. Since WW II, the prevailing international system has failed to prevent the states and other political actors from committing despicable crimes with impunity. The core themes are a) the historical contexts that mass violence, b) the identity and characteristics of executioners and victims, and c) why international community fails to stop preventable massacres. Finally, the course encourages students to reflect upon their responsibilities as democratic citizens in understanding the dynamics of violence and containing its destructive force. Even the most sophisticated civilizations may not be immune to mass violence.

II. Requirements

Exams and Assignments

Grades will be based on quizzes, a final exam, a class presentation, a research paper, and class participation. The distribution of the final grade is as follows:

- 30%: Three scheduled quizzes each counting for ten percent of the total grade.
- 10%: Book review (due in class **February 26**)
- 20%: Final exam (on scheduled exam date, **April 30**)
- 15%: Group Presentation in class and short report (see the weeks for dates)
- 5%: Class participation
- 20%: Term paper (due in class on **April 23**)

Quizzes are composed of multiple-choice and fill-in-the-blank questions. The final exam has short answer questions in addition to multiple-choices and fill-in-the-blanks. Questions come from both lectures and readings. Dates for quizzes are **February 5**, **March 19**, and **April 16**. Class presentation and term paper will be written on one of the assigned topics. Guidelines for these two assignments and a list of these topics are included in the end of this syllabus. Class participation grade will reflect student's attendance and her/his active contribution to class discussions (e.g., comments and questions expressed in reaction to student presentations). I may offer several bonus opportunities throughout the semester.

All writing assignments should be double-spaced and use a **font size of 12**.

Book Reviews

Each student is expected to write a review of one of the following classics:

- Joseph Conrad, *Heart of Darkness*: A penetrating narrative of the self-transforming "civilization's" encounter with the "barbarity." Set in Congo in the last decade of the 19th century.
- George Orwell, *Nineteen Eighty-Four*: A dystopian world in which the party rules supreme and controls every aspect of life. Considered one of the most powerful characterizations of how freedom may be lost in modern age.
- Jose Saramago, *Blindness*: An allegorical novel narrating the collapse of public order in the aftermath of a blindness epidemic. Only a woman left to witness this ordeal of human experience.

The themes covered in the class are closely related to the themes central to the books. The purpose of these book reviews is to encourage students to empathize with the book characters and discuss the universality of human experience. Reviews should be *interpretive* and show critical engagement with the book. Hence, reviews that primarily provide summaries of the plot are not acceptable. Creativity and unique insights are rewarded. The reviews should be no more and no less than 5 double-spaced pages.

Grade and Make-Up Policy

Due dates are absolutely non-negotiable. No *force majeure* clauses are applicable. Students who fail to present their work or submit a research paper automatically receive **an F for the class**, as well as students who miss more than one quizzes.

Students who miss quizzes are given make-ups only if they are able to prove their reason for absence **with proper documentation**. Make-ups are given only within four days of the original quiz date. No more than one make-up for each student is given throughout the semester. Students who miss more than one quiz will automatically receive **an F for the class**.

III. Academic Honesty

Loyola's College of Arts and Sciences defines plagiarism as "appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own." A detailed description of what is meant by academic integrity is also found in that catalog. For more information and student responsibilities, see http://www.luc.edu/cas/pdfs/CAS_Academic_Integrity_Statement_December_07.pdf

All acts of academic dishonesty including plagiarism, cheating, submitting false documents, and copying another student's work will be penalized by **an F for the course** without any exception and leniency. If you are not sure what constitutes as academic dishonesty while doing your research, you should consult me at once.

IV. Assigned Material

The following texts are all required and available at Loyola University Bookstore.

- Paul Wilkinson, *International Relations: A Very Short Introduction* Oxford UP, 2007.
- Gerard Prunier, *Darfur: The Ambiguous Genocide* Cornell UP, 2007.
- Philip Zimbardo, *The Lucifer Effect* Random House, 2007.
- Hannah Arendt, *Eichmann in Jerusalem* Penguin, 2006.

We will also watch several documentaries on genocides in Darfur and Rwanda throughout the semester.

(Continues on the next page)

V. An Overview of the Course

A. International Relations

1. States
 - a. Historical Origins
 - b. Cold War
 - c. Post-Cold War
2. Non-state actors
 - a. Movements
 - b. Corporations
 - c. Non-governmental organizations (NGOs)
3. Intergovernmental organizations (IGOs)
 - a. UN
 - b. EU

B. Genocide in the Making: Darfur

1. Historical Background
2. The Enabling Conditions
3. Darfur in Fire
4. The World Community

C. Dark Side of Humanity

1. Banality of Evil
2. Sources of Evil
 - a. Authority
 - b. Dehumanization
 - c. Abu Ghraib
3. Self-Reflection

Week I (January 13 & 15)

- States

Wilkinson, *International Relations*, Chapter 1.

Week II (January 20 & 22)

- Non-state actors

Wilkinson, *International Relations*, Chapter 2.

Week III (January 27 & 29)

- Intergovernmental organizations

Wilkinson, *International Relations*, Chapters 3 & 4.

1948 Convention on the Prevention and Punishment of the Crime of Genocide
(BLACKBOARD)

Week IV (February 3 & 5)

- Communal Violence

Thucydides, "Civil War on Corcyra" *The Peloponnesian War* Book 3, 69-85
(BLACKBOARD)

1st Quiz on February 5. Documentary showing on February 3rd.

Week V (February 10 & 12)

- Genocide in the Making: Darfur I

Prunier, *Darfur*, Chapters 1-3

Week VI (February 17 & 19)

- Genocide in the Making: Darfur II

Prunier, *Darfur*, Chapters 4-6

Week VII (February 24 & 26)

- The Holocaust: Banality of Evil I

Arendt, *Eichmann in Jerusalem*, pp. 3-82.

Book review due February 26th. Documentary showing on February 24th.

Week VIII (March 10 & 12)

- The Holocaust: Banality of Evil II

Arendt, *Eichmann in Jerusalem*, pp. 83-150.

1st group presentation (Rwandan Genocide) on March 12th.
Paper topics declared on March 10th.

Week IX (March 17 & 19)

- The Holocaust: Banality of Evil III

Arendt, *Eichmann in Jerusalem*, pp. 220-234, 252, 280-298.

2nd quiz on March 19th.

2nd group presentation (obituary) on March 17th.

Week X (March 24 & 26)

- Exploring the Dark Side of the Humanity: The Stanford Prison Experiment

Zimbardo, *The Lucifer Effect*, Chapters 1-3 & 10.

Documentary showing on the Experiment.

3rd group presentation (American Indians) on March 26th.

Week XI (March 31 & April 2)

- Sources of Evil I: The Authority

Zimbardo, *The Lucifer Effect*, Chapter 12.

4th group presentation (Armenians-Turkey) on April 2nd.

Week XII (April 7 & 9)

- Sources of Evil II: Creating the “Other”

Zimbardo, *The Lucifer Effect*, Chapter 13.

5th group presentation (Israel-Palestine) on April 7th.

Week XIII (April 14 & 16)

- A Case Study: Abuses in Abu Ghraib

Zimbardo, *The Lucifer Effect*, Chapter 14.

3rd quiz on April 16th.

6th group presentation (Saddam-Kurds-Iraq) on April 14th.

Week XIV (April 21 & 23)

- A Note on Self-Reflection

Zimbardo, *The Lucifer Effect*, Chapter 16.

Research papers due April 23th.

7th group presentation (Genocide on Trial) on April 21st.

VI. Group Presentations and Research Papers

Students will form groups of four or five and present their collaborative work to class. Group membership and topics are randomly assigned in the beginning of the semester. Group presentations will start after the spring break and periodically continue until the end of the semester. Each presentation and questions and answers will be approximately half an hour. Each student is expected to participate actively in the group presentation and **must submit a one to two pages report detailing her/his contribution at the time of group presentation.** Presentations will introduce the issue, discuss the points of contention, and summarize the conclusions groups reach. Groups should meet several times before the presentation and decide on an appropriate division of labor in advance. Creativity and innovative presentation are always encouraged and rewarded.

Students are also required to write **a research paper on a topic other than the topic of their class presentation.** All students should **declare the topic of their research paper by March 10th.** Research papers should be **six double spaced pages with a font size of 12.** They should identify **opinions of all sides** and demonstrate familiarity with the differences and similarities between rival points of view. In addition, they should have a bibliography where all sources are properly cited. Students are most welcome to consult me whenever they need guidance and experience difficulties in their projects. A good source to consult when writing a term paper is K. L. Turabian 2007. *A Manual for Writers of Term Papers, Theses, and Dissertations.* U of Chicago Press.

All of the following issues involve instances of mass violence and incite intense public debates. Research projects should explore these issues as they are reported and discussed in the media. This entails searching for articles, reports, and opinion pieces on these issues in reputable newspapers, magazines, internet sites, and visual media. Loyola Library's website provides access to numerous search engines that will enable students to locate the relevant sources. A good and reliable engine is LexisNexis (check library's website). Electronic sources edited by anonymous users are not accepted as reliable sources. For instance, you should be able to write a Wikipedia entry on the subject based on your research rather relying on Wikipedia for your research.

1. Armenians and the Turkish State

Turkish state flatly refuses that events that resulted in the loss of Armenian population of the Ottoman Empire in 1915 was genocide. Turkey maintains that the events of 1915 can be best described as civil war. Meanwhile, Armenians around the world accuse the Turkish state for distorting the past and struggle for the international recognition of the 'Armenian genocide. Recently, some Turkish citizens initiated an online campaign apologizing for the injustice befallen on their Armenian brothers.

2. The Decimation of the Indians

According to some historians and intellectuals, the United States government and its citizens had treated the North American Indians with genocidal intentions. This view is

far from being universally accepted. Some would say that tragedy befallen upon the Indians was an unintended and unforeseen consequence of the US expansion into west.

3. The Israeli-Palestinian Conflict

Few other conflict in the world than the Israeli-Palestinian crisis arouses such passion. While Palestinians accuse Israel for stealing their land and hindering their statehood, Israelis are deeply concerned with what they describe as Palestinian radicalism and violence. Choose and focus a certain aspect of the conflict (e.g., Jerusalem, settlers, geopolitical context). Perhaps, you may want to evaluate the US role in the conflict since the early 1990s.

4. Genocide on Trial: Perpetuators Punished?

International courts were established after the mass killings of Bosnia and Rwanda to try the perpetrators. While there have been several convictions in both courses, their effectiveness has been widely debated. Slobodan Milosevic, the deposed leader of Serbia, died recently in prison. Choose a court and explore the criticisms directed against the court and the arguments in their defense.

5. Obituary of a Mass Killer

There has been strong public interest in the perpetrators of mass killings especially since the attacks on 9/11. Choose an individual who is responsible for the deaths of many people and write an obituary for him/her. This individual can be a ruler, a bureaucrat, or just an ordinary citizen. Use your imagination. Focus on the debates about his/her motivations, life style, and goals. In particular, how was this person portrayed in the media? How accurate was this portrayal?

6. The Rwandan Genocide

Mass killings in the summer of 1994 in Rwanda have been one of the worst moments of human kind in the 20th century. They occurred very rapidly and effectively. Reflect upon the causes of Rwandan genocide. Was the genocide preventable? What does the Rwandan genocide teach us about the international order and its (in)ability to manage similar crises in the future (e.g. Darfur)?

7. Saddam, the Kurds, and the US

In 1988, Saddam Hussein initiated a military campaign against the rebellious Kurds which was considered as a genocidal campaign by some observers. He is currently on trial in Iraq for his role in the massacres of thousands of Kurds. The position of the US during the Saddam's campaign against the Kurds was widely criticized. Many blamed the US government for not preventing Saddam, who had received American backing in his war against Iran, from murdering his own citizens by chemical weapons.