

San José State University
Justice Studies 211-01:
Historical Issues in Justice Studies, Spring, 2020

Course and Contact Information

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| Instructor: | Sambuddha Ghatak, Ph.D. |
| Office Location: | MacQuarrie Hall 525B, San Jose State University, San Jose, CA 95192-0050 |
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| Email: | sambuddha.ghatak@sjsu.edu |
| Office Hours: | Monday 3:00 – 4:00 pm; Wednesday 3:00 – 4:00 pm |
| Class Days/Time: | Monday 4:30 – 7:15 pm |
| Classroom: | MH526 |

Course Format: This is a weekly seminar class, supplemented by Canvas for calendar and assignment due dates. There will be Internet connectivity and technology requirements for Canvas

Course Description (Required)

This course introduces the students to the historical background of injustice in the form of discrimination and exclusion in global context. We will cover historical background of three issues: (1) Kashmir, (2) Taliban resurgence in Afghanistan and (2) Caste based discrimination and untouchability in India. South Asia is the second most violent place on earth after Iraq. While conflicts in Afghanistan and Pakistan have attracted global attention, parts of India, Sri Lanka, and Nepal have also experienced long-running conflict. The result is human misery, destruction of infrastructure and social cohesion, and death. India and Pakistan are engaged in a low intensity conflict in Kashmir since 1948, resulting in more than 60,000 deaths. The Taliban insurgency in Pakistan and Afghanistan is on the rise since 2005. All these violent conflicts in South Asia are consequences of structural injustice inflicted on the people for generations. A review of historical background of these issues enables us to better understand human behavior in its violent manifestation.

All course material, except for the course book, will be available through Canvas. (A word to the wise: Students who do not follow the course lectures in sequential order as the semester progresses, or do not take notes on the contents, or do not do the required course readings will find it impossible to get a good grade and may well end up failing this course. Cutting corners, which is never a good idea for students who are serious about learning, is likely to lead to disaster in an online course!) To reiterate, course materials such as the syllabus, handouts, notes, assignment instructions, etc., can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Learning Outcomes (CLO) (Required)

Upon successful completion of this course, students will be able to:

- 1: Understand the logic of injustice in the form of discrimination/exclusion by states and its implications.
- 2: Have an understanding of the historical background of injustice in the world.
- 3: Learn to engage in educated discourse on the conflicts between state security/economy and issues related to justice in its historical backdrop.

Graduate PLOs

- 1: Creating assignments that are engaging, meaningful, and challenging.
- 2: Providing students meaningful and relatively quick feedback.
- 3: Having high expectations for writing assignments.
- 4: Offering an academic experience that involves meaningful engagement with the professor and among the students to build an online community.

Required Texts/Readings (Required)

Textbook

1. Hassan Abbas (2015) *The Taliban Revival: Violence and Extremism on Pakistan-Afghanistan Frontier*. CT: Yale University Press.
2. Sumantra Bose (2003) *Kashmir: Roots of Conflict, Paths to Peace*. Cambridge: Harvard University Press.
3. Anuradha M. Chenoy and Kamal A. Mitra Chenoy (2010) *Maoist and Other Armed Conflicts*. Penguin Books.
4. Ahmed Rashid. 2010. *Taliban: Militant Islam, Oil and Fundamentalism in Central Asia*. CT: Yale University Press.

Other Readings

Other required readings will be posted on Canvas. The readings are subject to change by instructor.

Course Requirements and Assignments (Required)

Five Critique papers: In five different weeks, you should prepare a four/five-page critique of the week's assigned article. Critiques must be typed, double-spaced, and in a font size no smaller than 11. Critiques are required to be uploaded online through Canvas. **I will evaluate your critiques for critical content. Works that merely summarize the readings will receive poor marks.** When writing your critique, keep in mind the following points: what are the important claims made by the author? What has the author really shown? What are the strength and weakness of the arguments? What are the possibilities for related research? What interesting questions (at least three) can we ask to the author? I will not accept any critiques after the deadline.

Book Review: You are supposed to write a 5 to 6 pages review of the book "Taliban: Militant Islam, Oil and Fundamentalism in Central Asia" by Ahmed Rashid. The book review is due on **May 4**.

Research Paper: Writing a research paper is a major part of this class. The students are required to select a topic in consultation with the instructor and write a research paper on a topic related to human rights issues. The

research paper should include among others a research question, literature review, theory and hypothesis/hypotheses. Students will present their research papers on May 7. The final draft paper is due on **Monday, May 13.**

Participation. Participation includes but is not limited to: contributing to group discussions, and working together in groups on discussion. Class Exercises/Activities. As part of your participation grade, you will also complete various class exercises and activities during the course. The objective of the exercises is to practice the concepts needed to write your applied research projects. Some of these class activities/exercises will be submitted, others will be shared online, and yet others will be for your personal enrichment.

Grading Information (Required)

Percent to Letter Grade Correspondence

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|---------------------|------------------|--------------------|--------------------|------------------|------------------|--------------------|
| A plus = 100-98% | A = 97-91% | A minus = 90% | B plus = 89-88% | B = 87- 81% | B minus = 80% | C plus = 79-78% |
| C = 77-71% | C minus = 70% | D plus = 69-68% | D = 67- 61% | D minus = 60% | F = 59-0% | |

Determination of Grades

Five Critique papers: 35%
 Book Review: 20%
 Research Paper: 30%
 Participation: 15%

Classroom Protocol

Students should always be respectful of other students. I will not tolerate insensitive, rude, or abrasive comments. I will also not tolerate sexist, racist, homophobic, or any type of remarks that hinder instead of promote class discussion. Please remember that you are a community of future professionals, and henceforth you are expected to interact with professionalism, courtesy, dignity, and ethical consideration for others.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> You are responsible for university policies regarding, but not limited to, drop deadlines, plagiarism, and academic integrity.

Justice Studies Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

JS 211-01, Historical Issues in Justice Studies, Spring, 2019,

Course Schedule

The schedule is subject to change with fair notice and the notice will be made available by email.

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
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| 1 | January 27 | Introduction |
| 2 | February 3 | Readings: Sumantra Bose (2003): Kashmir <ol style="list-style-type: none">1. Chapter 1: Origin of the Conflict2. Nagma Mangrio "A Historical and Political Perspective of Kashmir Issue" <i>The Dialogue</i> Vol VII no.3.3. Abdul Majid and Mahboob Hussain. KASHMIR: A Conflict between India and Pakistan. <i>South Asian Studies: A Research Journal of South Asian Studies</i>, Vol. 31, No. 1, January – June 2016, pp. 149 – 159.4. Ghatak, Sambuddha. "Challenging the State: Effect of Minority Discrimination, Globalization, and Democracy on Domestic Terrorism." <i>International Interactions</i>, Vol. 42, No. 1 (2016): 56–80. |
| 3 | February 10 | Readings: Sumantra Bose (2003): Kashmir Chapter 2: The Kashmir-India Debacle Chapter 3: The War in Kashmir Paper Critique 1 Due: Ghatak (2016) |
| 4 | February 17 | Readings: Sumantra Bose (2003): Kashmir <ol style="list-style-type: none">1. SB Chapter 4: Sovereignty in Dispute2. SB Chapter 5: Pathways to Peace3. Shakti Bhatt. 2003. "State Terrorism vs. Jihad in Kashmir." <i>Journal of Contemporary Asia</i> Vol. 33 no. 3. |
| 5 | February 24 | Readings: Hassan Abbas (2015) <i>The Taliban Revival</i> <ol style="list-style-type: none">1. Chapter 1: Intruders are always unwelcome.2. Chapter 2: Enter at your own risk |

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| | | <p>3. Stephen P. Cohen Kashmir: The Roads Ahead. <i>Brookings</i>. Wednesday, March 1, 1995</p> <p>Paper Critique 2 due Cohen 1995.</p> |
| 6 | March 2 | <p>Readings: Hassan Abbas (2015) <i>The Taliban Revival</i></p> <p>Chapter 3: Holy warriors of unholy war Chapter 4: Goodbye Taliban</p> |
| 7 | March 9 | <p>Readings: Hassan Abbas (2015) <i>The Taliban Revival</i></p> <p>Chapter 5: Setting stage for the Taliban revival in Afghanistan Chapter 6: Islamabad under siege</p> |
| 8 | March 16 | <p>Readings: Hassan Abbas (2015) <i>The Taliban Revival</i></p> <p>Chapter 7: The battle for the soul of Pakistan Chapter 8: The Political Economy of Taliban <u>James A. Piazza (2012): <i>The Opium Trade and Patterns of Terrorism in the Provinces of Afghanistan: An Empirical Analysis, Terrorism and Political Violence</i>, 24:2, 213-234.</u></p> <p>Paper Critique 3 due Piazza (2012)</p> |
| 9 | March 23 | <p>Readings: Hassan Abbas (2015) <i>The Taliban Revival</i></p> <p>Chapter 9: Empowering the Taliban revival</p> |
| 10 | March 30 | Spring Break |
| 11 | April 6 | <p>Readings Chenoy and Chenoy (2010): <i>Maoist</i></p> <p>Chapter 1: Introduction Chapter 3: Armed Conflict in India: An Overview Ghatak, Sambuddha and E. Ike Udogu, "Human Rights Issues of Minorities in Contemporary India: A Concise Analysis," <i>Journal of Third World Studies</i>, Vol. XXIX, No. 1 (Spring 2012): 203-230.</p> <p>Paper Critique 4 due (Ghatak & Udogu 2012)</p> |
| 12 | April 13 | <p>Readings Chenoy and Chenoy (2010): <i>Maoist</i></p> <p>Chapter 4: State Responses</p> |

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| 13 | April 20 | Readings Chenoy and Chenoy (2010): Maoist Chapter 5: The Political Economy of Conflict Chapter 6: Human Rights, Militarization and Alienation |
| 14 | April 27 | Readings Chenoy and Chenoy (2010): Maoist Chapter 7: Gender and Armed Conflicts Sarbeswar Sahoo (2010): Political Mobilisation, the Poor and Democratisation in Neo-liberal India, Journal of Contemporary Asia, 40:3, 487-508. Paper Critique 5 due Sahoo (2010) |
| 15 | May 4 | Readings Chenoy and Chenoy (2010): Maoist Chapter 8: Civil Society Interventions in Armed Conflicts Chapter 9: Conclusion |
| 16 | May 11 | Presentation of Research Papers by students |