

PAX 200, Spring 2016
Dilemmas of War & Peace: An Introduction to Peace Studies

Section 1: Tuesdays & Thursdays, 12:35-1:50, CCC 336

Section 2: Tuesdays & Thursdays, 2:00-3:15, CCC 324

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Office Hours: Mon. 9-10am & Th. 3:30-4:30pm
and by appointment

Course Description:

This course examines the reasons for the continuing prevalence of war and violence and seeks to understand how we might build a more peaceful world. It aims to introduce students to the interdisciplinary field of Peace Studies and serves as the core introductory course for students desiring to pursue a minor in Peace Studies. Scholars in this field agree that the fundamental questions related to war and peace require a holistic and integrative approach that draws on insights from a wide variety of fields. As such, in this course we will explore these questions using resources from multiple disciplines (religion, psychology, biology, anthropology, political science, and international relations, among others), and our exploration will move across multiple levels of human action from the individual to societal and international levels. The contributions of ordinary citizens, social movements, and activists in resisting militarism and promoting peace, justice, and nonviolence will be a central part of our exploration. By the end of the semester students will have developed their own definitions of peace and nonviolence and a deeper understanding of the obstacles, as well as, the possible roads to peace.

Course Learning Outcomes:

- Demonstrate knowledge about key concepts in peace and conflict studies, including:
 1. Multiple meanings of peace, anchored in definitions of negative and positive peace;
 2. Multidisciplinary explanations for the causes of war and conflict, including perspectives and theories from religion, philosophy, the behavioral sciences, and the social sciences;
 3. Strategies for promoting peace and social justice ranging from individual and societal transformation, through diplomacy and actions at the international level;
 4. Nonviolence, exploring both its religious/moral/philosophical foundations, as well as the sources of its strategic power as a tool for social and political change.
- Understand the role of the U.S. in today's world, as the preeminent military power.
- Demonstrate knowledge about ways in which individuals, organizations, and governments from around the world have made significant contributions to peace-building.
- Develop a personal position on a current events issue having to do with peace and conflict, and advocate intelligently for this position.

Required Texts:

- David P. Barash and Charles P. Webel. 2014. *Peace and Conflict Studies, Third Edition*. Sage Publications. (Available through Text Rental) **Note: From here forward referred to as "B&W".**
- Thich Nhat Hanh. 1987. *Being Peace*. Berkeley: Parallax Press. (Available for purchase at the bookstore, as well as on E-reserves for this course.)
- In addition, there are a number of assigned readings on e-reserves, all of which are marked on the syllabus with an asterisk. Students can access the library e-reserves either from the top banner of D2L or from the Library homepage.

Recommended Books on Reserve for this Class:

- Maciej J. Bartkowski, ed. *Recovering Nonviolent History: Civil Resistance in Liberation Struggles*. Boulder: Lynne Rienner Publishers, 2013.
- Medea Benjamin. *Drone Warfare: Killing by Remote Control*. London, New York: Verso, 2013.
- Karen A. Mingst & Margaret P. Karns. *The United Nations in the 21st Century*. Westview Press, 2011.
- John T. Rourke. *Taking Sides: Clashing Views on World Politics, 16th Edition*. McGraw Hill, 2014.
- Jeremy Schahill. *Dirty Wars: The World is a Battlefield*. Serpent’s Tail, 2013.
- William Stanley. *Enabling Peace in Guatemala: The Story of MINUGUA*. Boulder: Lynne Rienner Publishers, 2013.
- Thomas G. Weiss, David P. Forsythe, Roger A. Coate, and Kelly-Kate Pease. *The United Nations and Changing World Politics, Seventh Edition*. Boulder, CO: Westview Press, 2013.

Course Requirements and Grading:

Your grade will be based on your performance in the following areas:

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|--------------------------------|------------|
| Attendance & Participation: | 20% |
| Reading Reaction Papers (4) | 10% |
| Essay - Human Nature and Peace | 25% |
| Group Project and Presentation | 25% |
| Take Home Final Exam | <u>20%</u> |
| | 100% |

Attendance and Participation:

This class will be run in a seminar style. I will do some lecturing, but much of our time will be spent in discussion and debate. As such, attendance and active, informed participation in class discussions will be crucial. Students should come to class having completed the readings assigned for that day and ready to participate. Due to its importance in the course, attendance and participation will count for 20% of your grade, divided roughly equally between the two. More than 1 unexcused absence will result in a lowering of your attendance grade; **if you miss more than 6 classes during the semester (a total of 3 weeks) you will forfeit any points for attendance, in other words a full 10% of your grade.** If you have to miss class due to a personal difficulty, such as illness or a family emergency, please let me know as soon as possible and, if possible, document the reason for your absence. In cases where there are legitimate reasons for an absence I will count it as excused. In addition to attendance, **active participation** in class discussions is vitally important. I will keep a careful record of student participation and will use it when I calculate this portion of your grade.

Reading Reaction Papers:

Each student is required to write a total of four (4) brief reaction papers (1-2 double-spaced pages) on the assigned readings by the end of the semester. Reading reaction papers ***must be posted to the D2L dropbox by 10am on the day for which the reading is assigned.*** I will not accept a reaction paper after the class for which the reading is assigned. Likewise, you are to write no more than one paper per class. Barring some emergency, you must be in class to discuss your reaction paper on the assigned day; if you are going to be absent, then write a reaction paper for a different day. These papers will be graded with a check, check-plus, or check-minus and together will count for 10% of your grade.

Essay – Human Nature and Peace:

The first formal writing assignment will be a 4-6 page essay in which students will use assigned course readings to answer the question, “Given human nature, is peace possible?” Specific instructions will be provided. This essay will be due in class on **Thursday, March 3**, and on that day class will be devoted to paper sharing and peer review. It is imperative that students finish these essays on time and come to class the day they are due so they can participate in the paper sharing session. Points will be deducted for late papers and/or missing this session. After the peer review session, students will have several days to rework and fine-tune their papers based on the feedback received before uploading their final draft to D2L on **Friday, March 11**.

Wisconsin Institute for Peace and Conflict Studies Conference – April 7-8, 2016, UWSP

UWSP will be hosting a student/faculty conference on peace and conflict studies from April 7-8. All students in this class will be required to attend the conference and students are highly encouraged to use the group project to participate in the conference. Extra credit will be given to those groups who present their group project at the conference. Details about how to propose a panel will be shared early on in the semester.

Group Projects and Participation in Peace Studies Conference:

Over the course of the semester students will work in small groups on a topic of their choosing related to peace and conflict studies. I will provide topic suggestions and resources. Groups may prepare either a debate or a panel presentation to be delivered at the WIPCS Conference or in class. In addition to the group presentations, students will turn in a written summary of their notes and a list of sources consulted. This group project counts for 25% of each student’s grade and will be based on both the oral performance and written work.

Final Exam:

The final will be a take-home, open-book exam consisting of two parts: an essay question and an assignment to write an advocacy letter addressed to a world leader or U.S. politician on an issue related to peace (broadly defined). The final exam will be due in the D2L dropbox by **Thursday, May 19th at 5pm**.

Current Events:

The things we will be studying are directly relevant to much that is taking place in the news, and I expect you to keep up with current events and to read stories in the press related to the topics we will be covering. Once during the semester each student will be expected to make a brief, 5-minute presentation on a recent news article that has relevance for this class. Please use articles from a newspaper that is well respected internationally; do **not** use articles from CNN or other TV news outlets, or newspapers with cursory coverage of international events, like *USA Today*. Pick an article that is long enough to offer some analysis, substance, and background. A sign-up sheet will be passed around at the beginning of the semester. You will **not** be graded for this.

I recommend that you subscribe to “UN Wire” (it is free), which is an e-mail news service that sends links to stories from a variety of prominent global news sources on issues related to peace and war, international relations, the United Nations, development, poverty, etc. This is an excellent way to keep abreast of important developments in the world and begin to expand the number of news sources you read. In terms of newspapers with excellent coverage of international events, I recommend the *New York Times*, *The Guardian* (London), and *Al Jazeera*, all of which can be accessed for free online.

Another great way to follow the news is to listen to National Public Radio’s (NPR) daily news programs: Morning Edition and All Things Considered. These news programs are broadcast daily on Wisconsin Public Radio, which has two local radio stations: the Ideas Network at 89.1 FM and News and Classical at 90.9 FM. You can also listen live and access podcasts of previous shows at www.wpr.org.

Finally, for excellent and critical coverage of national and world events from a progressive, non-mainstream perspective, I highly recommend the daily news program, Democracy Now! This television news program is broadcast weekday mornings and can be heard anytime online at: www.democracynow.org

Academic Integrity:

All students are expected to abide by the guidelines for academic integrity contained in the UW System Administrative Code. Students should be well acquainted with these guidelines and in particular with what constitutes plagiarism, as violations can result in severe consequences.

I use Turnitin.com to check for plagiarism. The D2L dropbox is connected to Turnitin; you will upload all of your papers to the D2L dropbox and they will automatically be scanned by the Turnitin.com program. **Please note, if you fail to upload a paper to the D2L dropbox, you will not receive credit for the assignment.**

Communications and Technology:

There is a **D2L** section set up for this class, which you should access regularly and get accustomed to using. There you will find the syllabus and other materials you will need for this class as they become available. There is also a news box that I will use to post announcements and reminders. Lecture power points will be posted on the D2L Content page. You will also submit all written work to the appropriate D2L dropboxes.

Class Schedule and Reading Assignments

Week 1 – Introduction

1/26 – Welcome and orientation to the course

No assigned readings

1/28 – What is Peace Studies?

Reading: B&W, Ch. 2 “Peace and Conflict Studies, Education, and Research”.

Week 2 – What is Peace?

2/2 – Meanings of Peace

Reading: B&W, Introduction to Part I (pp. 1-2), and Ch. 1 “The Meanings of Peace” (entire).

2/4 – The Individual and Peacemaking

Readings:

- Thich Nhat Hanh, *Being Peace*, Chs. 1-3
- *Ken Beller and Heather Chase. *Great Peacemakers: True Stories from Around the World*, Ch. 6 “Thich Nhat Hahn. Sedona, AR: LTS Press, 2008, pp. 45-51. (E-reserves)

Week 3 – Defining Peace and War

2/9 – Inner Peace and Engagement in the World

Reading: Thich Nhat Hanh, *Being Peace*, Chs. 4-7

2/11 – Defining War; Group Project Group Formation

Readings:

- B&W, Ch. 3 “The Meanings of Wars”, pp. 35-43, 50-54, and 56-70.
- *Dave Phillips. “In Unit Stalked by Suicide, Veterans Try to Save One Another.” *New York Times*, September 19, 2015. (E-reserves)

Week 4 – Exploring the Roots of War and Violence

2/16 – Human Nature

Readings:

- B&W, Introduction to Part II, pp. 127-130, and Ch. 6 “The Individual Level, pp. 131-143; 149-153.
- *Konrad Z. Lorenz. “On Aggression.” In *Approaches to Peace: A Reader in Peace Studies*, David P. Barash, ed. Oxford University Press, 2000: 13-19. (E-reserves)

2/18 –The Group Level

Readings:

- B&W, Ch. 7 “The Group Level”, pp. 157-165.
- *Margaret Mead. “Warfare is Only an Invention—Not a Biological Necessity.” In *Approaches to Peace*, David P. Barash, editor. Oxford University Press, 2000: 19-22. (E-reserves)

Week 5 – Exploring the Roots of War and Violence

2/23 – Nationalism and the Attractions of War

Readings:

- B&W, Ch. 7 “The Group Level”, pp. 165-171, and 175-178.
- *David Cortright. *Peace: A History of Movements and Ideas, Chapter 14*. Cambridge University Press, 2008, pp. 302-320. (E-reserves).
- *Chris Hedges. “War is a Force that Gives Us Meaning.” In *Approaches to Peace*, David P. Barash, editor. Oxford University Press, 2000, pp. 24-26. (E-reserves)

2/25 – The State Level

Readings: B&W, Ch. 8, The State Level, pp. 185-190 and 195-200; and Ch. 15 “Peace Through Strength?”, pp. 347-351, 355-359.

DUE IN CLASS: Group Project Proposal

Week 6 – Paper Sharing & American Militarism

3/1 – American Exceptionalism & U.S. Wars in the Middle East

Readings:

- B&W, Ch. 4, “Terrorism vs. Counterterrorism,” pp. 71-76 and 89-96.
- *Andrew J. Bacevich. 2013. *The New American Militarism: How Americans are Seduced by War, Updated Edition*. Oxford University Press. Introduction & Ch. 1, “Wilsonians at Arms”, pp. 1-33 (E-R)

3/3 – **DUE IN CLASS: Essay on Human Nature and Peace**

Paper sharing –Bring 3 copies of your paper to class!

Week 7 – American Militarism – Why We Fight

3/8 – In-class screening of documentary “Why We Fight” (99 mins.)

3/10 - Discussion of “*Why We Fight*”

Reading: B&W, Ch. 10 “The Ideological, Social, and Economic Levels,” pp. 235-241.

3/11 – **DUE: Final Draft of Essay #1 – upload to D2L dropbox by 5pm.**

Week 8 –International Institutions and the Quest for Negative Peace

3/15 – Planning Session for Group Projects

3/17 - The UN and the Promise of International Institutions

Reading: B& W, Ch. 14 “International Cooperation”, pp. 317-330; 334-346.

March 19-27 – Spring Break – Enjoy!!!

Week 9 – International Law & Nonviolence

3/29 – International Law

Readings:

- B&W, Ch. 16 “International Law”
- *Steven Ratner. “Geneva Conventions.” *Foreign Policy*, Issue 165 (March/April 2008): 26-32. (E-R)
- *Philippe Sands. “Seventy years after Nuremberg, global justice is still a work in progress.” *The Guardian*, November 20, 2015. (E-reserves)

3/31 - Human Rights

Readings:

- B&W, Ch. 18 “Human Rights” (entire).
- *The Universal Declaration of Human Rights (E-reserves)

Week 10 – Public Lecture & Peace Studies Conference

4/4 (Mon.) – **Public Lecture by Sonia Nazario on the Child Migrant Crisis** – DUC Laird Room, 7pm
Attendance is mandatory

4/5 – Regular class is cancelled, class time may be used to work on group projects

4/7 & 4/8 (Thurs. & Fri.) – **Wisconsin Institute for Peace and Conflict Studies Conference - DUC**
Regular class is cancelled and instead students will attend and participate in the WIPCS conference

Week 11 – Nonviolence

4/12 – Gandhian Nonviolence

In-class screening: “A Force More Powerful, Episode 2, India: Defying the Crown.” (30 mins.)

Reading: B&W, Intro. to Part IV, pp. 401-402; & Ch. 23, “Nonviolence,” pp. 507-519.

4/14 – Nonviolence and the U.S. Civil Rights Movement

In-class screening: “A Force More Powerful, Episode 1, Nashville: We Were Warriors” (32 mins.)

Readings:

- B&W, Ch. 23, “Nonviolence,” pp. 519-521, Section titled, “Martin Luther King Jr. and the U.S. Civil Rights Movement”
- *Martin Luther King. “Letter from Birmingham City Jail.” In *A Testament of Hope: The Essential Writings & Speeches of Martin Luther King, Jr.*, J. Washington, ed. HarperCollins, 1991: 289-302. (E-R)

Week 12 – Nonviolence Today

4/19 – Nonviolence Today

Readings:

- B&W, Ch. 23, “Nonviolence,” pp. 521-end of chapter.
- *Gene Sharp. “Civilian Resistance as a National Defense.” In *Approaches to Peace: A Reader in Peace Studies, Second Edition*, David P. Barash, ed. Oxford University Press, 2010: 212-219. (E-reserves)
- *Mark Juergensmeyer. “Gandhi vs. Terrorism.” *Daedalus* (Winter 2007): 30-39. (E-reserves)

4/21 – Student Project Presentations

Week 13 – Gender and Peacemaking in Liberia

Readings for Week:

- *"How the Women of Liberia Fought for Peace and Won." Tavaana.org webpage. (E-reserves)
- *Peter Dennis. "A Brief History of Liberia." The International Center for Transitional Justice. May 2006. Note: You only need to read the first 6 pages. (E-reserves)

4/26 – In-class screening of "Pray the Devil Back to Hell" (72 mins.)

4/28 – Discussion of "Pray the Devil Back to Hell" and Peacemaking in Liberia

Week 14 – Peacemaking Simulation

5/3 – Preparation for Palmyra Simulation

We will devote this class to laying the groundwork for Thursday's simulation. In preparation make sure to read the simulation briefing packet. Think about which role you would like to play in the simulation. In class we will assign people to different roles and you will have some time to meet in your small groups to discuss your actor's position.

Readings:

- B&W, Ch. 12, "Diplomacy, Negotiations, and Conflict Resolution"
- *USIP Palmyra Simulation Briefing Packet. (E-reserves)

5/5 – Simulation of Palmyra Peacemaking Conference

Week 15 – Conclusions

5/10 – What can we do to build peace? Class Discussion/Workshop

5/12 – Individual Involvement and Conclusions

Readings:

- B&W Ch. 24 "Toward a More Peaceful Future"
- *Mairead Corrigan Maguire. "Gandhi and the Ancient Wisdom of Nonviolence." In *Peace is the Way*, Walter Wink, ed. Orbis Books, 2000: 159-162. (E-reserves)
- *Democracy Now! Interview with Mairead Corrigan Maguire, April 2015. (E-reserves)

DUE THURSDAY, MAY 19th BY 5PM: Take-home Final Exam