

**PAX 200, Spring 2017**  
**Dilemmas of War & Peace: An Introduction to Peace Studies**

**Sections 1 & 2 Combined Lecture – Mon. & Weds. 9:00-9:50 am, TNR 120**

**Section 1 Discussion Section: Fri., 9:00-9:50 am, CCC 231**

**Section 2 Discussion Section: Fri., 10:00-10:50 am, CCC 231**

**Professor Jennifer Collins**  
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**Office: CCC 474**  
**Office Hours: Tues. 11-12 noon & Fri. 2-3 pm**  
**and by appointment**

**Course Description:**

This course explores 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 sense of personal agency and responsibility towards building a more just and peaceful world.

**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 21<sup>st</sup> Century*. Westview Press, 2011.
- John T. Rourke. *Taking Sides: Clashing Views on World Politics, 16<sup>th</sup> Edition*. McGraw Hill, 2014.
- Jeremy Schahill. *Dirty Wars: The World is a Battlefield*. Serpent’s Tail, 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:

Attendance & Participation:	20%
Discussion Paper on Week’s Readings	6%
Peacemaking/Current Events Presentation	4%
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 combine lecture and discussion. Generally, on Mondays and Wednesdays I will lecture; Fridays will be devoted to discussion and work in small groups. However, even during lecture I will often ask for input, and students should always feel free to pose questions or pitch in with relevant comments on the topic being addressed. Regular attendance to all classes and active informed participation, especially in the Friday discussion groups, is vital to your learning, as well as to the success of the class as a whole. Lectures will focus on the assigned readings, so you should complete the readings for that day prior to coming to class; this will assist you in following and making sense of the lecture. Prior to Friday discussions make sure you have completed all assigned readings for that week, as group work and discussion will focus on them.

Due to its importance to the course, attendance and participation will count for 20% of your grade, divided roughly equally between the two. More than 2 unexcused absences will result in a lowering of your attendance grade; **if you miss more than 9 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, when you are able, 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 careful attendance and participation records, and will use them when I calculate this portion of your grade.

**Discussion Paper on Week’s Readings:**

Each student will write a brief discussion paper (1-2 double-spaced pages) on the topic for a particular week. This paper should engage with and reflect on the assigned readings and offer up questions for discussion for the Friday discussion groups. Students will sign up during the beginning of the semester for a particular week. Discussion papers ***must be posted to the D2L Discussion Board and the Dropbox by 5pm on the Thursday of the week for which the readings are assigned.*** Students in that discussion section will be expected to read the discussion papers submitted for that week before coming to Friday discussion section. I will not accept a discussion paper after the week for which the reading is assigned. Barring some emergency, you must be in discussion section to discuss your paper; if you are going to be absent, then plan to reschedule your discussion paper for a different week. This brief paper will be graded with a check, check-plus, or check-minus will count for 6% of your grade.

### **Peacemaking/Current Events Presentation:**

One of the goals of this course is to increase awareness about peace and justice work, as well as current events. As such, each student will be required to make a brief presentation (3-5 minutes) at the beginning of class on some interesting story of their choosing. A sign-up sheet will be passed around at the beginning of the semester, and students will sign up to present on a specific day. You will **not** be graded for this. Everyone who completes the presentation will get full credit for this assignment.

In preparation students will need to find either a recent news story related to peace and conflict, or alternatively, information on an individual, event, initiative, or organization that is working for peace and justice in some way at the local, national, or international level. Some examples of peace and justice work that students have presented on in the past include a program in inner-city schools to teach meditation and mindfulness techniques, a teacher in Pakistan who started a free school in a public park for children who otherwise would not have had access to education, organizations aiding refugees, etc.

If you choose to present a current events story, please find an article from a **newspaper that is well respected internationally**; do **not** use articles from CNN, BBC, 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. 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 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](http://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](http://www.democracynow.org)

### **Essay – Human Nature and Peace:**

The main formal writing assignment is 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 **Friday, March 3**, and on that day class will be devoted to paper sharing and peer review. It is imperative that students finish their essays on time and come to class the day they are due to 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 another week to rework and fine-tune their papers based on the feedback received before uploading their final draft to D2L on **Friday, March 10**. This essay counts for 25% of your grade.

### **Group Projects:**

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 either engage in some sort of activism and reflect on that, or investigate a particular topic and prepare either a debate or a round table presentation on said topic. Each group will present its work in a 20-minute presentation at the end of the semester. In addition to the group presentations, students will turn in a written summary of their activism work or notes on their research 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.

## **Wisconsin Institute for Peace and Conflict Studies Annual Conference – March 30-31, 2017, Alverno College, Milwaukee, WI**

This is an annual peace studies conference that brings together students and faculty from colleges and universities across the state. It is a wonderful opportunity to learn more about peace studies, to interact with students and faculty from other campuses, and to have the opportunity to present at an academic conference. I will be accompanying UWSP students to the conference and particularly encourage PAX 200 students to consider attending. You may go simply as an attendee, or you might consider presenting your group project at the conference. Groups that present at the conference will not be required to present again in class at the end of the semester. In addition, students who present and/or attend the conference will receive extra credit for doing so. I will be providing more information about the conference early on in the semester, including details about how to propose a panel.

### **Final Exam:**

The final will be a take-home, open-book essay 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 **Monday, May 15<sup>th</sup> at 5pm**.

### **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 and/or the discussion boards.

## **Class Schedule and Reading Assignments**

### **Week 1 – Introduction**

1/23 – Welcome and orientation to the course

*No assigned readings*

1/25 – What is Peace Studies? & Introduction to Thich Nhat Hahn

*Readings:*

- B&W, Ch. 2 “Peace and Conflict Studies, Education, and Research”.
- \*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)

1/27 – Student Introductions & Discussion

*Reading:* Thich Nhat Hanh, *Being Peace*, Chs. 1-2, “Suffering is Not Enough” and “The Three Gems”

## **Week 2 – What is Peace?**

1/30 – Meanings of Peace

*Reading:* B&W, Introduction to Part I (pp. 1-2), and Ch. 1 “The Meanings of Peace” (pp. 3-10).

2/1 – The Global Peace Index

*Reading:* B&W, Ch. 1 “The Meanings of Peace” (pp. 10-17).

2/3 – Discussion Groups

*Reading:* Thich Nhat Hanh, *Being Peace*, Chs. 3-5, “Feelings and Perceptions”, “The Heart of Practice”, and “Working for Peace”

## **Week 3 – What is War?**

2/6 – Defining War

*Reading:* B&W, Ch. 3 “The Meanings of Wars”, pp. 35-43 & 50-54.

2/8 – Can War Be Justified? Is War Necessary?

*Readings:*

- B&W, Ch. 3 “The Meanings of Wars”, pp. 56-69.
- \*Dave Phillips. “In Unit Stalked by Suicide, Veterans Try to Save One Another.” *New York Times*, September 19, 2015. (E-reserves)

2/10 – Planning Session for Group Projects & Discussion

## **Week 4 – Exploring the Roots of War and Violence**

2/13 – 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)

2/15 – 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)

2/17 – Discussion Groups

## **Week 5 – Exploring the Roots of War and Violence**

2/20 – Nationalism and the Attractions of War

*Readings:*

- B&W, Ch. 7 “The Group Level”, pp. 165-171, and 175-178.
- \*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)

2/22 – 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, and 366-368.

2/24 – Discussion Groups

### **Week 6 – American Militarism – Why We Fight**

2/27 – In-class screening of first half of documentary “Why We Fight” (99 mins.)

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

3/1 - In-class screening of second half of documentary “Why We Fight” (99 mins.)

3/3 - *Discussion of “Why We Fight” & assigned reading.*

### **Week 7 – American Militarism & Paper Sharing**

3/6 – American Exceptionalism

*Reading:* \*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)

3/8 - U.S. Wars in the Middle East

*Reading:* B&W, Ch. 4, “Terrorism vs. Counterterrorism,” pp. 71-76 and 89-96.

3/10 – **DUE IN CLASS: Essay on Human Nature and Peace**

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

### **Week 8 –International Law and the Quest for Negative Peace**

3/13 - 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)

3/15 – Planning Session for Group Projects

3/17 - Discussion Groups

**DUE: Final Draft of Essay on Human Nature and Peace – upload to D2L dropbox by 11 pm.**

***March 18-26 – Spring Break – Enjoy!!!***

### **Week 9 – International Institutions & Nonviolence**

3/27 – The UN and the Promise of International Institutions

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

3/29 - 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.

3/31 - ***Wisconsin Institute for Peace and Conflict Studies Conference – Alverno College***

Regular class is cancelled; interested students may attend and participate in the conference.

### **Week 10 – Nonviolence & The U.S. Civil Rights Movement**

4/3 – *In-class screening:* “A Force More Powerful, Episode 1, Nashville: We Were Warriors” (32 mins.)

*Reading:* B&W, Ch. 23, “Nonviolence,” pp. 519-521, Section titled, “Martin Luther King Jr. and the U.S. Civil Rights Movement”

4/5 – *Reading:* \*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)

4/7 – Discussion Groups

### **Week 11 – Gender and Peacemaking in Liberia**

4/10 – Introduction to and screening of first part of “Pray the Devil Back to Hell”

*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)

4/12 – In-class screening of rest of “Pray the Devil Back to Hell” (72 mins.)

4/14 – Discussion of “Pray the Devil Back to Hell” and Peacemaking in Liberia

### **Week 12 – Alternatives to Violence and War**

4/17 – Nonviolence Today

*Readings:* B&W, Ch. 23, “Nonviolence,” pp. 521-530.

4/19 – Alternatives to Military Service and the War on Terror

*Readings:*

- \* David Cortright. *Peace: A History of Movements and Ideas, Ch. 14.* Cambridge University Press, 2008, pp. 302-310. (E-reserves).
- \* Mark Juergensmeyer. “Gandhi vs. Terrorism.” *Daedalus* (Winter 2007): 30-39. (E-reserves)

4/21 – Discussion

### **Week 13 – Human Rights & Positive Peace**

4/24 - Human Rights

*Reading:* B&W, Ch. 18 “Human Rights” (entire).

4/26 – The Universal Declaration of Human Rights

*Reading:* \*The Universal Declaration of Human Rights (E-reserves)

4/28 – Group Presentations

### **Week 14 – Group Project Presentations**

5/1 – Group Presentations

5/3 – Group Presentations

5/5 - Group Presentations

### **Week 15 – Conclusions**

5/8 – Being Peace

*Reading:* Thich Nhat Hanh, *Being Peace*, Chs. 5-7, “Working for Peace”, “Interbeing”, and “Meditation in Daily Life.”

5/10 – Personal Involvement

*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)

5/12 – Discussion Groups

**DUE MONDAY, MAY 15<sup>th</sup> BY 5PM: TAKE-HOME FINAL EXAM**