

Cedar Crest College
Introduction to Peace Studies
Fall 2008

Course **SOC 246-70/80**

Credits: 3

Central Curriculum Requirement:

Global Studies (GS); Writing (WRI2)

Maynard L. Cressman

Office: Curtis Hall 234

Phone: 610-606-4666, Ext. 3502

E-Mail: mlcressm@cedarcrest.edu

Course Domain:

A survey and synthesis of the increasingly vast and diverse area of the social sciences comprising the fledging field of Peace Studies. Topics to be covered include: the definition and cause of war, understanding and sustaining peace, international diplomacy and governance, and nonviolent strategies and tactics to prevent and resolve conflict.

Course Objectives:

This course is designed to help the student to better understand:

1. The economic, political, historical, philosophical, social, psychological and religious causes of violence and war;
2. The meaning, control and use of power;
3. The meaning of peace and of organized efforts to promote peace;
4. Historical and contemporary strategies of international diplomacy, law, governance and disarmament to prevent wars;
5. Negotiation and mediation processes and other nonviolent methods to resolve conflicts at all levels of human interaction;
6. Efforts to promote and sustain a peaceful world through social empowerment, economic democracy, ecological wholeness, and personal transformation;
7. Several of moral theories in order to enhance the student's ethical decision-making capabilities;
8. To apply these moral theories in further developing the student's position on the morality of war.

Course Outcomes:

This course seeks to enable students to:

1. Apply course concepts in understanding past, present and (if all goes not well) future wars;
2. Demonstrate a conceptual understanding of negotiation techniques based on collective worldviews;
3. Demonstrate a conceptual understanding of the moral considerations involved in the decision to engage in and the conduct of wars;
4. Demonstrate the use of critical thinking skills in taking a personal position on worldwide nuclear disarmament;
5. Evidence analytical and other critical thinking skills in speaking and writing.

Texts:

Barash, D., & Webel, C. (2002). *Peace and conflict studies*. Thousand Oaks, CA: Sage Publications.

Beck, D. E., & Cowan, C. (1996). *Spiral dynamics*. Malden, MA: Blackwell Publishing.

Student Assignments:

Each student is expected to fulfill the following assignments:

1. To regularly attend class sessions. Attendance will be graded according to the percentage of class time the student attends on an hourly basis.
2. To read all assigned readings in advance of class sessions in order to facilitate meaningful and informed class discussions. This will include writing a 1,000-word reaction paper on selected sets of chapters from the *Peace and Conflict Studies* text. These sets of chapters will also comprise the basis for the student-facilitated class discussions described in #3. Each of these reaction papers must be submitted prior to the start of the session in which those chapters are being discussed and must reflect the student's understanding of the material covered in the chapters. Papers written inadequately or submitted late will only receive half credit. Papers with fewer than 1,000 words may not be resubmitted. Papers submitted late must meet all other criteria in order to receive half credit. Students will be graded on the percentage of assigned papers which were submitted on time and written adequately.

3. To be responsible for facilitating discussion on the same sets of chapters in the *Peace and Conflict Studies* text on which students wrote reaction papers. The class will grade this facilitation according to the following three criteria: Relevance to the topic, that the group used a creative format for discussion that effectively enhanced learning and that the group provided good follow-up to the class discussion that the format initiated. The key point is to provoke lively, informed discussion of that topic and to facilitate that discussion for no less than 50 minutes.
4. To write reaction papers to each of the chapters in *Spiral Dynamics*. Each paper must be no less than 250 words and reflect what the student learned from that chapter as well as any opinions the student may have about the material. Papers written inadequately or submitted late will receive only half credit. Papers with fewer than 250 words may not be resubmitted. Papers submitted late must meet all other criteria to receive half credit. Students will be graded on the percentage of papers submitted on time and written adequately.
5. To think through and write a 350-word personal reaction paper to each of the following videos shown in the course:
 - “Road to 9/11”
 - “Breaking the Silence: Truth and Lies in the War on Terror”
 - “Counterfeit Coverage”
 - “Faces of the Enemy”
 - “The Dark Side”

In writing each paper, reference must be made to several specific points made in the video to frame your reaction comments. Papers submitted late will receive only half credit. Papers with fewer than 350 words will receive only half credit and cannot be resubmitted. Students will be graded on the percentage of assigned papers which were submitted on time and written adequately.

6. Note: All papers must be submitted no later than the last day of class and any multi-page papers not stapled will receive only half credit. Late papers will be returned to the student without comments from the instructor.
7. On all written assignments students should pay particular attention to proper grammar and styles as well as content. The ability to express oneself effectively in writing is a personal and professional skill that reflects on the quality of one’s critical thinking abilities. On the movie reaction papers errors in grammar/style will be noted by the instructor, but will not be factored into their grading. On the texts’ reaction papers (assignments #2 and #4) students must first submit a paper which meets all the criteria for the assignments and then the instructor will note any errors in grammar/style. Students will then have the opportunity to correct those errors and resubmit the paper together with the original copy. The instructor will then grade the content of the paper and any grammatical errors not satisfactorily corrected will result in up to a 25% reduction in the grade for the paper.

Cedar Crest College
Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus. Use of personal laptop computers is prohibited during class.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for noncompliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectation stated in the syllabus.

Cedar Crest College
Honor Philosophy

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Grading

Attendance/participation	25%
<i>Peace and Conflict Studies</i> reaction papers	30%
Facilitation of discussion	10%
<i>Spiral Dynamics</i> reaction papers	25%
Video reaction papers	<u>10%</u>
	100%

Course Outline:

- I. Power and authority
 - A. Definitions and uses
 - B. Forms
 - C. Legitimization

- II. Parameters of war and peace
 - A. Issues of peace
 - B. History and typology of peace movements
 - C. The meaning of war
 - D. Classification of war movements and the impact of nuclear weapons

- III. The roots of violence and war
 - A. Psychological
 - B. Historical
 - C. Social
 - D. Political
 - E. Economic
 - F. Religious
 - G. Spiritual

- IV. War and morality
 - A. Moral theories
 - B. Ethics
 - C. Is war moral?

- V. Approaches to “negative peace”
 - A. Peace through military power
 - B. Disarmament issues and agreements due to the impact of chemical, biological and nuclear weapons
 - C. League of Nations, United Nations, and other international organizations
 - D. International law and world government

- VI. Further approaches to “negative peace”: diplomacy, negotiations, and conflict resolution
 - A. History and goals of diplomacy
 - B. Negotiating techniques
 - C. Nonviolent conflict resolution

- VII. Approaches to “positive peace”
 - A. History, philosophy and contemporary status of human rights
 - B. Ecological wholeness and peace
 - C. Economic geography
 - D. The philosophy of nonviolence
 - E. Personal/spiritual transformation and personal action

Weekly Class Plan

August

- 26 Topic: Course overview and Unit I – Power and authority
Video: *Why the Hate?*
Quote: “Since all political systems were created by people, it follows that people can also change them.” Peter Berger
Reading Assignment for Next Class: C. 1, 2 & 3 (*Peace and Conflict Studies*)
C.1 (*Spiral Dynamics*)

September

- 2 Topic: Unit II – Parameters of war and peace
Student Facilitated Discussion: C. 1, 2 & 3: The meanings of peace, peace movements and the meanings of wars
Video: *Road to 9/11* (Reaction paper)
Quote: “I am the first to admit that a war is waged in pursuance of political aims.” Dwight D. Eisenhower
Reading Assignment for Next Class: C. 5 & 6 (*Peace and Conflict Studies*)
C. 2 (*Spiral Dynamics*)
- 9 Topic: Unit III – The roots of violence and war
Student Facilitated Discussion: C. 5 & 6: The individual and group levels
Video: *Hijacking Catastrophe: 9/11 Fear, and the Selling of the American Empire*
Quote: “Humans work to outwit and control each other not just because of some tangible goal in the outside world that we’re trying to achieve, but because of a lift we get psychologically. This is the reason we see so many irrational conflicts in the world both at the individual level and at the level of nations.” *The Celestine Prophecy*
Reading Assignment for Next Class: C. 7, 8 & 9 (*Peace and Conflict Studies*)
C. 3 (*Spiral Dynamics*)
- 16 Topic: Unit III – The roots of violence and war
Student Facilitated Discussion: C. 7, 8, & 9: The state, decision-making, ideological, social, and economic levels
Video: *The Dark Side* (Reaction paper)
Quotes: “Sons bury their fathers in times of peace; in times of war fathers bury their sons.” Herodotus
“The problem with defense spending is to figure out how far you should go without destroying from within what you are trying to defend from without.” Dwight D. Eisenhower
Reading Assignment for Next Class: C. 4 & 5 (*Spiral Dynamics*)

- 23 Topic: Unit IV – War and morality: “moral personalism” and political realism (Realpolitike)
Video: *Lost Years in Iraq*
Quote: “...all I ask is that, in the midst of a murderous world, we agree to reflect on murder and to make a choice.” Albert Camus
Reading Assignment for Next Class: C. 10, 11 & 12 (*Peace and Conflict Studies*)
C. 6 (*Spiral Dynamics*)
- 30 Topic: Unit V – Approaches to “negative peace”
Student Facilitated Discussion: C. 10, 11 & 12: Diplomacy/negotiations/conflict resolution, peace through strength and disarmament and arms control
Video: *Breaking the Silence: Truth, Lies in the War on Terror* (Reaction paper)
Quote: “Unless the peace that follows recognizes that the whole world is one neighborhood and does justice to the whole human race, the germs of another world war will remain a constant threat to mankind. The structure of world peace cannot be the work of one man, or one party, or one nation... It must be a peace which rests on the cooperative effort of the whole world.” Franklin D. Roosevelt
Reading Assignment for Next Class: C. 7 & 8 (*Spiral Dynamics*)

October

- 7 Topic: Unit IV – War and morality: “just war” theory and its rebuttal
Video: *Counterfeit Coverage* (Reaction paper)
Quote: “Deeds which they would atone for with their lives if committed in peace, we praise them for having done under arms.” Seneca
Reading Assignment for Next Class: C. 9, 10, 11 & 12 (*Spiral Dynamics*)
- 14 No Class – Fall Break
- 21 Topic: Unit IV – War and morality: the killing of innocents
Video: *Faces of the Enemy* (Reaction paper)
Quotes: “We have just religion enough to make us hate, but not enough to make us love one another.” Jonathan Swift
“Viewed from within, each religious or national fanaticism stands for a good; but in its outward operation it produces and becomes an evil.” George Santayana
Reading Assignment for Next Class: C. 13, 14 & 15 (*Peace and Conflict Studies*)
C. 13 (*Spiral Dynamics*)
- 28 Topic: Unit VI – Further approaches to “negative peace”
Student Facilitated Discussion: C. 13, 14 & 15: International organizations, international law and world government
Video: *Dr. Strangelove*
Quote: “Democracy presumes a dialogue between people and between nations.” Olaf Palme
Reading Assignment for Next Class: C. 14 & 15 (*Spiral Dynamics*)

November

- 4 Topic: Unit IV – War and morality: ethics and nuclear deterrence
Video: *Does the world need nuclear weapons?*
Quotes: “The arms race is not preordained and part of some inevitable course of history. We can make history.” Ronald Reagan
Reading Assignment for Next Class: C. 17 & 18 (*Peace and Conflict Studies*)
C. 16 (*Spiral Dynamics*)
- 11 Topic: Unit VII – Approaches to “positive peace”
Student Facilitated Discussion: C. 17 & 18: Human rights and ecological well-being
Video: *Elusive Peace*
Quote: “When we discuss national security, we tend too often to give it a military label. It is, in fact, much broader than military power and much more complex. There can be no security without social betterment.” Hubert H. Humphrey
Reading Assignment for Next Class: C. 19, 20 & 21 (*Peace and Conflict Studies*)
C. 17 (*Spiral Dynamics*)
- 18 Topic: Unit VII – Approaches to “positive peace”
Student Facilitated Discussion: C. 19, 20 & 21: Economic well-being, nonviolence and personal transformation
Video: *Elusive Peace*
Quotes: “Someday they will give a war and nobody will come.” Carl Sandburg
“Visualize peace.” Anonymous
- 25 Topic: Unit VII – Approaches to “positive peace”
Video: *A Force More Powerful*
Quotes: “Because of the interconnectedness of all minds, affirming a positive vision may be about the most sophisticated action any one of us can take.” Willis Harman
“Universal peace as a result of cumulative effort through centuries past might come into existence quickly – not unlike a crystal that suddenly forms in a solution which has been slowly prepared.” Nikola Tesla

December

- 2 Topic: Unit VII – Approaches to “positive peace”
Video: *Gandhi*
Quote: “An eye for an eye and the whole world goes blind.” Mahatmas Gandhi
“We still have a choice today: nonviolent co-existence or violent co-annihilation. We must move past indecision to action. Now let us begin. Now let us rededicate ourselves to the long and bitter – but beautiful – struggle for a new world... The choice is ours, and though we might prefer it otherwise, we must choose in this crucial moment of human history.” Martin Luther King, Jr.
Assignment Due: Last day to submit any reaction papers