

Office hours: Monday and Wednesday 2:00-4:00pm or by appointment

Office: Library Basement – 103A

Contacting me: My office hours are slightly reduced this semester because while Old Main is being renovated I am sharing a temporary office in the basement of the library. I am very available to meet with you by appointment if you contact me by phone, e-mail or after class (mgerstba@gustavus.edu or ext. 7421). I do not check my e-mail much at home, so can not guarantee that I will receive an e-mail you post in the evenings or weekends until I am at my office. You may phone me at my home if your need is urgent (934-1035), but please do not call past 11pm.

COURSE DESCRIPTION AND OBJECTIVES:

This course is designed to introduce students to the field of peace studies, which is concerned with problems of violence and injustice in our world and how to build more just and peaceful societies. Peace studies is interdisciplinary (drawing from anthropology, psychology, philosophy, international relations, political science, economics, sociology, and more). Peace studies is future-oriented and value-based; it is concerned with building a better future. Peace studies is concerned with local level and grassroots communities and world order on a planetary scale. Finally, peace studies desires to instill hope and action – to motivate students to positively work for peace and justice in their relevant communities, rather than feeling paralyzed and overwhelmed by the magnitude of yuck (yes, I said “yuck”) in our world.

The first part of this course examines the causes and nature of violence and aggression among individuals, groups and nations. We then explore the meaning of peace, including concepts of negative and positive peace and structural violence. The second part of the course introduces more specific issues, debates, and areas of research within the peace studies field, such as feminist contributions to peace and whether women are more peaceful than men, whether democracies are the most peaceful governments, how distribution of wealth and caring for the environment relate to peace studies, and other issues. The final section of the course considers whether there are appropriate uses of violence by weighing the competing claims of just war versus pacifist theories, and introduces theories and strategies of nonviolence and conflict resolution.

This course (not the professor, but all of us taking responsibility for our learning)

- aims:**
- 1.** To help students to begin forming and/or honing their own views and values about use of violence, what constitutes social justice and/or peace, and how to work for peace.
 - 2.** To provide students with opportunities and tools to dig into social analysis. Why does our world work the way it does? How do we understand the obstacles to change and causes of injustice and violence?
 - 3.** To provide students with some inspiration and models for taking action to build a more peaceful and just future.
 - 4.** To promote students to take responsibility for their own learning, to learn to discuss issues in a constructive environment, and to build community in the classroom.

TEXTS:

Birgit Brock-Utne, Feminist Perspectives on Peace and Peace Education. Pergamon Press, 1989.

Chris Hedges, War is A Force That Gives Us Meaning. Anchor Books, 2002.

Manfred B. Steger, Judging Nonviolence: The Dispute Between Realists and Idealists. Routledge, 2003.

Lisa Schirch, The Little Book of Strategic Peacebuilding. Good Books, 2004.

Readings on Electronic Reserve

Other readings can be found on electronic reserve at the library webpage. Please double check to see that you are reading the correct item – occasionally the link on the webpage may be incorrect. So, check author and title, and if necessary, the full citation for each reading (listed on the last page of this syllabus). Please print out readings well in advance. A breakdown of the campus server will not be an excuse for failing to complete a reading or a paper based on that reading. Plan ahead!

COURSE EXPECTATIONS

My goal is for this course to be highly interactive – with discussions, small group work, and a variety of classroom exercises. There will be some lecture, but I will not be standing in front of you and summarizing the readings. Rather, I have designed the assignments to help you take responsibility for your own learning and to be prepared to participate actively in our classroom. We will evaluate how this is going as the semester progresses and will make adjustments in assignments and course schedule if warranted.

My expectations for you are high. There are a lot of readings; few are very difficult, however. There are also assignments of various kinds due throughout the course, and you will need to stay on top of things and plan ahead for your busy times. I may add small assignments as the semester progresses (such as bringing in a current news article related to an issue we are discussing). If you miss class, you are responsible for finding out what you missed.

The Honor Code and Plagiarism:

Every Gustavus Adolphus College student now agrees to abide by the academic honesty policy and honor code as a condition for enrollment. The honesty policy stipulates:

“In all academic exercises, examinations, presentations, speeches, papers, and reports, students shall submit their own work. Footnotes or some other acceptable form of citation must accompany any use of another’s words or ideas. Students are especially cautioned that quoting from or paraphrasing from electronic sources without proper citation is as serious a violation as copying from a book or other printed source.”

In addition, the policy states, “a student may not submit work that is substantially the same in two courses without first gaining permission of both instructors if the courses are taken concurrently, or permission of the current instructor, if the work has been submitted in a previous semester.”

In this course, any violation of the academic honesty policy will carry the penalty of failing the assignment, and the possibility of failing the course. Students who dispute an allegation of academic dishonesty may request a hearing before a joint student/faculty honor board.

In addition, the following statement will be written in full and signed on every exam and graded paper: “On my honor, I pledge that I have not given, received, nor tolerated others’ use of unauthorized aid in completing this work.”

ASSIGNMENTS AND GRADING:

1) Participation (20%)

I practice several different pedagogical strategies in this course, including lecture, small group work, discussions, role-plays, etc. Thus, participation can take a variety of forms. At a minimum, participation involves attending class. I expect you to attend all classes. I do not distinguish between excused and unexcused absences. Barring exceptional circumstances, if you have more than two absences your grade will be lowered.

Participation also means that you are engaged in classroom activities: you are alert, you listen to others, you ask questions, you make contributions to class discussion and group work. I will be noting quality as well as quantity of your participation. Those who speak most often will not necessarily get the best participation grade. Your participation might ask for clarification of someone else's views (showing you are listening), attempt to answer a difficult problem or issue that you hadn't thought about in advance, raise an issue that others in the class had ignored, restate in your own words what someone else has said, etc. There are many different kinds of participation. Some of you may not talk much, but will offer exceptional contributions when you do speak up. Let us all seek to create a respectful environment conducive to everyone's participation in this course.

Finally, your participation grade will include shared responsibility to help lead class discussion. Each of you will be assigned a day to help lead discussion (along with other students).

Participation is a big percentage of your grade, and you and I both will want to have ways to assess your progress as the course unfolds. This will occur through a participation log.¹ Twice in the semester (**March 8 and April 5**), I will ask you to submit your own assessment of participation in the course using the Participation Log assignment sheet I will provide. At the end of the semester you will use these discussion logs to assess your participation grade (by writing a one paragraph summary of your logs and developments since the last log). I will comment and give you feedback on your logs during the semester.

2) Short papers and informal writing assignments (30%)

Several short papers will be assigned throughout the semester. They are listed in the syllabus, but it is possible the schedule may change. Some will involve responding to and asking critical questions related to the reading. Some will ask you to tell stories from your own experience and relate them to the reading or ask you to state your view on an issue. Some will require a small amount of outside research that you will then write a brief on and share with the class. Thus, these papers will vary in format, but will generally be 3pp long. I will give you handouts on some papers; for others I will orally give brief instructions in class.

The schedule of papers is currently (also in course calendar):

2/10	Causes of war: human nature
2/17	Causes of war: overall
2/24	Peacebuilding
3/8	Are women more peaceful than men?
3/15	Education
3/22	Militarization
4/7	Economic justice
4/14	Peace Culture
4/19	Just war/pacifism
4/26	Nonviolent activism

These Short papers will be graded and returned to you periodically in the semester. Papers will be graded as √+ (excellent 96%), √ (adequate 86%), √- (needs work 76%) or 0% (extremely inadequate, turned in late or failed to turn in).

Because the purpose of these papers is to prepare you for class, **no late papers will be accepted (note: everyone can have ONE exception to this in the semester). They are due at class time. Bring a paper copy to hand in.**

¹ Ideas adapted from Stephen D. Brookfield and Stephen Preskill, *Discussion as a Way of Teaching*, (Jossey-Bass 1999) and Carolyn O'Grady, Gustavus Adolphus College.

3) Active-learning Exercises (10%)

We will be engaged in various activities WITHIN the classroom, but this assignment asks that you take initiative to be involved in activities (as well as lectures, films) outside of our classroom. You will submit a short report (at least 2 paragraphs) on your experiences and/or the event you attended in order to get credit for the assignment. 5 events must be attended in the course of the semester (not counting the Martin Luther King lecture on 2/24). At least two of these 5 must require you to actively engage in social change (e.g. attend a demonstration, an organizing meeting of a peace or justice oriented group, do a service activity, etc.). Other activities may be to review a film or attend a lecture related to the class. The 5 activities must all be different (can't go to the same school to tutor 5 times as a service project). I will provide more detail on this assignment shortly, and suggestions for activities throughout the semester. The short 1pp report on the King lecture on 2/24 (due 2/28) will be included in this grade (though not as one of the 5). You should let me know in advance if you are unable to attend the King lecture.

4) Colombia Project (20%)

The Colombia Project will be further detailed in separate handouts. GAC has formed a relationship with several peace communities in Colombia, through the auspices of Lutheran World Relief. This partnership, called the Sal y Luz program, began in Fall 2004, and will likely continue for a few years. You get to be a part of this! We will be using Colombia and the relationship with these peace communities as a way to challenge us to think about peacebuilding in a specific context. This project will be introduced in some detail on 2/24, when we discuss the Schirch book on peacebuilding. There are three main components of this project, and you will need to do some work throughout the semester; however, most of the work of this project is designed to fall at the end of the semester, after we stop meeting for class.

A) Educate yourself on the conflict in Colombia and the Sal y Luz program

This component might involve attending Sal y Luz meetings/events, doing some research on Lutheran World Relief website, etc.

Short paper (3pp) due 3/24. Individual grade – 5%

B) Feedback on Peace community documentation

The Colombian peace communities are attempting to document their journeys and what they have learned in their peacebuilding processes. Gustavus has been asked to provide some feedback on this documentation. We will receive a roughly 25pp document from the communities (in English). In groups of about five students, you will discuss the document and write up 4-5pp of commentary (as a group) on the document (in English). You will receive a group grade on this assignment, though each individual will write a paragraph detailing their contribution to the group.

4-5pp of commentary. Due 5/3. Group grade – 7.5%

C) Webpage on Sal y Luz Project

This class will design and create a webpage for the Sal y Luz project based here at GAC. Tasks for the webpage will be divided among groups. For example, one group might write up the history of the project, another group a calendar of events/activities, another group might do the technical design of the webpage. You will receive a group grade on this assignment, though each individual will do a short write-up of their contributions to the project.

Webpage completion. Due 5/17. Group grade – 7.5%

5) Final exam (20%)

Final Exam will be a take-home and will be due by our scheduled exam time.

Grading Scale:

A 94+ A- 90-93 B+ 88-89 B 84-87 80-83 C+ 78-79

Grades C and lower calculated using same scale. Minimum passing grade= 60.

COURSE CALENDAR:

Subject to Change with adequate notification. If you miss class, you are responsible for finding out about any changes in schedule.

PART I: WAR AND PEACE: CAUSES AND CONCEPTS

WAR:

What does war mean to you and to its diverse proponents? Participants? Victims?
Why do nations go to war?
What theories of war are most persuasive? Why?
Are the origins of war found in human nature? In the nature of society? In the nature of the international system?
Have causes of or nature of war changed over time?

2/8 Tuesday

Introduction to course.

2/10 Thursday

Understanding War and Violence at the level of individual human beings. Human Nature vs. Nurture. Psychology, biology, anthropology. Are human beings biologically programmed to be violent, or is it learned behavior? What evidence supports these different views?

READ: On Reserve: Lorenz, Mead, MacNair; Steger pp. 121-130

Response Paper

2/15 Tuesday

Understanding War and Violence at the level of Nations and Ethnic groups.

READ: Hedges, pp. 1-82; Skim Ignatieff on Reserve

2/17 Thursday

Understanding War and Violence: the whole picture.

READ: Hedges pp. 83-185; Howard, "The Causes of War" on Reserve

Response Paper

PEACE:

What does peace mean to you and to its diverse proponents? Participants? Possible victims?
What theories of peace are most persuasive? Why?
How does peace research help us understand war and peace?

2/22 Tuesday

Concept of Peace and background of Peace Studies. Various definitions of peace and how it is sustained. Negative and positive peace and structural violence.

READ: Brocke-Utne, skim chapter 1 and read chapter 3

On Reserve: Daniels, Sayre, and Howard, "The Concept of Peace"

***Feb. 22 Friends for a Nonviolent World visit to campus*

2/24 Thursday

Peacebuilding and Colombia Project

READ: Schirch book

Response Paper

****Feb. 24 Martin Luther King Lecture 7pm Wallenberg Auditorium – Brent Beardsley, required. Feb. 28 – 1pp report due**

****Monday, Feb. 28-Thursday March 3 “The Good Life” 4th Annual Conference on Vocation. Center for Vocational Reflection**

March 1 and March 4 - NO CLASS THIS WEEK (Professor gone for Conference).

Student responsibility for this week:

- 1) Catch up/get ahead on readings and papers
- 2) Start Colombia project
- 3) Make arrangements for or start on active-learning requirements

**** March 7-11 Colombia Week on campus (Scheduled)**

PART II: CREATING POSITIVE PEACE: THEORIES AND ISSUES OF DEBATE IN PEACE STUDIES

INDIVIDUAL AND SOCIETY

3/8 Tuesday

Feminist Perspectives in Peace Studies. Feminist contributions to Peace Studies, research, and activism. Are women more peaceful than men? Would the world be more peaceful if more women were in leadership positions? Why/why not?

READ: Brock-Utne, chapter 2

On Reserve: Fukuyama, Ehrenreich, Reardon, and Wells

STUDENT DISCUSSION LEADERS

Response Paper

First Participation Log Due

3/10 Thursday

Feminist Perspectives in Peace Studies. Gender Roles and Socialization.

READ: Brock-Utne, pp. 107-132

On Reserve: Elshtain, “Introduction and Chapter 1 of Women and War”

STUDENT DISCUSSION LEADERS

****March 11-12 Building Bridges “You must be the change you wish to see in the world”
Keynote speaker Jody Williams, Nobel Peace Prize winner and founding coordinator of the International Campaign to Ban Landmines.**

3/15 Tuesday

Education and Peace

READ: Brock-Utne, chapters 4, 6 and pp. 133-154

STUDENT DISCUSSION LEADERS

Response Paper

NATIONAL

3/17 Thursday

Peace and types of governments. Would the world be more peaceful if there were more democratic countries?

READ: On Reserve: Russet and Williams, "Commencement"

STUDENT DISCUSSION LEADERS

3/22 Tuesday

Military Spending. How much should we spend on the military? Are we a militarized nation? How would we change this? If we had fewer weapons would our world be more peaceful?

READ: On Reserve: Baum, Collins, Passel, Defense Monitor, Clemins, and "What Happened to the Peace Dividend?"

Guest Speaker: ROTC

Response Paper

3/24 Thursday: Colombia Project Day (in class)

Colombia Project: Part A: Short paper due

March 25-April 3 Spring Break

4/5 Tuesday

The European model

READ: On Reserve: Rifkin and Economist, "The European Dreamers"

Guest speaker: Lennart Sacredeus

Second Participation Log Due

GLOBAL

4/7 Thursday

Economic justice and peace: would the world be more peaceful if wealth was distributed more equally?

READ: On Reserve: Friedman, Galtung, and Korten (several chapters)

STUDENT DISCUSSION LEADERS

Response Paper

4/12 Tuesday

Environmental justice and Peace

READ: On Reserve: Hertsgaard, Maathai, Williams, "The Clan of the One Breasted Women"

STUDENT DISCUSSION LEADERS

4/14 Thursday

Creating a Culture of Peace

READ: On Reserve: Boulding, "The Concept of Peace Culture"

Guest Speaker on Hate Crimes

Response Paper

4/19 Tuesday

Nonviolence: Just war/pacifism

READ: On Reserve: Walzer, Hauerwas, Elshtain, "A Just War" and "Intellectual Dissent and the War on Terror". Others to be announced.

STUDENT DISCUSSION LEADERS

Response Paper

4/21 Thursday

Nonviolence: The initial Debate

READ: Steger, pp. 1-104 (readings to be divided among class)

4/26 Tuesday

Nonviolence: Probing deeper and Cases

READ: Steger, pp. 107-130; Other to be announced

Response Paper

4/28 Thursday

Conflict Resolution Skills

READ: To be announced

5/3 Tuesday

Colombia Project: Part B: Group feedback papers due

5/17 Tuesday

Colombia Project: Part C: Webpage due

FINAL EXAM: Due Friday May 20

FINAL PARTICIPATION SUMMARY DUE WITH EXAM

LIST OF ELECTRONIC RESERVE READINGS:

Baum, Dan. "The Price of Valor," *The New Yorker* (7/12/2004).

Boulding, Elise. "The Concept of Peace Culture", pp. 107-133.

Clemins, Archie. "Where is the Peace Dividend Now?" *US Naval Institute Proceedings* Vol. 125, Issue 9 (Sep 1999).

Collins, Robert. "ROTC Today and Tomorrow" in Joseph Fahey and Richard Armstrong, eds. *A Peace Reader: Essential Readings on War, Justice, Non-violence and World Order*. New York: Paulist Press, 1992, pp. 86-89.

Daniels, Marta. "A History of Peace Studies in the United States" in *Peace is Everybody's Business*. Juniata College Press, 1999, pp. 99-121.

Defense Monitor. "Militarism in America" in Joseph Fahey and Richard Armstrong, eds. *A Peace Reader: Essential Readings on War, Justice, Non-violence and World Order*. New York: Paulist Press, 1992, pp. 61-75.

Ehrenreich, Barbara, et al. "Fukuyama's Follies: So What if Women Ruled the World?" *Foreign Affairs* Vol. 78, No. 1 (Jan/Feb 1999), pp. 118-129.

Elshtain, Jean Bethke. "A Just War" *Commonweal* (April 25, 2003), pp. 11-12.

Elshtain, Jean Bethke. "Intellectual Dissent and the War on Terror" *The Public Interest* (Spring 2003), pp. 86-95.

Elshtain, Jean Bethke. "Introduction" and "Not a Soldier's Story" in *Women and War*. New York: Basic Books, 1987, pp. 3-43.

"The European Dreamers" *The Economist* Vol. 373, Issue 8406 (12/18/2004).

Friedman, Thomas L. "The Lexus and the Olive Tree" and "The Golden Arches Theory of Conflict Prevention" in *The Lexus and the Olive Tree*. New York: Farrar, Straus, Giroux, 1999, pp. 25-29 and pp. 195-199.

Fukuyama, Francis. "Women and the Evolution of World Politics," *Foreign Affairs* Vol. 77, No. 5 (Sep/Oct 1998).

Galtung, Johan. "A Structural Theory of Imperialism" in David P. Barash, ed. *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford U. Press, 2000, pp. 42-45. (Original published in 1971).

Hauerwas, Stanley. "September 11, 2001: A Pacifist Response," *South Atlantic Quarterly* Vol. 101, No. 2 (Spring 2002), pp. 425-433.

Hertsgaard, Mark. "Sustainable Development and the Triumph of Capitalism" and "Living in Hope" (chapters 8 and 9) in *Earthy Odyssey: Around the World in Search of Our Environmental Future*. Broadway, 1999, pp. 260-318.

Howard, Michael. "The Causes of War" in David P. Barash, ed. *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford U. Press, 2000, pp. 36-42.

Howard, Michael. "The Concept of Peace," *Encounter* (December 1983), pp. 18-24.

Ignatieff, Michael. "The Narcissism of Minor Difference" in *The Warrior's Honor*. Viking Press, 1998, pp. 34-71.

Korten, David. *When Corporations Rule the World*. West Hartford, CT: Kumarian press, 1996.

The following chapters:

7 “Illusions of the Cloud Minders” pp. 103-117.

11 “Marketing the World” pp. 149-158.

20 “People With No Place” pp. 249-257

24 “Agenda for Change” pp. 307-324.

Lorenz, Konrad. “On Aggression” in David P. Barash, ed. *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford U. Press, 2000, pp. 13-19. (Original published in 1963)

Maathai, Wangari. “Trees for Democracy” *New York Times* (Dec. 10, 2004).

MacNair, Rachel. “Psychological Causes of Violence” in *The Psychology of Peace*. Westport, CT: Praeger, 2003, pp. 1-29.

Mead, Margaret. “Warfare is Only an Invention – Not a Biological Necessity” in David P. Barash, ed. *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford U. Press, 2000, pp. 19-22. (Original published in 1940).

Passel, Peter. “War Is No Way to Start a Career” in Joseph Fahey and Richard Armstrong, eds. *A Peace Reader: Essential Readings on War, Justice, Non-violence and World Order*. New York: Paulist Press, 1992, pp. 91-94.

Rearson, Betty. “Sexism and the War System” in David P. Barash, ed. *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford U. Press, 2000, pp. 250-257. (Original published in 1985).

Rifkin, Jeremy. “The European Dream” *Utne* (Sep/Oct 2004), pp. 75-79.

Russett, Bruce. “The Fact of the Democratic Peace” and “Why Democratic Peace?” in Michael E. Brown, et al., eds. *Debating the Democratic Peace*. Cambridge: MIT Press, 1996, pp. 58-81 and pp. 82-115.

Sayre, Brian. “Peace Studies’ War Against America,” *FrontPageMagazine.com* (April 30, 2003)

Walzer, Michael. “The Triumph of Just War Theory” in *Arguing About War*. New Haven: Yale U. Press, 2002, pp. 3-22.

Wells, Leah. “Reckless Abandon” (March 6, 2003).

What Happened to the Peace Dividend?

Williams, Terry Tempest. “The Clan of One-Breasted Women” in *Refuge: An Unnatural History of Family and Place*. New York: Vintage Books, 1991, pp. 281-290.

Williams, Terry Tempest. “Commencement” in *The Open Spaces of Democracy*. The Orion Society, 2004, pp. 1-26.