

## **Analysis of War and Peace**

PEAC 330-A Manchester College, Spring 2008

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**Instructor:** Dr. Tim McElwee    Office: Calvin Ulrey Room 202    Phone: ext. 5217

**Office Hours:** Wednesdays and Fridays, 9:00-11:00, and by appointment

**Required Texts:**

Cheadle, Don and John Prendergast, *Not on Our Watch*, 2007. Hyperion

Klare, Michael, *Blood and Oil*, 2004. Metropolitan Books

Johnson, Chalmers, *Nemesis*, 2006. Metropolitan Books

**Course Description:** This course reflects the essence of Peace Studies in that it is designed to be multidisciplinary and values oriented. Without doubt, the values orientation of Peace Studies is often its most controversial characteristic and the source of much criticism. Much of this is due to the fact that Peace Studies brings into question fundamental structures of the status quo. Opponents assert that Peace Studies often lacks requisite amounts of objectivity and neutrality. Proponents maintain that just as medical science is biased in favor of health, Peace Studies is biased in favor of making peace through peaceful means. To carry the analogy further, just as a physician is commonly expected to provide an accurate diagnosis of an illness, a reasonable prognosis of future developments of the ailment, and a recommended course of action to cure the illness, so a peace educator is expected to accurately assess the causes of societal violence and occurrences of war, provide a description of potential consequences of the unrest and violence, and suggest appropriate means to peacefully transform the conflict at hand.

Since the 1960s peace educators have drawn an important distinction between the concepts of *negative peace*, i.e., the absence of war, and *positive peace*, understood as the presence of life-affirming values and practices such as economic and social justice and environmental stewardship. This dichotomy can also be understood by distinguishing between overt forms of violence (collective or individual) and what peace scholar Johan Galtung has termed *structural violence*. The latter occurs when people are placed at a disadvantage due to unjust political or economic systems, and/or cultural traditions. In short, the importance of moving beyond negative peace to an emphasis on positive peace suggests that it is not enough to simply be against something, i.e., war and other expressions of organized violence. To build a just and sustainable peace, we must also be for something, i.e., human well-being based on values such as justice and equality. In recent years, many peace educators have advanced the notion that effective peacemaking must integrate the pursuit of both negative and positive peace.

**Course Objectives:** After completing this course you will have 1.) expanded your understanding of the etiology of war; 2) increased your awareness of major humanitarian crises, including genocide; 3) grasped the significance of the impact of concerted citizen action on national and international policies; 4) considered the influences of group

dynamics in conflict settings, including the impact of social forces such as nationalism, ethnicity, race, culture, religion and ideology; 5) improved your analytical skills regarding the economics of war and peace; and 6) examined the arguments of those who believe the role of the United States as hegemon is presently in decline.

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## Requirements

**Attendance/Participation:** All reading and written assignments are expected to be completed *prior* to class on the designated day. This class will function as a seminar, and your active participation in class discussions will be regularly noted. (100 points).

**Class Discussion Facilitator:** You will lead the discussion for one class session during the semester. The date on which you will serve as facilitator will be selected at random. On your assigned date, you are expected to come to class prepared to accomplish the following: 1) provide a concise summary of what you consider to be the major themes/ideas/concepts of the assigned reading; 2) engage the class in active dialogue by posing stimulating discussion questions; and 3) near the end of the class session, summarize what you consider to be the major findings/insights/points of agreement from the class discussion. (100 points)

**Examination:** There will be three unit examinations. If you must be absent for a unit exam, due to an excused absence, you must make-up the exam before the next class session or else forfeit these points. Please note: it is your responsibility to make these arrangements with me. The third unit exam will be administered during Finals Week. The exams will pertain to all assigned readings and class discussions completed prior to the examination. (300 points)

**Research Paper:** You are expected to submit a research paper of approximately ten pages. You are free to select your topic, in consultation with the instructor, based on any relevant topic. Your paper is due on the last class day (May 8). Because this is to be a research paper, it must include proper citations of all sources, include standard features such as page numbering, and be composed in one of the approved style guides as described in Diane Hacker's book: *A Writer's Reference*, 5<sup>th</sup> ed., 2003 (Boston: Bedford/St. Martin's). *Please note:* late papers will not be accepted. (100 points total)

**Academic honesty:** All written assignments must be your original work. The *College Catalog* defines plagiarism as "the presentation of information (written or oral) as one's own when in reality some or all of the information was derived from some other source" (p. 22). Plagiarism will result in failure of an assignment or of the course. For more information see pages 22-23 of the 2004-2005 *College Catalog*.

**Extra Credit Opportunities:** If you choose, you may provide 1-2 page essays for extra credit based on articles that appear in the websites *Information Clearing House*, or *Common Dreams*. Or, you may choose to submit a 1-2 page essay on either John

Prendergast's Convocation address, or the panel discussion on February 18. If you choose to focus on the internet sites noted above, you can subscribe to them by clicking on either <http://www.commondreams.org> or <http://www.informationclearinghouse.info/subscribe.htm> Your essay should demonstrate your ability to apply critical analytical skills to the central thesis put forward by the author. In addition, explain any new insights you gained from the article, and state why you agree or disagree with the author's overall assessment of the given issue. Please provide a hard copy of your essay, as well as a printed copy of the article on which your essay is based. As with your research paper, your extra credit essays should be written in an approved writing style with proper source documentation, page numbering, and must be submitted through Turnitin.com (using the Extra Credit folder). I will accept extra credit essays up to and including our last class session on May 8. No more than ten points will be awarded for any one essay (and usually less), but you can earn a total of 25 extra credit points through your submission of extra credit essays.

**Grading:** The 600 point total converts to the following grade scale:

540-600 points = A  
 480-539 points = B  
 420-479 points = C  
 360-419 points = D  
 359 – and below = F

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### Schedule of Assigned Readings

January 31	Introduction, Preface and Chapters 1 & 2 of Cheadle & Prendergast (C&P)
February 5	C&P, Chapters 3-4, and to p. 92 of Chapter 5
February 7	C&P, pages 92-105, and Chapter 6
February 12	C&P, Chapter 7 to page 185 of Chapter 8
February 14	C&P, pages 185-204, Chapter 9 through the end of the book
February 18	John Prendergast Convocation, and panel discussion on Darfur
February 19	No class
February 21	Exam I
February 26	Klare (K), Chapter 1
February 28	K, Chapter 2
March 4	K, Chapter 3
March 6	K, Chapter 4
March 11	K, Chapter 5
March 13	K, Chapter 6 → <b>Anna: facilitator</b>

March 17-21	Spring Break
March 25	K, Chapter 7 → <b>Cori: facilitator</b>
March 27	Daniel Ellsberg article (hand-out)
April 1	Exam II
April 3	No class
April 8	Johnson (J), pp. 1-26
April 10	J, pp. 26-53 → <b>Laura: facilitator</b> ( <i>Deadline to identify paper topic</i> )
April 15	J, pp. 53-79
April 17	J, pp. 80-108 → <b>Farida: facilitator</b>
April 22	Phil Jones, guest speaker
April 24	J, pp. 109-136
April 29	J: Chapter 4
May 1	J: Chapter 5 → <b>Mike: facilitator</b>
May 6	J, Chapter 6 → <b>Mary: facilitator</b>
May 8	J, Chapter 7
May 14	Final Exam (8:00 a.m.!)