

Peac 110: Introduction to Peace Studies

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General office hours: Tues 1 – 1:50pm
Thurs 1- 1:50pm
and by appointment

Course Description

This course provides an introduction to peace studies – an interdisciplinary field that considers questions such as: how can human conflicts be resolved in ways that promote justice and peace? We will explore definitions, conditions, and causes of violence, nonviolence, war, and peace – be it between nations, groups, or individuals. In this work, we will study distinctions between the concepts of *negative peace*, or the absence of war, and *positive peace*, understood as the presence of values and practices which promote justice and well-being within a society (such as economic and social justice and environmental stewardship). The class will also distinguish between overt forms of violence (be it collective or individual) and what Johan Galtung has termed *structural violence*: those practices which disadvantage people due through unjust political or economic systems, and/or cultural traditions. Participants in the class will explore a broad range of historical examples of ways that people have responded creatively to situations of violence and injustice, and from this study, construct their own understandings of creative response to conflict.

Course Objectives & Goals

1. Students will gain an understanding of the nature and history of Peace Studies and of those academic disciplines which contribute to it.
2. Students will grapple with concepts of peace, war, violence, nonviolence and conflict.
2. Students will develop an understanding of the origins and causes of violence and conflict between and within individuals, groups, nations and states.
3. Students will develop an understanding of different processes and strategies of conflict resolution, and reflect upon the conditions and circumstances necessary for lasting peace.

Required texts

1. G. Canada: *Fist Stick Knife Gun*
2. Thich Nhat Hanh: *Peace Is Every Step*
3. B. Parekh: *Gandhi – A Very Short Introduction*
4. ANGEL postings
5. New York Times front page - available at www.nytimes.com

Course Requirements

Participation and attendance 10%

- Because this is a discussion-based class, more than **six** absences will negatively affect your grade. For each additional class missed, your final grade will be lowered by 2% (eg. from a 91% to 88%, or from 74% to 71%). Distinctions will not be made between an excused and an unexcused absence except in the most extreme circumstances (for example, hospitalization.)
- Because small group work is emphasized in this class, attendance is critical to doing well in the course. Even more important, respectful participation in both large and small group discussion is a requirement for this class. Do not be, as a teacher of mine once described, a ‘discussion saboteur’ - someone who dominates the discussion to the point of excluding others. A basic

ground rule for the course is ‘step up, step back’: do engage in the conversation, do not dominate discussions. We are responsible for inviting participation from each member of the class. Because this environment is so important, students may be dismissed from the course for disruptive or disrespectful behavior in class after receiving a warning issued in a private conversation.

- I use a grading rubric from *Grading Class Participation*, by Martha L. Maznevski: Participation criteria, described below, focus on what I am able to observe in class and do not allow me to guess at what you know but *do not demonstrate*. The average level of participation will satisfy the criteria for a "8".

Grade	Participation Grading Criteria
6-6.5	<ul style="list-style-type: none"> - Present, not disruptive. - Tries to respond when called on but does not offer much. - Demonstrates very infrequent involvement in discussion.
7-7.5	<ul style="list-style-type: none"> - Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. - Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). - Does not offer to contribute to discussion, but contributes to a moderate degree when called on. - Demonstrates sporadic involvement.
8 – 8.5	<ul style="list-style-type: none"> - Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. - Offers interpretations and analysis of case material (more than just facts) to class. - Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. - Demonstrates consistent ongoing involvement.
9-10	<ul style="list-style-type: none"> - Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). - Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. - Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. - Demonstrates ongoing very active involvement.

Peacemaker Introductions 10%

- Each student will select a person who has contributed to the work of peace and justice from a list that I will circulate in class. We will open class with brief presentations of biographical profiles that you make on your peacemakers. ***The best presentations will go beyond basic biographical facts to include a creative demonstration - of that person's life and/or the issues that motivated that person.***

Quizzes 20%

- Your lowest three quiz grades will be dropped before an average is figured for your grade. Since the lowest three quiz scores are dropped, no make-up quizzes are offered.

Exams 60%

- There will be four exams, each worth 15% of the final grade.

I offer students the option of taking an oral exam instead of a written exam. If you're interested in this option, you must make arrangements with me two days in advance and schedule a time to meet on the same day as the exam is given in class.

Grading Standards

A – Excellent work; all major and minor goals achieved

B – Good work; all major goals achieved; some minor ones not

C – Fair work; all major goals achieved; many minor ones not

D – Poor work; a few major goals achieved, but student is not prepared for advanced work

F – Failing work; none of the major goals achieved

Plagiarism

Plagiarism occurs when students turn in work that is not their own. Plagiarism occurs when written work 1) fails to cite quotations and borrowed ideas from outside sources, including the World Wide Web and other student work, 2) fails to enclose borrowed language in quotation marks, and 3) fails to put summaries and paraphrases in the writer's own words. (Based upon D. Hacker's *A Writer's Reference*, Fourth Edition. Boston: Bedford/St. Martin's, 1999.)

Academic Dishonesty

Any academic dishonesty will be dealt with via the policies outlined in "The MC Source". **Please note: *In cases of deliberate plagiarism, and in all cases of cheating and attempted cheating, the work assigned will be failed. At the instructor's discretion, the student may also be failed from the class (regardless of the grade-weight of the work assigned).*** In either a case of deliberate plagiarism or cheating a letter recording the deception will be sent to the student, with copies sent to the vice president and dean for academic affairs, the vice president and dean for student development, and the student's academic advisor. Students found cheating or plagiarizing a second time, at any point in their career at Manchester College, are liable to disciplinary probation, suspension, and possible expulsion. These actions will be initiated by the vice president and dean for academic affairs.

Accommodations

Manchester College, in compliance with federal guidelines, is committed to assuring students with disabilities equal access to programs and activities that are provided to students without disabilities. Any student who feels s/he may need an accommodation based on the impact of a disability should contact Bonnie O'Connell, the Director of Services for Students with Disabilities, (extension 5076) to establish eligibility and to coordinate reasonable accommodations. It is the student's responsibility to self-disclose their disability. Students whose accommodation requests are approved will be provided with confidential letters to deliver to their professors which verify the nature of the student's disability and documents the need for auxiliary aids and services and/or academic adjustments/accommodations. Students are encouraged to meet with each professor early in the semester to discuss the academic implications of the disability as they relate to the specific course and to request appropriate accommodation. The

Disabilities Office is located in the Success Center (second floor of the Union) telephone 260.982.5076 to schedule an appointment.

Other Circumstances

If other life circumstances may affect your performance in class (i.e. childcare issues, undependable transportation, a sick grandparent, expected recurring absences for any reason), please talk to me and other professors immediately. The early contact about such issues will help all of your professors be more understanding.