

IIPS 30101: Introduction to Peace Studies

Autumn 2007

102 Earth Science Building

T, Th 2:00-3:15

Professor Dan Myers

Office: 111 Hesburgh Center (inside the Kroc Institute), 631-7695

Office Hours: M 3:00-5:00 or by appt.

Web Page for this course: <http://www.nd.edu/~dmyers/courses/30101au07/>

Course Listserv: iips30101-02-fa07@listserv.nd.edu

Course Blog: <http://ndpeaceblog.blogspot.com/>

Teaching Assistants:

Dareen.Khattab

email: Dareen.Khattab.1@nd.edu

Phone: 631-6970

Office Hours: TBA

Sinh NguyenVo

email: DanSinh.NguyenVo.1@nd.edu

Phone: 631-6970

Office Hours: TBA

Goals of the Course:

By the time you are done with this course, you should have a good grasp on the range of human social behaviors related to conflict, war, and deadly violence, and a understanding of the ways in which peace activists, professional practitioners, policy makers, and governments attempt to restrain, repress, dissipates, and diffuse violence and conflict. The field of Peace Studies is a very broad one which draws its strength from many disciplinary traditions. Concerns about violence and conflict range from the micro-level (person-to-person) to the macro-level (interstate wars), and from the direct enactment of violence through physical contact to the indirect damage done through economic exploitation. All of these issues are critical to the field of peace studies and although it is impossible to cover all of them adequately in a single course, by the time we finish the course, you should have a good map of the field in your head and be able to use that map to select further study in the areas that interest you the most.

Required Texts:

Mary Kaldor, *Old & New Wars*, 2nd Edition, Stanford University Press

David P. Barash, *Approaches to Peace*, Oxford University Press

John Paul Lederach, *The Little Book of Conflict Transformation*, Good Books.

Course Requirements:

1. Be here, be involved. 20% for participation. I don't take attendance, but it becomes obvious when you're not showing up.
2. Group presentation on the background and progression of a violent conflict, past or present. 20%.
3. Final paper analyzing an aspect of a violent conflict and your proposed approach to ameliorating the conflict, based on the topics covered in the course. 30%.
4. Participation in the Peace Blog 20%.
5. Lead a class discussion on the week's readings. 10%.

Details about all assignments will be distributed in class.

Policies:

Office Hours: Please take advantage of my office hours to come in and discuss questions about class material or problems you are having with the course. If you wish to meet but cannot during the regular time, please stop one of us before or after one of the lectures to arrange a suitable time. If you plan to visit me during my office hours, please let me know ahead of time so I can be sure to be there. I am often called into unexpected meetings and cannot always guarantee that I will be sitting in my office during office hours.

Academic Misconduct: Any suspected instance of cheating or plagiarism will be referred to the Honesty Committee. The course penalty for academic misconduct is a zero credit for the assignment and whatever disciplinary action is levied by the Honesty Committee/University. No opportunities to re-do assignments will be given. Two instances of academic misconduct will result in automatic failure of the course. I urge you to carefully read the standards for academic conduct in your student handbooks (du Lac).

Course Outline:

Week of Aug. 27 Introduction, Social Psychological Approaches to Conflict

Thich Nhat Hanh, Being Peace; Delamater and Myers, Intergroup Conflict

Week of Sept. 3 Nonviolence and Pacifism

DB pp. 167-197

Week of Sept. 10 Violent Culture and Socialization

Violence, Inequality, and Human Freedom, pp. 48-71

Week of Sept. 17 Positive Peace, Negative Peace
DB, pp. 129-165

Week of Sept. 24 Peace Movements
DB pp. 225-249

Week of Oct. 1 Gender and Peace
DB pp. 250-257

Week of Oct. 8 Development, Economy, Poverty
Human Development Report p. 1-26.
DB pp. 42-45

Week of Oct. 15 Religion and Cultural Differences
Samuel Huntington, Clash of Civilizations
DB pp. 199-221

***** **MIDSEMESTER BREAK** *****

Week of Oct. 29 Interstate Wars
Mary Kaldor, New and Old Wars, Ch. 1-3

Week of Nov. 5 Interstate War
Mary Kaldor, New and Old Wars, Ch. 4-8

Week of Nov. 12 Ending War
DB pp. 61-126

Week of Nov. 19 Strategic Peacebuilding
John Paul Lederach, The Little Book of Conflict Transformation

Week of Nov. 26 Student Presentations
Student suggested Readings

Week of Dec. 3 Student Presentations
Student suggested Readings

Week of Dec. 10 Student Presentations
Student suggested Readings

**FINAL PAPER DUE AT THE END OF THE FINAL EXAM PERIOD:
SATURDAY(!) December 15, 10:30-12:30.**

Weekly Reading Memos and Leading Discussions

Memos:

Good discussion requires you to be prepared. If you take the time to read and write up your thoughts prior to class, we will undoubtedly have better discussions, therefore you will prepare a memo each week of 1-2 paragraphs on the readings for the week. These memos should NOT be summaries of the readings, but rather should be reactions to, questions about, or commentaries on specific points in the reading you found particularly interesting and would like to discuss further in class. We will use a listserv to distribute our comments to each other. I will give you details on how to use the listserv during the first class.

You must submit your comments to the listserv by class time on Tuesday. This will allow everyone time to read each other's comments before the student-led discussions on Thursdays. Over the course of the semester, you must submit a total of 10 memos (this gives you 2 vacation weeks). We won't use reading memos the first week.

Leading Discussions:

On Thursdays, we will engage in a discussion of the week's readings. Each week three students will be assigned to lead the discussion that week. Prior to the class, the three "presenters" should meet together to identify the most important issues and questions raised in the week's readings (based on their own reading and the memos). You should also carefully read all of the memos written that week and incorporate them into your presentation. Your "presentation" should last only 5 minutes and in it you should identify what the important issues are, give some examples of situations in which these issues come up, talk about author's arguments about these issues, and identify some areas of critique -- what have the authors missed or where have they gone astray? It is not your task to solve these issues, merely to introduce them in an interesting way to encourage further conversation about them. You should also develop a list of follow-up questions to turn to when the conversation seems to stall, becomes redundant, or gets completely off track.

Introduction to Peace Studies 30101

Peace Blog:

Part of being in Peace Studies is not just learning about the field, but trying to engage in some experiential learning about peace: Living peace. During the course of this semester, you will find the academic material we cover to be more meaningful and be better able to integrate your learning if you are substantially engaged in enacting peace. Therefore, one requirement of the course will be to make a conscious attempt to DO SOMETHING every week to “increase the peace.” There are many ways to accomplish this and I am counting on your creativity to generate a wide variety of options, but I want you to:

-Self-consciously engage in an activity that you are purposely pursuing with the idea of fulfilling this assignment in mind. Don't just reconstruct something later.

-As you are performing you act, you should attend to how it feels. Depending on what you are doing, you could have a wide range of emotional and cognitive responses to what you are doing and how others are reacting to you.

-It is not required, but try, at least some of the time, to do something that you feels relates to the topics we are covering that week.

Once you have completed the activity, you must record what you did on the Peace Blog. It's very straightforward. You go to the Peace Blog (ndpeaceblog.blogspot.com), and leave a comment under the week's assignment heading. I'll demonstrate in class.

Briefly describe what you did in your blog entry, but focus more on what your reaction was to doing it. How did it make you feel to be involved in this activity?

You may wish to remain anonymous to the world, which is fine, but you cannot remain anonymous to me, because I have to know who is completing the assignment. If you wish to remain anonymous, use your “nickname” to sign your comment. I'll collect nicknames from you on the first day of class and only you and I will know your nickname.

Some initial ideas to get you rolling: Intervene in a conflict among friends; stop a fight on a playground; try a meditation class; attend a peace protest; attend a Pax Christi meeting; write a poem, write a critical review of a violent movie; wear radical peace protest-wear for a day and engage people in conversation about it; do a free hugs outing; donate time or raise some money for a peace oriented organization; write a letter to a congressional representative about a peace-related topic; or try to spend a day without engaging in any violent media.

You are required to make 10 entries to the peace blog during the course of the semester.