

## **Analysis of War and Peace**

PCST 330-A Manchester College, Spring 2006

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

**Office Hours:** Tuesday and Thursday, 9:00-11:00

**Required Texts:**

Bacevich, Andrew *The New American Militarism*, 2005. Oxford University Press

Howard, Michael, *The Invention of Peace*, 2000. Yale University Press

Lederach, John Paul, *The Moral Imagination*, 2005. Oxford University Press

Paige, Glenn, *Nonkilling Global Political Science*, 2002. Xlibris Corporation

**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.

We will also explore means of nonviolently preventing overt as well as less visible forms of violence, and the creative and constructive transformation of human conflict. 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) grasped the distinction between overt and structural violence; 3) considered the influences of group dynamics in conflict settings, including the impact of social forces such nationalism, ethnicity, race, culture, religion and ideology; 4) improved your analytical skills regarding the distinction between the pursuits of national interest and human interest; and 5) learned to evaluate the most promising means of preventing war, transforming conflict, and devising alternative security systems in pursuit of a world with greater peace and justice.

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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 two class sessions during the semester. The dates on which you will serve as facilitator will be selected at random. On your assigned dates, 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/session, 200 points total).

**Examination:** There will be one comprehensive examination which will be administered during Finals Week. The exam will pertain to all assigned readings and class discussions throughout the semester. (200 points)

**Research Paper:** You are expected to submit a research paper of approximately ten pages. You will select your topic, in consultation with the instructor, based on one of the two assigned readings for which you will serve as class facilitator. Your paper will be due one week following the date on which you served as discussion facilitator. 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*.

**Turnitin.com:** To encourage original work, your papers must be submitted electronically through the website Turnitin.com. You must also submit a hard copy of your paper to the instructor by the assigned due date. The Turnitin.com ID number for this class is 1461188, and our class enrollment password is awp-06. Prior to submitting your first paper through Turnitin.com, you will need to create a user profile. If you have already created a Turnitin user profile, you simply need to login and enroll in this class site. *Please note:* both research papers, and any extra credit essays you may elect to submit, must be submitted by the assigned due date through Turnitin.com.

**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. Subscribe 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 12. No more than ten points will be awarded for any one essay (and usually less), but you can earn a total of 50 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 & Presentations

February 3	Introduction, and Noam Chomsky, <i>The Re-declared War on Terror</i>
February 6	Howard, pp.1-31
February 8	Howard, pp.33-59
February 10	Howard, pp.61-113
February 13	Bacevich (henceforth, B), pp.1-15
February 15	B: pp.15-33; Facilitator: Thomas Bimba
February 17	Class cancelled
February 20	B: pp.34-51; Facilitator: Ben Leiter
February 22	B: pp.51-68; Facilitator: Sarah Hall
February 24	B: pp.69-79

February 27	B: pp.79-96
March 1	B: Chapter 4, pp.97-121; Facilitator: Camilo Velasquez
March 3	B: Chapter 5, pp.122-146; Facilitator: Paul Sparks
March 6	B: pp.147-158
March 8	B: pp.158-174; Facilitator: Emily Hallgren
March 10	B: pp.175-185
March 13	B: pp.185-204; Facilitator: Anna Simons
March 15	B: Chapter 8, pp.205-226; Facilitator: Thomas Bimba
March 17	Paige (henceforth, P), Preface (xi-xiii), Intro (xix-xxvi), and Chapter 1
March 20-23	Spring Break
March 27	P: pp.25-46
March 29	P: pp.47-69; Facilitator: Felix Lohitai
March 31	P: Chapter 3, pp.71-97; Facilitator: Ben Leiter
April 3	P: Chapter 4, pp.99-124; Facilitator: Nicole Fowler
April 5	P: Chapter 5, pp.125-143; Facilitator: Adam Stokes
April 7	P: Chapter 6, pp.145-162; Facilitator: Paul Sparks
April 10	Lederach (henceforth, L), Preface (vii-xi), and Chapter 1, pp.1-5
April 12	L: Chapter 2; Facilitator: Debbie Thompson
April 14	Class cancelled (Good Friday)
April 17	L: Chapter 3
April 19	L: Chapter 4; Facilitator: Adam Stokes
April 21	L: Chapter 5
April 24	L: Chapter 6; Facilitator: Debbie Thompson
April 26	L: Chapter 7
April 28	L: Chapter 8; Facilitator: Felix Lohitai
May 1	L: Chapter 9; Facilitator: Sarah Hall
May 3	L: Chapter 10; Facilitator: Camilo Velasquez
May 5	L: Chapter 11; Facilitator: Anna Simons
May 8	L: Chapter 12; Facilitator: Emily Hallgren
May 10	L: Chapter 13; Facilitator: Nicole Fowler
May 12	L: Chapters 14-15, and Epilogue
May 15-18	Finals Week

\* Indicates dates on which students will serve as class facilitators