

**An Introduction to Peace, Justice, and Conflict Resolution Studies
(PEAC 200) (03) Fall 2015 Kinard 211
M, W: 11:00 a.m.-12:15 p.m.**

Dr. Ginger Williams

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Course Description: This course seeks to expose students to the disciplines of peace studies, justice studies, and conflict resolution studies, which all emerged as scholarly fields in the 1960s. In this course we will explore the writings of some of the most profound peace philosophers and activists, both religious and secular from the nineteenth and twentieth centuries. This course will also explore conflict and violence and the roots of violence in our culture. We will examine methods of conflict resolution both at the macro and micro levels, and how conflict resolution can be a transformative tool in society. Students will reflect on their own conflict styles, examine their personal relationship with violence, and build and enhance personal skills for peacemaking. Although there will be some lecturing in this course, this is mostly a reading and discussion course. For meaningful discussion to happen you are expected to come to class prepared to discuss course texts and assignments with me and with the other students in the class. This course will help you develop critical reading, thinking and listening skills. You will learn about many different ways of viewing the world in this class. This course will challenge you to think differently about the world we live in and your role in it. On a daily basis we will discuss the ideas and thoughts of different peace philosophers and we will talk about their importance in our lives today. In addition to examining the ideas of peace philosophers we will examine various contemporary themes/problems/issues in the world and discuss possible solutions to those problems and issues. The course will conclude with an in-depth look into the issue of forgiveness and reconciliation and how we can approach that subject from the international level down to the personal level.

Course Goals as Aligned with University Level Competencies: Peace 200 teaches students to recognize and appreciate human diversity both past and present, as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles. Many of the peace philosophers that we will study in this course were the founders of diversity education and advocated for a pluralistic way of viewing the world long before this type of thinking was mainstream. We will study competing philosophies that will allow students to develop their own way of viewing the world, the world's problems, and solutions to the world's problems. PEAC 200 fulfills University Level Competency #2: The Promotion of Personal and Social Responsibility in that students are required to complete a service learning project in the community and write a reflective paper about their experience working with people different from themselves. By engaging in community-based service learning students develop a sense of responsibility to the community and are given an opportunity to contribute to the greater good. Additionally, this course satisfies University Level Competency #3 which is that Winthrop graduates understand the interconnected nature of the world and the time in which they live. In this course we study peace philosophies and practices from all over the world, from both the past and the present. Throughout the course, we will analyze how these various philosophies can change our lives and our communities.

Global Learning Initiative: This course participates in the Global Learning Initiative. We will be reading many articles written by international peace scholars and activists. We are also going to learn about

several world events and international movements in this course. By its very nature, this course is a global course!

Required Course Texts:

Howard Zinn, *The Power of Nonviolence: Writings by Advocates of Peace*, Beacon Press, 2002.
Walter Wink, *Peace is the Way: Writings on Nonviolence from the Fellowship of Reconciliation*, Orbis Books, 2000.
Ellis Cose, *Bone to Pick: Of Forgiveness, Reconciliation, Reparation, and Revenge*, Atria Books, 2004.

In addition to course texts, you will receive handouts in class and be directed to read things online that will also count as course readings.

Requirements:

- 1) Students are required to attend and participate in class on a daily basis. Participation includes reading assigned texts and being prepared to discuss them and answer questions in class, actively listening and taking notes, and volunteering information and insights during class discussions. Class participation and attendance count for 10% of your course grade. I take attendance! Missing class counts against your attendance grade.
- 2) Students will actively commit to a service learning project that each will present to the class during the last two weeks of class. This service-learning project/presentation will count for 20% of our course grade. (We will spend much time talking about this project in class). You must serve fifteen hours in a local organization and then write an eight to ten page paper about your experience doing that project. We will spend several class periods talking about this project. You will receive a handout with an explanation about how to write the paper.
- 3) Students will take three exams during the semester that will consist of both longer and shorter essays and will count for 20% (each) of your course grade.
- 4) You will have six 5 question reading quizzes throughout the semester. These quizzes will be unannounced. At the end of the semester I will drop your lowest quiz grade. If you miss a quiz that will be the quiz that you drop. Quizzes may not be made up unless you have a written excuse from a physician. Your quiz grade will count for 10% of your course grade.
- 5) Students will lead at least one reading discussion during the semester and co-lead the class discussion with the professor. This counts as part of the class participation grade.

Grades: The grading scale is as follows: 92-100=A, 90-91=A-, 88-89=B+, 82-87=B, 80-81=B-, 78-79=C+, 72-77=C, 70-71=C-, 68-69=D+, 62-67=D, 60-61=D-, Below 60 = F.

Grades are not given but earned. If you desire a certain grade then work for that grade.

Student Learning Outcomes: As a result of taking this course students will demonstrate an understanding of the basic philosophies of peace and justice and be able to apply those philosophies to current world situations. Students will demonstrate this understanding on their final exam in which they use the arguments of past philosophers to apply to a current world situation. In addition, through participating in a service-learning project, students will demonstrate an understanding of the connection of peace and justice in their local communities through a written reflection of their service project and an oral report to the class at the end of the semester.

Questions, Concerns, Comments: Disagreement is a basic element of a democratic society. Many aspects dealing with peace, justice, and conflict studies are controversial, meaning scholars and practitioners often disagree. We should discuss controversial issues in this class and your views are encouraged. You are not graded on your opinions; however, you are expected to convey your comments and opinions in constructive ways. We will respect the opinions of others in this class and I expect all class members to support each other in their quest for truth.

Students with Disabilities:

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform me as early as possible in the semester.

Student Code of Conduct:

As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online *Student Handbook* (<http://www.2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>). More explicit policies relative to a specific discipline/department may also be posted in a syllabus.

Cell Phone and Electronic Device Policy:

All Cell phones must be turned off upon entering class, no exceptions. There is no texting allowed in class either. You will be given one warning. After that you will be given a zero for class participation for that day and be asked to leave the class. I will adhere strictly to this policy. My policy is backed up by the Appropriate Use of Hand-held and Wireless Technology Policy of the College of Arts and Sciences. In addition, you may not use laptops or wireless tablets to take notes in class unless you have a learning disability that requires you to do so.

Important Dates:

Wednesday, September 16: Have Service Learning Project Chosen/ Approved

Monday, September 28: First Exam

Monday, November 9: Second Exam

Monday, November 30: Service-Learning Papers Due

Final Exam: Tuesday, December 15 at 8 a.m.

Class Schedule: Note: The Class schedule is subject to change. All changes will be noted in class. All of Dr. Williams's syllabi are maintained on the department of Interdisciplinary Studies website.

You may access a new syllabus by downloading a new revised syllabus from the INDS website or you may contact Dr. Williams for a new syllabus if changes occur.

August 26: First Day of Class. Introductions and syllabus review. Readings: Howard Zinn, Introduction, Buddha, "Let a Man Overcome Anger by Love", William Penn, "Essay Towards the Present and Future Peace of Europe", and Ralph Waldo Emerson, "On War".

August 31: Discuss assigned readings. Reading assignment for : Henry David Thoreau, "Civil Disobedience"

September 2: Discussion of "Civil Disobedience". Watch parts of the movie, "Gandhi".

September 9: Ellin McDonough, Director of Service Learning will speak about service-learning opportunities in York County and challenges associated with doing community-based service-learning.

September 14: Nonviolence in the Twentieth Century. Reading: M.K. Gandhi: "Nonviolence—The Greatest Force", in Walter Wink, *Peace is the Way*, and "My Faith in Nonviolence", in Zinn, *The Power of Nonviolence*.

September 16: Nonviolence in the 20th Century, Continued. The Catholic Worker Movement and the Pacifist Movement in the United States. Reading: Dorothy Day, "Pacifism", and "Our Country Passes from Undeclared War to Declared War, We Continue Our Pacifist Stand", in Zinn, *The Power of Nonviolence*.

September 21: Between the Wars, the Rise of Socialism and Communism and Labor Unrest. Scott Nearing, "From the Trial of Scott Nearing and the American Socialist Party, in Zinn, Simone Weil, "Reflections on War", Zinn, pp. 53-56, John Haynes Holmes, "Has Pacifism Become Impossible?", in Wink, *Peace is the Way*, p. 8-16.

September 23: Have Service-Learning Project Chosen/ Approved. World War II and the Cold War. Albert Camus, "Neither Victims Nor Executioners", and Henry Wallace, "Are We Only Paying Lip Service to Peace?" .

September 28: **First Exam. Bring Blue Book and Pen only.**

Part II.

From Civil Rights to Gay Rights, Social Movements in America, 1950s-1990s.

September 30: The Civil Rights Movement in America and the Use of Nonviolent Direct Action. MLK, Jr., "My Pilgrimage to Nonviolence, Wink, ch. 12, and Wink, all of Part 4—Howard Thurman, "The Will to Segregation, MLK, Jr., "The Coming Revolt Against Jim Crow, "Walk for Freedom", and "Facing the Challenge of a New Age".

October 5: Finish Discussing Wink, Part 4.

October 7: The Civil Rights Movement in America, continued.

October 14: Disarmament and Vietnam Wink, Merton, pp. 41-45, Merton, pp. 96-104, Zinn, MLK, Jr. "Declaration of Independence from the War in Vietnam", pp. 113-124.

October 21: Service Learning Project Check in.

October 26: The School of the Americas: The Problematic Issue of U.S. Military Training in Latin America: Video: "Guns and Greed".

October 28: Liberation Theology in Latin America and the United States. Reading (TBA).

November 2: The Rocha Nicaragua Project, 2007-Present.

November 4: Free Trade in the Americas. Reading TBA.

November 9: **Second Exam. Bring Blue Book and a Pen.**

November 11: Peace and the Environment: Reading: (TBA)

November 16 : Gay Rights as Civil Rights: Reading to be posted online.

November 18: Nonviolence in Action: Wink, Part Five: pp 210-256.

November 23: Path of Reconciliation: Wink, Part Six and Conclusion, pp. 258-295.

November 30: Contemporary Commentary on Forgiveness and Reconciliation: Ellis Cose: *Bone to Pick*, Introduction through chapter 2. (Service Learning Reflection Papers Due). Begin Service Learning Presentations.

December 2: Forgiveness and Reconciliation (cont.) —Ellis Cose: *Bone to Pick*, chapters 3-4. Cose, chapters 5-6. Service Learning presentations.

December 7: Final comments on Cose. **Service-Learning Papers Due.** Continue Service Learning presentations.

Final Exam: Tuesday, December 15 at 8 a.m.