Course Description:
This course encourages students to explore the numerous dimensions of violence present in the world today and to devise innovative approaches for overcoming these elements of peacelessness between and within countries. The primary focus of the course is on exploring the variety of “peace tools” available and evaluating the usefulness of these tools. Thus, the first part of the course is geared toward providing students with an understanding of both “negative” and “positive” peace and the types of peace tools that can be employed. In the second part of the course, students will work with one another to research, discuss, and present the potential uses of these peace tools in relation to a particular country.

Required Reading:
There are two main textbooks required. These books are supplemented with readings on electronic reserve at the library. The readings can be accessed at http://eres.library.denison.edu/ and a password will be given in class. In addition, students are required to follow the news on a daily basis.
1) Ho-Won Jeong, Peace and Conflict Studies: An Introduction.
3) Daily News: The New York Times is recommended, with discounted paper subscriptions available through the bookstore or an online college-rate discounted subscription at http://www.nytimes.com, for a general overview of international events along with other news sources related to your case.

Course Requirements:
I. Class participation (15% of course grade)
Class participation is a vital part of this course. Students are expected to complete the assigned readings before class and to participate in discussion on a regular basis. In addition, students are expected to actively participate in their group meetings, to prepare a clear group presentation of their conflict case, and to be engaged in the paper presentation discussions during the second part of the course.

II. Examinations (35% of course grade) These exams will test students’ knowledge of course material through short answer and essay questions.

A. Midterm Exam (15% of course grade)
B. Final Exam (20% of course grade)
III. Paper Assignments (50% of course grade)
A. Defining “Peace” Paper (10% of course grade)
Since this class is on peace studies, it is important to think about how we should define “peace.” The first part of the course focuses on this area, and students will then write a reflective essay on the topic. No additional reading or research is expected outside of the course material for this paper. Specific assignment instructions will be provided in class.

B. Case Background and Future Vision Paper (20% of course grade)
There are two linked papers designed to allow students to explore a specific case of peacelessness in the world. Students will be assigned to work in groups on a particular case of the group’s choosing.

In the first paper, students present the historical, current, and desired future for their case of peacelessness. This paper should be no less than 10 pages in length and should address the following issues:

1. Current state of peacelessness: What is the current situation? Be sure to provide an overview of all dimensions of violence that you can identify (estimated length at least 4 pages).

2. Historical background: How did the situation arrive at the current state of peacelessness? Be sure to analytically draw out important aspects of the development of violence across time, do not simply provide a basic historical account (estimated length at least 4 pages).

3. Vision for future: What is your personal vision for a more peaceful situation in this case? i.e. what would your ideal “peace” look like in this case. Be sure to discuss both positive and negative peace possibilities. At this point you are writing about how you want the situation to look (i.e. peace “outcome’), not the tools that will be used to achieve this vision (i.e. not the approach to get to outcome) - that is the topic of the second paper (estimated length 2 pages).

While students work in groups to prepare a joint presentation to the class, individuals are responsible for researching and writing their own papers. Students are expected to conduct research on their cases in order to gather information on the historical background and current standing of the situation. All information and ideas drawn from other sources must be clearly cited (footnotes or parenthetical citation format are acceptable, no endnotes) and a complete bibliography of all sources used must be listed at the end of the paper. If there are any questions regarding proper citation technique please see the instructor. Note that web-based sources are acceptable, but must NOT be the sole source of information and must be carefully cited as well.

C. Strategy to Achieve Vision Paper (20% of course grade)
With the case background and vision for the future established in the previous paper, this paper turns to explaining how one would go about reaching this vision. Be sure to carefully support your paper with direct references to the relevant class readings. These sources must be clearly cited (footnotes or parenthetical citation format are acceptable, no endnotes) and a complete bibliography of all sources used must be listed at the end of the paper. This paper should be no less than 10 pages in length and should address the following issues:

1. Briefly revisit your vision as a reminder to the reader (estimated 2 paragraphs)
   - Remember that this is your personal vision from the first paper, not the group vision, and that the subsequent strategy sections should be designed to reach all aspects of your vision.
2. **Strategy:** How will you achieve your vision of peace? You must employ at least 5 peace tools in your strategy. Be sure to describe exactly how each tool will be used, the order in which they will be used, and support why you advocate this series of tools (estimated length at least 8 pages).

3. **Strategy critique:** What are possible problems with your strategy? In this self-critique, provide at least four criticisms of the approach proposed in the first part of the paper (estimated length 2-3 pages).

As stated in The College of Wooster Catalogue, letter grades are defined as:

- **“A range”** indicates an outstanding performance in which there has been distinguished achievement in all phases of the course
- **“B range”** indicates a good performance in which there has been a high level of achievement in some phases of the course
- **“C range”** indicates an adequate performance in which a basic understanding of the subject has been demonstrated
- **“D range”** indicates a minimal performance in which despite recognizable deficiencies there is enough to merit credit
- F or NC indicates unsatisfactory performance

**Course Policies:**

1. Plagiarism is a serious offense and will be treated as such. References must be clearly cited in the research. Work done by other students or work done previously for other classes is also unacceptable. Students who plagiarize will automatically fail the course and could be subject to further academic disciplinary action. If there are any questions regarding proper academic behavior please see the professor or refer to the “Code of Academic Integrity” in the official student handbook *The Scot’s Key* (available at http://www.wooster.edu/Student-Life/Dean-of-Students).

2. Exam make-ups will only be allowed in extreme circumstances, such as a severe illness or death of a close member of the family. A makeup exam will be administered only if the student contacts the instructor before the exam and has documentation to support his or her excuse.

3. There will be no extensions given for the paper deadlines. Students handing in a late paper will have one letter grade deducted for every day that the paper is late AND papers will only be accepted in this manner with prior permission from the instructor.

4. Students must turn off all cell phones and other electronic devices before class. Any failure to do so, especially the use of cell phones during class time, will lead to a severe penalty for the student’s class participation grade. Laptop computers or tablets are allowed in class for note-taking only, and it is highly recommended that students turn off wireless internet access before class. Any improper use of a laptop computer or tablet will lead to the loss of privilege of using this device in class, as well as a severe penalty for the student’s class participation grade.
COURSE OUTLINE AND READING ASSIGNMENTS:

January 14: Introduction to class, no reading


January 16: What is Peace?
Barash & Webel, Chapter 1, “The Meanings of Peace,” pp. 3-12

January 18: What is War?
Jeong, Chapter 5, “Understanding War,” pp. 53-64

January 21: Areas of Peacelessness: Come prepared with current news to review areas of peacelessness across the world, and whether violence used in these areas can be justified
Ronald Glossop, “The Value of War,” pp. 97-105 (on reserve)

January 23: Peace Tools Overview

January 25 and 28: Managing and Settling Conflicts Peacefully *Groups Finalized*
Barash & Webel, Chapter 11, “Diplomacy, Negotiations, and Conflict Resolution,” pp. 243-262
Jeong, Chapter 11, “Conflict Resolution and Management,” pp. 167-204

January 30: Peace Through Strength
Barash & Webel, Chapter 14, “Peace Through Strength?” pp. 319-338 and “Civilian-Based Defense,” pp. 472-474
Jeong, Chapter 10, “Control of Military Power,” pp. 109-165

February 1: Disarmament and Arms Control *Defining “Peace” Paper Due*
Barash & Webel, Chapter 12, “Disarmament and Arms Control,” pp. 263-286
Lloyd Dumas, “Finding the Future: The Role of Economic Conversion in Shaping the Twenty-First Century,” pp. 100-106 (on reserve)
February 4 and 6: Human Rights *Case Selection Must Be Finalized by February 4*
Barash & Webel, Chapter 17, “Human Rights,” pp. 373-395

Jeong, Chapter 12, “Human Rights,” pp. 205-222


February 8: Self-Determination
Jeong, Chapter 13, “Self-Determination,” pp. 223-240

Dov Ronen, “Self-Determination,” pp. 269-292 (on reserve)

February 11: Religious Perspectives on Peace
Barash & Webel, Chapter 16, “Ethical and Religious Perspectives,” pp. 353-370

Chadwick Alger, “Religion as a Peace Tool,” pp. 94-109 (on reserve)


February 13: Feminist Perspectives on Peace
Jeong, Chapter 7, “Feminist Understandings of Violence,” pp. 75-85


February 15 and 18: Economics, Peace and Violence

Jeong, Chapter 8, “Political Economy,” pp. 87-93 and Chapter 14, “Development,” pp. 241-265

Coralie Bryant and Christina Kappaz, *Reducing Poverty, Building Peace*, pp. 12-30 (on reserve)

Paul Collier, “Economic Causes of Civil Conflict and Their Implications,” pp. 197-217 (on reserve)

February 20: Sustainable Development
Review Jeong, pp. 288-290 and Barash & Webel, pp. 411-416

Macartan Humphreys, “Natural Resources and Armed Conflicts: Issues and Options,” pp. 25-44 (on reserve)
February 22: Gross National Happiness – The Case of Bhutan
David Andelman, “Bhutan, Borders, and Bliss,” pp. 103-111 (on reserve)


Eric Weiner, “Bhutan: Happiness is a Policy,” pp. 49-95 (on reserve)

Centre for Bhutan Studies at http://www.bhutanstudies.org.bt/, in particular GNH link to http://www.grossnationalhappiness.com/

February 25: MIDTERM

February 27 and March 1: Environment, Peace and Violence *Guest lecture TA Rita Frost
Barash & Webel, Chapter 18, “Ecological Well-Being” pp. 397-418


Marvin S. Soroos, “Tools for Environmental Peacebuilders,” pp. 87-107 (on reserve)


March 4: Organizing the Global Arena

Jeong, Chapter 16, “Global Order and Governance,” pp. 293-317 and review pp. 124-141

Peter Wallensteen, “The United Nations in Conflict Resolution,” pp. 239-272 (on reserve)

Karen Mingst and Margaret Karns, “From Traditional to Complex Peacekeeping” and “From Noninterference in Domestic Affairs to Humanitarian Intervention,” pp. 502-513 (on reserve)

March 6: International Legal Structure
Barash & Webel, Chapter 15, “International Law,” pp. 339-351

March 8: Non-Governmental Organizations  
*Recommended day to turn in Case Background and Future Vision Paper*  
Roger Coate, “Civil Society as a Force for Peace,” pp. 57-86 (on reserve)

Diana Chigas, “Capacities and Limits of NGOs as Conflict Managers,” pp. 553-581 (on reserve)

Andreas Wenger and Daniel Möckli, “Corporate Conflict Prevention: Paths to Engagement,” pp. 129-166 (on reserve)

March 11-22: **NO CLASS - SPRING BREAK**

March 25: Peace Education  
*Final day to turn in Case Background and Future Vision Paper*  
Ian Harris and Mary Lee Morrison, “Peace Education,” pp. 25-36 (on reserve)


March 27: Education and Peace  


March 29: Peace Movements  
Barash & Webel, Chapter 10, “Peace Movements,” pp. 221-242

Jeong, Chapter 18, “Peace Movements,” pp. 337-364

April 1: Overview of Nonviolence  
Jeong, Chapter 17, “Nonviolence,” pp. 319-335

Robert L. Holmes, “General Introduction,” from *Nonviolence in Theory and Practice*, pp. 1-6 (on reserve)


April 3: *Bringing Down a Dictator*  

Video: *Bringing Down a Dictator*

April 5: *A Force More Powerful: A Century of Nonviolent Conflict* video series  
David Cortright, “Grasping Gandhi,” pp. 9-35 (on reserve)

Video Selection from *A Force More Powerful*
April 8: Nonviolence Critique
Barash & Webel, Chapter 21, “Nonviolence,” pp. 457-478


April 10: Reconciliation and Justice
Joanna Santa-Barbara, “Reconciliation,” pp. 173-186 (on reserve)

Rachel Kerr and Eirin Mobekk, “Peace and Justice: An Introduction,” pp. 1-17 and selected case boxes

Barash & Webel, Ch. 20, “National Reconciliation,” pp. 445-456 and Jeong pp. 192-193

April 12: Case Background Discussion
What is the current state of peacelessness? How did the situation arrive at the current state of peacelessness?

April 15: Establishing a Group Vision *Final day to turn in Strategy to Achieve Vision Paper
How can the individual visions be coordinated to complete a single group vision of peace in your case?

April 17: Group Strategy
What strategies should be used to reach the group \textit{(not individual)} vision of peace?

April 19: Presentation by Group 1
April 22: Presentation by Group 2
April 24: Presentation by Group 3

April 26: NO CLASS – CAMPUS WIDE I.S. SHOWCASE
*Students are encouraged to attend any presentations that connect to studying peace

April 29: Presentation by Group 4

May 1: Discussion/Comparison of Group Cases
No new reading, but review notes from the presentations. Be prepared to compare and contrast the different cases, and what should be done to improve the situations

May 3: Is Peace Possible? Does it Require “Personal Transformation?”
Barash & Webel, Chapter 22, “Toward a More Peaceful Future,” pp. 479-488

Jeong, Chapter 19, “Applications and Future Directions,” pp. 367-377

FINAL EXAM: Monday May 6 at 9:00am