Instructor: José-Antonio Orosco, Ph.D
Office: 102-D Hovland Hall
E-mail: joseph.orosco@oregonstate.edu
Phone: 541-737-4335 (office)
Office hours: Tuesdays 2-4pm and by appointment.

Description

This class involves an examination of violence and nonviolence in the modern world and ways to achieve a more peaceful and just society. We will treat nonviolence as both a way of life and as a strategic approach to conflict resolution. Through an examination of the political, religious, cultural, and gendered dimensions of violence and nonviolence, we aim to better understand the causes of war, terrorism, and political violence, as well as the praxis required to become a social change agent for peace. This course is required for any student seeking a Peace Studies Certificate at OSU.

There are no prerequisites for this course.

Selected Readings are linked from Blackboard.

Course Outcomes

At the end of this course, students should be able to:

1) Identify central concepts of Peace Studies, such as peace, justice, nonviolence, pacifism, civil disobedience, and the role stereotypes play in maintaining violence and war;
2) Articulate their knowledge and critical appreciation of these concepts in oral and written form;
3) Demonstrate critical writing, reading, reasoning, and listening skills
4) Analyze current events from the point of view of peace studies
Class Protocols

This course is conducted on the principle of cooperative learning. This means that your participation in class discussion is encouraged. You will be expected to listen, learn, and respond to the ideas of your class colleagues and, in general, to maintain the integrity and flow of the conversation. Participation means more than just showing up for class and listening to the professor or the students who talk a lot. Cooperative learning means that you will be expected to offer your own views on the course material, and possibly, to revise them upon interaction with other people’s views. This class will be structured to make sure your opinions help others understand better and your input is taken seriously by all of us. In order to accomplish this goal, please make sure your comments are constructive and respectful of others, even in your disagreements.

Come prepared for class. This means that you are ready to discuss the readings with your classmates and give them your critical attention. Bring your textbooks and readings to all class sessions.

Please turn off all cell phones and other portable electronic devices during class. Please do not text message or read other materials during class; if you are caught disrupting class this way, I will ask for your device, book, or reading material until the end of the class period, or ask you to leave.

Do not use your laptop during class unless you have cleared it with me first. Lectures and class discussions may not be recorded without prior approval.

Statement Regarding Students with Disabilities:
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Grades and Assignments

Your final grades will be calculated according to the following guideline. Factors such as increased participation will definitely be taken into account.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Reflective Comments</td>
<td>15%</td>
</tr>
<tr>
<td>Short Essay 1</td>
<td>20%</td>
</tr>
<tr>
<td>Short Essay 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Book Review</td>
<td>30%</td>
</tr>
</tbody>
</table>

Participation: Be aware that factors such as texting during class, not giving attention to other class discussants, etc., will count against your overall participation grade. Your individual participation grade is based on the following criteria:
A= Student attends class regularly and frequently contributes to class discussion, either by offering an interpretation of the reading or asking questions; listens carefully to others and responds to them, building on their remarks or asking them to clarify their ideas.

B= Student attends regularly and occasionally contributes to class discussion either by offering an interpretation of the reading or asking questions; listens carefully to others and occasionally responds to them, builds on their remarks or asks them to clarify their ideas.

C= Student attends occasionally; or regularly, but hardly ever contributes to class discussion either by offering an interpretation of the reading or asking questions; listens to others, but hardly ever responds to them, builds on their remarks or asks them to clarify their ideas.

D-F= Student attends sporadically and hardly ever contributes to class discussion either by offering an interpretation of the reading or asking questions.

Reflective Comments: Each week starting week one, you will be required to post a comment to the virtual Padlet bulletin board. Each comment will be your answer to the weekly thematic question found on the reading schedule. You will have from Wednesday evening until Sunday at midnight PST to post your response. Late comments will not receive credit. Each comment should be no more than 200 words maximum. Your posts can be read by everyone in the class, but they are not public on the internet. Posts are graded on the following basis:

3 points: Post displays an excellent understanding of the required reading materials and underlying concepts in answering the discussion question and clearly demonstrates their relevance using an outside resource, a real-life example, or specific real life application (work experience, prior coursework, historical example) to support important points. Post is also timely, not last minute, and allows for others to read.

2 points: Post displays a good understanding of the required reading materials and underlying concepts in answering the discussion questions; demonstrates their relevance only generally, or vaguely, with an outside resource, a real life example, or specific real life application (work experience, prior coursework, historical example) to support important points. Post might be uploaded midpoint in the posting period.

1 point: Post displays little or no evidence of understanding the required readings or concepts and is largely personal opinion or “I agree”, “Great idea!” type response; does not attempt to demonstrate relevance of reading or concepts. Post is last minute.

0-6= F; 7-12= D; 13-18=C; 19-25=B; 26-30=A
**Short Essays:** You will be required to write two short essays covering some of the course material. Each essay will be a maximum of 4 pages long. Please follow the paper guidelines at the end of the syllabus. I will give you the paper topics and due dates over Blackboard.

**Final Term Paper:** Your final paper for the class will be a 10-page maximum page paper. The topic will be a book review using some of the theoretical articles that we have read in class. I will provide you with the guidelines and a list of suggested titles for the review toward the end of the term.

Final papers are due during finals week.

**Reading Schedule:** Please note that this is a tentative schedule and is subject to change. If you miss class, it will be your responsibility to find out about changes to the readings and assignments.

**Week One: What kind of world does Peace Studies attempt to achieve?**

- Introduction and Syllabus
- Johan Galtung, “Cultural Violence”

**Week Two: Are Human beings naturally violent? Is war inevitable?**

- Sigmund Freud, “Why War?” *Approaches to Peace*, pp. 9-13
- Chris Hedges, “War is a Force that Gives us Meaning” AP, pp. 24-26
- Samuel P. Huntington, “Clash of Civilizations” AP, pp. 48-55
- Margaret Mead, “Warfare is Only an Invention” AP, pp. 20-23
- Steven Pinker, “Violence Vanquished”, AP, pp. 159-162

**Week Three: Is there such a thing a Just War?**

- No Class for MLK Holiday

- “Just War Doctrine” AP, 139-142
- Peter Singer, “Battlefields of the Future”, AP, pp. 65-69
- Andrew Bacevich, “The Revisionist Imperative”, AP, pp. 70-77
**Week Four: Can violence be a justified means toward reaching a political goal?**

- Noam Chomsky, “The Evil Scourge of Terrorism”, AP, 180-185
- Eqbal Ahmad, “Terrorism: Theirs and Ours”, AP 185-190
- Haviland Smith, “The U.S. Response to Terrorism”, AP, 190-194

- Franz Fanon, “Wretched of the Earth” (BB)
- Andrew Valls, “Can Terrorism be Justified” (BB)

**Week Five: Do Climate Change and Global Poverty Stand in the Way of Peace?**

- Vandana Shiva, “Everything I need to know I learned from the Forest” (BB)
- Rob Nixon, “Slow Violence” (BB)

- Thomas Pogge, “Poverty and Human Rights” (BB)
- Jeffrey Sachs, “Global Economic Solidarity” AP, 221-225
- Peter Singer, “The Solution to World Poverty” (BB)

**Week Six: Does Religious Faith Help or Hinder Peace? Do Our Schools Teach Peace?**

- Christopher Hitchens, “Religion Poisons Everything” (BB)
- Dalai Lama, “A Human Approach to World Peace” AP, 303-308.

- Paulo Freire, “The Pedgogy of the Oppressed” AP, 214-220
- Angela Horn Montel, “Violent Images in Cell Biology” (BB)
- Pamela S. Nath, “Psychology’s Missed Opportunities for Teaching Peace” on (BB)

**Week Seven: What is involved in being a Peace Activist? How do you build community power?**

- Andrew Cornell, “Dear Punk Rock Activism” (BB)
- Aaron Schutz, “Core Dilemmas of Organizing” (BB)

- Mark Engler, “Can Frances Fox Piven’s Theory of Disruptive Power Create the Next Occupy?” (BB)
- Katie Sarachild, “Consciousness Raising: A Radical Weapon” (BB)

**Week Eight: Can Nonviolence Really Work to Change Society?**

- Gandhi, “Ahimsa” pp. 258-265 (AP)
- Martin Luther King, Jr., “Letter from a Birmingham City Jail” pp. 226-230 (AP)

- Peter Gelderloos, “Arms and the Movement” (BB)
- Ned Resnikoff, “Think Riots Have Never Caused Change in America? Think Again” (BB)

**Week Nine: Does Gender affect tendencies toward Violence? Is Nonviolence Sexist?**

- Betty Reardon, “Sexism and the War System” AP, 295-302
- Rachel Kalish, “Suicide by Mass Murder” (BB)
- Martha Nussbaum, “Women’s Bodies: Violence, Security, Capabilities” (BB)

- Eleanora Patterson, “Suffering” (BB)
- Judy Costello, “Beyond Gandhi: An American Feminist’s Approach to Nonviolence” (BB)
- Lynne Shivers, “An Open Letter to Gandhi” (BB)

**Week Ten: How should we punish and heal from violence?**

- Richard Brandt, “The Utilitarian Theory of Criminal Punishment” (BB)
- Immanuel Kant, “The Retributive Theory of Punishment” (BB)

- Paul Tullis “Can Forgiveness Play a Role in Criminal Justice?” (BB)
- Desmond Tutu, “No Future Without Forgiveness” AP, pp. 308-313

**Statement on Student Conduct**

Please review the Oregon State University code for student conduct at the following link:
http://studentlife.oregonstate.edu/studentconduct/offenses-0

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but
not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else’s words, ideas, artistry or data as one’s own, or using one’s own previously submitted work. Plagiarism includes but is not limited to copying another person’s work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project and then submitting it as one’s own.

Please follow these guidelines for written work:

Your papers must be typed, 11-or12 point font, doubled-spaced, proofread, and “spell-checked.”

You will be graded on the organization, content (your level of detail and use of specific examples), and style of your paper, as well as on writing mechanics, such as spelling, grammar, and use of gender appropriate language. The following is a rough guide to how papers are evaluated.

A Paper= Paper is excellent work: represents outstanding comprehension of the subject matter; paper is very well organized and argument is logical; writer uses very specific and well-cited examples and evidence to support claims; language is sophisticated and flows very well; almost no spelling or grammar errors.

B Paper= Paper is good work; represents very good comprehension of the subject matter; paper is organized and argument is mostly logical, with perhaps some tangents or missing steps; writer uses some examples and evidence to support claims (but are not as detailed or well-cited as an A paper); language is well chosen and flows well; some spelling or grammar errors, but not enough to detract from the overall quality of the paper.

C Paper= Paper is average work; represents some familiarity with the subject matter but is missing some important key themes or concepts; paper may have some gaps in organizing the logical progression of
the argument or includes tangents that are not related to the paper’s main points; writer uses very few examples or evidence to support general claims; language is sometimes general or vague; spelling or grammar errors that detract from the overall quality of the paper.

D Paper= Paper is poor work; represents very little familiarity with the subject matter and may be confused as to the key themes or concepts; paper may have serious gaps in organizing the logical progression of the argument or be self-contradictory; paper is written in generalities with no examples or evidence to support claims; language is very general, vague, and stilted; serious spelling or grammar errors that detract from the overall quality of the paper.

F Paper= Paper represents hardly any familiarity with the subject matter and has almost no grasp of key themes or concepts. Also given in cases of plagiarism and other academic malfeasance. You don’t want to go there!