Course Name: Peace Strategies  
Course Number: PAX 301  
Term Offered: Winter 2020  
Meetings: TBD  
Credits: 4

Instructor: Linda Richards  
Location: Hovland Hall, 102 A  
Instructor email: linda.richards@oregonstate.edu  
Office hours: TBD

Course Description
This class investigates the relationship between science, peace and justice on personal, community and global scales. Students will learn and apply peace literacy skills to understand the historical foundations of complex issues today. In addition, they will gain insight into how they might contribute to solving current scientific and social problems.

Prerequisites: N/A

Course Content
The course will use readings, videos, activities and guest lectures to examine the practice of peace with ourselves, others and the Earth; nonviolence history and philosophy; strategies, tactics and community organizing; and case studies.

Communication and Email Etiquette
This course uses Canvas to organize many of our course activities and assignments. I communicate frequently using the Announcements function, especially about extra credit opportunities or to follow up with elements of discussions in class. Please check your student email and the Canvas “Announcements” regularly.

Course Credits
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Measurable Student Learning Outcomes
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 the discipline of Peace Studies.

Bacc Core Learning Outcomes
This course satisfies the Science, Technology, and Society requirement in the Baccalaureate Core. This means as a result of taking this class you will gain knowledge and skills that enable you to do the following:

<table>
<thead>
<tr>
<th>Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.</th>
<th>How does this course align with or meet this specific outcome?</th>
</tr>
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<tbody>
<tr>
<td>Both historically and today, strategies for peace have influenced and been influenced by our view of ourselves and of our societies. This class focuses on the relationship between peace efforts and a variety of social and political issues in society both today and</td>
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historically, including race and racism, sex and gender, morality, and the formation and explanation of social systems themselves. Students engage with relevant texts from a variety of different fields to critically analyze these relationships from a philosophical, peace-minded, perspective.

What assignments, class activities, discussions are used to address this outcome?
This course will move through five different units related to peace efforts and strategies. We will first work to contextualize peace movements historically and philosophically before examining environmental justice efforts, climate change movements, and nuclear repercussions; with special emphasis on nonviolent tactics. Class discussions and participation exercises address the history of these key issues.

How is student achievement of this outcome formally measured?
Students will write a research proposal in which they will argue for funding. The proposal requires a research question that is a sincere interest of their own questions that connect science, technology, and peace. The proposal requires that the students choose an appropriate topic, develop a reading list, develop a thesis and outline, etc. These papers will be scored using a rubric that focuses attention on the STS course elements (along with disciplinary accuracy, etc.). In addition, student achievement will be tracked by check point assignments that will provide feedback throughout the process and ensure that students are connecting peace strategies with science, technology, and society.

How does this course align with or meet this specific outcome?
This course will specifically encourage students to examine and analyze the influence of science on conflict and peace. Specifically, we will focus on environmental issues and response, science and war as well as the peace-minded responses (i.e. nuclear war, science and experimentation in WWII, etc.), as well as climate change issues and their respective responses. These areas of focus will demonstrate that peace and science directly influence and are influenced by issues of: race, ethics, morality, etc.

What assignments, class activities, discussions are used to address this outcome?
The material for the class is divided into thematic sections, and so students will confront the particular

Analyze the role of science and technology in shaping diverse fields of study over time.
role that fields of science and peaceful response play in shaping a number of different fields throughout the term. In each case, class discussions will be focused on this kind of analysis. Participation assignments, assigned readings, the research proposal and reflection letter will all acknowledge and analyze science’s role in shaping such fields of study.

**How is student achievement of this outcome formally measured?**
Student achievement on these outcomes is measured in a number of ways. Formative assessments measuring this outcome include: course participation, peer discussion exercises, the engagement reading assignment and peer review. Summative assessments measuring this outcome include: the final reflection letter wherein students write to an author of their choice to discuss peace strategies and the role of science in their selected movement. The research proposal assignment will also measure this outcome. The proposal requires a research question that is a sincere interest of their own questions that connect science, technology, and peace.

**How does this course align with or meet this specific outcome?**
To complete the two summative assessments for this course, students will apply the skills that they honed writing and revising their research proposal, as well as in course discussion and participation exercises, to analyze the role that both science and peace play in our understanding of important elements of our social and political worlds.

**What assignments, class activities, discussions are used to address this outcome?**
The final reflection letter, research proposal, and engagement reading assignment will all require that students offer a critical perspective on peace strategies in relation to science. Whether science is supports their peace strategies or the conflict they seek to address, these assignments require that students acknowledge and analyze the relationship between science and peace efforts.

**How is student achievement of this outcome formally measured?**
As a summative assessment, this course requires that students compose a research proposal in which they will argue for funding. The proposal requires a research question that is a sincere interest of their own questions that connect science, technology, and peace.
The proposal requires that the students choose an appropriate topic, develop a reading list, develop a thesis and outline, etc. Students will also compose a reflection letter in which they discuss the relationship between science and peace efforts with the author of their selected reading from the term.

Learning Resources

Course Policies:

**To Succeed**
Attend class regularly, read all instructions for each assignment in Canvas and ask questions.

**Late Policy**
Each week on campus low stakes assignments are due, in addition to our in-class activities. One must sign in for points for the in-class activities. There is no make-up for missed class activities (however, there is extra credit or other arrangements due to emergencies). Late work for Canvas beyond 24 hours can be submitted for partial to one third credit, but due to my teaching schedule and fairness, any late work after 24 hours will not be accepted as a rule. However, please communicate with me if you need an exception due to the death of a family member or loved one, serious medical illness or a crisis. Please communicate with me if you need support for a death of a family member or loved one, serious medical illness or other tragedy. Communicate as early as possible so we can arrange together a plan to complete the course successfully.

**Guidelines for a Productive and Effective Online Classroom**
Students are expected to conduct themselves in the course in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.
Active interaction with peers and your instructor is essential to success in our course, paying particular attention to the following:
- Read your peer reviews carefully before submitting them. Focus on encouraging each other to grow.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please choose your words carefully while you also recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is essential to our success as active learners.
Evaluation of Student Performance

Research Project Proposal Assignments: 38%

Your work in this class is real to me and the first day of class I will explain why. This project is for your lifelong learning and should be strong starting point for you to do more later in life. See additional directions for the Research Project Proposal in Canvas as every assignment has individual, detailed directions in Canvas, look under the "Assignments" and review them in the first week of class. Your research project proposal builds from several assignments. The proposal requires a research question that is a sincere interest of your own into questions that connect science, technology and peace.

Minimum Source Requirements: Use at least two sources from preliminary archival or primary research conducted using online digital archives and/or the OSU Library, and/or in the SCARC archives, and/or our Peace Strategies collection guide. You will also use a minimum of six secondary sources. Include at least one author from our course readings. You should also include information from any nonprofit, NGO, and/or organization, local to international involved in the question.

Outline of Research Proposal Assignments

A. Brainstorm and 2 Peer Reviews: 4 points: Find primary online digital collections or sources with possible research question or topic. You can also use our class’s Science and War Collections in the Library Guide and/or SCARC and/or the Valley library to find primary sources, from the era you are studying. List any of potential collections/articles/books you are interested in.

B. Check-in and Peer Assignment: 6 points: Show progress developing toward a committed research question with a short paragraph about your topic. Explain what you are interested in and what you hope to find out with bibliography resource list of both primary and secondary sources (minimum 2 primary sources and 8 total sources).

C. Annotated Bibliography with 2 Peer Reviews: 10 points: Show us what you have so far in terms of a source and nonprofit analysis so we can help you think about your work in progress

D. Mind-map, Raw Notes or Outline with 4 Peer Reviews: 6 points: Show you are developing content and organization for your Research Proposal.

E. Research Project Proposal Draft with 2 Peer Reviews: 5 points: Sources must be properly accounted for so this document can be a point of reference for you and future students over the long term. The proposal can be written for you to your future self or you may even use your imagination to pretend to apply for research funding.

F. Final Research Proposal: 7 points

Engagement Reading Assignment with 4 Peer Reviews: 12%

The summary and analysis of the readings should be to be a minimum of 750 words but no longer than 1,000. Your submission could include a short summary of the main argument of Sharp and at least three other authors or leaders you were drawn to or repelled by, the meaning you feel the readings had and/or a critique, along with some questions for your peers that you feel might spark conversation. Include if any of the authors are useful to your research proposal and if so, why. Your submission will be an analysis and explanation in writing as opposed to an informal discussion and therefore, held to an organized written standard of clarity; but the focus of the peer reviewers is not to judge or critique writing talent so much as to engage with the ideas presented. It is up to you to make the assignment useful in your study of peace strategies according to our intellectual virtues.

Participation: 30%

A. 5 points: Primary Analysis Activity

B. 5 points: Listening Practice

C. 5 points: Role Play

D. 5 points: Engagement Activity follow up In-class Speed Author Activity

E. 10 points: Student Led Learning, sharing of Project Proposals

Thus, 30% percent of your grade is unevaluated, all or nothing participation points. We are practicing intellectual virtues together as we learn the process of research and peace literacy skills.
Learning is a virtue to be cultivated with habits of explicit critical thinking skills. Our class is a collaboration in relationship with many other scholars while linking current, former and future students.

**Student led Learning:** your sharing of your project proposal can be as informal or formal as you like. Presentations can range from sitting at your desk, reading your favorite parts or excerpts of your research proposal to creating a more formal talk with a PowerPoint, poster or multimedia product; however, you will only be graded on your attendance. You receive 3.3 points total for being present each day over three days to share and learn informally (10 points total). To earn the points, you must sign in on the sign in sheet.

Each student has up to 6 minutes to share. I will let you know when you hit the four-minute mark and have two minutes left so you can either wrap up or answer questions from the class for last two minutes.

Take notes so you may include in your final letter (below) what you learned from your peers in the sessions.

**Final Reflection Letter: 20%**

You will compose a 3-4 double spaced 1000-1500-word to an author or featured individual or community in our course of your choice.

The letter should use citations and content discuss peace strategies and/or what you have learned and/or questions/comments you have for the author you are writing. An A range letter should also be supported by citations from what you learned from your peers in the student led learning sessions, readings, lectures, discussions, class activities, guest speakers, extra credit events, etc.

To score the best, keep notes as you go through our lecture and course. Use and cite from as many of the choices listed above as you can while preserving depth and meaning in your letter. The essay will be weighted on content much more than writing skill. Show me your connection and analysis of some aspect of the meaning of our course using the course content.

Cite your reflection just as you would a research project or paper with (author, page) for any quotations and general material (author). Make sure to identify where you learned something, for example, "In Hamblin's book (p. 23)", or "When we were in the archives", or "In lecture we discussed," or "At the extra credit lecture Jan 24 on social justice and nuclear history", so I know what elements of the course relate to your ideas and examples in your reflection.

Final "letter" due by 12 noon on Wed according to the school examination schedule. Your essay will be submitted on Canvas and there is no class during Finals.

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<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Research Proposal</td>
<td>38%</td>
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<tr>
<td>Participation</td>
<td>34%</td>
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<tr>
<td>Engagement Reading Assignment</td>
<td>12%</td>
</tr>
<tr>
<td>Final Exam: Letter</td>
<td>20%</td>
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**Assignment Overview**
There is more detail on Canvas under each assignment. Every assignment supports development of your scholarship as a practice in intellectual virtue. Read about Intellectual Virtues in the Research Proposal assignment so you know what we are trying to achieve this term. Look over Canvas first and then, if you have any questions about the directions or course, especially if you locate any discrepancies, please ask questions in class to help us all learn and be aligned. Before emailing me questions about the course, consult Canvas directions and materials in the modules.

**Assignment Submission:**
Avoid any format other than a computer to submit assignments as in the past, I-pads and I-phones caused serious problems. I will not email you or contact you if you have missing assignments that did not properly submit as I have 150 students and cannot monitor this. If you drop or withdraw, it is your responsibility to make sure the change has been successful and you are no longer enrolled in our class.

**Extra Credit:**
The extra credit will not be calculated by Canvas, but will go in the total as it will be manually added to your points at the end of the term when grades are submitted to the Registrar.

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 94</td>
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<tr>
<td>A-</td>
<td>&lt; 94 - 90</td>
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<tr>
<td>B+</td>
<td>&lt; 90 - 87</td>
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<tr>
<td>B</td>
<td>&lt; 87 - 84</td>
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<tr>
<td>B-</td>
<td>&lt; 84 - 80</td>
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<tr>
<td>C+</td>
<td>&lt; 80 - 77</td>
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<tr>
<td>C</td>
<td>&lt; 77 - 74</td>
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<tr>
<td>C-</td>
<td>&lt; 74 - 70</td>
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<tr>
<td>D+</td>
<td>&lt; 70 – 67</td>
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<tr>
<td>D</td>
<td>&lt; 67 – 64</td>
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<tr>
<td>D-</td>
<td>&lt; 64 – 60</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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<tr>
<td>Week</td>
<td>Unit of Study</td>
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<td>------</td>
<td>--------------------------------------------------</td>
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<tr>
<td>01</td>
<td><strong>Individual Practices of Peace:</strong> Historical, Philosophical, Religious</td>
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<tr>
<td></td>
<td>o Religious and secular studies of inner peace and health&lt;br&gt; o Students brainstorm peace and justice research topics linked to science using these same inner meditation and other reflective practices</td>
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<tr>
<td>02</td>
<td><strong>Individual Practices of Peace, continued</strong></td>
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<tr>
<td></td>
<td>o Religious and secular studies of inner peace and health continued; nonviolence as a research practice&lt;br&gt; o Students brainstorm their research ideas with peers</td>
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<tr>
<td>03</td>
<td><strong>Practices of Peace Worldwide:</strong> Historical, Philosophical, Religious</td>
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<td></td>
<td>o Peer interaction re: Sharp readings&lt;br&gt; o Practices of mediation, negotiation and conflict resolution</td>
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<tr>
<td>04</td>
<td><strong>Practices of Peace Worldwide, continued</strong></td>
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<tr>
<td></td>
<td>o Conflict resolution&lt;br&gt; o Listening practice&lt;br&gt; o De-escalation&lt;br&gt; o Nonviolence tactics</td>
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<tr>
<td>Week</td>
<td>Topic</td>
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| 05    | Environmental Practices of Peace: Historical, Philosophical, Religious | o Case studies  
 o Exploring local to global nonprofits and NGOs related to student research focus  
 o Indigenous perspectives of peace  

**Readings:**  
 o Gene Sharp: 81-148  
 o Thirteen Grandmothers  
 o Winona LaDuke  

**Friday, 11:59pm Canvas:**  
 o Engagement Activity |
| 06    | Environmental Practices of Peace, continued | o Case studies, continued  
 o Exploring local to global nonprofits and NGOs related to student research focus  
 o Indigenous perspectives, TEK and peace, continued  
 o Urban civil disobedience to animal laboratories to GMO seed labs and old growth tree sits  

**Readings:**  
 o Starhawk’s Nonviolence Theories  
 o Perry H. Charley TEK and Nuclear Repair  

**In class:**  
 o Participation: Speed Author Activity  

**Friday, 11:59pm Canvas:**  
 o Annotated bibliography with 2 peer reviews |
| 07    | Successful v. Unsuccessful Strategies: Tactics and Community Organizing | o Indigenous movements case studies  
 o Anti-nuclear weapons and power movements  

**Readings:**  
 o Specific case studies, Zapatistas,  
 o The Plowshares Actions  

**Friday, 11:59pm Canvas:**  
 o Mind map with 4 peer reviews |
| 08    | Successful v. Unsuccessful Strategies, continued | o Environmental justice movements  

**Readings:**  
 o Specific case studies TBD  

**Friday, 11:59pm Canvas:**  
 o Research Project Proposal and 2 peer reviews |
| 09    | Successful v. Unsuccessful Strategies, continued | o Climate change movements  

**Readings:** The Children’s Trust  

**Friday, 11:59pm Canvas:**  

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<tr>
<th>#</th>
<th>Activity</th>
<th>Due/Details</th>
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<tbody>
<tr>
<td>10</td>
<td><strong>Student Led Learning: Research Proposal Presentations</strong></td>
<td><strong>In class:</strong>&lt;br&gt;- Sharing of Research and project proposals&lt;br&gt;10 points</td>
</tr>
<tr>
<td>11</td>
<td><strong>Final Letter to any author or featured individual or community in the course</strong></td>
<td>Due by 12pm noon on Wednesday 20 points</td>
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**Statement Regarding Students with Disabilities** Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations. Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](http://ds.oregonstate.edu) certifying how the platform is accessible to students with disabilities.

**Diversity Statement** This class strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**Religious Holiday Statement** Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**At every step of your learning** at OSU, prioritize self-care in our class as we will be discussing and studying violence and war. In addition, the [most recent data](http://ds.oregonstate.edu) from the American College Health Association suggests a mental-health crisis on American college campuses. In its 2017 survey of 26,000 undergraduates, 40 percent said that at some point in the previous 12 months they had felt "so depressed that it was difficult to function," 61 percent had experienced overwhelming anxiety, and nearly 13 percent had seriously considered suicide.

Due to this, I am encouraging you to become aware of what resources we have for emotional and mental health so we can all help support each other. Reach out to find support for yourself and others who may experience crisis. Help is available at CAPS, see [https://counseling.oregonstate.edu/](https://counseling.oregonstate.edu/) and these resources below:

- Oregon State University Counseling and Psychological Services (CAPS): 541-737-2131 a 24-hour help line for Ecampus and on-campus students
- National Suicide Prevention Lifeline: 1-800-273-8255 or send a text to 741-741
- The Trevor Project (hotline for LGBTQ ages 13-24): 1-866-488-7386; texting available Thursdays & Fridays 1pm-5pm PST - text "Trevor" to 1-202-304-1200; online chat available every day 12pm-6pm PST
Veteran Affairs Suicide Prevention: Veterans, service members, and their loved ones can call 1-800-273-8255 and press 1, send a text message to 838255, or chat online. Available even for those not registered with VA or enrolled in VA health care.

- Talk to a friend or family member
- If you or a friend are at imminent risk, call Oregon State Police at 541-737-7000 on campus or 911 off campus.
- Please share this information with your acquaintances, peers and loved ones.

**Expectations for Student Conduct** Student conduct is governed by the university’s policies, as explained in the Student Conduct Code. Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility.

**Academic Integrity** Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

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.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University’s Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Student Evaluation of Courses:**
The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

Your honest comments help me to design the course for future students and are appreciated.