

MORAVIAN COLLEGE
COURSE SYLLABUS
Spring 2015

PHI/REL/IDIS 294 What is Peace?

Instructor: Dr. Bernie Cantens

TR 1:10–2:20 PM

Classroom: Hall of Science 204

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Web Page: <http://bernierphilosophy.com/>

Office: Comenius Hall 107

Office Hours: TR 10:00-11:30

Required Text:

- Handouts: Students will be given handouts (through Google Drive) from a selected number of readings.

Case Studies

- Thich Nhat Hanh. *Peace is Every Step: The Path of Mindfulness in Everyday Life*. New York: Bantam Books, 1991.
- Jose-Antonio Orosco. *Cesar Chavez and the Common Sense of Nonviolence*

Recommended

- Jody Williams. *My Name is Jody Williams: A Vermont Girl's Winding Path to the Nobel Peace Prize*.
- Mohandas Gandhi. *All Men Are Brothers*. New York: Bloomsbury Academic, 2005.
- Martin Luther King, Jr. "Letter from a Birmingham Jail." *Why We Can't Wait*. New York: Random House, 2011.

Course Catalogue Description:

This course introduces students to the complex notion of peace through its historical origins, evolution of meaning, and relation to second-ordered concepts such as justice, violence and war. We will study a plurality of theories and practices of peace, diverse approaches to peace, and numerous perspectives and prospects for achieving peace.

Student Learning Outcomes:

Students who complete this course should be able to do the following:

- Explain clearly and intelligibly the nature of peace from different traditions and perspective.
- Demonstrate an understanding of the views of some of the most prominent peace movements and visions of peace.

- Critically analyze and write about prominent primary texts in the field of peace studies, non-violence movements and just war theory.
- Identify and explain central theoretical issues related to peace, violence and war.
- Demonstrate (through written work and oral expression) an understanding of the complexity of issues related to peace when applied to concrete situations.
- Demonstrate (through written work and oral expression) an understanding of the complicated and interdependent relationship among economic, religious, political, and cultural factors and the concept of peace.
- Exercise scholarly creativity, fairness and tolerance toward different conflicting views.

LINC M3 Student Learning Outcomes:

- Think and write about “ultimate questions”.
- Understand of the relevance and importance of “ultimate questions” to individuals and to society
- Critically evaluate the student's own and others’ answers to “ultimate questions”

Grading:

Exams	40%
Blog	20%
Paper	20%
Presentation	10%
Class Participation	10%

Course Requirements:

(1) 2 Essay Exams 40%

There will be two essay exams that will evaluate students understanding of the readings and class discussions.

(2) Blog Project 20%

Student will be required to start an individual blog. I will have one blog page with links to each student’s blog page. Each student should write one blog entry weekly on a topic from the required reading. They may also apply the week’s lesson or material to a contemporary issue in the news. Students will be graded only on 10 blog entries. The blogs will be graded at the end of the semester so students will have the opportunity to revisit their entries during the semester and make revisions to improve them.

- **Blog Project:** The blog will be used as an online-guided journal. Students will publish their reflections on specific questions concerning the assigned readings. At the end of the semester, students should have at least 10 entries. The entries have a publication date but can be editing on an on-going basis. The journal will be graded at the end of the semester. The last blog entry will be April 16, 2015. Blog entries after this date will not be accepted.

- The Blog Project is intended to accomplish several goals: first, to give students a powerful voice by allowing them to publish on the Internet their views and thoughts for the whole world to see. If they do not want to disclose their identity, they can remain anonymous. Second, the Blog Project reinforces the idea that writing is a continuous process that requires on-going revision and editing. Since the journal will not be graded until the end of the semester, students will have a strong incentive to revisit their earlier entries and edit them. Third, the Blog Project will permit students to share their writings with a larger audience instead of just with the professor, as they customarily do in a conventional writing assignment. This should create some positive anxiety and about the quality of their work, which will motivate them to focus more attentively on the essays they produce and publish. Fourth, students can easily access other students' work, creating exciting opportunities for engagement among students. This engagement could take on many forms, from simply reading other students' blog entries (which could be an enlightening experience) to responding and exchanging arguments and views with each other.

(3) Paper 20%

Students will complete one philosophical writing assignment on a topic *directly* related to this course and assigned readings. The writing assignment is a *top-down, thesis-governed paper* approximately 7-pages long, double-spaced and 12-Times New Roman font. A thesis-governed paper is a more formal academic style paper – “the prototypical structure of academic prose. Such writing begins with the presentation of a problem to be addressed; near the end of the introduction, after the writer has presented the problem, the writer states his or her thesis, often accompanied by a purpose statement or a blueprint statement that gives the reader an overview of the whole essay. The body of the paper then supports the thesis with appropriate arguments and evidence” (John C. Bean, *Engaging Ideas*, 87). The students will be graded according to four criteria: (1) whether the introduction has a clear and explicit thesis and organized developing statements; (2) whether the paper is well organized and demonstrates a logical flow of ideas (in accordance with the introduction); (3) whether there are well constructed and developed arguments and/or critical explanations of philosophical problems and solutions; and (4) whether the writing skills, such as word use, sentence structure, grammar, and punctuation are correct.

The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

(4) Presentation 10%

Each student will be responsible for delivering at the end of the semester a lecture presentation in which they present their original view of peace. This may be done through You Tube video, live in class, or both.

(5) Class participation 10%

Students are required to attend all class session; moreover, students are expected to have read the scheduled readings and participate in class discussions.

Policy on Academic Honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built. The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor. See Student Handbook pp. 32 – 38.

Plagiarism

A major form of academic dishonesty is plagiarism, which we define as the use, whether deliberate or not, of any outside source without proper acknowledgment; an “outside source” is defined as any work (published or unpublished), composed, written, or created by any person other than the student who submitted the work (adapted from Napolitano vs. Princeton). Instructors often encourage—and in the case of research essays, require—students to include the ideas of others in their writing. In such cases, students must take care to cite the sources of these ideas correctly (in other words, to give credit where credit is due).

Students Disability Policy

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

PROGRAM AND READING ASSIGNMENTS

WEEK	TOPIC	READINGS & ASSIGNMENTS
WEEK 1	I. Visions of Peace	
January 20	Introduction Plato	<i>Republic</i>
January 22	Aristotle	<i>Nichomachean Ethics</i> Swanton, <i>Virtue Ethics</i> , “Love and Respect”. Blog Entry #1

WEEK 2		
January 27	Dr. Kelly Denton-Borhaug	Narratives from Hebrew Scripture: Cain and Abel; Noah's Ark; Amos and Isaiah From the New Testament: The Sermon on the Mount; Revelation
January 29	Dr. Arash Naraghi	"The Place of Tolerance in Islam" Khaled Abou El Fadl Blog Entry #2
WEEK 3		
February 3	Aquinas Hobbes	<i>Summa Theologica,</i> <i>Of War</i> Pt II-II Q 40 A 1-4 <i>Of Peace</i> Pt. II-II, Q. 29, A. 2 <i>Leviathan</i> , Chapters 13, 14, 15, and 16
February 5	Guest Speaker Brandywine Peace Community	Blog Entry #3
WEEK 4		
Feb. 10	Robert Meagher Jody Williams	Selection from Robert Meagher, <i>Killing from the Inside Out: Just War Theory and Moral Injury</i> , pp. 67 – 85 Selections from <i>My Name is Jody Williams: A Vermont Girl's Winding Path to the Nobel Peace Prize</i> . Chapters 1, 2, 8 and Epilogue.
Feb. 12	Ted Talk	"A realistic vision for world peace" (January 2011). Retrieved from http://www.ted.com/speakers/jody_williams.html Blog Entry #4
WEEK 5		

Feb 17	Mohandas Gandhi. Erika Chenowith and Maria J. Stephan	<i>All Men Are Brothers</i> , Chapter 4 Ahimsa or the Way of Nonviolence and Chapter 6 International Peace. Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict, pp. 3 – 29.
Feb 19		Blog Entry #5 Take-Home Exam 1
WEEK 6	II. Theoretical Questions and Issues of Peace	
Feb 24	Human Nature	Hobbes Immanuel Kant's essay, "On Perpetual Peace" Joam Evans Pim, <i>Toward a Nonkilling Paradigm</i> , pp 13 – 32; 271 – 286
Feb 26	Inner/Outer Peace No Class	Gandhi Selections from the Dalai Lama's <i>Peace and Prosperity</i> Gene Sharp's <i>There Are Realistic Alternatives</i> Blog Entry #6
WEEK 7		
March 3	Just war	Aquinas in his <i>Summa Theologica</i> II Questions 29 and 40. Selections from Vitoria, <i>On War</i> Here we could use Meagher's book again as commentary
March 5	Just war	Selections from Carl von Clausewitz in <i>On War</i> Selections from Michael Walzer in <i>Just and Unjust Wars</i> <i>Peace and Conflict Studies: An Introduction</i> , "Control of Military Power," pp 109 – 165. Ho-Won Jeon (Burlington USA: Ashgate, 2000) Blog Entry #7
WEEK		
March 10	Spring Recess	

March 12	Spring Recess	
WEEK 8		
March 17	Positive and Negative Peace	<p>Jody Williams' TED Talk "A realistic vision for world peace"</p> <p>Martin Luther King, Jr.'s <i>Letter from a Birmingham Jail</i> and <i>Beyond Vietnam</i></p> <p>U.N. Documents on Peace, such as Millenium Goals.</p>
March 19	Positive and Negative Peace	<p>John Paul Lederach, <i>The Moral Imagination: The Art and Soul of Building Peace</i>, "On Simplicity and Complexity," pp 31 – 40.</p> <p>Blog Entry #8</p>
WEEK 9		
March 24	Violence and Non-violence.	Hannah Arendt <i>On Violence</i> Daniel to
March 26	Violence and Non-violence.	Berrigan's <i>Essential Writings</i>
March 27	Required attendance at LVAIC Conference: War and Peace: Drawing on the Power of Narrative and Dialogue to Build a Just Society	<p>Johan Galtung, "The Violence Triangle"</p> <p>Blog Entry #9</p>
WEEK 10	III. 2 Case Studies of Peace	These case studies will assist us in examining and reflecting on peace as it is lived in the real lives of leaders and communities in two very different contexts.
March 31	Thích Nhất Hạnh, a Buddhist monk, teacher and activist, has spent a lifetime teaching about peace and mindfulness in the midst and aftermath of the Vietnam War.	<p><i>Peace Is Every Step: The Path of Mindfulness in Everyday Life</i> (forward by H.H. the Dalai Lama), Thich Nhat Hanh, (New York: Bantam, 1991)</p> <p>(Have students purchase and read the whole book, it is very easy and approachable)</p> <p>May also wish to draw on the Buddhist teachings/scriptures/narratives here</p>

April 2		Blog Entry #10
WEEK 11		
April 7	Cesar Chavez, a dedicated Roman Catholic, directed his life to the nonviolent creation of a movement of farmworkers and citizens for the protection of their human rights.	Jose-Antonio Orosco. <i>Cesar Chavez and the Common Sense of Nonviolence</i>
April 9		Some first person writings of Cesar Chavez? Blog Entry #11
WEEK 12		
April 14	Documentary Films,	<i>Peace is Every Step: Meditation in Action: The life and Work of Thich Nhat Hanh</i>
April 16		<i>The Fight in the Fields: Ceasar Chavez and the Farmworkers' Struggles</i> Blog Entry #12
WEEK 13	IV. The Future of Peace: Students will address the question <i>What is Peace?</i> in the context of their changing lives.	
April 21	Student Presentations	Paper Due <i>Hold for class with Rev. Lawson</i>
April 23	Student Presentations	Hold for class with Rev. Lawson
WEEK 14		
April 28	Student Presentations	

April 30	Student Presentations	
May 3-8	Exam 2	