

MORAVIAN COLLEGE

Fall 2015

PHI/REL/IDIS 294 What is Peace?

Instructor: Dr. Kelly Denton-Borhaug

MW 10:20-11:30, Comenius 105

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Office: Comenius Hall 109

Office Hours: MW 2:30 -- 3:30 and by appointment (you also may drop by to see if I am free!)

Required Text:

- Most of our course readings may be found in our course BlackBoard site, under the link "Course Readings." Please self enroll asap; no password is required.

Case Studies/Required Texts (available in the bookstore)

- 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*
- *The books above are available in the Moravian College Bookstore*

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.

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. Students will develop their own philosophical/theological/social response to the question: What is 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%
Discussion Board	20%
Final 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, integration and critical assessment of the readings and class discussions.

(2) Leadership and Participation in our Discussion Board 20%

Students will be divided into teams to provide leadership for various weeks with our class Discussion Board. In alternate weeks, all students will participate individually according to prompts provided by the professor.

Student Discussion Board teams will:

1) develop follow up questions for asynchronous discussion, 2) monitor and encourage participation, and 3) provide ongoing discussion leadership to keep the conversation going. Students will receive grades weekly for individual entries and for team participation and leadership More details to come!

(2) Final Paper 20%

Students will complete one philosophical/theological writing assignment *directly* related to this course and assigned readings. You will write your own answer to the question “What is Peace?” This writing assignment is a *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 not only correct, but creative, intelligent and succinct. *Important note! Students will draw on no fewer than FOUR of our course readings/selections and utilize them in a rigorous intelligent way to assist their own development of a response to our course question. Make sure you include short pithy quotes, and integrate and take them further with your own good thinking and writing. Also make sure that you use internal citation WHENEVER you draw directly from a source or include an idea from a source. Works Cited Page required. Use the OWL Purdue to double check your format. MLA format preferred.*

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.

(3) Oral Presentation/Response to the Course Question 10%

Each student will be responsible for delivering at the end of the semester an oral presentation in which they present their original view of peace. This may be done through accompanied ppt, You Tube, VoiceThread, video, etc. We will hear/view these during our Final. Oral presentations will be 8 minutes in length (Time Yourself!)

(4) Class participation 10%

Students who wish to receive an A for participation will:

- Demonstrate leadership and engagement, especially with the Course Discussion Board. 10 points per week are possible for your Discussion Board Participation. You will be graded *both* according to your leadership of the weekly forum when your team is on for a given week, and you will be graded according to your participation as a member of each week’s forum. Each week the new forum will begin on Sunday morning, and end on Friday at midnight.
- Show through their consistent participation in class discussions, excellent note-taking in class, and elsewhere that they are spending a minimum of 2.5 hours rigorous study outside of class for every hour in class;
- Exhibit professional behavior with respect to consistent class attendance, and prompt communication with the professor regarding any necessary absences, and by coming to class with all the day’s materials enthused and prepared to engage (*note: the only excusable absences are for serious illness, religious observance or*

family emergency; any absence from class should be communicated to the prof with as much advance notice as possible). Each unexcused absence will result in a grade deduction of .25 grade level. In other words, if you have two unexcused absences, your grade will descend from an A to an A-.

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).

Student 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	
Aug 31	Course Introduction	Get ready to read, think, discuss, write! Introducing Ourselves --overview of course, Discussion Board Teams, Outside Required Events, Exams, Oral Presentation, etc. “Letter from William Penn to the Native Americans”

		<i>Discussion Board begins -- enroll in Blackboard, and get started! See the prof's voicethread intro to this week's forum</i>
Sept. 2	Plato	<i>Selection from The Republic, Plato</i> Guest Lecturer: Dr. Bernie Canteñs
WEEK 2		
Sept. 7	Aristotle	Selection from <i>Nichomachean Ethics</i> Discussion Board (Dr. KDB to lead)
Sept. 9	Biblical Ethics, Qur'anic Ethics and peace	Selections from Hebrew Scripture: Cain and Abel; Noah's Ark; From the New Testament: Beatitudes Also Read: "The Place of Tolerance in Islam," Kaled Abou El Fadl
WEEK 3		
Sept. 14	Hobbes	<i>Leviathan</i> , Chapters 13, 14, 15, and 16 Student Led Discussion Board Team I
Sept. 16	synthesis	<i>continue with Hobbes discussion, relate to other readings; no additional reading for today</i>
WEEK 4		
Sept. 21	Jody Williams <i>Note: Professor Away;</i>	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. Also view: "A realistic vision for world peace" (January 2011). Retrieved from

	but class continues!!	http://www.ted.com/speakers/jody_williams.html Student Led Discussion in Class Team II (Discussion recorded for professor)
Sept. 23	Joám Evans Pim Note: Professor Away No Class Today -- all students will attend tomorrow's Fall Convocation as a required element of our class!	"Introduction: A New Nonkilling Paradigm Emerges" Discussion Board continues this week (led by Prof. KDB -- pay attention to the Forum prompt!)
Sept. 24 (Thurs.)	All Students Attend Fall Convocation Johnston Hall, 10 am	We will respond via Discussion Board to your reading of Pim and to Karen Armstrong's Address on Fields of Blood: Religion and the History of Violence
WEEK 5		
Sept. 28	Mohandas Gandhi.	<i>All Men Are Brothers</i> , Chapter 4 Ahimsa or the Way of Nonviolence and Chapter 6 International Peace.
Sept. 30	Erika Chenowith and Maria J. Stephan	Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict, pp. 3 – 29. Take-Home Mid-Term Exam (covering material from Weeks 1-5; submit through BB; Due Through BB submission on Oct. 3, Saturday, at noon)
WEEK 6	II. Theoretical Questions and Issues of Peace	
Oct. 5	Human Nature	(review) Hobbes "Evolution and Peace: A Janus Connection" David P. Barash in <i>War Peace, and Human Nature</i> , Douglas P. Fry, ed.

		pp 25-37 Student Led Discussion Board Team III
Oct. 7	Human Nature	Joam Evans Pim, <i>Toward a Nonkilling Paradigm</i> , pp 13 – 32; 271 – 286 Selection from <i>Just and Unjust Wars</i> Michael Walzer
WEEK 7		
Oct. 12	Fall Break No class!	Douglas P. Fry (this is part of the selection from Fry that is in the “Visions of Peace” BB link) pp 495-513: “The Challenge of Getting Men to Kill: A View from Military Science” Richard J. Hughbank and Dave Grossman in <i>War, Peace, and Human Nature</i> , catch up on your reading. . . <i>Our Discussion Board from last week continues</i>
Oct. 14	Just War	Selection from Robert Meagher, <i>Killing from the Inside Out: Just War Theory and Moral Injury</i> , pp. 67 – 85 <i>Discussion Board Team IV: The Forum Concludes this week on Sunday, Oct. 18</i>
WEEK 8		
Oct. 19	Inner/Outer Peace	(review) Gandhi (review) New Testament Beatitudes Gene Sharp’s <i>There Are Realistic Alternatives</i> http://www.aeinstein.org/wp-content/uploads/2013/09/TARA.pdf <i>(Sharp’s work is very easy reading -- spend time especially on Chapter One and Appendix Two; read quickly through the rest)</i> <i>Discussion Board Forum led by Dr. Denton-Borhaug this week!</i>
Oct. 21	Positive and Negative Peace	U.N. Documents on Peace, such as Millenium Goals, Global Peace Index

		<p>(review) Jody Williams' TED Talk "A realistic vision for world peace"</p> <p>Martin Luther King, Jr.'s <i>Letter from a Birmingham Jail</i></p>
WEEK 9		
Oct. 26	Violence and nonviolence	<p>Selection from <i>Essential Writings</i> Daniel Berrigan <i>Discussion Board Team V</i></p>
October 27, Tuesday 7:00 pm	Irshad Manji Lecture	All students will plan to attend this opportunity to hear this activist for critically thinking/engaged peace!
Oct. 28	Violence and Power	<p>Selection from <i>On Violence</i> Hannah Arendt</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.
Nov. 2	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), Thích Nhat Hanh, (New York: Bantam, 1991) <i>Assignment: Read the first half of the book</i> <i>Student Led Discussion Board</i> <i>(volunteers?)</i></p>
Nov. 4	Documentary Film/Thich Nhat Hanh	<p><i>Peace is Every Step: Meditation in Action: The life and Work of Thich Nhat Hanh</i> <i>Assignment: Read the Second Half of Peace is Every Step</i></p>

WEEK 11		
Nov. 9	Class Discussion	<p><i>Read and come ready to discuss handout: "What would I say to Osama Bin Laden?" by Thich Nhat Hanh</i></p> <p>We also will continue our discussion of <i>Peace is Every Step</i></p> <p><i>Discussion Board (volunteers?)</i></p>
Nov. 11	Documentary Films	<p><i>The Fight in the Fields: Cesar Chavez and the Farmworkers' Struggles</i></p> <p>This film is available easily online through Youtube -- please view it on your own (we will use our class time to discuss the film and have a brief quiz to make sure everyone viewed it); or, if you have netflix, you may watch <i>Cesar's Last Fast</i></p>
WEEK 12		
Nov. 16	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.	<p>Jose-Antonio Orosco. <i>Cesar Chavez and the Common Sense of Nonviolence</i></p> <p><i>Introduction: "Cesar Chavez as Political Thinker"</i></p> <p><i>Chapter One: "Pilgrimage, Penitence, and Revolution"</i></p> <p><i>Discussion Board (volunteers?)</i></p>
Nov. 18	Cesar Chavez	<p>continue reading of Orosco</p> <p><i>read: pp 85-96: "Chavez's Alternative Masculinity"</i></p> <p><i>Chapter 5: "The Common Sense of Nonviolence"</i></p>
Saturday Nov. 21	Take Home Final Guidelines Available in Blackboard Assignments Link	<p><i>Please take time to read carefully the instructions for your take home final (posted in BB). Note that it is due to the BB submission link by Wed. of next week! If you have questions about the final, please email me. Think very hard, and good luck!</i></p>
WEEK 13		

Nov. 23	Professor away at conference	Take home Final (Covering Weeks 6 -- 12; submit through BB by <i>Wed., Nov. 25, midnight!</i>)
Nov. 25	Thanksgiving Recess: No Class	
WEEK 14	IV. The Future of Peace: Students will address the question <i>What is Peace?</i> in the context of their changing lives.	
Nov. 30	Student Presentations	Students use these last two weeks to develop their own argument/position with respect to the class question, resulting in a) an oral presentation you will make to your colleagues; b) a written formal paper (see below). Additional guidelines for your oral presentation are posted in BB Announcements Link, on the same google doc with the sign-up sheet. Five students will sign up for each day. Guidelines for your final paper are posted in BB Assignments
Dec. 2	Student Presentations	
WEEK 15		
Dec. 7	Student Presentations	
Dec. 9	Student Presentations	
Dec. 16	Final Paper	Final Paper Due through BB submission Dec. 16, midnight! Good luck!

